A STUDY ON STUDENTS' ANXIETY ON ENGLISH SPEAKING OF SMP TUNGGAL LESTARI INDRAGIRI HULU RIAU

Attiqah Aura Suffina [1], Erni[2], Masyhur[3]

[1, 2, 3] Universitas Riau, Pekanbaru, Indonesia

Email:[1] attiqah.aura4201@students.unri.ac.id, [2] erni@lecturer.unri.ac.id ,[3] masyhur@lecturer.unri.ac.id

ABSTRACT

Speaking is an important part of everyone's life. This study aims to determine the level of speaking anxiety in the classroom of students of SMP Tunggal Lestari Indragiri Hulu and to find out the factors that influence speaking anxiety on the speaking ability of eighth grade students of SMP Tunggal Lestari Indragiri Hulu. This research uses mixed Sequential Explanatory method, conducted in May to July 2024 and located in SMP Tunggal Lestari Indragiri Hulu Riau. Eighth grade students in SMP Tunggal Lestari became the target population, while the sample was determined by Cluster Random Sampling, and the lottery method. The findings show that students in SMP Tunggal Lestari have a high level of anxiety when asked to speak English in class, the factors that make students feel afraid and nervous because of their lack of understanding in speaking English and fear of being laughed at by friends in class, from the results of this study can be a reference for teachers to pay attention to students in class when asked to speak English. teachers can create a positive class so that students are more supported when making mistakes when speaking English in class. and provide additional researchers will expand the sample or research location
Keywords: Speaking Anxiety, English, Students'

STUDI TENTANG KECEMASAN SISWA DALAM BERBICARA BAHASA INGGRIS DI SMP TUNGGAL LESTARI INDRAGIRI HULU RIAU

ABSTRAK

Berbicara merupakan bagian penting dalam kehidupan setiap orang. Penelitian ini bertujuan untuk mengetahui tingkat kecemasan berbicara di kelas siswa SMP Tunggal Lestari Indragiri Hulu dan untuk mengetahui faktor-faktor pengaruh kecemasan berbicara terhadap kemampuan berbicara siswa kelas delapan SMP Tunggal Lestari Indragiri Hulu. Penelitian ini menggunakan metode mixed Sequential Explanatory, dilakukan pada bulan Mei sampai dengan Juli tahun 2024 dan bertempatan di SMP Tunggal Lestari Indragiri Hulu Riau. Murid kelas delapan di SMP Tunggal Lestari menjadi target populasi, sedangkan sampel ditentukan dengan Cluster Random Sampling, dan metode lotere. Temuan menunjukkan murid di SMP Tunggal Lestari memiliki tingkat kecemasan yang tinggi ketika diminta berbicara bahasa inggris dikelas, faktor yang membuat murid merasa takut dan gugup karena kurang memahami dalam berbicara bahasa inggris dan takut akan ditertawakan dengan teman di kelas, dari hasil penelitian ini bisa menjadi referensi guru untuk memperhatikan murid didalam kelas ketika diminta berbicara bahasa inggris. Guru dapat menciptakan kelas yang positif agar murid lebih didukung ketika membuat kesalahan ketika berbicara bahasa Inggris di kelas.dan memberikan tambahan peneliti akan memperluas sampel atau lokasi penelitiannya
Kata kunci: Kecemasan Berbicara, Bahaasa Inggris, Murid

INTRODUCTION

Speaking is an important part of everyone's life. This is related to the opinion of (Ahmed amin awad raba,2017). which states that speaking is the second most productive language skill because it is an important means of communication. Speaking is a medium used by individuals to socialize, communicate, discuss, and exchange thoughts and impressions of the people around them. Speaking is also an important part of learning and teaching a second language. All students are expected to be able to speak English so that they can interact well with other students and understand theteacher's material during learning. Good English skills are essential for career advancement, so having a good knowledge of English will also help you continue your studies and

avoid feeling left out when entering the workforce. Given this urgency, it is crucial for students to develop good English and language skills from an early age. But in reality, due to various issues and reasons such evaluation and limited class time, speaking is often left out of the classroomlearning objectives in some schools.

Based on Syllabus particularly in speaking skill, students targeted to be able speak well in all aspects of speaking. One of competences focuses on speaking, students are demanded to understand the meaning of the conversation transactional and interpersonal. Firstly,students are able using a variety of short simple spoken language accurately fluently and acceptable to interact in the context of everyday life involving respond to greeting, farewell, thanks, and apologies, can also ask and respond about self-introduction. Secondly, the students are able understanding the meaning of descriptive person to interact in the context of life.

