

AN INVESTIGATION OF STUDENTS' ANXIETY IN ENGLISH-SPEAKING PERFORMANCE

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ABSTRACT

This study explains the negative statement from FLCAS points that have been divided into three aspects of anxiety causes (communication apprehension, test anxiety, and fear of negative evaluation). The researcher included all middle-grade students, 248 students in total. The researcher distributed a questionnaire in the form of a Google containing personal identity and 22 questions of FLCAS. The data are analyzed using the SPSS application. The analysis showed that the influence of varied communication apprehension on English learning anxiety was 71.41%. The fear of negative evaluation variable on English learning anxiety is 64.1%. Communication apprehension is more influential on the anxiety of learning English than the variable of fear of negative evaluation. It can be concluded that the higher the level of communication apprehension and fear of negative evaluation, the higher anxiety a person will feel while learning English.

Keywords: Students Anxiety; Speaking Performance; Foreign Language Learners.

INTRODUCTION

Research on the difficulties of learning languages is still a widely studied topic today, especially by foreign language learners such as Indonesia. Many studies have been conducted to investigate the difficulties of learners in learning a foreign language. Some research results show that the difficulty of learning a foreign language is not only related to the innate abilities and intelligence of the individual but also the emotions and emotional variables of the learners during the learning process. Socialization with the environment around students in learning English is very necessary. Yunus (2010) in discussing his findings stated that students have difficulties while practicing English, at the beginning of learning they feel nervous and then begin to get used to speaking when practicing English with their friends. However, many other studies have also revealed that other aspects influence students to find it difficult to learn English as a foreign language.

Foreign language anxiety is one of the most effective variables considered highly influential and has been majorly investigated. Anxiety is a very interesting topic in recent years to study which is considered the most influential in the achievement of learning a foreign language. According to Carlson and Buskist (1997: 570), anxiety is “a sense of apprehension or doom that is accompanied by certain physiological reactions, such as accelerated heart rate, sweaty palms, and tightness in the stomach.” Anxiety is a feeling of intense, excessive fear, nervousness, and continuousness concerning everyday situations. Anxiety is usually caused by the failure of the nerve nerves of the brain to control emotions and fear. Anxiety is a normal response in the face of difficult situations.

In language skills, anxiety is a major effect of language learners' speaking competence. One of the reasons is that students feel that learning English is very difficult to learn compared to other subjects. The students feel uncomfortable speaking because they are afraid of making mistakes in speaking English so their friends will laugh and criticize them. Therefore, one of the problems experienced by many students in speaking English in class is the feeling of anxiety as well as the lack of supportive motivation to learn English. From the findings and discussions by previous researchers, many mentions that anxiety affects students' achievement or performance in speaking English. In the previous findings, it was also stated that many factors could affect students' speaking anxiety in English subjects. Researchers have also summarized some of the findings and recommendations of previous researchers with almost the same discussion. The first thing that will be discussed is student performance which is influenced by English anxiety.

In their discussion, Rajitha et al (2020) stated that the main factors of anxiety are language factors, lack of understanding of grammar use, pronunciation factors, stage fears, lack of confidence, shyness, and peer factors. Sutarsyah, 2017; Tridinanti, 2018; and Hasibuan, 2020 in their discussions stated that there was a significant difference between student speech performance and student anxiety levels. It can be inferred from the results of their research that students with lower levels of anxiety have better performance in speaking. He also mentioned that

nervousness and self-confidence are predictors of much stronger speech achievement and are followed by worry and tension. According to David et al (2019), most students in their testing feel anxious when speaking at a mild level. From the interview data, it was found that several factors are interrelated and contribute to the level of anxiety of students. The participants' information revealed several factors including social, linguistic, and personal. Social factors are felt to most influence students' speech anxiety. This factor has to do with the interaction of the student with the responses of those around him in learning to speak. This also includes fear of making mistakes, depression, worrying about negative evaluations from teachers, and worrying about losing face to shame. Other factors are linguistics and individual factors

