

**STUDENTS' SPEAKING ANXIETY OF ENGLISH FOREIGN
LANGUAGE (EFL) CLASS AT THE ELEVENTH GRADE OF MAN 1
BITUNG**

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Abstract

This research aimed to find out the level of students' anxiety in speaking and the causes of students' speaking anxiety in EFL class. The respondent of this research was the eleventh grade students of XI Science in MAN 1 Bitung which were consisted of 29 students. In this study, the researcher used descriptive qualitative method by using observation, questionnaire and interview to collect the data. During the implementation, the researcher utilized three steps of actions. The first action was to observe the students during their English class, the second action was to give the students questionnaire and the last action was to interview the students and the teachers. The level of anxiety was investigated through questionnaire adapted from Foreign Language Class Anxiety Scale (FLCAS). The result showed that 3% (one student) had high level of speaking English anxiety, 56% (sixteen students) had moderate level of speaking English anxiety and 41% (twelve students) had low level of speaking English anxiety. It means that most of the students experienced moderate anxiety when they speak English in class. The findings revealed that the causes of that situation including lack of English knowledge, lack of vocabulary, lack of practice, lack of confident, worried about making mistakes, worried being laughed at and afraid of being called arrogant. Therefore, it is important for the teacher to encourage and motivated the students and uses some techniques and games to help the students decrease their anxiousness.

Keywords: *speaking, students' anxiety, EFL Class*

INTRODUCTION

Bussmann defines Macro-linguistics as the “scientific investigation of language in the broadest sense, i.e., in the context of all related disciplines such as sociology, psychology, and philosophy (Bussman,2006). Therefore we can refer specifically to psycholinguistics, sociolinguistics or neurolinguistics. Psycholinguistics is described simply as the relationship between the human language and the human mind. It is the study of psycho-logical and neurological factors that help people to

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acquire, use, understand and produce language.(Altmann, 2006) In other words, Linguistic rely on language just as much as language relies on linguistic. Of the 4,000 to 5,000 living languages, English is by far the most universally used (Broughton,et al,2003). As a consequence, English has been taught in schools in Indonesia. It becomes the most preferred foreign language subject compared to other language subjects. The government regulates the English curriculum even at the very early stage.They prepare their students to be able to interact with individuals around the world by mastering English.

Learning a foreign language is a bigger challenge than learning the first language that people hardly remember how they learn. There are several skills that need to be mastery such as speaking. Speaking is one of the productive skills that require English learners to have enormous courage and confidence in communication.Penny Ur stated that speaking skill is the most important one because foreign language learners are mainly interested in becoming actual speakers of language (Ur, 1996).When the globalization grows, people in most nations find themselves speaking in a foreign language in front of others.However, speaking in foreign language, both in social and academic contexts, entails risk taking and seems to be a challenging activity for learnerswho are not fluent in the target language experience. Based on the observation, the researcher found this case at MAN 1 Bitung, most of the students were afraid and anxious to speak English in class. They worried to answer, to ask question and nervous to present their homework in front of class in English Language.The student seemed experiencing the speakinganxiety. As stated by Horwitz, Horwitz and Cope, Anxiety “is the subjectivefeeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system.”(Yalcin&Incecay. 2014). Horwitz also adds that speaking difficulty in class is probably the most frequently concern of the anxious foreign language students (Trang, 2012).The process of learning foreign language goes beyond the pure memorization of linguistic structures, words and rules. The learning process affects directly to student's emotional sphere. This includes learners and their

personality, emotions and experiences, all facets that, in turn, determine positive or negative attitudes towards the studied language or the practices used to learn it.

The questions are; what levels of speaking anxiety are experienced by the students? What are the causes of students' speaking anxiety in EFL Class? So based on these questions, this particular study aimed at finding out; to reveal the level of students' anxiety in speaking English and also to know the causes of students' speaking anxiety in EFL Class. The result of the study is expected to be used theoretically, which this research helps the reader to get more information and to increase the theory of students' speaking anxiety in EFL Class. Also it to be used practically, which the result of this study can be used to help the teachers to find a good method or technique in English Teaching especially in speaking skill and it is to inform the fellow students of English Education Department and English teachers who are interested in conducting students' speaking anxiety in EFL Class. The scopes of the study are limited to the subject and object investigated; The object of this research is Students' speaking anxiety, The subject of this research were 29 students of XI Science at MAN 1 Bitung, The informants for the interview were 10 students of XI Science at MAN 1 Bitung, This research was conducted in the academic year of 2019/2020.