Language tests are not conducted in schools because it is difficult to evaluate them objectively and there are time constraints in conducting language tests supported by statements (Clifford, 1987, cited in Leong & Ahmadi, 2017). However, speaking itself is the core of English learning andis often used as a measure of English proficiency in society. Since speaking is not included in the learning objectives, students lack opportunities to learn Englishand practice speaking. As a result, students become sloppy and have difficulty speaking English fluently and accurately. Therefore, when students have difficultyspeaking English, they are likely to experience various types of symptoms. As a result, they become stiff when they meet someone who speaks English better than them. This affects students' confidence and interest in speaking English. It is undeniable that this phenomenon occurs in many schools in Indonesia.

Likewise, the phenomenon of conversation at SMP Tunggal lesatri is one of the schoolfoundations in Indragiri-Hulu which is on the Sungai sagu and has merdeka curriculum . English is one of the compulsory subjects at this school, and classes are held once every twice a week. According to Novak (2020), the Free Pressure Curriculum is a learning approach that is responsive, inclusive and student-centered. Merdeka curriculum is designed to help students develop 21st century skills such as problem solving, creativity, communication and collaboration. Curriculum At Smp Tungal Lestari Indragiri Hulu, English learning focuses on mastering the ability to use English, six language skills, including speaking. It is important for students to be able to speak English to achieve the desired academic achievements. Therefore, it has become mandatory for students to master the ability to speak English to achieve competence in the hope of achieving the promised English language skills, namely being able to interact fluently, spontaneously and regularly with native speakers without difficulty in communication.

Based on the results of an interview with Mrs. Fitri Wahyuni, one of the English teachers at smp Tunggal Lestari Indragiri Hulu , students' speaking abilities are still far from the superior category of English proficiency expected in the curriculum. And Mrs. Fitri said students at SMP Tunggal Lestari still had difficulty speaking English, and students seemed shynees and hesitant to speak English. They also could not speak English fluently and stuttered when asked to speak English. This problem may be caused by the fact that there are still some fear factors when speaking English found in some studies, and this is also an indicator for the researchers in the study's questionnaire.

According to (Rajitha & Alamelu, 2020), speaking anxiety can be classified into two different groups because it is caused by many factors, both internal and external. The factors identified through this research include fear of the stage, lack of self-confidence, language factors, and peer factors. According to (Nur,Muhammad Alauddin and Baa,sultan,2022) speaking anxiety can be classified into two different groups, namely internal factors and external factors. Factors identified in this study include shyness and lack of preparation. According to (Islam, 2023), speaking anxiety can be classified into two different groups, namely internal factors and external factors. Many factors cause fear, including lack of understanding, bad assessment experiences and bad experiences, learning practices and methods in the classroom, as well as learning methods that prioritize students at the front of the class. The factors identified in this research include fear of the stage, lack of self-confidence, language factors, peer factors, shyness, lack of preparation, lack of understanding, bad assessment experiences and bad experiences, classroom practices and learning methods that put students first. class. This is very scary because this fear comes from stereotypes that we encounter every day in the world of education in Indonesia.

Another problem that is also experienced by SMP Tunggal Lestari is a lack of understanding of English.

The students have not even mastered the basics of English which are often used in everyday conversations. This prevents them from processing or connecting one word to another so that they form a complete sentence that must be spoken in English. In addition, the structure of English is very different from Indonesian, making it difficult for students to organize the sentences they are going to say. These deficiencies prevent students from getting started conversation and speaking in English. In this case, they prefer to use their mother tongue or regional language during English lessons.

Apart from that, the lack of class hours and meetings for English is one of the causes of the problem. At Smp Tunggal lestari Indragiri hulu, English is only taught once every two weeks in each class, with a randomized lesson schedule since the Merdeka Curriculum. One meeting lasts 4 JP, with each JP lasting 35-40 minutes. The relatively small number of lesson hours greatly influences students' habit of learning English. In addition, the subject matter is related to text, which is why speaking is not the main focus and is rarely included in assessments. Teachers' teaching methods are the last topic discussed. Some English teachers at SMP Tunggal Lestari still apply conventional teaching methods which are of course different from the latest curriculum implemented in schools. In conventional teaching methods, students are passive recipients of information, so they are not involved in the learning process (Chilwant.K.S. 2012).

The findings have been analyzed and several suggestions have been given based on the results. The similarity with the previous research above is the research method between research conducted by (Rajitha & Alamelu, 2020) (Nur,Muhammad Alauddin and Baa,sultan,2022) (Islam, 2023) which is quantitative descriptive. Then, it's the same instrument using the same questionnaire. The gap between previous research and this study is that sample and population.

