

A Case Study of Students' Speaking Anxiety in Learning English in the Classroom

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Abstract

Anxiety is a major concern in the learning of speaking by EFL learners in an instructed language instruction situation. Speaking anxiety, despite being extensively studied, has yet to be fully understood. Keeping this in mind, this study explores the reasons of anxiety among foreign language learners, with special reference to "speaking" as a skill. Speaking is one of the abilities that appear to represent the students are able to speak English. Unfortunately, the majority of Indonesian students, particularly those at the university level, lack the necessary skills to communicate effectively in English. Students in the 4.0 era are expected to have strong communication skills and the capacity to interact with their peers. Speaking also demands practice and a strong psychological pleasure that must be pleasant. A related study that enhances the efficacy of speaking in language teaching and learning is critical. This descriptive study discusses the significance of good communication in English as a foreign language. The purpose of this study is to look into the speaking anxiety of MTs Roudlotut Tholibin eighth grade students. The specific goal of this study is to look into the variables that affect students' speaking anxiety as well as methods for reducing it based on the students' personal experiences. There were five students were chosen to participate. The researcher interviewed students who experience anxiety when speaking English, using a descriptive qualitative method with a phenomenological approach. Two factors were revealed by the results. They are internal and external factors. English teachers need to comprehend the personalities of each of their students in the classroom, as each student's anxiety level can differ from one another.

Keywords: Anxiety, Speaking, Speaking Skill

Introduction

Speaking English is not easy for some students, because English is not the language used daily to communicate. In Indonesia, some schools only use English during English lessons. One of the language skills is speaking which is very important in learning English as a foreign language. As one of the productive skills, speaking activities should focus on how students use and

communicate in English. most students often evaluate their success in language learning as well as the effectiveness of their English skills based on how much they feel that they have improved in speaking proficiency. Since the beginning of time, human beings have needed to communicate. One way to communicate with people worldwide is through English. Speaking English fluently is regarded as a crucial ability. A strong grasp of English communication skills is essential for students to prepare for their future lives and occupations. Students can only practice speaking in class because English is regarded as a foreign language, but they do not take use of this opportunity to improve speaking skills.

There are numerous reasons why it occurs. A foreign language concern is one of them. Students find it uncomfortable to speak in front of others as a result. They are also unable to control their feelings of shyness, anxiety, and low self-esteem. They must overcome those issues in order to be able to speak English correctly. In addition, in order to have good communication skills, one must speak with good grammar, have adequate vocabulary and use it in the right order, communicate fluently, and pronounce words correctly. Stress, worry, or anxiousness experienced by students was the main factor in many of these cases. That emotion has grown to be such a mental barrier that keeps them from being successful speakers of the target language. Paradoxically, this issue affects EFL learners at all levels, including advanced students who are thought to have mastered language skills like vocabulary, grammar, and pronunciation, in addition to novices who still have little command of those aspects (Mulyani, 2018).

Many strategies have been employed to meet this demand, but oral communication through language use has always been thought to be the most efficient and straightforward approach. Accordingly, being able to communicate both orally and in writing in the target language is the ultimate goal of language learning. Oral communication, or speaking, is frequently regarded as the most crucial component since it enables people to more directly communicate knowledge, express ideas, and convey meaning.

Being able to speak the target language fluently is not an easy feat, though. That is why so much effort should be focused on developing students' ability to speak as learning to speak is considered the biggest

challenge for all language learners. Learning English as a second or foreign language is critical for all humankind in every aspect since everyone will undoubtedly utilize the language to interact with one another. It indicates that language has a tremendous impact on human activities, particularly when it comes to expressing feelings. Language is an important part of the culture.