From the review of related literature, the definition of speaking according to Jack C. Richard statement, speaking is used for many distinct reasons, and each aim involves distinct abilities. For instance, when people participate in casual discussion, their purpose may be to create social contact with individuals, to create a relationship, or to participate in a conversation that takes up much of the time they spend with friends. When people engage in discussion with someone, on the other side, it may be a matter of seeking or expressing opinions, persuading someone about something, or clarifying information. In some situations, speaking is used to give directions or to get things done (Richard, 2002).

Connected with Richard, Harmer stated that speaking is the capacity to speak fluently and not only the understanding of language characteristics, but also the capacity to process data and language on the spot. Chaney in AniDwiWahyuni defined speaking is a process of construct and exchanging meaning through the

use of verbal and non-verbal symbols in a 2 variety of situation (Wahyuni, 2016). From experts' statements above, the researcher concludes that speaking is communication with oral activity used in daily life which contain verbal and non verbal symbol.

The aspects of speaking according to Sari (2017) states there are five aspects of speaking: 1) Pronunciation (for oral communication, it requires the ways to express every words depends on the language itself). 2) Grammar (it is important for students to arrange a correct sentence in conversation). 3) Vocabulary (vocabulary indicates to the words used in language). 4) Fluency (It is described as the ability to speak with speed, consistency, and proper expression, to understand what they speak about). 5) Comprehension (it is the capacity to fully understand and be familiar with the situation, the reality, and much more).

The function of speaking according to Brown and Yule (in Richards, 2020) made a useful distinction between the interactional functions of speaking. The functions such as talk as interaction, it is refers to what we usually mean by communication, which defines interaction that serves a social function in the first place. The main features of talk as interaction can be summarized as; a) has a primarily social function, b) reflects role relationships, c) reflects speaker's identity, d) may be formal or casual, e) uses conversational conversations, f) reflects degree of politeness, g) employs many generic words, h) uses conversational register, i) is jointly constructed. The next is talk as transaction, it is refers to circumstances where what is said or done is the main focus. The last one is talk as performance, it is defined as public talk which is transmits information before an audience, such as class room presentations, public announcements, and speeches.

The types of speaking according to Brown (2014), he describes six categories of speaking performance based on skill area, they are; 1) Imitative, this category includes the ability to practice an intonation and focus on some particular elements of language form. 2) Intensive, this is the students' speaking performance that is practicing some phonological and grammatical aspects of language. 3) Responsive, this performance requires communication and test

comprehension, but at much reduced level of very short conversation, regular greeting and small talk, basic request and comments. 4) Transactional (dialogue), it is carried out for the purpose of conveying or exchanging specific information. 5) Interpersonal (dialogue), it refers to dialog which is aimed more at the maintenance of social relations than at the transmission of facts and information. 6) Extensive, In this categories teacher provides students with extensive monologs in the form of oral reports, summaries, storytelling, and short speeches. This is monologue of speaking performance.

When we want to speak in foreign language, we learned two context in speaking; foreign language and second language conditions. In a foreign language context, the target language is not the language of daily basic communication, for instance, studying Indonesia in the USA or learning Arabic in Korea. Learning speaking skills is a challenging task for learners because they have very little chance of using the target language outside the classroom. Therefore, the learners need a real-time experience introduced by teachers with a collection of classroom activities established in a collaborative interactive learning environment where both teachers and learners work together and collaborate with each other to create a comfortable, relaxed atmosphere for a perfect effective classroom environment discussion (Rou, 2018). The teacher needs to communicate by swapping information and expressing ideas with the correct grammar, adequate vocabulary and a good pronunciation.

Spielberger(in Tien, 2018) stated anxiety is classified as a temporary condition a person experiences moments in particular which is feature occurs in certain situations. He also defined that anxiety is caused at a 10 certain time by a combination of a person's genetic disposition (trait) with his emotional and mental state. While Woodrow mention that anxiety is often referred as a characteristic or trait or state of education research (Lee, 2014). Anxiety as an innate natural factor that affects every person from the moment of birth. If someone is in a stressful situation and or something threatens her, anxiety can appear on its own. Therefore, the researcher can get a conclusion that anxiety is a feeling of unease, nervousness, worry that can be mild or severe in certain situation.

