

## STUDENTS' SPEAKING ANXIETY IN ENGLISH AMONG FIRST GRADERS OF JUNIOR HIGH SCHOOL

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### Abstract

The purpose of this study is to investigate students' anxiety in speaking English particularly first grader of junior high school. A quantitative inquiry, the population of study is the seventy-four first grade students of Junior High School 3 Tondano, Minahasa. The sample is one class from 3 classes are twenty-one. By relying upon the analysis on the questionnaire adopted from a final version of the PSCAS (Public Speaking Class Anxiety Scale) by Yaikhong and Usaha, the results found that three anxiety problems were most feared by students themselves; lack of vocabulary in English, and lack of good study preparation resulting in unsatisfactory learning outcomes that they produce. Therefore, collaborative activities, mutually supportive, no bullying, and prioritizing common interests that must be carried out to create a free-stress learning atmosphere in the classroom.

**Keywords:** Anxiety, Speaking, first graders

### Introduction

Anxiety in speaking English as a part of a specific aspect of language acquisition grows more interests in terms of the challenges arisen from distance learning problems in Indonesian education system during the Covid-19 pandemic. In this study, the level of English anxiety among English learners was investigated. Unfortunately, in terms of learning English, students' emotions tend to be more discouraging than encouraging. One emotional state that makes this process difficult is anxiety. The ability of someone to use English does not come by itself, but it comes from the process of studying the language. Learning to get the ability to use English oneself can be done in a formal and non-formal educational setting (Pelenkahu, 2014).

Returning to the conditions of learning in schools, teaching English in Junior High School includes four language skills such as listening, speaking, reading, and also writing, language skills, and language elements. Speaking is very important in the

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progress of learning English. For English language learners, speaking is especially spoken which needs to be developed (Taufiq, 2016). This means that speaking is important for students to learn in the language learning process because speaking is one of the tools in communication. Le (2019) says, Speaking involves many factors. This means the ability to process information and language, which makes speaking a complex thing in a foreign language. The capacity for the scholastic necessities and individual learning endeavors supplemented inspiration as a significant element for effective language learning (Liando, 2009).

Anxiety speaking in the language alienation can be caused by various factors, students may feel anxious when they are expected to communicate with other people. The reason for this can be psychological factors (emotions, fears, and motivations) instructional factors (class procedures that are applied to the students) which could become one of the reasons for the use of materials and learning methods and situational settings (such as speaking in front of the whole class). And following the observations that researchers found in the field that not all students (first grade of Junior High School 3 Tondano) can speak in English, especially in pronunciation problems because students are not accustomed to saying a word in English because many students have not mastered the vocabulary.

Therefore, the purpose of this study is to find out the kinds of anxiety were experienced by the students in speaking English in the first grade of Junior High School 3 Tondano and to find out the factors that caused students' anxiety in speaking English at the first grade of Junior High School 3 Tondano.

The outcome of this study is expected to be input in the practicing and learning process especially for knowing the students' anxiety in Speaking English in the first grade of Junior High School 3 Tondano and give additional information and knowledge to the readers, especially to the students and lecturers in English Department.

#### 1. The Causes of Anxiety

According to Horwitz (2001), three causes of anxiety related to performance anxieties are (1) communication apprehension (CA), (2) test anxiety, and (3) fear of negative evaluation. This description will be used to investigate the causes of students' anxiety in speaking English (a foreign language) in this study.

##### a. Communication Apprehension (CA)

Students' personality traits such as shyness, quietness, and reticence are considered frequently precipitate CA. The feeling of shyness is different from one individual to another individual, and from situation to situation. According to Batkhina (2020), seven factors could result in students' quiet: (1) Low intellectual skills, (2) low speech skills, (3) voluntary social introversion, (4) social alienation, (5) communication anxiety, (6) low social self-esteem, and (7) ethnic/cultural divergence in communication norms.

##### b. Test

Another source of anxiety is related to a test. The test is also relevant to the discussion of foreign language anxiety. Test anxiety, as explained by Hotwitz

(2001), refers to a type of performance anxiety stemming from a fear of failure. In learning a foreign language, a learner may experience test anxiety that prevents his or her performance.

c. Fear of Negative Evaluation

Fear of negative evaluation is an extension of the second component (test anxiety) of second/foreign language anxiety because it is not limited to test-taking situations, but, may occur in any social, evaluative situation, such as interviewing for a job or speaking in second/foreign language class (Horwitz, 2001). It is also broader in the sense that it pertains not only to the teacher's evaluation of the students but also to the perceived reaction of other students as well. Moreover, instructors of second/unknown dialect could be a genuine model for understudies to work on their talking capacity in the objective language (Liando, 2015:5),

2. Element of Speaking

Speaking is one of the language skills which is very important to be mastered.

They are many elements of speaking that must be mastered by students to be a good speaker of English. There are five elements of the speaking ability which is based on Bahdi (2014) who divided the elements of speaking ability into five parts. It can be seen in explanations below:

a) Accuracy

Recognizably, accuracy is one of the most important criteria to measure one's linguistic ability and to shelter language users from communication breakdowns. According to Richards (2002) accuracy concerns "the ability to produce grammatically correct sentence" (p. 8). In other words, accuracy in language means grammatical accuracy only.

b) Grammar

It needs for students to arrange correct sentences in conversation. Students can use their ability to manipulate the structure and to distinguish appropriate grammatical forms from appropriate ones. Grammar is one of the major language components. Bahdi (2014) states that grammar is a form of internal, linguistic knowledge which operates in the production and recognition of appropriately structured expression in that language.

c) Vocabulary

Achieving accuracy in terms of vocabulary refers to the appropriate selection of words during speaking. Students often find difficulties when they try to express what they want to say, they lack the appropriate vocabulary, and they sometimes use words incorrectly like in the case of synonyms which do not carry the same meaning in all contexts.

d) Comprehension

Comprehension is having a sufficient vocabulary or knowing the meanings of enough words. Students who have strong comprehension can conclude what they speak, what is important, what is a fact, what caused an event to happen, and

which characters are funny. Thus comprehension involves combining reading with thinking and reasoning.

e) Fluency

The main goal teachers wish to achieve in teaching the productive skill of speaking is oral fluency being the main characteristic of the speaker's performance. [Ali \(2018\)](#) defines that fluency as the ability to express oneself in an intelligible, reasonable and accurate way without too much hesitation; otherwise, the communication will break down because listeners will lose interest.

