

AN ANALYSIS OF STUDENTS' ANXIETY IN SPEAKING ENGLISH IN THE SECOND SEMESTER STUDENTS

**(A Descriptive Research in the Second Semester of English Education Department
of Bale Bandung University)**

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ABSTRACT

This study, titled “An Analysis of Students’ Anxiety in Speaking English among Second-Semester Students”, investigates the dominant factors contributing to students’ speaking anxiety, focusing on internal and external influences. Using a descriptive qualitative approach, data were collected from 22 English Education students at Bale Bandung University through questionnaires and interviews. The PSCAS questionnaire (Yaikhong & Usaha, 2012) revealed that external factors, particularly lack of preparation (loading score: 0.90), were the main sources of anxiety, while lack of motivation (loading score: 0.53) had the least impact. Interview results showed that students commonly overcame anxiety through preparation, confidence-building, and relaxation techniques, while less frequent strategies included listening to music, expanding vocabulary, and practicing pronunciation.

Keywords: Speaking Anxiety, Students’ Speaking Anxiety, Anxiety in Speaking English, Factors.

INTRODUCTION

It is an important thing nowadays to get an English education because English is a global lingua franca or international language. Language is the most effective mechanism used by humans to interact in life. People would find it easy to interact and link via language with others. Language is essential as a medium for contact and relationships with others. Listyaningsih, 2018: 14 said that it ensures that people can share their opinions, emotions, and they can get details from others. For a student, pursuing their studies abroad may be useful. Speaking, listening, reading, and writing are the skills in learning English.

According to Si (2019: 33), One of the most important aspects of learning a foreign language is speaking. English as a Foreign Language (EFL) students are individuals who study English while living in a society where English is not the main language. The ability to hold a conversation in the target language is used to assess the effectiveness of language learning. It can be said that being able to speak fluently and communicate both inside and outside the classroom is critical for students. However, most students experienced a feeling of anxiety in speaking English as a foreign language. They tend to feel anxious about speaking performance.

Abdillah (2018:01) explained that Anxiety as the sense of panic attacks and emotional response that occurs while speaking. Emotions are important because they affect speaking. When students feel safe, satisfied, and enthusiastic, they will learn and do it more effectively. Meanwhile, frustration, anxiety, and depression are negative emotions that affect students' performance to be ineffective. Students may have a reaction to anxiety that affects their ability to speak fluently in front of the class. Many learners show their inability to speak a foreign language and admit their failure to understand. Those students may be capable of learning other things, but they claim to have a 'mental block' in learning a foreign language (Listiyaningsih, 2018: 14).

Based on this problem, the researcher's goal is to identify the types and reasons behind students' anxiety in speaking and its impact on their performance. By understanding these factors, the researcher hopes to enhance the teaching and learning environment, thereby fostering greater motivation and confidence among students when speaking.

METHOD

Research Design

This study using descriptive research and qualitative as the approach. Ary et al. (2010) support this by stating that qualitative research aims to understand social phenomena from the viewpoint of human participants in natural settings. The researcher only described the factors that influence speaking anxiety in English among second-semester students in the English Education Department at Bale Bandung University. Data analysis followed Miles and Huberman's methodology,

which comprises three key stages: data reduction, data display, and conclusion drawing/verification (Miles & Huberman, 1994).

Population and Sample

According to Creswell (2014) a population is a group of individuals who have the same characteristics. The population of this study is at the second semester students of English Education of Bale Bandung University. The amounts of students' in the second semester approximately 53 divided into three classes, there are class A, B, and C.

Creswell (2014) also said that a sample is a subgroup of the target population that the researcher plans to study for the purpose of making generalizations about the target population. The participants of this research are 22 students taken from class B at the second semester of English education at Bale Bandung University.

Research Instrument

The instruments used in this study were used Questionnaire and interview. These two instruments were considered appropriate and beneficial to reach the core matter. The interviews were undertaken in English by using semi-structured interview with pre-determined questions. However, the answers of the interviews some were in Indonesian and some were in English.