The correlation between anxiety and student speech achievement was mentioned in the study by Anam (2018). It is also mentioned that several other factors can also influence students' motivation and anxiety in learning English. Examples include the students themselves, teachers, learning materials, learning methods, environmental communication anxiety, exam anxiety, and fear of negative evaluations. This is also discussed in research from Hasibuan (2020) which states that English teaching is not only limited to mastering the ability to write or understand the material but must also pay attention to the communicative competence of foreign languages. The role of students and teachers is influential in overcoming student speech anxiety together because anxiety affects student speech performance. It can be interpreted that the causative factors of anxiety in general come from the students themselves, the role of the teacher, and also the environmental factors of the students. This conclusion is reinforced by Damayanti's (2020) statement which states that student anxiety comes from many causes. It can be concluded that the student's anxiety in speaking in class is caused by a lack of vocabulary, underestimation of his abilities, lack of preparation, fear of making mistakes, and worry about being humiliated by his peers.

The discussion further leads to the factors that cause student anxiety and what factors might influence students in speaking English. Previous research conducted by Marwan (2007) stated that there are three factors related to student anxiety in learning languages, namely lack of preparation, lack of self-confidence,

and fear of mistakes and failures in class. The lack of preparation scares them away from most of the three factors. These three factors are simplified and more determined by Sutarsyah, 2017; Hidayati, 2018; Fitriah, 2019; and Damayanti, 2020 cover communication apprehension, test anxiety, and fear of negative evaluations. However, each study still has some shortcomings, such as not being very specific and not delving into the level of anxiety in each factor, it is not enough to have a deep understanding of the effects of anxiety caused by the three factors, other limitations also come from the research process that affects the results of the study.

Further research conducted by Hakim (2019) concluded in the results of his research that the factor that causes students the most anxiety in learning English is communicative understanding. The next factor that also influences is the fear of negative evaluation. And the last factor is the anxiety of the students themselves. Looking at the state of learning in Indonesia, from these results, it can be said that the results of the research that will be carried out this time tend to provide results that are not much different.

From previous studies, researchers found that many research results only focused on the level of student anxiety in speaking English or foreign languages as well as the number of students who experienced anxiety speaking foreign languages by adapting instruments from Horwitz, et al. (1986) namely the Foreign Language Classroom Anxiety Scale (FLCAS) with a total of 33 points. Some researchers have also examined factors that influence students' performance in speaking a foreign language. Furthermore, this study also adapted the same instrument, but this study is different from the previous study where some 33 points with positive and negative statements were tested, this study only focuses on negative statements or points that only express student anxiety. Next, the points taken are a total of 24 points. Researchers at this time focus on investigating which factors cause students to experience anxiety in speaking English and are the most influential for students in developing English-speaking competence. This study explains the points of FLCAS points that have been divided by the researchers into three aspects of anxiety causes (communication apprehension, test anxiety, and fear of negative

evaluation). This study is aimed at junior high school students in the last year (grade 9th).

The Objective of This Study

The objectives of the study are:

1. To find out the factors that cause students to experience anxiety when speaking English in the classroom
2. To find out which factors are the most influential and how to reduce students' anxiety in learning English

METHODS

In conducting this research, the researcher used an in this study is the descriptive quantitative method. In addition to using the collection of reference data related to anxiety factors, this study also uses quantitative data. The study was conducted in SMP NEGERI 1 Jatiroto. As a population, the researcher included all grade 9th students to fill out the questionnaire without special specifications. The 9th class has several 8 classes, namely class 9A, 9B, 9C, 9D, 9E, 9F, 9G, and 9H with total student count of 248 students as population. Researchers took from all 9th graders as a population so that there was an even distribution of research.

The survey method for this survey is a questionnaire. The most popular instrument to measure students' anxiety is the Foreign Language Classroom Anxiety Scale (FLCAS). The questionnaire developed by Horwitz, Horwitz, and Cope (1986) and adapted in Turkish by Saltan (2003) was used as the data collection instrument. To avoid the students' confusion when responding to the questionnaire, the FLCAS items were translated first into Bahasa Indonesia. There were nine positive statements and 24 negative statements in the FLCAS questionnaire the researcher focuses only on items with negative statements. Researchers only focused on the point negative statement point because of several reasons, the first reason is to make it easier for researchers to focus more on analyzing students' anxiety levels with a Likert scale. Another reason is to make it easier for students to fill out the questionnaire without experiencing ambiguous feelings and thoughts or doubts about their decisions with the statements given, this also adjusts the age

level of students who tend to still experience confusion by filling out the questionnaire. So, students are expected to be able to answer comfortably, honestly, and appropriately according to their opinions in filling out the questionnaire. So that the number of items given is 24 items.