The categories of anxiety according to (Ellis, 1994) there are three, consist of; 1) Trait anxiety, it is one of the personality traits and behaviors of a person that has typically adhered which is permanent and difficult to change. 2) State anxiety, it is a vague feeling of distress due to the change in one's emotional state triggered by an external factor. 3) Specific-situation anxiety, it is a feeling of anxiety caused by the specific situation or occurrence in learning the target language.

The symptoms of anxiety according to Beatty and Dobos in Damaida Sari cited that anxiety causes a number of physiological reactions, including heart rate increases, sweaty palms, and numbness (Sari, 2017). Edmund J. Bourne also mention that on physiological level, anxiety may include bodily reactions such as rapid heartbeat, muscle tension, queasiness, dry mouth, or sweating. Here are the symptoms of anxiety: 1) shortness of breath, 2) heart palpitations (rapid or irregular heartbeat), 3) trembling or shaking, 4) sweating, 5) choking, 6) nausea or abdominal distress, 7) numbness, 8) dizziness or unsteadiness, 9) feeling of detachment or being out of touch with yourself, 10) hot flashes or chills.

According to Horwitz et al. there are three components that relate to performance of language anxiety: 1) Communication Apprehension describes a kind of shyness caused by fear of communicating with other people. As an example; a difficulty not only in speaking in groups, or in public but also in listening to or learning oral messages. If individual have difficulty speaking or listening to foreign languages in front of people, their communication apprehension will be high. 2) Test anxiety, it is the negative feeling when a person believes he or she will probably fail tests as objective evaluative methods. It is thought that a person with high test anxiety is typically a perfectionist. 3) Fear of negative evaluations, connected to test anxiety requires objective assessment; fear of negative evaluation emphasizes feelings about others' evaluations or expectations. In connection with social evaluation situations such as interviews, oral presentations or speech contests, this third construct has a wider scope. Thus, the fear of negative evaluation is not restricted to testtaking situations in classrooms. The person who has a strong fear of negative assessment may be very sensitive to the views of others in the classroom (Horwitz & Cope, 1986)

Foreign language anxiety is, according to Gardner and MacIntyre in (Melouah,2013) defined Anxiety in relation to foreign or second language learning is characterized as the specific negative reaction encountered when learners are expected to perform in the second or foreign language in particular foreign or second language learning contexts. Horwitz, Horwitz& Cope (inAlsowat, 2016) analyzed language anxiety from the viewpoint of language learning; they pointed that language anxiety is "a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process".In the study of Park and Lee, low self confidence or high anxiety levels are affected students' oral performances negatively in class. In line with Park and Lee, Zheng in Mine Atas also states that when students are supposed to complete an oral task in class, their anxiety level can increase.(Atas, 2015) Based on explanation above, the researcher concludes that Foreign Language Anxiety is a feeling of worry or apprehension when using or learning a foreign language.

There are some previous studies related with Students' Speaking Anxiety of English Foreign Language (EFL) at the Eleventh Grade Students of MAN 1 Bitung. The first study is written by NurIsnaini entitled A study with title: An Analysis of Students' Speaking Anxiety of English Foreign Language (EFL) At The Fifth Semester English Department Of UIN RadenIntan Lampung. The researcher found some conclusions. of students' speaking anxiety at the Fifth Semester English Department of UIN RadenIntan Lampung as follows: first, researcher discovered that student-speaking anxiety factor in English foreign language (EFL) was: perceived self-prediction of fear,irrational faith, over-hazard sensitivity, anxiety sensitivity, incorrect attribution of the body signal, low self-efficacy. Second, unconfident to speak English, fear to make mistakes when speaking, anxiety when teacher asked to speak up, and shy to perform in front of class were the causes of students' speaking anxiety (Isnaini,2018).