Members of society demonstrate their abilities via their language via intercultural dialogue and understanding across other populations. Every person has distinct specific features that distinguish them when it comes to learning styles. The study of foreign languages and human psychology are closely related fields. Since students are the focus of the learning process, psychological states are important because they influence the way that linguistic variables like learning or acquiring four abilities are based on affective factors like motivation and attitude. Numerous studies demonstrate the significant impact of affective variables on the process of learning a language and point to a crucial connection between affective variables and language acquisition. It is now widely accepted that the biggest issue preventing pupils from speaking English in class is worry. In the classroom, asking students to speak in English in front of their peers might make them feel unsafe, uneasy, and threatened. Students sense a range of emotions in an English course, including nervousness, worry, and hesitation.

Review of Literature

Speaking is one of the four language skills learned by students in addition to reading, listening and writing. speaking can be a tool to make it easier for students to convey ideas, information and feelings. Speaking can be a challenging task for many students as it requires interaction. Other language skills can be practiced alone, but for speaking students cannot really practice alone, therefore students must find a partner to talk to. In order for students to communicate, it is necessary to apply language in real communication. To communicate, students can use verbal and nonverbal language. In the context of speaking, it will be easier if students use verbal language or speak orally (Fadhilah, 2022).

There are several factors that affect students' speaking ability in learning English. Thornburry in (Maysari, 2020) states that, lack of vocabulary

grammatically inappropriate, fear of mistakes are some of the factors that can contribute to speaking failure and cause acute anxiety when having to speak. These factors are always found in students. The problem of speaking anxiety does not only occur to beginners but also to students who usually deal with English (Khairunisa, 2019)

According to the opinion of (Khairunisa, 2019). Speaking anxiety is the fear of negative feelings felt by individuals in communication, usually in the form of feelings of tension, nervousness or panic. In particular, anxiety is "an unpleasant emotional state or condition characterized by subjective feelings of tension, fear, and worry, and by activation or arousal of the automatic nervous system" . This indicates that the bad feelings that come with learning english are what lead to anxiety. Excessive fear and nervousness are other side effects of the reaction. It is impossible to divorce a learner's emotional traits from their cognitive traits. As a result, research on foreign language learning has given the concept of anxiety a great deal of attention.

In SLA research, anxiety has gotten the greatest attention, because anxiety deficit is a major factor in self-confidence. Measures of second language proficiency, such as grades received in foreign language courses, are negatively correlated with anxiety. It implies that learning a second language is more likely to be unsuccessful when anxiety levels are higher. Lower anxiety can also be shown as more adventurous or risk-taking behaviors in addition to self-confidence. In addition, their anxiety increases when they are asked questions or required to perform in front of the class because they fear making careless mistakes (Palupi, 2021).

Everybody experiences anxiety in daily life, everywhere, and in every circumstance. One of the most significant factors that negatively affect learning a second language is anxiety, especially when it comes to motivation and self-assurance. There are varying levels of confidence and motivation. In the process of learning a language, learners who lack desire and confidence typically perform poorly. Anxiety is a condition marked by tension, fear, and unease that is associated with learning a foreign language. Fear of a negative assessment, exam anxiety, and communication anxiety are the three main reasons why students experience anxiety. Communication anxiety is the ability of the students to speak in the target language. Because they are not very good

at these things, a lot of pupils get anxious. Students' fear of being tested is addressed by the second element, test anxiety. The last point of contention relates to other students' viewpoints. As said before, in this situation, students themselves are often concerned about what other students think of them. On the other hand, anxiety can occasionally be a useful tool when learning a second language. Anxiety related to communicating in English can be crippling, impeding students' ability to adjust to the new environment and, eventually, achieve their academic objectives.

Being anxious is a major problem in the process of learning a foreign language, especially in speaking English. Teachers as well as Students believe that the primary cause is anxiety that becomes a barrier in speaking foreign languages, particularly in English. Speaking in class is a task that causes anxiety in many students feel anxious about participating during speaking engagements. One of the things that makes speaking English nervous is having to speak in front of the class; this makes students nervous when they speak English incorrectly (nurul ain, 2023). Linguistic competency is the root of many of the speaking issues that students encounter, including a deficiency in vocabulary, bad grammar, a lack of topic ideas, incorrect tone, and improper pronunciation.