The questionnaire is a 5-graded Likert scale (1 = strongly disagree, 5 = strongly agree). The scale is a student's self-report to the degree of their tension feeling as a selected response to the English language classroom. The instrument is expected to measure foreign language learners' anxiety levels while learning a language in the classroom.

This study aimed to provide a detailed analysis of the factors causing students to experience anxiety in speaking, especially in English. In this study, several steps were taken to obtain the results of the study.

First, the researcher explained how to fill out the questionnaire provided in the form of an e-form using a Google Form with a link that was prepared in advance containing personal identity and 22 questions from FLCAS.

After filling out the questionnaire declared complete, the researcher analyzed the results of the questionnaire by using SPSS (*Statistical Package For Social Science*) as a whole by paying attention to each of the aspects of the factors that cause anxiety (communication apprehension, test anxiety, and fear of negative evaluation). The specifics of the foreign language anxiety questionnaire are presented in the table below.

Table 2: Specification of FLCAS Questionnaire with Negative Statements

Anxiety Causes	Questions Number	Number of items
Communication	1,4,9,15, 24,27,29,30	8 items
Apprehension		
Test Anxiety	3,6,10,12,16,17,20,21,25, and 26	10 items
Fear of Negative	7,13,19,23,31, and 33	6 items
Evaluation		
Total		24 items

After validating with the relevant questionnaire, the next 22 items remain from all Negative statement items, from the specifications that have been presented in Table 2 above, then become as follows:

Table 3: Specification of FLCAS Questionnaire with Negative Statements after Validation

Anxiety Causes	Questions Number	Number of items
Communication	1,4,9,15, 24,29,30	7 items
Apprehension		
Test Anxiety	3,6,10,12,16,17,20,21,25, and 26	10 items
Fear of Negative	7,13,19,31, and 33	5 items
Evaluation		
Total		22 items

From the above groupings, the data is analyzed in every factor. From the results of the analysis obtained the results of the summation, after the results were found with each amount in each aspect, then the first problem" What factors cause students to experience anxiety in speaking English" has been answered. The results were then analyzed by calculating the percentage of the number of each factor using the SPSS application, the researcher explained the results of the data analysis descriptively, and it was known which factors influenced students the most in learning to speak English. This explanation discusses the comparison between each factor in each level of anxiety between the lowest and highest levels of anxiety. This explanation can answer the second research problem: Which factors are most influential for students in developing English competence?

RESULT AND DISCUSSION

1. Factors Causing Anxiety

Horwitz et al. (1986) classify three influences that cause performance anxiety factors, as follows:

a. Communication Apprehension

The first factor that causes students' speaking anxiety is an apprehension of verbal communication. Communication apprehension is a kind of anxiety concern about learners' incapability to sufficiently express their thought and build communication with other individuals and make them understand what the speaker said. It means the fear or anxiety experienced by students when they thought that they will be evaluated by others. These concerns play a large role in foreign language anxiety. Students who have difficulty speaking when communicating in the target language seem to feel uncomfortable speaking in front of other people. Communication apprehension in a foreign language classroom comes out from the extent of individual knowledge which has difficult to understand one's speech and make others understand. In other words, the difficulties in conveying a message through speaking activities and listening to the English course become one of the communication apprehensions.

Tanveer (2007) defines communication apprehension as "a type of shyness characterized by fear or anxiety about communication with other people." In this situation, communication apprehension appears when the speaker is monitored directly by their peers as well as by the teacher in the classroom. The lack of confidence of students is closely related to communication apprehension. The students are less confident to perform in front of their mates because they fear making mistakes and worry to their message will not be understood by others.