Secondly, MareeyahAleemasah wrote about A study with title: Anxiety among Thai Students in English Speaking of English Department. The researcher found that the factors that cause anxiety experienced by Thai students when

speaking English were they rarely practice talking English, did not understand the meaning of vocabulary, were nervous when presenting, and did not understand the material well. It made it hard for students in learning speaking because they generally translate the meaning word by word. If the students can reduce the word its one way to make them easy speak in English, they do not like English, the class condition, the teaching method and technology, not understand if the class is crowded and the strategies used by Thai students to overcome their English-speaking anxieties in their day-to-day activities are to prepare to speak before confronting the classroom. It also made them relax.(Aleemasah, 2018).

The third is written by Mai Munah, Causes Of The Students' Anxiety To Speaking English In One Senior High School In Jambi City. The researcher found there were five topics linked to the causes of students' anxieties to speak English inside and outside of the classroom; low speaking abilities, fear of negative reactions from others, low self-esteem to speak English, fear of inability to speak English with teachers, cultural influences to speak English due to more teacher-centered (Munah, 2015).

The next is Speaking Anxiety in the Presentation of EFL Students (A Descriptive Study at English Department of UIN Walisongo Semarang in the Academic Year of 2017/201) wrote by NurLinaAmalia Huda. The result of the study showed that anxiety was exist in freshmen of UIN Walisongo Semarang in specifically in 1C of English Department. It can be seen from the result of mean score of questionnaire's result that the average score of student anxiety existence of FLCAS is in the existing class, which is 39.025. The result of factors that contribute to students' speaking anxiety during presentation were overthinking, lack of preparation, bad experience, low proficiency, low selfconfidence, afraid of making mistakes, and test (Huda, 2018).

The last is written by Santriza (2018), An Analysis Of Students' Anxiety In Speaking Performance (A Study At Second Grade At SMAN 5 Banda Aceh) the data was analyzed by putting the total of students' response of every statement into graphic. It was found that there are 72 % of the students who experienced the anxiety of test, 73% of the students feel anxious in communicative apprehension,

and 55% of them were getting anxious in fear of negative evaluation. Based on the result, the factors of students' anxiety in speaking English is categorized into three major type of anxiety, namely test anxiety, communicative apprehension, and fear of negative evaluation.

Considering those previous findings, the other researchers only discuss the causes of speaking anxiety, whilst this research seeks to know about the students' level of anxiety and the causes.

RESEARCH METHODOLOGY

This research was conducted by using descriptive qualitative method. This research was conducted in MAN 1 Bitung which is a state Islamic High School that located in Kakenturan, Bitung. Before becoming a state high school, MAN 1 Bitung was a private Islamic high school named MA YaspibBitung which is one of the oldest Islamic schools in Bitung. The data were collected in October 8th to October 14th. The researcher used observation, interview, questionnaire and documentation to collect the data at the MAN 1 Bitung. The respondents had one class of the eleventh grade which is XI Science.

The researcher employed observation, interview, questionnaire and documentation. 1) Observation, the researcher used all of her senses to examine students in class to find out students' speaking performance. 2) Interview, the researcher asked 10 questions, and the students explicitly describe and answer the questions about their feelings when they are in the situation of English Class. 3) Questionnaire, The researcher used the Foreign Language Classroom Anxiety Scale (FLCAS) that has 33 questions by Horwitz et al (in Trang, 2012). This open-ended questionnaire used to measure students' level anxiety in English class. 4) Documentation, The researcher put several documents from MAN 1 Bitung, such as: permission slip and list of students.

Data analysis technique consisted of three current flows of activities: 1) Data Reduction, the researcher selected and simplified the data by only taken the sentences that truly answering the questions. 2) Data Display, the researcher

contained information of the causes of students speaking anxiety. 3) Drawing Conclusion, the data were represented using the researcher personal sentences.