3. Previous studies

The first journal entitled “Anxiety in Learning English as a Second Language at a Tertiary Stage: Causes and Solutions” from Dr. Sabah Salman Sabah Community College of Qatar, this study aimed at exploring the causes of anxiety that freshmen English as a second language college students may feel when they transfer from secondary education to tertiary education. The sample of the study consisted of 70 female students enrolling in the Level 1 Foundation ESL Center in the Community College of Qatar. To collect the data, a Five Likert 40-item questionnaire was designed by the researcher. Its items were based on Horwitz’s battery for anxiety detection, with some adaptation to the specific situation in CQC. Means and standard deviations of the subjects’ answers revealed that their anxiety was due to three main domains: communication apprehension due to discrepancy between secondary education and college education, test anxiety due to the unfair breakdown of grades, and the unified tests and fear of negative evaluation. The researcher suggests several recommendations for instructors, students, and administrators to solve the problem of students’ anxiety.

The second journal is entitled “Students’ Anxiety in Speaking English (A Case Study in One Hotel and Tourism College in Bandung)” by Septy Indrianty from STIEPAR YAPARI-AKTRIP. This study investigated students’ anxiety in speaking English in one Hotel and Tourism College in Bandung. This study examined types of anxiety, and source anxiety. This study was implementing the characteristic of a case study. The data were obtained through observation of class interaction and interviews. The data were analyzed descriptively and interpreted to answer the research question. The study revealed two findings related to research questions. First, two types of anxiety were evidenced, i.e. trait anxiety and state/situational anxiety. Second, the students’ anxiety in English speaking class was derived from three main sources of anxiety, i.e. communication apprehension, test anxiety, and fear of negative evaluation. Moreover, as the interview data revealed, lack of vocabulary and lack of preparation have also contributed to students’ anxiety in speaking. These findings suggest that the teacher should be more aware of students’ anxiety to arouse students’ motivation to speak up confidently and fluently in an English speaking class. As such, teachers are urged to be fairly creative in devising better techniques that could encourage the students to speak more.

The researcher concludes that the students have problems in terms learning English speaking. To know the students' problems in learning English speaking, the researcher used depth observation and also a questionnaire. Low vocabulary mastering, limited grammar knowledge, and pronunciation, hands feel cool, nervousness, sweaty, my hand trembled, chest-pounding, breath faster, the mind isn't focused," problems in learning English speaking

### Research Methods

The researcher used a qualitative design with a case study. It can be concluded that qualitative research is analyzing descriptive data that is collected in the form of the situation in the first Grade of Junior High School 3 Tondano. Where descriptive data such as researcher or spoken, by using qualitative research the researcher got the answer about the question in analyzing Students' Anxiety in Speaking English at the first Grade of Junior High School 3 Tondano. Furthermore, Bologna and Aquino (2020) states that the qualitative inquirer deals with data that are in the form of words or pictures rather than numbers and statistics. In a nutshell, qualitative description seeks to describe a social phenomenon in the form of words.

### Population and Sample

The population of this research is the second grades students of Junior High School 3 Tondano with a total number of students are 74. The sample is one class from 3 classes are 21.

### Techniques of Collecting Data

Data dealing with the research question was analyzed in percentage. The questionnaire was distributed to the participants by Google form. The questionnaire was collected after the participants have finished answering the questionnaire. The data were processed. The questionnaire was counted and grouped based on the type of anxiety. The questionnaire's results were provided in the form of percentages. The questionnaire is adopted from a final version of the PSCAS (public speaking class anxiety scale) by [Yaikhong and Usaha \(2012\)](#). PSCAS itself contains 14 statements aimed to know what causes students' anxiety in speaking English.

The distributed questionnaires are in the detail below:

### Questionnaire

No.	Item
1.	I never feel quite sure of myself while I am speaking English.
2.	I tremble when knowing that I am going to be called on to speak English.
3.	I start to panic when I have to speak English without a preparation in advance.
4.	In a speaking class, I can get so nervous I forget things I know.
5.	I feel confident while I am speaking English.
6.	I feel very self-conscious while speaking English in front of other students.

7.	I get nervous and confused when I am speaking English.
8.	I am afraid that other students will laugh at me while I am speaking English.
9.	I get so nervous when the language teacher asks me to speak English which I have prepared in advance
10.	I have no fear of speaking English.
11.	I can feel my heart pounding when I am going to be called on.
12.	I feel relaxed while speaking English.
13.	It embarrasses me to volunteer to go out first to speak English.
14.	I face the prospect of speaking English with confidence
15.	I enjoy the experience of speaking English.
16.	The more speaking tests I have, the more confused I get
17.	Certain parts of my body feel very tense and rigid while speaking English.
18.	I feel anxious while waiting to speak English.
19.	I want to speak less because I feel shy while speaking English.
20.	I dislike using my voice and body expressively while speaking English.
21.	I have trouble to coordinate my movements while speaking English.
22.	I find it hard to look the audience in my eyes while speaking English.
23.	Even if I am very well-prepared I feel anxious about speaking English.
24.	I do not have a lot of vocabulary.
25.	I am lazy to memorize new vocabulary and rarely use it.