b. Test Anxiety

According to Dawood, et al. (2016), test anxiety is a psychological condition where students experience extreme pressure and anxiety in any test situation. Test anxiety, as explained by Horwitz et al. (2011), refers to a type of performance anxiety stemming from a fear of failure. Students assume that all types of foreign language learning processes are part of the testing. In addition, anxious students in foreign language classes may have difficulty doing this, even fearing failure. They would not consider the process of language learning as a good

opportunity to improve their communication skills. Students only think that language learning only needs to be passed fluently and put aside the language learning functionality to improve their ability in a foreign language. Horwitz, et al (2001) also states an obstacle for foreign language learners is not only conveying and speaking fluently to others but also understanding the content of the message the speaker conveys and using grammar when speaking. Regarding test anxiety, students feel pressure to speak a foreign language because they need to construct much English grammar when they speak at the same time. In this situation, students end up being hampered in improving their performance.

c. Fear of Negative Evaluation

Concern about negative evaluation occurs due to a person's response or comment on the abilities of his peers. This anxiety occurs usually when students have an environment that lacks appreciation. Thus, foreign language learners should have a positive impression of other learners, nor should they be allowed to give too harsh criticism. This also applies to the accompanying teacher or tutor, who must pay attention to how to advise as well as the responses of other students in the class. This anxiety does not only occur in the environment of foreign language learners but also other environments in any social situation. In addition, Kitano (in Fitriah et al, 2019) emphasized that students experience high worry if the student has a negative personality and attitude in speaking class. It can be concluded, that this factor often occurs when the student has expectations of a negative evaluation of others to him especially verbally, this is a kind of obstacle to improving competence.

This description will be used to investigate the causes of students' anxiety in speaking English (a foreign language) in this study.

2. Assumption Test Results (Normality Test, Linearity, Heteroscedasticity).

First, a classical assumption test is carried out consisting of a normality test, a linearity test, and a heteroscedasticity test. The normality test in this study used the SPSS-assisted Kolmogorov-Smirnov test. Normality test results can be seen in Table 1.

Table 1. Normality Test Results
One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		248
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	7.61354338
Most Extreme Differences	Absolute	.047
	Positive	.044
	Negative	-.047
Kolmogorov-Smirnov Z		.747
Asymp. Sig. (2-tailed)		.633

a. Test distribution is Normal.

b. Calculated from data.

From Table 1 it can be known That the value of Asymp. (2-tailed) is $0.633 > 0.005$. This result can be concluded that the data is normally distributed. Thus, the assumption or requirement of the linear regression test is already met.

Next, a linearity test is carried out. The linearity test results in this study used the SPSS-assisted compare-mean method. This linearity test was carried out between the variables of communication apprehension (X1) to anxiety (Y) and also the test between the variables of fear of negative evaluation (X2) to Anxiety (Y). The results of the linearity test between the variables of communication apprehension (X1) to anxiety (Y) can be seen in Table 2. Meanwhile, the results of the linearity test between the fear of negative evaluation variable (X2) of Anxiety (Y) can be seen in Table 3.

Table 2. Linearity Test Output between communication apprehension variables (X1) and anxiety (Y)

ANOVA Table					
	Sum of Squares	df	Mean Square	F	Sig.
Anxiety (Y) * Between (Combined)	39989.119	26	1538.043	24.753	.000
Communication Groups Linearity	38357.659	1	38357.659	617.313	.000
(X1) Deviation from Linearity	1631.460	25	65.258	1.050	.404
Within Groups	13732.155	221	62.136		
Total	53721.274	247			

From Table 2, it can be seen that the Cyclifistic value (Sig.) of the linearity test result output at the Deviation from the Linearity value is $0.404 > 0.005$. This means that it can be concluded that there is a significant linear relationship between the communication apprehension variable (X1) and the anxiety variable (Y).

Table 3. Linearity Test Output between negative perception variables about judgment (X2) and anxiety (Y)

ANOVA Table					
	Sum of Squares	df	Mean Square	F	Sig.
Anxiety (Y) Between (Combined)	35507.045	20	1775.352	22.126	.000
* Negative Groups Linearity	34410.575	1	34410.575	428.852	.000
evaluation (X2) Deviation from Linearity	1096.470	19	57.709	.719	.797
Within Groups	18214.229	227	80.239		
Total	53721.274	247			

From Table 3, it can be seen that the Cyclification (Sig.) value of the linearity test result output at the Deviation from the Linearity value is $0.797 > 0.005$. This means that it can be concluded that there is a significant linear relationship between the fear of negative evaluation variable (X2) and the anxiety variable (Y).