RESEARCH FINDING AND DISCUSSION

Findings

- 1) Observation, The researcher did the prior observation on June 2019. The researcher went to the school and observed the students and asked the teacher about students' activities in English class. For observation, the researcher mainly took a note about students' speaking performance during the class. The researcher observed in one class during English class to find out if students have a sign of speaking anxiety when English classes were in progress. The researcher did the observation on Tuesday, October 8, 2019 with 29 students. English class lasts 90 minutes. During this period, English teachers explained the English material and tried to interact with students, such as asking questions, telling students to ask and pointed students to read sentences or paragraphs in the book. As the class started, until the end of the class, the teacher tried to engage with all of the students. Some students tried their best to speak English but unfortunately not all students were brave enough to speak. The researcher found out that from 29 students, 5 of them practically speaking without many problems and the rest of the students were experienced the nervousness and worrying; their eyes didn't focus and sweating which are the symptoms of speaking anxiety. During the observation, the researcher realized that the teacher was really rapid and tried to encourage his students to speak English although the students start to respond when a couple of their friends start to spoke in class.
- 2) Questionnaire, The questionnaire was taken from Foreign Class Anxiety Scale (FCLAS) developed by Horwitz, Horwitz and Cope. The questionnaire consisted of 33 questions. The questions were divided into two types, positive and negative questions. The positive questions were number 2, 5, 8, 11, 14, 18, 22, 28, 32. While the negative questions were 1,

3, 4, 6, 7, 9, 10, 11, 12, 13, 15, 16, 17, 19, 20, 21, 23, 24, 25, 26, 27, 29, 30, 31, 33. It shows in the next below

Table 1
List of questions

No.	Questions
1.	I never feel quite sure of myself when I am speaking in my foreignlanguage class.
2.	I don't worry about making mistakes in language class.
3.	I tremble when I know that I'm going to be called on in languageclass.
4.	I frighten me when I don't understand what the teacher is saying in theforeign language.
5.	It wouldn't bother me at all to take more foreign language classes.
6.	During language class, I find myself thinking about things that havenothing to do with the course.
7.	I keep thinking that the other students are better at languages than I am.
8.	I am usually at ease during tests in my language class.
9.	I start to panic when I have to speak without preparation in language class.
10.	I worry about the consequences of failing my foreign language class
11.	I don't understand why some people get so upset over foreign language classes.
12.	In language class, I can get so nervous I forget things I know.
13.	It embarrasses me to volunteer answers in my language class.
14.	I would <i>not</i> be nervous speaking the foreign language with native speakers.
15.	I get upset when I don't understand what the teacher is correcting.
16.	Even if I am well prepared for language class, I feel anxious about it.
17.	I often feel like not going to my language class.

18.	I feel confident when I speak in foreign language class.
19.	I am afraid that my language teacher is ready to correct every mistake I make.
20.	I can feel my heart pounding when I am going to be called on in language class.
21.	The more I study for language test, the more confused I get.
22.	I <i>don't</i> feel pressure to prepare very well for language class.
23.	I always feel that the other students speak the foreign language better than I do.
24.	I feel very self-conscious about speaking the foreign language in front of the other students.
25.	Language class moves so quickly I worry about getting left behind.
26.	I feel more tense and nervous in my language class than in other classes.
27.	I get nervous and confused when I am speaking in my language class.
28.	When I'm on my way to language class, I feel very sure and relaxed.
29.	I get nervous when I don't understand every word the language teacher says.
30.	I feel overwhelmed by the number of rules you have to learn to speak foreign language.
31.	I am afraid that the other students will laugh at me when I speak the foreign language.
32.	I would probably feel comfortable around native speakers of the foreign language.
33.	I get nervous when the language teacher asks questions which I haven't prepared in advance,

The questionnaire was calculated using the 5 Likert Scale point which were strongly agree, agree, neither agree nor disagree, disagree, strongly disagree. It shows in the table below:

Table 2
Questions Scoring

	Positive Question	Negative Question
Strongly agree	1	5
Agree	2	4
Neither agree nor disagree	3	3
Disagree	4	2
Strongly disagree	5	1

The respondents were all of the students XI Science (29 students). To make the students easier, the researcher used Google Form (<https://forms.gle/7p7ENx7X3FymHvbC7>) as media of the questionnaire. HorwitzEt. Al. categories the level of anxiety into three levels: high anxiety, moderate anxiety, and low anxiety. The high level of anxiety is more than 144, the moderate level of anxiety 108 to 144, and the low of anxiety is less than 108.