This preference was offered by the researcher to the participants in avoiding the possibility of limited expression revealed by the participants because of the language difficulties, as all of the participants are Indonesian native speakers. Compared to other research instruments, questionnaire and interviews provide more reliable results and allow the interviewers to engage and connect with the participants. However, it requires experienced interviewers to drive the best response from the interviewees. Tools used in interviews may include Audio recorder (face-to-face interview).

The research instruments used in this study was questionnaires and interviews.

1. The first instrument that used is a questionnaire, Oppenheim (1992) state that questionnaire is a structured technique for collecting primary data. It is generally a series of written questions for which the respondents provide answers. It can be used to collect both qualitative and quantitative data. The researcher use questionnaire because the researcher did not involve in the teaching in learning process. The questionnaire was adopted from a final version of PSCAS (Public Speaking Class Anxiety Scale) by Yaikhong & Usaha (2012). This questionnaire contains 8 statement consisting of five options indicating the scale; Strongly Agree (SA), Agree (A), Uncertain (U), Disagree (D), and Strongly Disagree (SD).

Lattice of The Questionnaire

No	Indicator	Factor
1	Lack of Preparation	External
2	Limited practice opportunities	External

3	Friends/Classmate	External
4	Embarrassment	External
5	Lack of self-confident	Internal
6	Shyness	Internal
7	No motivation	Internal
8	Fear of making mistake	Internal

The PSCAS Questionnaire

No	Item	SA	A	U	D	SD
1	I start to panic when I have to speak English without a preparation in advance.					
2	I feel anxious about speaking English because I do not have enough opportunities to practice in a comfortable and supportive environment.					
3	I am afraid that other students will laugh at me while I am speaking English.					
4	I feel embarrassed to be the first one to volunteer to speak English.					
5	I never feel quite sure of myself while I am speaking English.					
6	I prefer to speak less because I feel shy when speaking English.					
7	I am too lazy to memorize new vocabulary and rarely use it					
8	I am afraid that my language teacher is ready to correct every mistake that I make.					

2. The following instrument is interviews. Creswell defines an interview as a process where researchers ask broad, open-ended questions to one or more participants and record their responses. The goal of this interview is to gain a deeper understanding and to know how the students overcome their anxiety in speaking English based on their perspective. However, the interview responses were given in both Indonesian and English. The researcher provided this option to participants to prevent language difficulties from limiting their expression, as all participants are native Indonesian speakers.

Interview Questions

No	Questions
1	Do you feel nervous when you speak in English? How do you overcome this problem?
2	Are there any relaxation technique do you use to calm your anxiety

	before speaking English?
3	What is your preparation when you are asked to speak English?
4	Do you practice positive thinking to relieve anxiety? What positive thoughts do you focus on?
5	What is your strategies to reduce your anxiety in speaking English in front of your friends/classmate?
6	Is there any motivation for you to speak in English?
7	How do you overcome shyness when speaking in English?
8	What do you do to make yourself confident when speaking English?

RESULTS AND DISCUSSION

Data Description

The Result of Students PSCAS Score data of is shown in the following table:

Recapitulation of PSCAS Results Score and Category

Name	External Factors				Internal Factors			
	IN1	IN2	IN3	IN4	IN5	IN6	IN7	IN8
SA1	5	5	5	5	5	5	3	5
SA2	4	3	3	4	4	4	3	3
SA3	4	3	4	4	4	4	2	4
SA4	3	4	2	5	3	3	2	3
SA5	4	4	3	4	4	4	4	4
SA6	4	2	4	4	4	4	1	2
SA7	3	2	4	3	1	2	1	2
SA8	4	4	3	5	5	4	2	2
SA9	4	4	5	4	3	4	2	2
SA10	5	3	2	4	2	3	3	2
SA11	5	3	2	4	3	4	3	3
SA12	4	2	4	5	2	2	2	3
SA13	5	4	3	4	4	4	4	4
SA14	4	3	4	4	4	4	4	4
SA15	5	3	4	4	3	4	1	3
SA16	4	3	4	4	3	4	1	2
SA17	3	3	3	3	3	3	3	3
SA18	5	4	3	5	3	4	2	4
SA19	3	5	5	3	4	5	3	5
SA20	4	4	3	5	3	4	4	4