The next test is the heteroscedasticity test. The heteroscedasticity test in this study used the Glejser test method using SPSS. The results of the heteroscedasticity test can be seen in Table 4.

Table 4. Heteroscedasticity Test Results Output

Coefficients ^a					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	2.636	1.395		1.889	.060
Communication (X1)	-.018	.039	-.058	-.463	.644
Negative Evaluation (X2)	.063	.035	.228	1.823	.069

a. Dependent Variable: Abs_RES

From Table 4 obtained the significance (Sig.) for the communication apprehension variable (X1) is 0.644 and the significance value (Sig.) for the fear of negative evaluation variable (X2) is 0.069. Because the significance value of both variables is more than 0.005. Thus, it can be concluded that there are no symptoms of heteroscedasticity in the regression model.

3. Linear Regression Test Results

Because the data has met the assumption, that is, it is normally distributed, a linear relationship occurs, and there are no symptoms of heteroscedasticity. Then a linear regression test can be carried out to determine the influence of communication apprehension variables (X1) and fear of negative evaluation variable (X2) on anxiety variables in learning English (Y). A summary of regression test results, in general, can be seen in Table 5.

Table 5. Summary of Linear Regression Test Results

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.856 ^a	.733	.731	7.645

a. Predictors: (Constant), Negative Evaluation (X2), Communication (X1)

b. Dependent Variable: Anxiety (Y)

From Table 5 an output of R Square value of 0.733 is obtained. This value means that the influence of communication apprehension variables (X1) and fear of negative evaluation variables (X2) on English learning anxiety is 73.3%. This also means that 26.7% of English learning anxiety was influenced by other factors not identified in the study. Meanwhile, the percentage influence of the communication variable (X1) on English learning anxiety can be seen in Table 6. Furthermore, the percentage of influence of the fear of negative evaluation variable (X2) on English learning anxiety can be seen in Table 7.

Table 6. Summary of Linear Regression Test Results of Communication Variables (X1) with Anxiety

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.845 ^a	.714	.713	7.903

a. Predictors: (Constant), Communication (X1)

b. Dependent Variable: Anxiety (Y)

Table 7. Summary of Linear Regression Test Results of Negative Variable Assessment (X2) with Anxiety

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.800 ^a	.641	.639	8.860

a. Predictors: (Constant), Negative Evaluation (X2)

b. Dependent Variable: Anxiety (Y)

Table 6 obtained an output of R Square value of 0.714. This value means that the influence of varied communication (X1) on the anxiety of learning English is 71.4%. From Table 7, the output of the R Square value of 0.641 is obtained. This value means that the fear of negative evaluation variable (X2) on English learning anxiety is 64.1%. From the summary, it was concluded that the communication apprehension variable (X1) is more influential on the anxiety of learning English (Y) than the variable of fear of negative evaluation (X2).

Furthermore, to find out the linear regression equation between the three variables, it can be known from Table 8.

Table 8. Coefficient Linear Regression Test Output

Coefficients ^a					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	6.078	2.280		2.666	.008
Communication (X1)	.583	.063	.606	9.243	.000
Negative Evaluation (X2)	.240	.057	.277	4.231	.000

a. Dependent Variable: Anxiety (Y)

Table 8 it is illustrates that the value of Sig. for the Communication apprehension variable (X1) is 0.000 and the value of Sig. for the variable fear of negative evaluation is 0.000. This means that the value of Sig. in both variables is less than 0.005. Thus, it can be concluded that H0 is rejected and Ha is accepted. This means that there is an influence of the Communication apprehension variable (X1) and the fear of negative evaluation variable (X2) on anxiety (Y).

Discussion

The purpose of this study was to find out the factors that cause students to experience anxiety while speaking English in class and to know what can be done to reduce student anxiety in learning English. This research involved several 248 students of SMPN 1 Jatiroto to become research subjects. For data collection, researchers disseminated a questionnaire adapted from the most popular instrument used to measure student anxiety, namely the Foreign Language Classroom Anxiety

Scale (FLCAS) developed by Horwitz, Horwitz, and Cope (1986) and adapted in Turkish by Saltan (2003).