Table 3
The result of students' level of speaking anxiety

No.	Respondents	Students' Anxiety Score	Level of Anxiety
1.	Student 1	97	Low anxiety
2.	Student 2	104	Low anxiety
3.	Student 3	106	Low anxiety
4.	Student 4	104	Low anxiety
5.	Student 5	95	Low anxiety
6.	Student 6	106	Low anxiety
7.	Student 7	112	Moderate anxiety

8.	Student 8	114	Moderate anxiety
9.	Student 9	106	Low anxiety
10.	Student 10	114	Moderate anxiety
11.	Student 11	102	Low anxiety
12.	Student 12	116	Moderate anxiety
13.	Student 13	98	Low anxiety
14.	Student 14	102	Low anxiety
15.	Student 15	118	Moderate anxiety
16.	Student 16	134	Moderate anxiety
17.	Student 17	140	Moderate anxiety
18.	Student 18	133	Moderate anxiety
19.	Student 19	126	Moderate anxiety
20.	Student 20	149	High anxiety
21.	Student 21	137	Moderate anxiety
22.	Student 22	123	Moderate anxiety
23.	Student 23	98	Low anxiety
24.	Student 24	108	Moderate anxiety
25.	Student 25	119	Moderate anxiety
26.	Student 26	138	Moderate anxiety
27.	Student 27	106	Low anxiety

28.	Student 28	134	Moderate anxiety
29.	Student 29	140	Moderate anxiety

Based on the result above, there was 1 student with high anxiety, 16 students with moderate anxiety and 12 students with low anxiety.

3) Interview, The researcher used Smartphone to record the informant's voice as one of the media to collect the data. The interview was held to get the answer for all of the research questions; about students' anxiety in speaking English, the causes of students' speaking anxiety. The researcher did the interview two times. The first interview was conducted with 10 students of Science XI on Tuesday, October, 8, 2019 and the last one with the English teachers on Monday, October 14, 2019. There were ten questions that the researcher asked to the students and three questions to the teachers. The researcher figured out that there were several reasons that cause students' speaking anxiety:

1. It was because of lack of knowledge in English language. This was stated by AFN student of XI Science: "Karena di anda mengerti. Tidak mengerti Bahasa Inggris, siswa tidak konek dengan apa yang guru bahas." (Because she/he doesn't understand English language so the students can't connect with the teacher.). The opinion above similarly told by FL, one of the students of XI Science 1 in MAN 1 Bitung: "Karena mereka kurang paham, kurang mengerti dalam berbahasa Inggris, kan kalau Bahasa Indonesia nda akan gugup karena tau". (Because they don't understand, if it's in Bahasa Indonesia we are not going to be nervous because we know). The reason above also stated by FBH: "Karena siswa belum terlalu memahami atau belum lancar speaking, mereka cemas takut ditertawai." (Because students don't grasp and fluent in speaking. They anxious to be laughed at.). Also AFM, student of XI Science clearly agreed with statement

above: "Karena kurangnya ilmu dalam Bahasa Inggris." (Because lack of knowledge in English.) One of the students of XI Science I, CEK also stated related to opinion above: "Karena first about grammar..." (Because of grammar). Along with the students, IH as an English Teacher stated: ".Afraid of speaking, wrong, the ability for learning reading, writing which still lacking so that it effect for their speaking. Jadi kalau dorang, salah satu dorang nyanda kuasai deng nervous itu karena dorang belum menguasai grammar..." (..Afraid of speaking, wrong, the ability for learning reading, reading, writing which still lacking so it affect their speaking ability. They nervous because they are not mastery the English grammar...)

2. The second reason was lack of vocabulary. MDPS explained that: "Cemas berbahasa inggris, karena dia berbicara terbata-bata like me dan ورد Cuma memiliki kosakata sedikit." (They are anxious to speak English because they stutter in speaking English like me and don't have many vocabularies.) UZP, student of XI Science had similar thought with opinion above: "Karenakurangnyakosa kata..." ("Because lack of vocabulary...") One of the students of XI Science MAN 1 Bitung, AFN had the same reason: "Karena pas mau ngomong itu patah-patah dan nervous meningkat." (Because I stutter when I talk in English and that makes my nervousness increased.). APS also stated the same thing with her classmate: "Karena kadang nda tau ini tuh apa depe Bahasa Inggris." (Because sometimes I don't know words in English.). Their English teacher, Maam IH was in line with her students. "Dorangpe vocab masihkurangjadidorangmoberbicaraitu, mosusun kata-kata masihbata-bata." (They still lack of vocabulary, that's why their stutter when speaking English.) Her fellow English teacher, Mr. FH also agreed with Maam IH. "Maybe they little bit worry, nervous and they are shame or afraid of pronunciation and also they lack of vocabulary."