In addition to their language proficiency, pupils struggle with psychological issues like anxiety, dread, and a lack of confidence. Additionally, the teacher's involvement in the teaching-learning process plays a significant role in helping students develop their speaking abilities; nonetheless, teachers rarely set up situations in which students have ample opportunity to practice speaking. Therefore, there is no way to escape their challenges with psychological features and linguistic ability. Speaking with others can really help pupils address their challenges since it reduces anxiety and increases language proficiency (Passiatore et al., 2019). Those problems faced by students in speaking are caused by linguistic competence, such as the lack of vocabulary, poor grammar, lack of idea to speak, wrong intonation, and inappropriate pronunciation.

Aside from linguistic competence, students also have difficulty relating to their psychological traits, such as lack of confidence, fear, and Anxiety. Besides, the teacher's contribution in the teaching-learning process has an

important role in building their speaking ability; however, the teacher is seldom to prepare situation where students have a large opportunity to practice their speaking. So there is no chance to avoid their difficulty in linguistic competence and psychological traits. Actually, while someone often practices their language little by little, Anxiety will be decreased, and speaking can make students able to solve their problems in linguistic competence.

It has been observed that speaking skills necessitate that students participate in conversations in which they become members, in contrast to writing, where each student can work independently, quietly, and at their own pace. Furthermore, some study has indicated that speaking or talking in a foreign language classroom has been the primary cause of anxiety when compared to other language abilities like writing, listening, and reading. In its simplest form, speaking can be described as an engaging and productive capacity including four separate stages of cognition: formulation, articulation, conceptualization, and self-monitoring. Considering how quickly this approach is completed, it seems that managing every process will be challenging for the speakers.

Additionally, the learner's automaticity is required for the phases to be completed successfully, which could present some serious obstacles and cause them to get nervous when speaking involuntarily in class. According to this theory, his research demonstrated that a high degree of perceived L2 communicative skill along with a low level of anxiety leads to a higher level of oral involvement. Pupils who feel nervous tend to speak less because they perceive themselves as less capable. Furthermore, it discourages people from communicating in the L2 by making them apprehensive to do so if students believe their level of language skill is inadequate. Therefore, it is essential to comprehend what triggers speaking fear in classes where foreign languages are taught in order to assist students in becoming less inhibited.

Anxiety does affect students' speaking ability. Anxiety does not always have a negative impact, depending on how students deal with the anxiety. There are many factors that contribute to students' speaking anxiety. some factors that affect students in learning english such as having low motivation, lack of confidence and feeling anxious (Maysari, 2020). Regarding anxiety is still very lacking. research on anxiety especially at MTs Rudlatut THolibin.

Therefore, the author is interested in examining student speaking anxiety and the factors that influence student speaking anxiety into a study.

Method

In order to provide explanations for social phenomena, the researcher in this study combined a phenomenological approach with descriptive qualitative research methods. Since qualitative research is an interpretive study of meaning, its effectiveness largely depends on each researcher's unique intuition and understanding. Because of this, researchers must conduct their own research without the aid of enumerators or assistants, as it is believed that doing so may lead to divergent interpretations of the phenomenon between the researcher and his assistant (Firmansyah2021). Qualitative research investigates phenomena to comprehend practices and behaviors for minor individual issues in authentic social contexts. Thus, in order to shed light on the phenomenon of speaking anxiety in junior high school students, this research will employ descriptive methods.

Since the purpose of this study was to determine students' speaking anxiety in English class, this study was conducted on several eighth grade students at MTs Roudlotut Tholibin. Determination of research subjects using a purposive slice system. purposive slice according to (Lenaini, 2021) is a purposive sampling is a non-random sampling technique in which the researcher uses a method to identify special identities that match the research objectives and are expected to respond to the research case in order to ensure that illustrations are quoted. reply to the study case.