The first goal of this study is to answer the research problem about find out the factors that cause students to experience anxiety while speaking English in class. Research conducted by Marwan (2007) has found and stated that there are three factors related to students' anxiety in learning languages, namely lack of preparation, lack of self-confidence, and fear of mistakes and failures in class. The lack of preparation scares them the most of the three factors. Several researchers in their research such as Sutarsyah, 2017; Hidayati, 2018; Fitriah, 2019; and Damayanti, 2020 state in their writing that three factors cause student anxiety in general. Among them is the fear of communication, the anxiety of the test, and also the fear of negative evaluation. These three factors are very influential in students' anxiety in developing speaking skills, especially in terms of student performance in the classroom related to speech skills, so many researchers are interested in discussing these three factors with their respective testing techniques. It has been proven by many researchers that there is indeed a negative influence of these three factors, which causes student anxiety to be quite high.

Furthermore, further discussion can be related to the second research problem, which factors are the most influential among communication apprehension and fear of negative evaluation for students to experience anxiety in speaking English. Previous studies have suggested in their findings that it would be better to discuss the factors that cause anxiety above, due to the lack of specificity of the previous findings and simply stating the level of anxiety in each factor. In the findings of this study, it can be concluded that the communication apprehension variable is more influential on the anxiety of learning English than the fear of negative evaluation variable. From the similarities inferred in the findings in the previous chapter found and it can be concluded that the higher the level of communication and fear of negative evaluation, the higher the level of anxiety. Thus, reducing anxiety can be done by reducing communication anxiety and reducing fear of negative evaluation.

It can be said that anxiety and fear of negative evaluation both have the same cause, namely because of students' lack of understanding in learning or because of verbal assessments experienced by students both from teachers and from their peers in class. In the findings above, other things allow students to experience anxiety, this can come from other supporting factors to experience anxiety, for example, such as students' motivation, the assumption that English is not too important is also still widely felt by students because English learning in Indonesia is still said to be a foreign language.

Rajitha et al (2020) also stated that the main factors of anxiety are things from students' understanding of the material presented by the teacher, for example, such as lack of understanding or use of grammar, pronunciation factors, as well as things that come from students themselves such as feelings of shame, lack of self-confidence and others. Anam (2018) and Damayanti (2020) added in their research that students' anxiety comes from several factors, namely from themselves and those around them either from their teachers or their classmates. The feeling of feelings that come from the students themselves also causes students to fear negative evaluation of their environment. It can be said that the right advice is also aimed at teachers to pay more attention to student motivation to reduce the anxiety experienced by students so that their performance in speaking English can improve. This is also in line with the research from Hakim (2019) and Hasibuan (2020) stated in their results that the factor causing anxiety also comes from communication apprehension and is followed by fear of negative evaluations. They suggested in their research that the role of the teacher is very important in providing positive motivation or support to students to reduce anxiety.

CONCLUSION

Explained in a previous study about discussing the factors that cause anxiety with different opinions. In this study, researchers tend to focus on the findings of Horwitz, Horwitz, and Cope (1986), which is also corroborated by the opinions of other researchers such as the findings in line with Hakim (2019) and Hasibuan (2020). This researcher in addition to discussing what factors affect anxiety, also suggests factors that influence more between communication apprehension and fear of negative evaluation. Thus, it was found and it can be concluded that between the

communication apprehension factor and the fear of negative evaluation that dominates causing anxiety is the communication apprehension factor rather than the fear of negative evaluation factor. This allows the lack of readiness of students in speaking, which can be caused by the lack of practice of students in speaking English in their daily lives. Anxiety caused by communication apprehension can be reduced by getting students used to communicating with English in class, providing motivation that supports students not to feel embarrassed when making mistakes. Teachers also play an important role in building a positive environment, building students' confidence in learning to speak English.

Besides being proven that students experience more communication apprehension factors, it is inseparable from the anxiety of students with fear of negative evaluation. Because these two factors can be said to be related. If the communication apprehension factor can be reduced with more practice and preparation, the fear of negative evaluation factors can be reduced by creating a supportive environment and mutual respect for opinions between students. This can be built by the habit of teachers judging students with a speech that is not offensive, overriding negative judgments that make students afraid to argue or express their thoughts. Explanation of the material can also be delivered by paying more attention to the extent of student understanding before giving assignments related to the material.

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