### Aspect Representative Based On The Questionnaire

Category	No.	Statement
Motivation	1.	I never feel quite sure of myself while I am speaking English.
Motivation	2.	I tremble when knowing that I am going to be called on to speak English.
Motivation	3.	I start to panic when I have to speak English without a preparation in advance.
Motivation	4.	In a speaking class, I can get so nervous I forget things I know.
Motivation	5.	I feel confident while I am speaking English.
Confidence	6.	I feel very self-conscious while speaking English in front of other students.
Confidence	7.	I get nervous and confused when I am speaking English.
Confidence	8.	I am afraid that other students will laugh at me while I am speaking English.
Confidence	9.	I get so nervous when the language teacher asks me to speak English which I have prepared in advance
Confidence	10.	I have no fear of speaking English.
Preparation	11.	I can feel my heart pounding when I am going to be called on.
Preparation	12.	I feel relaxed while speaking English.

Preparation	13.	It embarrasses me to volunteer to go out first to speak English.
Preparation	14.	I face the prospect of speaking English with confidence
Preparation	15.	I enjoy the experience of speaking English.
Vocabulary	16.	The more speaking tests I have, the more confused I get
Vocabulary	17.	Certain parts of my body feel very tense and rigid while speaking English.
Vocabulary	18.	I feel anxious while waiting to speak English.
Vocabulary	19.	I want to speak less because I feel shy while speaking English.
Vocabulary	20.	I dislike using my voice and body expressively while speaking English.
Confidence	21.	I have trouble to coordinate my movements while speaking English.
Confidence	22.	I find it hard to look the audience in my eyes while speaking English.
Preparation	23.	Even if I am very well-prepare I feel anxious about speaking English.
Vocabulary	24.	I do not have a lot of vocabulary.
Vocabulary	25.	I am lazy to memorize new vocabulary and rarely use it.

**a. Motivation**

In this part of the questionnaire category of motivation is a change in energy in a person characterized by the e motivation is a change in energy that occurs in a person which is then marked by the emergence of a "feeling" which is based on a purpose. (Mc Donald in Sardiman, 2005). Motivation can cause changes in energy in a person so that this will be inherent in the problem of mental symptoms, emotions, and feelings, then act or do something. Moreover, motivation can be in the form of a plan, wants, and the purpose that would be raised. The motivation of humans provides by a), the desire to be life b), the desire possesses something c), the desire for authority d), the desire for confession. Thus, all effect is contained by each statement divided into their anxiety, learning style, and preferences.

**b. Confidence**

According to Zimmerman, Schunk, and DiBenedetto (2017), students' sense of agency is an important characteristic of success. Students' use of self-regulation learning strategies is tied to their perceived ability or confidence to adopt them. Thus, Zimmerman et al. propose a cyclical process between self-efficacy and self-regulation processes. Indeed, for undergraduate students enrolled in a flipped math course, self-efficacy to learn math and students' adoption of help seeking strategies were positively related to performance (Russell, 2020). Moreover, students assigned to a teaching intervention designed to enhance self-regulation demonstrated higher self-efficacy, time management, and help-seeking behaviors in comparison to a control group (Russell, 2020). As stated by Maru (2009) "Teaching language is not merely a matter of techniques and teachers' teaching role as well as material but also



aspect related to an atmosphere or climate within the teaching and learning take place”. (Dengah, Maru and Lolowang, 2019). Therefore, confidence purposes in this statement of each questionnaire are an urgency of students problem in the way to speaking English and limitations which they has.

### c. Preparation

Being prepared can reduce fear, anxiety, and losses that accompany disasters. People also can reduce the impact of disasters (flood proofing, elevating a home or moving a home out of harm’s way, and securing items that could shake loose in an earthquake) and sometimes avoid the danger completely. (Mc Donald in Sardiman, 2005). Preparation is as important as planning, maybe even more so. Preparation get student ready to actually do the work, student could say that planning is the original step, and preparation is the sequel. The truth is, student can plan all you want, but if student don’t prepare, they still won’t be ready.

### d. Vocabulary

Vocabulary knowledge is often viewed as a critical tool for second language learners because a limited vocabulary in a foreign language impedes successful communication. Underscoring the importance of vocabulary acquisition, Schmitt (2000) emphasizes that “lexical knowledge is central to communicative competence and to the acquisition of a second language” p. 55) Nation (2001) further describes the relationship between vocabulary knowledge and language use as complementary: knowledge of vocabulary enables language use and, conversely, language use leads to an increase in vocabulary knowledge. The importance of vocabulary is demonstrated daily in and out the school. In classroom, the achieving students possess the most sufficient vocabulary.

### Data Analysis

In analyzing the data, the participants’ responses were classified into the determined categories. The results were further analyzed descriptively based on the given indicator. The questionnaire results are presented in the form of percentages by referring to the formula;

$$P = \frac{f}{N} \times 100\%$$

P = Percentage

f = Total Response/Item

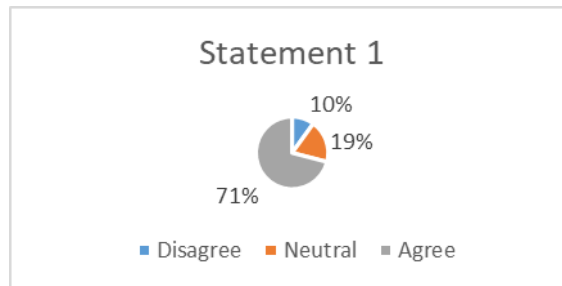
N = Total Respondents

### Result and Discussion

The distributed questionnaires that had been answered by student respondents. They were analyzed by the using the chosen formula. The results suggested the following findings as presented in the forms of figures with their descriptions and