3. Another reason that causes students' speaking anxiety was worried about making mistakes. When the students were asked about how sure they are in speaking English, UAP confessed: "Tidak karena takut salah." (No I don't because I'm afraid of making mistake.) Similar with statement above, student of XI Science AEP said: "Menurut saya, kalau misalnya mau maju dimuka, orang takut salah sebut Bahasa Inggris." (In my opinion, we afraid to speak English in wrong pronunciation.) FL had same thought with his friends, he explained: "Saya tidak yakin karena terkadang kalau salah jadi nervous." (I don't feel quite sure because sometimes I make mistake and that's make me nervous.) To emphasis, one of the English teacher, Mr. FH stated: "They little bit worry, nervous and also they are shame or afraid of 9918 pronunciation."
4. Worried of being laughed at was the next causes of students' speaking anxiety. UAP as a student of XI Science told that: "ketika kita berbicara didepan terus ditertawakan oleh teman sendiri, sakit gitu." (It hurts when your friends laugh at you as you talk in front of class.) A was agree with her classmate: "I'm afraid when my friends laugh at me." When the researcher asked about the tremble question, AFN explained: "...Tapi kalau sudah sampai menertawai, sudah nda bias ngomong" (...But if others laugh at me, I can't any longer speak.) FBP also in synched with opinion above: "Mereka cemas takut ditertawai." (They were anxious to be laughed at.) One of the students of XI Science I, AFM was interviewed about how he felt about speaking English and he told: "Tergantung orang-orang yang melihat kita, misalnya seperti teman ketika kita berbicara selalu mengejek-ngejek, masih nda yakin." (It depends on people who watch or talk with us, for instance, if we talk in English and my friends start to mock at me, it makes me not sure.)
5. The other reason was lack of practice. This was stated by SIA: "Oh itu karena kurang latihan. Biasanya kan torang kalau belajar Bahasa

inggris torang langsung berfikir Bahasa inggris susah jadi torang jadi malas latihan."(It is because lack of practice. Usually when we are going to practice we already think that English is difficult. That's why we are lazy to practice.)

6. The next reason was lack of confident. CEK explained about what is her opinion about the causes of students' speaking anxiety: "First about grammar, second is lack of confident, three about selalu berfikir we cannot do anything, we cannot speak English, we cannot doing like that. Pesimislebihdulu." (First, about grammar, second is about lack of confident, third is about how we think, we always think we can't do anything, we can't speak English, we already pessimistic.)
7. The last reason was afraid of being called arrogant. A, student of XI Science of MAN 1 Bitung clearly confessed: "Takut dibilang sombong, sok tau." (Afraid of being called arrogant and know-it-all).

Discussion

On the questionnaire that already taken, the researcher calculated the score from the students. 3% (one student) is in high level of speaking English anxiety, 56% (sixteen students) are in moderate level of speaking English anxiety and 41% (twelve students) are in low level of speaking anxiety. It means that the most of the students are experienced moderate anxiety when they speak English in class. Moreover, based on the result of the questionnaire, there are several questions with high percentage, as follows:

There were 20 students of 29 who answered agree to question number 4 (It frighten me when I don't understand what the teacher is saying in the foreign language). It indicates that 69% students didn't understand what were the teachers saying. From 29 students, 18 students answered agree to question number 9 (I start to panic when I have to speak without preparation in language class). It indicates that 62.1% students were panic when they didn't prepare for speaking task. 18 students of 29 students, answered agree to question number 12 (In language class, I can get so nervous I forget things I know). It indicates that 62.1% students forgot what they know when they get nervous.

There were 19 students of 29 students who answered agree to question number 20 (I can feel my heart pounding when I'm going to be called on in language class). It refers that 65.5% of the students were anxious when going to be called on in language class. Out of 29 students, 18 students answered agree to question number 27 (I get nervous and confused when I'm speaking in my language class). It indicates that 62.1% of the students were nervous and confused when speaking English in class.

From 29 students, 19 students answered agree to question number 33 (I get nervous when the language teacher asks question which I haven't prepared in advance). It indicates that 65.5% of the students were nervous when the language teacher asks question that they didn't prepare.