In this study, researcher used instruments as tools to collect data. The most common methods used to collect descriptive data are Interviews, and observations. During field research, researcher use observation and interviews as tools to collect data.

a. Observation

In this investigation, the investigators employed observation as the first tool. According to (Pratiwi 2020) The capacity to employ one's five senses to gather information through observation is known as observation. The five senses are employed in this instance to record the symptoms that are seen.

According to (Hockey 2020) observation can be divided into two, namely non-participant observation and participant observation. Non-participant observation is when researcher observe participants without interacting directly with them. In this study researchers used participant observation. participant observation is the researcher participating as part of the group under study.

b. Interview

The second instrument of this study was the interview; the researcher interviewed the students. The purpose is to find out what factors affect students' speaking anxiety in the eighth grade of MTs Roudlotut Tholibin. According to (Döringer, 2021) interviews are a way of collecting data on research used to find out things in depth. Interviews are conducted through direct question and answer with subjects who contribute directly to the object used as research. In this study, the authors used unstructured interviews because the researcher wanted the participants' answers to be more developed than the answers the questioner wanted.

To answer the questions, the interview data was transcribed, then classified and analyzed. (Akinyode 2018) states that there are three steps involved in data analysis. Data Diminishment, data visualization and drawing/verifying the conclusion. The procedures for checking the information are:

According to (Rijali, 2018) Data reduction is the process of choosing, narrowing down, making the data simpler, and changing the information. The investigator has selected which data point, as revealed within the transcriptions of the observations and interviews, should be emphasized or minimized for the purposes of the study in order to reduce the amount of data.

According to (Purnamasari2021) Once the data has been chosen, it is presented in well constructed sentences. This stage offers a well organized collection of data from which conclusions can be made. In order to facilitate data interpretation, researcher present reduced data. As a result, the data are presented narratively in this research. This is due to the fact that the data in

this study are presented as description, which denote providing or displaying a description of the circumstance.

The data is displayed, and then conclusion is made. In order to draw conclusion, one must take a step back and evaluate the significance of the data analysis and its implications for the research questions. As a result, after transcribing the data for this study, the researcher identified, picked, and categorized them in accordance with the requirements of the analysis pertinent to the research question. After answering questions one and two, the researcher compared the data with the research questions and came to some conclusions.

Results and Discussions

In This chapter the result of the data attained through interview. The result of the data attained are used to answer the exploration result. The first question is, 'The elements influencing pupils' speech anxiety in English classes and 'The strategies should be used to help pupils overcome their fear of learning to speak.

The Factors Affecting Students' Speaking Anxiety in English Classroom

Based on the findings of the exploratory results using interviews, the data obtained from the interviews were used to answer the exploratory questions. the first question was about the factors that affect learners' anxiety in speaking in English classes. Based on the interview findings, the researcher examined the students' responses. the following are the results:

Table 1. Interview Script for Students

Q1	Have you ever felt anxious when you speak English in class?
R1	I have, because I have never studied English before, so when I speak English I find it very difficult because it is sloppy.
R2	Yes, when I went in front of the class to tell my story I lacked confidence because I was not very fluent in speaking English.

It is known from the data collected that students experience anxiety when they speak in front of the class. This is also evident in the information gathered from research informants. (Damayanti 2020) stated that half of the students' anxiety stems from using their second language speaking abilities as a confidence-building exercise. The Anxiety Factors There are three main elements that affect students' performance anxiety: test anxiety, communication anxiety, and fear of receiving a poor grade or not being accepted. They contend that there is a direct correlation between anxiety in EFL learning and other social and academic factors.

Communication apprehension, the primary anxiety element, is a form of shyness that is typified by trepidation or nervousness over speaking with others. EFL students in English lessons frequently struggle with this worry. Talking in English with their peers or the teacher makes them feel uncomfortable. When asked to speak in English, these students become nervous because they believe that someone is monitoring them and waiting for them to make grammatical errors. Students believe that their proficiency in English is lacking. Linguistics is the study of language structure, or grammar, lexicon, and phonology. There are linguistic problems that contribute to students' declining speaking abilities (Tien, 2018).