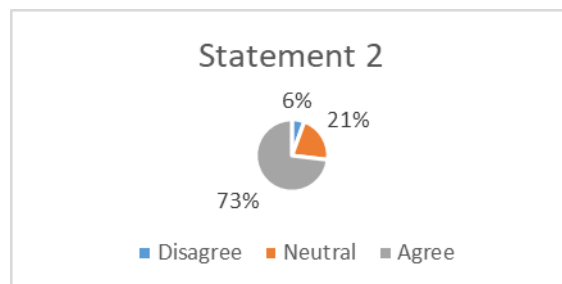


interpretations. Each questionnaire statement was descriptively analyzed to construct general proposition as the results of this study



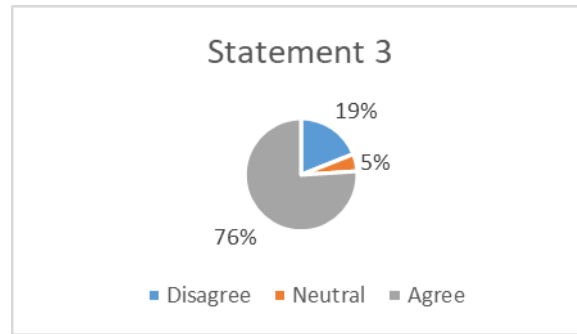
**Figure 1**  
**I never feel quite sure of myself while I am speaking English.**

Figure.1 shows 10% of the students disagreed, 18% students with strongly agreed, 71% students are agreed with the statement and there are 19% students are neutral. It showed that students were agreed they never feel quite sure of myself while I am speaking English. This section concludes that more than half of the students have the mindset that they don't feel confident about themselves when I speak English. They still lack self-confidence and appreciation for their learning efforts and will ultimately affect the success of students' learning English.



**Figure 2**  
**I tremble when knowing that I am going to be called on to speak English.**

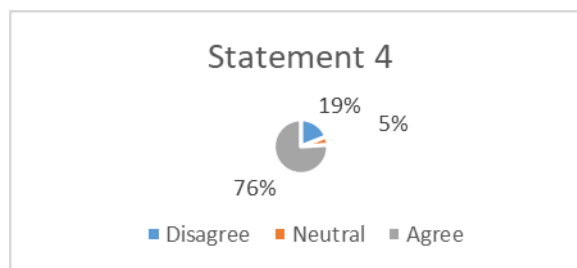
Based on the chart (figure 2), it could be seen that 5% of the students disagreed with the statement, 19% also students in neutral and 76% students with agreed. Thus, students tremble when knowing that I am going to be called on to speak English. Students experience a shaking condition when they know that they will be called to speak English, this physical impact is also the contribution of weak mental strength when speaking in public or expressing their ideas in a large scope.



**Figure 3**

**I start to panic when I have to speak English without a preparation in advance.**

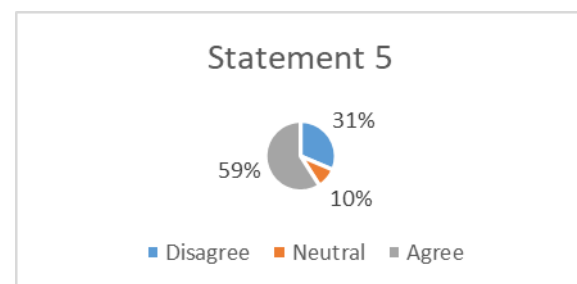
Based on the chart (figure 3), it could be seen that 19% of the students disagreed with the statement, 19% also students in neutral and 76% students with agreed. It can be said that students I start to panic when I have to speak English without a preparation in advance. Clearly, the most dominant were students who admitted that they panicked when they had to speak English without any preparation.



**Figure 4**

**In a speaking class, I can get so nervous I forget things I know.**

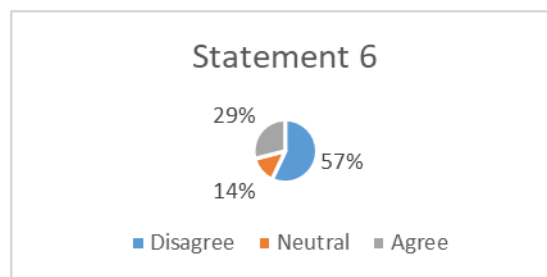
Based on the chart (figure 4), it could be seen that 19% of the students disagreed with the statement, 5% also students in neutral and 76% students with agreed. So, in a speaking class, students can get so nervous I forget things I know. The same thing also happens when students in class talk, they can be so important that they forget things I know, memorizing skills will decrease when they get important opportunities (speaking, presenting, giving solo opinion).



**Figure 5**

**I feel confident while I am speaking English.**

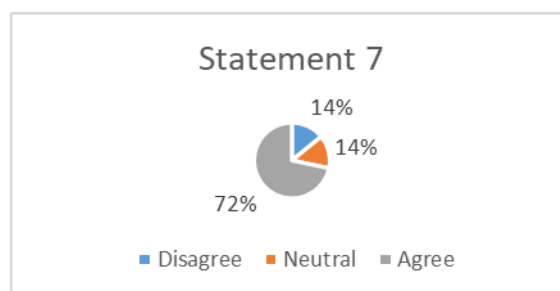
Based on the chart (figure 5), it could be seen that 33% of the students disagreed with the statement, 10% also students in neutral and 62% students with agreed. Thus, it showed that students were feel confident while I am speaking English. Not all students feel confident when speaking English, this is based on their belief in their own efforts and internal factors, both lack of vocabulary and still dependence on language translation applications.



**Figure 6**

**I feel very self-conscious while speaking English in front of other students.**

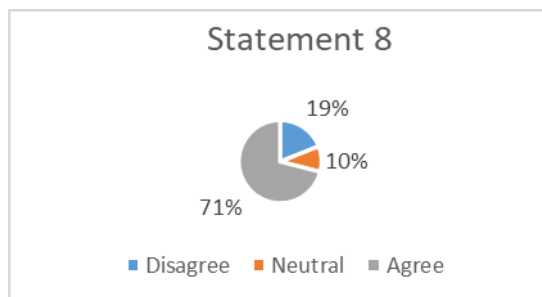
Based on the chart (figure 6), it is very clear that 29% of the students agreed with the statement, 14% also students in neutral and 57% students with disagreed. So, it showed that the students weren't feel very self-conscious while speaking English in front of other students. More than half of the students think that they do not feel very confident when speaking English in front of other students because of social factors where English is still relatively foreign, so there are still many students who think this is too much for them, but it is very useful.