Furthermore, the interview data disclose seven reasons that cause students' speaking anxiety, as follows:

1. The lack of English knowledge

In English language there were 4 basic skills that need to be mastery; reading, writing, speaking and listening and 4 basic systems of language; grammar, vocabulary, phonology and discourse. In a standard high school in Indonesia, all of the 4 basic skills and 2 of basic system which were grammar and vocabulary were in the curriculum. With all of the knowledge and material, teacher spent 90 minutes to teach the students once a week. The findings showed that the students said a lot about how they did not know about the knowledge at all, they afraid to answer a question because they barely understand, they trembled because they were going to be called on but they did not know how to speak in English.

2. The lack of vocabulary

Vocabulary is the main point in English language. Someone could not speak, write, read and listen if she/he does not have any vocabulary. During the interview, the students stated about how they did not have much vocabularies so that's make them more anxious when speak English. This was also reinforced by the teachers. Both of their English teacher confessed that vocabulary was one of the reason why students anxious in speaking English.

3. Lack of practice

To learn something, people need to do something often regularly, in order to be good at something. It needs a practice. Therefore, the students need to practice to improve their English language skill especially in speaking skill. One of the students confessed that they are usually thought English was difficult which make them lazy to practice.

4. Lack of confident

The findings revealed that one of the reasons of students' speaking anxiety in English class was lack of confident. The student told that they always so pessimistic, they already thought that they could not do it before trying.

5. Worried about making mistake

Mistakes were proof that you are trying. The findings showed that the students worried about making mistake such as grammatical and pronunciation in speaking English.

6. Worried of being laughed at

Connected from the result above, being laughed at in English class usually occurred when someone made a mistake such as wrong pronunciation especially in front of class.

7. Afraid of being called arrogant

English subject is the one and only language subject that obligatory in every high school in Indonesia. Not all Indonesian could speak English. Some people might be jealous or feel pressured. When the interview was held, the students stated that she afraid of being called arrogant and Ms. Know-it-all.

Based on the result obtained, the researcher conclude that there are seven reasons that cause students' speaking anxiety: lack of English language, lack of vocabulary, lack of practice, lack of confident, worried about making mistakes, worried of being laughed at and afraid of being called arrogant. Thus, it shows that all of the reasons are related to students' English knowledge and communicating with other people in foreign language. As stated by Syakur, there are five aspects of speaking; two of them are grammar and vocabulary. It is important for students to arrange a correct sentence in conversation and use

vocabulary effectively to communicate or expressed in oral form. Therefore, the lack of English knowledge could make the students anxious to communicate. In line with Horwitz et al statement about communication apprehension which describes as kind of shyness caused by fear of communicating with other people or speaking in groups or public. The students tend to feel worried about the outcome after they talk or communicate with other people in English.

CONCLUSION AND SUGGESTIONS

The conclusion from the previous discussion and the result of the research, the conclusion of students' speaking anxiety in EFL class as follows:

1. The levels of speaking anxiety that experienced by the students are 3% (one student) is in high level of speaking English anxiety, 56% (sixteen students) are in moderate level of speaking English anxiety and 41% (twelve students) are in low level of speaking anxiety. It means that the most of the students are experienced moderate anxiety when they speak English in class.
2. The causes of students' speaking anxiety are lack of English knowledge, lack of vocabulary, lack of practice, lack of confident, worried about making mistake, worried being laughed at and afraid of being called arrogant.

Remarking the conclusion above, there are several suggestions that the researcher would like to deliver:

1. To the teachers. In this research, it is proved that students experiencing anxiety in English class. As the teacher, it is a must to make the students less anxious during the class. Try to encourage and motivate the students, by giving some techniques and games could help the students release their anxiousness.
2. To the students. While the teachers try to make the students overcome the situation, the students also need to believe that English is an easy language, do not worry about making mistake because English is not our language. Learning English is one of the best ways to know the world, always learn and pay attention to the teacher and try to practice English as often as possible because practice makes perfect.

3. To the next researcher. The researcher suggests to the next researcher to conduct the observation data outside the class to make the students more comfortable and to find proper techniques in teaching English in order to decrease students' anxiety in speaking English.

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