SA21	4	5	3	2	4	3	1	1
SA22	4	4	2	3	2	1	2	1
Total								
	90	77	75	88	73	79	53	66
	330				271			

External Factors Students' Anxiety in Speaking English

No	Indicator Component	Score
1	Lack of preparation	90
2	Limited practice opportunities	77
3	Friends/classmate	75
4	Embarrassment	88

Internal Factors of students' anxiety in speaking English

No	Indicator Component	Score
1	Lack of Confidence	73
2	Shyness	79
3	No motivation	53
4	Fear of making mistake	66

Result of Students' Interview about How to Overcome Anxiety in Speaking English

The results of data analysis were presented in this section. Data collection is also done by using interviews. This interview was conducted to know how they overcome their anxiety in speaking English.

Table of Interview Result

Question 1: Do you feel nervous when you speak in English? How do you overcome such problem?

List of Students' Interviewee	Student Answers
Interviewee 1	"For now, not really. Over the past few years, I've been learning how to speak English and studying

	linguistics at this university. So, I've overcome this problem through my own experience."
Interviewee 2	"Yes, sometimes I feel nervous when speaking English. To overcome this, I focus on being in the moment and try to recall all the vocabulary I know."
Interviewee 3	<i>"Ya saya nervous, karena kadang suka malu dan takut ada yang salah. Untuk menyelesaikan masalah itu saya mencoba untuk percaya diri dan menganggap itu untuk menguji diri sendiri."</i> "yes, I'm nervous because sometimes I feel embarrassed and afraid that something will go wrong. and to solve that problem, I try to be confidence and consider it as a test of myself."
Interviewee 4	"Yes, I do, and the way I deal with it is by calming my mind and pretending that everyone doesn't exist."
Interviewee 5	"I do. And I will try as much as possible to believe in myself and just continue to speak in English"

Interview Answer 1

Question 2: Are there any relaxation technique do you use to calm your anxiety before speaking English?

List of Students' Interviewee	Student Answers

Interviewee 1	“Yes, I use a method called double inhale, where I take two deep breaths to calm my mind before exhaling.”
Interviewee 2	“I just take a deep breath and maybe try to repeat what I want to say and imagine the way I say it. That's it.”
Interviewee 3	<i>“yang pasti berusaha tetap tenang, kadang juga suka muji diri sendiri agar tetap percaya diri.”</i> “Try to stay calm, sometimes I like to praise myself to stay confidence.”
Interviewee 4	“I usually think about what my mother said about courage.”
Interviewee 5	“I will practice several times before speaking English.”

Interview Answer 2

Question 3: What is your preparation when you are asked to speak in English?

List of Students' Interviewee	Student Answers
Interviewee 1	“By reading or trying to learn about the things I'll be speaking about.”
Interviewee 2	“By text of course, I have to make a text before speak English, so that I can remember what I want to say.”

Interviewee 3	<i>"Mungkin percaya diri dan kesiapan materi."</i> "Maybe self-confidence and material readiness."
Interviewee 4	"Think about what to say first."
Interviewee 5	"I just prepared myself because maybe I can speak English but I was just doubting myself too much."

Table 4.4. 3 Interview Answer 3

Question 4: Do you practice positive thinking to relieve anxiety? And what positive thoughts do you focus on?

List of Students' Interviewee	Student Answers
Interviewee 1	"I do. And the positive thoughts that I focus on is loving myself and trying to figure it out that I'm always be enough."
Interviewee 2	"I don't think so, but I've always said to myself that I can do it. I always can do it. That's the positive thoughts that I say to myself when I feel anxiety."
Interviewee 3	<i>"Semua yang saya hadapi mungkin adalah ilusi jadi berfokus ke yang ada dipikiran."</i>

	“Everything I face is probably an illusion so I just focus on my thoughts.”
Interviewee 4	“I always think about what delicious food that I should try after this”
Interviewee 5	“I will give positive feedback and keep saying that I can do it.”