**Figure 7**

**I get nervous and confused when I am speaking English.**

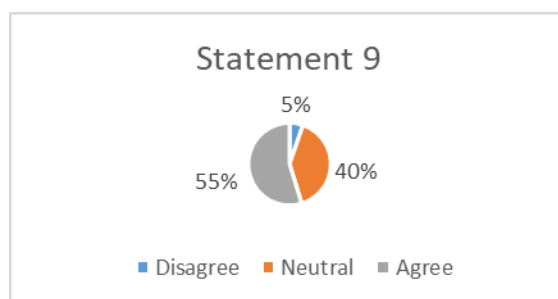
Based on the chart (figure 7), it is very clear that 72% of the students agreed with the statement, 14% also students in neutral and 14% were disagreed. It could be concluded that student's were agree that get nervous and confused when I am speaking English. Almost all students still feel confused when they speak English. They are confused because of the lack of habituation in practicing English in everyday life and other reasons for cultural factors and mother tongue that still strongly influence the process of language production.



**Figure 8**

**I am afraid that other students will laugh at me while I am speaking English.**

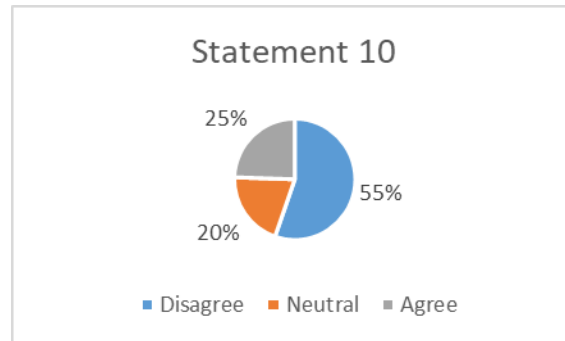
Based on the chart (figure 8), it is very clear that 71% of the students agreed with the statement, 10% students are neutral and 19% students were disagreed. It means that students were afraid that other students will laugh at me while I am speaking English. The same thing happened when almost all students were afraid that other students would laugh at them when they spoke English. There is anxiety about the mindset that affects his confidence in speaking English in front of his friends.



**Figure 9**

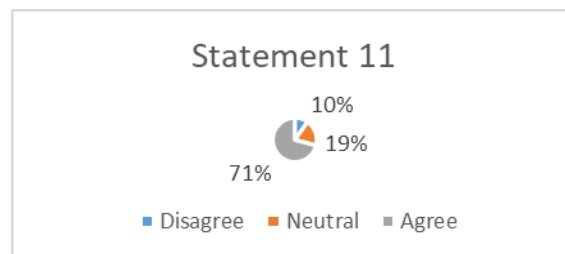
**I get so nervous when the language teacher asks me to speak English which I have prepared in advance**

Based on the chart (figure 9), it is very clear that 52% of the students agreed with the statement, 38% students are strongly agreed and 5% of them are disagreed, disagreed and neutral. It means students were agreed about get so nervous when the language teacher asks me to speak English which I have prepared in advance. More than half of students feel very interested when the language teacher asks them to speak English which they have prepared beforehand, therefore preparation in learning is interpreted for students as the best solution rather than suddenly carrying out assignments.



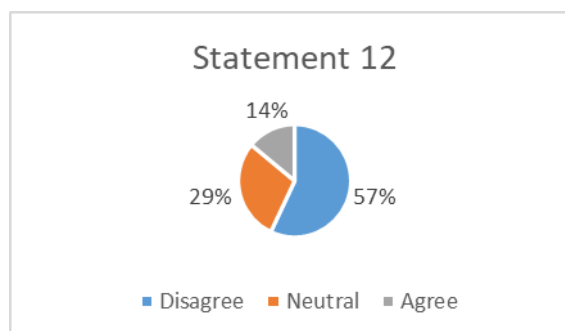
**Figure 10**  
**I have no fear of speaking English.**

Based on the chart (figure 10), it can be seen that 25% of the students agreed with the statement, 20% students are neutral and 55% of them are disagree. Thus, students have no fear of speaking English. It is still an adequate number where more than half of the students are still afraid to speak English. This is influenced by social, personal and external factors that arise.



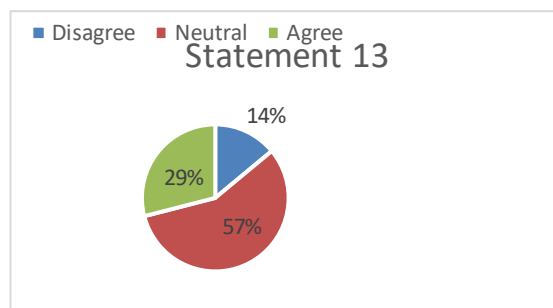
**Figure 11**  
**I can feel my heart pounding when I am going to be called on.**

From the chart (figure 11), it could be seen that 71% of the students agreed, 19% students with neutral and 10% students are disagreed with the statement. It showed that students were agreed they can feel my heart pounding when I am going to be called on. Again, the students experienced the physical impact that they could feel their hearts pounding when they were about to be summoned. This is not only related to being called to report assignments but this is also related to calling the attendance list at the start of learning by the teacher concerned.