Other linguistic problems that impact someone's language speaking include bad grammar, mispronounced words, and a lack of vocabulary. Some of the speaking challenges faced by learners include firstly is vocabulary. The word "vocabulary" describes a word (or group of words) with a particular meaning. The perception of the meanings of such words is that vocabulary. In addition to the oral vocabulary, there is a list of terms that we can read or pronounce with a rudimentary grasp of. Conversely, words in written vocabulary have meanings that become evident when we write or read them. Students have vocabulary problems when they require a certain vocabulary to talk yet struggle to put words together in a coherent sentence. While the content and appropriate responses have been stressed, good grammar in real language conversation has received less attention. Secondly is grammar. A small amount of repetition can help students learn grammar, but not enough. The study of grammar is the construction and organization of sentences.

Pupils who are not aware of the grammar rules would find it difficult to converse in English. One structure at a time practice is too difficult for students to do. Additionally, it seems that the students have created a helpful framework. When a new category is added to a learner's interlanguage, there is no need for the students to discover the regression that occurs (Suparlan, 2021).

It is necessary for every learner to have fluency in English. Speaking naturally can be defined as the manner in which speakers of a language with dialects and pronunciations comparable to native speakers or outsiders do so. To speak English well, one must be proficient in every component of the language's phonology. English learners therefore need to become proficient in both natural English speaking and accurate pronunciation. Three pronunciation characteristics, including intelligibility, comprehensibility, and interpretability, are required of English language learners. The ability of speakers to make speech sounds that can be identified as English is the definition of intelligence. The term "comprehensibility" refers to the listener's ability to understand what is being said in the context. While interpretability is important, the listener should also understand what is being said. To make students' English language similar to their native language, those three sides of the good pronunciation category must be considered.

Additionally, pronunciation is just as important as any other aspect of a foreign language, such as vocabulary or syntax. Proper pronunciation is essential for improving speaking skills. Pronunciation is interconnected with other senses, including hearing and even listening. About a quarter of a million non-native English speakers struggle with speaking the language on a regular basis. Self-confidence in reflective practice refers to the conviction that individuals possess the ability and capacity to perform well. Strong self-confidence originates from a self-centered concentration (self-consciousness), and its various component such as guilt, shyness, and lack of confidence—can be attributed to a variety of factors, including unrealistic expectations of perfection, a sense of false modesty, fear of change, introspection, failure to own up to mistakes, depression, and so on. The concept of self refers to excessive self-confidence in one's subjective assessment, skill, and strength (Andriani et al., 2021).

Table 2. Interview Script for Students

Q2	What do you think causes you to be anxious when speaking in English class?
R1	I was embarrassed by my friends who mocked me when I spoke English in front of the class, besides that what made me anxious was that when I spoke English I forgot the sentence because I didn't master the vocabulary.
R2	lack of confidence when speaking English, shyness, thoughts like going everywhere before speaking and nervousness.
R3	I think what causes me anxiety when speaking English in class is lack of preparation and also the little vocabulary that I mastered

Based on the above interview with students, it turns out that what causes students to feel anxious when speaking English in class is first, embarrassment of their friends, because they like to laugh if there are friends who speak English poorly. Second, what makes students feel anxious is when students forget or mispronounce words that are not appropriate because they still have little vocabulary mastery.

The third factor that causes anxiety in speaking English in class is lack of confidence according to (Pratiwi, 2020), lack of confidence can make students not focus on what they want to say. This often happens to students because of excessive worry before performing in front of the class. Fourth, lack of preparation, students feel worried and also anxious when performing in class due to lack of preparation, this makes students less optimal when performing in front of the class.

The Strategies should be Used to Help Students Overcome Their Fear of Learning to Speak

Speaking English can help ease language anxiety in a number of ways. Based on the findings of the interview, the researcher examined the participants' responses. These were the outcomes:

Table 3. Interview Script for Students

Q3	How do you overcome anxiety when speaking English in class?
R1	the way to overcome anxiety in my opinion is, before performing in front of the class I first study and understand the content of the material, so that when advancing later I can perform more optimally.
R2	prepare in advance by practicing speaking in front of a mirror and memorizing vocabulary.
R3	looking for friends to practice speaking with so that when performing in front of the class I can be more confident.
R4	The way I overcome anxiety in English class is by taking a deep breath.