Table 4.4. 4 Interview Answer 4

Question 5: What are your strategies to reduce your anxiety in speaking English in front of your friends or classmates?

List of Students’ Interviewee	Student Answers
Interviewee 1	“Practice it much before I did it. I’ll practice my pronounce and my subject so I’ll be ready when I say it.”
Interviewee 2	“Say every word slowly and clearly. With that, I can think of the next word that I want to say.”
Interviewee 3	<i>“Yang paling penting jangan hiraukan perkataan teman dan yang paling penting juga wajah teman kadang suka membuat lucu jadi menghilangkan fokus.”</i> “The most important thing is not to pay attention

	to what your friends says and your friends' faces. because sometimes I find it so funny that I lose focus.”
Interviewee 4	“Always bring funny things so I can laugh too”
Interviewee 5	“I will practice before and I have to trust that my friends will not laugh at me if I make a mistake”

Interview Answer 5

Question 6: Is there any motivation for you to speak in English?

List of Students' Interviewee	Student Answers
Interviewee 1	“Yeah, I've seen some movies and listened to native speakers, so it would be better for me as if I could talk just like they did.”
Interviewee 2	“Yes, it's to travel around the world. Because if I travel around the world someday, I have to know at least English, right?”
Interviewee 3	<i>“Karena saya bermain game, mungkin motivasi saya agar bisa ke ancah international dan bisa fasih berbahasa inggris agar bisa berbicara ke banyak orang”</i> "Because I play games, maybe my motivation is to be able to go international and speak fluent

	English so I can talk to lots of people."
Interviewee 4	"Of course, Don't give up easily. Look at first, he also cannot speak English. Now he is very good in English."
Interviewee 5	"I want to watch films without subtitles and I want to be able to better absorb western songs that I listen to."

Table Interview Answer 6

Question 7: How do you overcome shyness when speaking in English?

List of Students' Interviewee	Student Answers
Interviewee 1	"By suggesting myself, I know that I can do this thing and I know that I'll do it."
Interviewee 2	"Visualizing myself as other people. With that, I'm no longer shy and sometimes it works."
Interviewee 3	<i>"Mungkin dengan berdoa agar dilancarkan segala-galanya."</i> "Maybe by praying that everything will go smoothly."

Interviewee 4	“Usually I have to look up because after looking up my mind is always light.”
Interviewee 5	“I will think that I’m talking alone or I will just force myself to be confident and keep going.”

Interview Answer 7

Question 8: What do you do to make yourself confident when speaking English?

List of Students’ Interviewee	Student Answers
Interviewee 1	“I trust myself and know my worth.”
Interviewee 2	“I watch a lot of movies, so I know how to say a word that I just learned and repeat the process every day, like practicing in front of the mirror.”
Interviewee 3	<i>“Yang paling penting itu jangan takut salah, karena itu sebuah pengalaman. Jangan merasa takut salah karena itu bagian dari belajar”</i> “The most important thing is not to be afraid of making mistakes, as they are part of the learning experience. Don’t be afraid of making mistakes because they are a crucial part of learning.”
Interviewee 4	“I often listen to English songs and try to repeat the words.”

Interviewee 5	“I always remember my teacher’s words that I can actually do it. I also need to believe in myself that I can do it. By doing these things, I will become more confident.”
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Interview Answer 8

Discussion

The Questionnaire Discussion

The research involved distributing a questionnaire and interview. To clarify the discussion, the researcher will outline the results of the data analysis as follows: The discussion of the questionnaire focuses on the dominant factors contributing to students' anxiety when speaking English, categorized into internal and external factors. The research utilized the final version of the PSCAS questionnaire, adapted from Yaikhong & Usaha (2012), to identify the internal and external influences on English-speaking anxiety among second-semester students in the English Education Department at Bale Bandung University.