**Figure 12**  
**I feel relaxed while speaking English.**

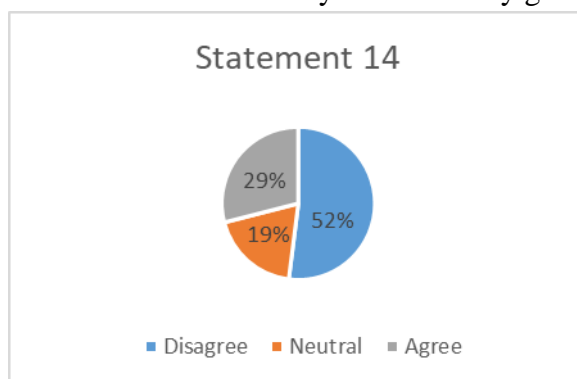
Based on the chart (figure 12), it could be seen that 14% of the students agreed with the statement, 29% also students in neutral and 57% students with disagreed. Thus, students were disagreed to feel relaxed while speaking English. Some students still feel less relaxed when speaking English. This is due to lack of self-confidence and weak mastery of vocabulary and pronunciation of words in English.



**Figure 13**  
**It embarrasses me to volunteer to go out first to speak English.**

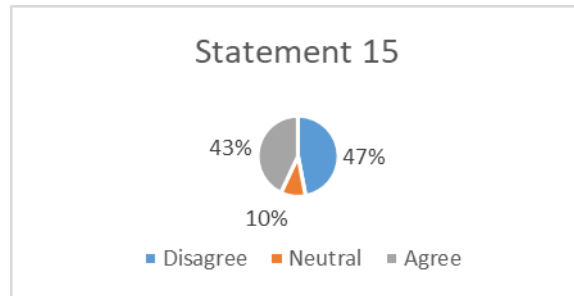
Based on the chart (figure 13), it could be seen that 14% of the students disagreed with the statement, 57% also students in neutral and 29% students with agreed. It can be said that students partially think that it embarrasses me to volunteer to go out first to speak English. Unlike the other figures, it is shown here that the students are neutral

With the perception that they feel ashamed to volunteer to go out first to speak English. Because they have never been involved in such activities and the lack of activeness in social activities in the community in which they grow and develop.



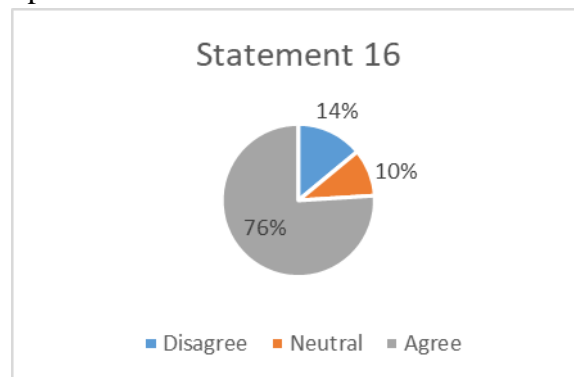
**Figure 14**  
**I face the prospect of speaking English with confidence.**

Based on the chart (figure 14), it could be seen that 52% of the students disagreed with the statement, 19% also students in neutral and 29% students with agreed. So, students were disagreed face the prospect of speaking English with confidence



**Figure 15**  
**I enjoy the experience of speaking English.**

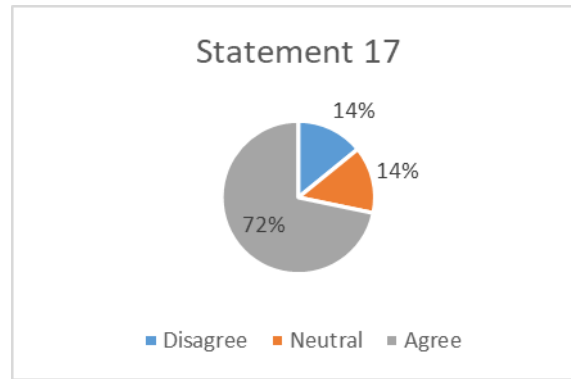
Based on the chart (figure 15), it could be seen that 43% of the students agreed with the statement, 10% also students in neutral and 47% students with disagreed. Thus, it showed that students were disagreed that they enjoy the experience of speaking English. It is clear that in this section, there are 2 groups of students who agree to face the prospect of speaking English with confidence, and some who do not agree. This factor arises due to the different social functions of students and the characters that have an impact on this perception.



**Figure 16**  
**The more speaking tests I have, the more confused I get.**

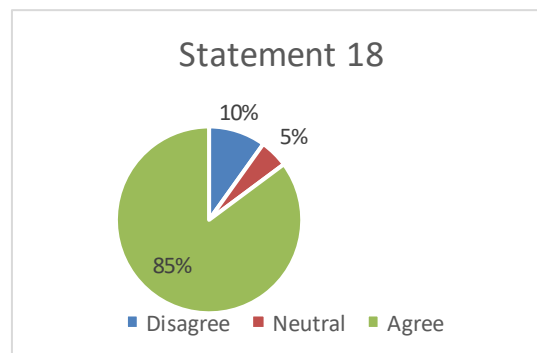
Based on the chart (figure 16), it is very clear that 75% of the students agreed with the statement, 10% also students in neutral and 14% students with. So, it showed that the students were agreed with the more speaking tests I have, the more confused I get. Still the contrasted is seen that almost all students think that the more speaking tests I have, the more confused I am. Due to the large number of students' learning burdens at school and the management of learning time at home that has not been well controlled by the family.