It can be concluded that students can lessen their nervousness when speaking English in class by attempting to relax or calm themselves before giving a presentation, preparing beforehand, and practicing speaking in front of a mirror.

Furthermore, it is crucial to have companions with whom to practice speaking, such as peers who share your initiative and desire to reach the same objective fluency in English. According to (Kalra 2020), peers can help reduce fear, anxiety, or nervousness when it comes to speaking English in class. Students can express themselves more freely when learning, including through conversation and memorization of vocabulary, when they are with peers. Even though they will make mistakes when learning, students will be somewhat more composed. Peers will also help their friends become more enthusiastic learners by offering encouragement.

Anxiety among pupils dealing with English as a foreign language in the classroom has become the norm. Students' overwhelming nervousness in foreign language classes sometimes gives the impression that they are incapable of learning English, particularly when it comes to speaking. Unsystematic teaching-learning in the classroom, which reduces the amount of time students have to communicate directly with one another, is one of the reasons why students may feel excessively anxious when asked to speak English orally. Students believe that their English teacher's explanations are

the only reason they attend class. They then write all of their responses to the questions without explicitly using the English language to discuss what they have learned and what they still need to learn. Anxiety among students learning English can be sparked by a variety of circumstances. Exams, public speaking, and/or in front of the class are examples of these scenarios. Stress and shame can arise for a learner who does not speak English well. It is undeniable that when requested to talk in English, non-fluent pupils may experience fear (Sari, 2017).

Their limited English speaking skills could be the reason for their lack of confidence. An excessive comprehension of the semantic meaning of speech can likewise induce anxiety. Pupils who focus intently on their comprehension of a language's semantic meanings may experience anxiety as a direct result of it. Although having a deep understanding of semantics is crucial for language use, students may suffer if they are overburdened with too much information on these aspects. Students' anxiety can cause unfavorable outcomes. According to the aforementioned facts, kids with high proficiency further experience anxiousness. Everything hinges on how the students handle their worry. Every now and then, pupils will develop rigid requirements that cause them to over analyze and experience severe anxiety. One of the things contributing to pupils' speaking nervousness is excessive self-monitoring. By concentrating more on the content of students' English-language speech than the form, teachers might help pupils feel less nervous when speaking the language.

Additionally, the lack of opportunities the instructor provides for her students to practice speaking English contributes to the nervousness that the students experience when speaking the language. On the other hand, if students practice speaking English in their surroundings frequently, their speaking proficiency will naturally improve. Sadly, though, a lot of strict educators don't provide their pupils with many chances to practice public speaking (Gumartifa & Syahri, 2021). Individual factors, such as a lack of practice and insufficient motivation, have also been implicated as causes of worry. Some participants knew full well that their lack of desire was impeding their ability to learn how to speak English. It is established that motivation is a vital component of learning.

Speaking is the act of delivering words or information through the lips. People use their tongue, teeth, lips, vocal chords, lungs, and other bodily components to produce sounds. Oral language practice is comparable to speaking practice. Students naturally develop their speaking skills through this method. Speaking skills typically get better as people get older, although this does not always translate into success right away. The social environments in which pupils are raised and live have a big impact on how they learn languages. Students can discover companions to study and practice the language in an environment that is supportive and conducive to learning. It is a prerequisite for students to be able to speak in a foreign or second language. Linguistic factors are the main problem when speaking. It turns into one of the most prevalent causes of academic failure for kids. Students struggle to talk because they lack the necessary grammar, vocabulary, and verbal communication abilities. These are language-related issues. Another aspect that could prevent someone from becoming a proficient English speaker is psychological speaker difficulties. Psychological challenges include things like anxiousness, low self-esteem, and speaking confidence that regularly interfere with students' emotional and physical health, relationships, work-life balance, and life transition. If English is spoken, insecurity plays a role in the process as well. Consequently, the problems could affect a person's practice speaking English (Tran, 2022).