1. The External Factors Influencing Students' Anxiety in Speaking English

It was previously stated that there were four factors influencing the students' anxiety in speaking English, namely lack of preparation, Limited practice opportunities, friend/classmate, and embarrassment.

a. Lack of preparation

Lack of preparation is one part of factors influencing the students' anxiety that focused on from external factors. Based on the data analysis used a final version PSCAS questionnaire adopted from Yaikhong & Usaha in 2012 saw that rotated loading factors that given meaning as expected and each factor can ready be interpreted clearly. Lack of preparation was classified as an external factor because it had a stronger external influence, with a loading factor score of 90, which was significantly higher than internal factors. Additionally, the frequency of lack of preparation was the highest among all factors. This indicates that lack of preparation was the most significant factor contributing to students' anxiety when speaking English.

Numerous previous studies have highlighted that lack of preparation is a major factor contributing to students' anxiety (Liu, 2007:129) and has also been identified as a key issue in overcoming anxiety. Therefore, it is evident that inadequate preparation is a significant cause of anxiety among students in speaking classes.

b. Embarrassment

Embarrassment is one of the key external factors influencing students' anxiety. According to data analysis using the final version of the PSCAS questionnaire, adapted from Yaikhong & Usaha (2012), the rotated loading

factors revealed meaningful results, with each factor being clearly interpretable. Embarrassment was classified as an external factor because it had a stronger external influence, with a loading factor score of .88. Additionally, embarrassment ranked as the second highest among all factors, indicating that it was the significant contributor to students' anxiety when speaking English.

Kessler (2010:361) highlights that embarrassment is one of the leading factors contributing to students' anxiety in learning a second or foreign language. The expert explains that speaking a second or foreign language often carries the risk of embarrassment. Therefore, it is crucial to address embarrassment as a significant factor in language learning.

c. Limited practice opportunities

Limited practice opportunities are one of the factors influencing students' anxiety, with a focus on external factors. According to the data analysis using the final version of the PSCAS questionnaire, adapted from Yaikhong & Usaha (2012), the rotated loading factors revealed meaningful results, with each factor being clearly interpretable. Limited practice opportunities were classified as an external factor with a loading factor score of .77 and the number of limited practice opportunities was the third higher after embarrassment.

According to Horwitz, Horwitz, & Cope (1986), limited opportunities to practice a foreign language, particularly in low-pressure or supportive environments, increase students' anxiety when they are required to speak in more formal or evaluative settings. This lack of practice prevents students from becoming comfortable with the language, which can make them feel unprepared and anxious during speaking tasks. Means that when students have limited opportunities to practice speaking a foreign language in relaxed, non-judgmental environments, they are more likely to feel anxious when asked to speak in more formal or evaluative settings, such as in front of a class or during exams. Without enough low-pressure practice, students may not develop confidence in using the language, leading to feelings of unpreparedness and heightened anxiety when they need to speak in situations where they are being evaluated or judged. Essentially, regular, stress-free practice is important for building comfort and reducing speaking anxiety.

d. Friends/classmate

Friends/classmate factor is one of the external factors influencing students' anxiety. According to data analysis using the final version of the PSCAS questionnaire, adapted from Yaikhong & Usaha (2012), the rotated loading factors revealed meaningful results, with each factor being clearly interpretable. Friends/Classmate factor was classified as an external factor with a loading factor score of .75. Friends/Classmate factor ranked as the lowest factors among all the external factors that influenced students' anxiety in speaking English.

Tsiplakides (2009:39) said that fear of negative evaluation from peers is a common factor that arises in language learning. Although this fear is natural,

classmates still play a significant role in contributing to students' anxiety during the learning process.

2. The Internal Factors Influencing Students' Anxiety in Speaking English

It was previously stated that there were four internal factors influencing the students' anxiety in speaking English, namely lack of self-confidence, shyness, fear of making mistake, no motivation.

a. Lack of self-confidence

Lack of self-confidence is one of the factors influencing students' anxiety, with a focus on internal factors. The factors that contribute meaningfully as expected can be interpreted clearly, with each one standing out distinctly. Lack of self-confidence is considered an internal factor, as it has a strong association with internal aspects, reflected by a high loading factor score of 73. This indicates that lack of self-confidence is a moderate factor influencing students' anxiety in speaking English.