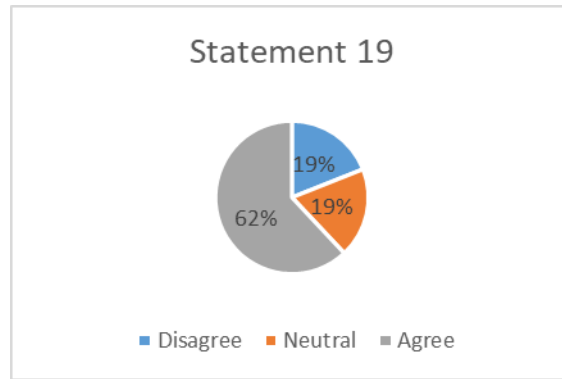
**Figure 17**  
**Certain parts of my body feel very tense and rigid while speaking English.**

Based on the chart (figure 17), it is very clear that 71% of the students agreed with the statement, 14% also students in neutral and 14% students were disagreed. It could be concluded that students were agreed certain parts of my body feel very tense and rigid while speaking English. Almost all students agree that when they experience some parts of their body they feel very tense and stiff when speaking English. This is represented by hand tremors, abdominal pain, and some even affect gestures and a stiff way of speaking.



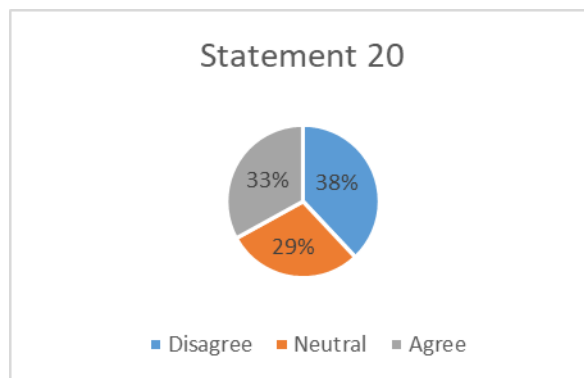
**Figure 18**  
**I feel anxious while waiting to speak English.**

Based on the chart (figure 18), it is very clear that 85% of the students agreed with the statement, 5% students are neutral 10% students were disagreed. It means that students were agreed they feel anxious while waiting to speak English. Students still look dominant and feel anxious while waiting to speak English. They feel a lot of anxiety that occurs when they will have their turn in delivering assignments or presentations. Sometimes it is caused by the teacher's performance or it can also be due to the social environment in their class.



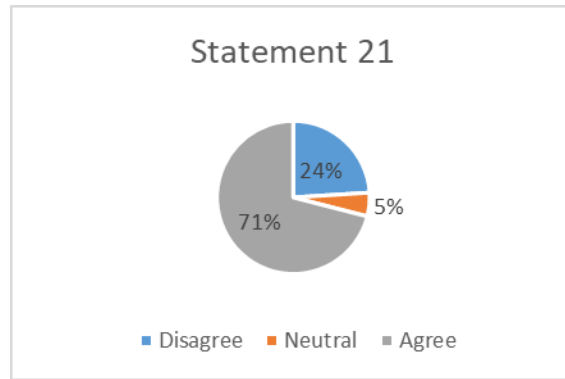
**Figure 19**  
**I want to speak less because I feel shy while speaking English.**

Based on the chart (figure 19), it is very clear that 62% of the students agreed with the statement, 19% students are neutral and 19% of them are disagreed. It means students were agreed about they want to speak less because I feel shy while speaking English. Students want to speak less because they feel shy when speaking English. Feelings of shame that arise again are influenced by a lack of habituation in speaking English and a primitive mindset towards English.



**Figure 20**  
**I dislike using my voice and body expressively while speaking English.**

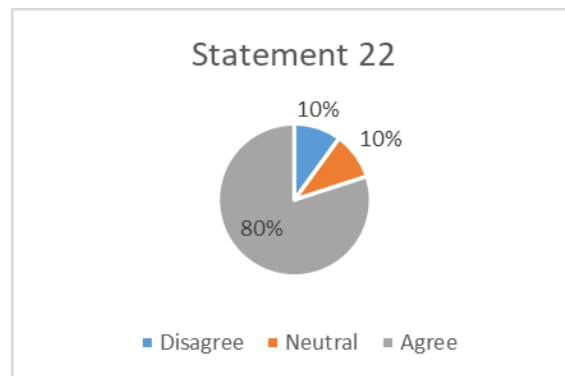
Based on the chart (figure 20), it can be seen that 38% of the students disagreed with the statement, 29% students are neutral and 33% of them are disagreed. Thus, students were dislike using my voice and body expressively while speaking English. It can be seen that there are 2 conditions of students who like and don't like to use their voice and body expressively when speaking English. Due to the different backgrounds of the extracurricular organizations that are followed.



**Figure 21**

**I have trouble to coordinate my movements while speaking English.**

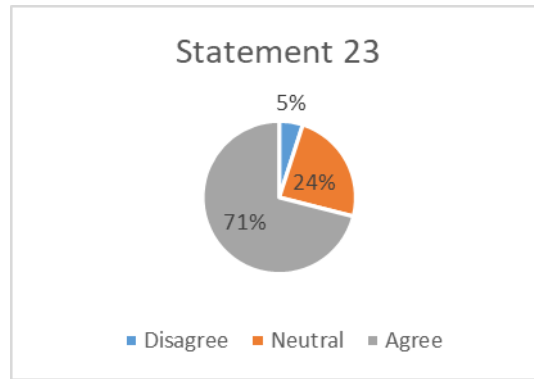
Based on the chart (figure 21), it is very clear that 71% of the students agreed with the statement, 5% also students in neutral and 24% students with disagreed. So, it showed that the students were agreed with they have trouble to coordinate my movements while speaking English. Students still have difficulty activating their movements while speaking English. For example, hand movements when explaining or walking leisurely when presenting assignments and consistent eye contact placement are still lacking.