They will undoubtedly benefit from this in terms of their ability to communicate in the target language, which will assist to lower their level of fear when speaking it. Since language is inherently a tool for communication, learning a language should help students communicate in the target language. Conversely, exposure to language inputs is equivalent to exposure to the target language, and this is crucial for the language learning process. Through the learning or acquisition process, language exposure would expand pupils' vocabulary and enable them to identify sentence patterns, grammatical rules, and pronunciations.

Conclusion

This research centers on the eighth grade of MTs Roudlotut Tholibin Geger Bangkalan, and offers lucid and compelling proof of the contributing elements that influence Speaking anxiety and coping mechanisms in students on how to reduce it. Considering the results of interviews with the participants, there are different elements that affect their worry. There exist some elements discovered in this study, namely, Not confident, lack of vocabulary, shyness, classmates, and fear of being wrong. The source among these elements came from the pupils as participants in the study. The discussion results additionally addressed the inquiry for research concerning ways to reduce students' speaking nervousness, demonstrating that methods such as preparation, relaxation, positive thinking, focus, and looking for peers can help students feel less nervous when speaking English.

Put differently, learners can furnish significant insights regarding their apprehension when speaking in English. It is concluded that students oral skills are harmed by speaking fear, which prevents them from speaking. To get them to talk more, we must encourage them. To improve the program, the speaking content needs to be changed. There should be more emphasis in the classroom on the oral speaking task instruction. In order to facilitate learning, the instructor uses more imaginative and cutting-edge teaching strategies and resources. Students make good use of the media, both individually and in groups. Students are encouraged to speak up since they are given opportunities to present their thoughts.

In order to improve speaking skills in particular, it is hoped that class activities would be more engaging and lively. The real advantage that learners in the social domains can immediately reap is improved English speaking abilities. The desire of both students and teachers to assist pupils in speaking English naturally is an essential task that needs to be fulfilled. Teachers must thus identify students' apprehension about communicating in English early on. Instructors might observe by conducting in-person interviews with students and posing straightforward questions. This method helps to maximize the speaking abilities of the students and is excellent for teaching. Additionally, resolving the psychological issue may lessen the linguistic issue with pupils' English speaking practice.

The results offer valuable insights that educators, students, and other relevant parties can utilize to enhance English language instruction and communication. Several recommendations for lowering anxiety in English classes can be made in light of the research findings. In order to reducing fear in the classroom, students must participate. Establishing a friendly environment among students requires that they respect one another. When lower-level students are struggling, they ought to assist them rather than making fun of them. They would feel more at ease with one another as a result. Students who are nervous should also understand that making mistakes is a normal part of learning a language. It shouldn't deter them from speaking English.

The study's conclusions led to the following recommendations: Language teachers must acknowledge that anxiety is a major factor in students' struggles when speaking a foreign language, but they must also help them get over this feeling. One way to do this is to have casual class discussions in which they affirm that students frequently experience discomfort, unease, and anxiety when speaking a foreign language. They should then invite students to discuss these feelings and potential solutions.

However, it is anticipated that the conversation would increase their awareness of the fact that most students experience anxiety on a regular basis and provide them with some insight into how to lessen that feeling. It was also discovered that when language instructors use harsh and dehumanizing correcting techniques, students' anxiety levels increase. Nonetheless, pupils will undoubtedly benefit from fixes made for errors. Nonetheless, in order to provide corrections without making the nervous pupils' condition worse, teachers must employ effective and sensible ways. Giving corrections at the end of the lesson without identifying the offending student may help the students feel less ashamed, which will lower their anxiety levels. Additionally, a communicative language teaching strategy should be used to give students more opportunities to practice speaking the target language, as this has been found to be a significant contributing factor to their fear while speaking English.

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