According to Cubukcu (2007:133), anxious students are likely to perform poorly in foreign language learning, while those who succeed tend to experience less anxiety. Therefore, lack of self-confidence is a crucial factor that should be addressed, as it plays a significant role in successful learning outcomes.

b. Shyness

Shyness is one of the factors that influence students' anxiety, specifically from internal factors. Based on the analysis of the final version of the PSCAS questionnaire, which was adopted from Yaikhong & Usaha in 2012, shyness was classified as an internal factor, with a loading factor score of 79, making it the highest among all internal factors. This indicates that shyness was the most influential internal factor affecting students' anxiety in speaking English. Baldwin (2011:13) explains that speaking in front of others is a common phobia among students, and feelings of shyness can cause their minds to go blank or make them forget what they want to say. According to Baldwin, shyness significantly impacts students' ability to perform well in speaking. Therefore, shyness plays a crucial role in students' speaking performance.

c. No motivation

Motivation is one of the internal factors that influencing students' anxiety that focused on from internal factors. The loading factors were meaningful and could be clearly interpreted. Motivation was classified as an internal factor, with a loading factor score of 53, it means bo motivation was the less and the lowest factors then all factors that influenced students' anxiety to speaking English.

Zua (2008), as cited in Juhana (2012), further explains that motivation acts as an inner energy. Regardless of the type of motivation learners possess, it enhances their interest in studying. Numerous studies have shown that students with strong motivation to succeed tend to persist in learning and achieve better results than those with weaker motivation. This highlights the importance of fostering students' motivation.

d. Fear of making mistake

Fear of making mistakes is one part of factors that influencing students' anxiety that focused on internal factors. Fear of making mistakes was classified as an internal factor, with a loading factor score of 66, making it the third-highest among the internal factors. According to Robby (2010), fear of making mistakes is a key reason why students are reluctant to speak English in the classroom. Aftat (2008) said that this fear is closely related to concerns about correction and negative evaluation.

The primary factor contributing to students' anxiety in speaking English was external factors. The data indicates that external factors affected more students compared to internal factors, with internal factors being the least common cause of anxiety. The highest contributing factor was a lack of preparation, while the lowest was a lack of motivation.

The Interview Discussion

The second case discussed in the findings was how they overcome this problem. The interview results highlight that students commonly experience nervousness when speaking English but have developed various strategies to manage it. Many emphasize the importance of preparation, such as practicing regularly, recalling vocabulary, and building self-confidence. Relaxation techniques, like deep breathing exercises and self-affirmation, help calm anxiety before speaking.

Some students also rely on mental strategies, such as visualizing themselves as someone else or focusing on positive thoughts to overcome shyness. Motivation to speak English is driven by personal goals, like traveling, improving communication skills, and understanding media without subtitles. Despite the challenges, students recognize that mistakes are part of the learning process and view them as opportunities for growth. Overall, belief in oneself, consistent practice, and staying positive are crucial to reducing anxiety and speaking English with confident.

The most common strategies involve thorough preparation, cultivating self-confidence, and using relaxation techniques. And the less commonly used approaches include listening to music, focusing on vocabulary expansion, and specific pronunciation techniques.

CONCLUSION

Based on the analysis results, two factors influence students' anxiety in speaking English: internal and external factors. According to the factor analysis using the final version of the PSCAS questionnaire, adopted from Yaikhong & Usaha (2012), the dominant factor causing students' anxiety in speaking English was an external factor, with a score of 330. Among all the factors, lack of preparation had the highest score of 90, indicating that it is the most influential factor contributing to students' anxiety in speaking English. On the other hand, lack of motivation, an internal factor, had the lowest score of 53, making it the least influential factor affecting students' anxiety among second-semester students of the English Education Department at Bale Bandung University.

Based on the results of the interviews, the most widely used strategies include thorough preparation, building self-confidence, and practicing relaxation techniques. Less frequently employed methods involve listening to music, concentrating on vocabulary growth, and focusing on specific pronunciation exercises.

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