**Figure 22**

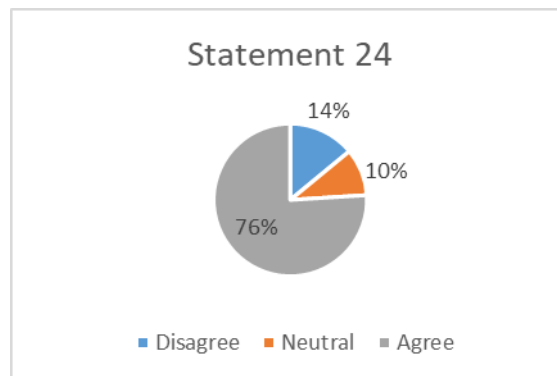
**I find it hard to look the audience in my eyes while speaking English.**

Based on the chart (figure 22), it is very clear that 80% of the students agreed with the statement, 10% also students in neutral and 10% students were disagreed. It could be concluded that students were agreed find it hard to look the audience in my eyes while speaking English. Almost all students feel that they find it difficult to look the audience in their eyes while speaking English. This has to do with self-confidence and how their technique in mastering the situation.



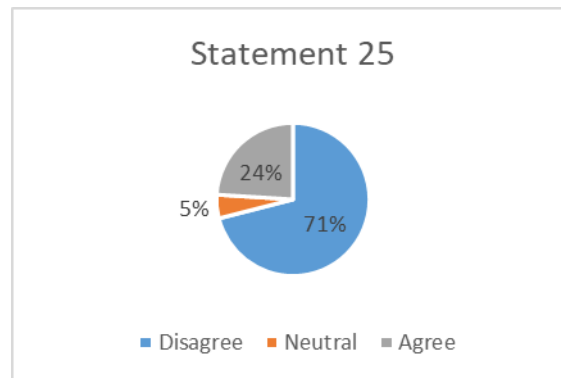
**Figure 23**  
**Even if I am very well-prepare I feel anxious about speaking English.**

Based on the chart (figure 23), it is very clear that 71% of the students agreed with the statement, 5% students are neutral and 24% are disagreed. It means that students were agreed about even if I am very well-prepare I feel anxious about speaking English. Still in contrast with 70% and above students feel even though they are very prepared, they still feel anxious to speak English. Because the learning process is balanced in integrating the 4 English skills, it is possible that students are still comfortable with cognitive assignments such as reading, writing, and listening (receptive skills).



**Figure 24**  
**I do not have a lot of vocabulary.**

Based on the chart (figure 24), it is very clear that 76% of the students agreed with the statement, 10% students are neutral and 14% of them are disagreed. It means students were not have a lot of vocabulary. Almost all students agree that they do not have a lot of English vocabulary, this is due to the lack of project vocabulary independently and learning activities that allow them to have many word references, for example watching movies without subtitles to listening to music by knowing the meaning and how to use it in Indonesian.



**Figure 25**

**I am lazy to memorize new vocabulary and rarely use it.**

Based on the chart (figure 25), it can be seen that 71% of the students disagreed with the statement, 5% students are neutral and 24% of them are disagree. Thus, students were lazy to memorize new vocabulary and rarely use it. Students still feel lazy to memorize new vocabulary and rarely use it. This needs to be supported by teachers who are always active to support good learning goals and must involve themselves in English self-development in accordance with the character preferences of the students themselves.

## **Discussion**

There are 3 main problems of Students anxiety in speaking English revealed based on the result of their perception through questionnaire:

### **1. Lack of self-confidence**

Lack of self-confidence is one part of factors that influencing students' anxiety that focused on from internal factors. In the questionnaire, there is one item of the lack of self-confidence. Loading factors that given meaning as expected and each factor can ready be interpreted clearly. Lack of self-confidence included internal factor because the loading factor with a strong internal factor, it means that lack of self-confidence was the moderate factor that influenced students' anxiety to speaking English. According to [Russell \(2020\)](#), an anxious' students will performance unsuccessfully in his/her foreign language learning. In other way those who good in language class are they with little anxiety. It is means lack of self-confidences is one of important factors needed to be concerned, because it is determined to one successful learning.

### **2. Limited vocabulary**

Limited vocabulary is one part of factors influencing the students' anxiety that focused on from external factors. In the questionnaire, there were two items of the limited vocabulary. Loading factors that given meaning as expected and each factor can ready be interpreted clearly. It means that limited vocabulary was the second highest score on internal rather factor that influenced students anxiety to speaking English. ([Zheng & Cheng, 2018](#)). However limited vocabulary night hindered the

process of learning a language. Thus limited vocabulary should be noted as one of factors contributing anxiety.

### **3. Lack of preparation**

Lack of preparation is one part of factors influencing the students' anxiety that focused on from external factors. In the questionnaire, there was one items of the limited vocabulary. Loading factors that given meaning as expected and each factor can ready be interpreted clearly. It means that lack of preparation was the moderate factor that influenced students' anxiety to speaking English. Many previous study studies stated that preparation becomes one of major factors that made students anxious (Russell, 2020; Maru, Pikirang, Ratu, Tuna, 2021; Maru, Pikirang, Setiawan, Oroh, Pelenkahu, 2021) also mention "preparation", in their top lists how to overcome anxiety. Hence, it is obvious that lack of preparation becomes one of the issues contributing students' anxiety in speaking class

Based on the data analysis used a questionnaire saw that rotated loading factors that given meaning as expected and each factor can ready be interpreted clearly. Lack of vocabulary, lack of confidence and less of preparation are the factors which most dominated their anxiety in speaking English.

### **Conclusion**

Based on the results of this study, it was found that 3 anxiety problems were most feared by students themselves, lack of vocabulary in English and lack of good study preparation resulting in unsatisfactory learning outcomes that they produce. Therefore, it takes a more important role than usual by a teacher and also learning partners in teaching and learning activities at school. The teacher has the main role to be a mentor as well as a friend for them to open a room for evaluation and significant development due to the openness of students about what they are afraid of in speaking English, besides that, study partners who are students themselves must be instilled in the power to create a learning atmosphere be more conducive, mutually supportive, no bullying and prioritizing common interests while still focusing on each other's self-development and increasing collaborative activities that strengthen each student's social interaction

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