Based on the explanation explained previously, the researcher is interested in exploring students' difficulties in acquiring English speaking skills caused by various factors, both internal and external factors. Therefore, the researcher is interested in conducting research with the title: Study of Students' Anxiety on English Speaking Skills at SMP Tunggal Lesatri, Indragiri Hulu Riau.

LITERATURE REVIEW

First, im using related studies from (Rajitha & Alamelu, 2020) titled as a study factors affecting and causing speaking anxiety. It is evident from the research that various factors are affecting the undergraduate final year students. As a matter of fact, the inputs offered by the students' who have experienced anxiety during speaking in English can be a frame work for future research. As they are well aware of their anxiety causing factors, thoughtfully they have taken measures with a strong believe and focus to improve their language speaking skills to achieve their goals easily. As it is very evident from the data analysis that the students have enthusiasm to enhance their speaking skills, the teachers are required to identify the needs of their students, and then they should meticulously design the activities and if required a suitable model for teaching according to the need of the hour can also be implemented. According to Nunan (1991), success is measured in terms of the ability to carry out a conversation in the (target) language‖. The ultimate aim is to teach and make the students' excel as effective communicators, this phenomenon which seems to be a challenge to all language teachers.

Second related studies is from overcoming them (Nur,Muhammad Alauddin and Baa,sultan,2022) Students‟ speaking anxiety during online learning: causes and strategies. Anxiety has been considered as one of the obstacles in learning English and a common issue in the EFL teaching and learning. In speaking, it also debilitates the opportunity of English Foreign Language (EFL) students to speak English. Several studies have been conducted to discover the causes and straegies to overcome them in traditional classroom. To date, not many studies have focused on students‟ anxiety in online learning. Therefore, this study was designed to reveal the causal factors of the students‟ speaking anxiety and strategies to overcome them during online learning at Islamic senior secondary school setting. The study employed narrative inquiry approach and used interview as the main instrument of data collection. Four students of Islamic Senior Secondary School (MAN) Insan Cendekia Gowa whom selected to be the participants of the study using purposive sampling technique. The result of this study establishes two main findings. Firstly, the causal factors of students' speaking anxiety during online learning were divided into internal and external factors. The internal factors consisted of lack of confidence, shyness, fear of making mistake, and feeling insecure. The external factors consisted of lack of

preparation, limited vocabulary, friends or classmates, embarrassment, teachers'' teaching style. The study found that the external factors are indicated as the most dominant causes of students' speaking anxiety. Furthermore, the study highlights several strategies used by the students to overcome their speaking anxiety, namely: good preparation (lecture note), peer seeking, keeping silent or calm, practice speaking at home, turning the camera off, using „google translator", and limiting speaking duration.

And for the last related studies from (Islam, 2023) Factors Responsiblefor Foreign Language Speaking Anxiety among English Department Students in Public Universities of Bangladesh: A Pragmatic Study. Anxiety has been proven to interfere with various form of learning, but it is referred to as —second/foreign language anxiety when it is connected with learning a second or foreign language (Hashemi, 2011). Most of the students with speaking anxiety face speaking difficulties and oral activities lead them to become anxious (Samad, Ali, and Khan, 2021). This paper makes a study to explore the factors which are responsible for creating English department students'' foreign language speaking anxiety in public universities of Bangladesh. This paper also tries to explore the effects of foreign language speaking anxiety which will be helpful to find out some possible solution to minimize foreign language speaking anxiety. Adopting a mixed method approach, this study has analyzed both quantitative data of students'' feedback questionnaire and qualitative data of students'' interview. 100 students from five public universities have participated in the questionnaire survey and 5 students have participated in the interview session.

The result of the findings has been analyzed and some suggestions have been given on the basis of the result. The similarity of the previous research research above is the research method between the research conducted by (Rajitha & Alamelu, 2020) (Nur,Muhammad Alauddin and Baa,sultan,2022) (Islam, 2023) which is descriptive quantitative. then the same instrument uses the same questionnaire. the difference between previous research and this study is the sample and population.

RESEARCH METHOD

This research was conducted at SMP Tunggal Lestari Indragiri Hulu with a focus on grade 8 students. Researchers used the Mixed Sequential Explanatory method, which is a method that combines quantitative and qualitative methods. It is called explanatory sequential because this research applies a two-stage design where quantitative data collection is first followed by qualitative data collection (Cook, L & Kamalodeen V, 2019). The goal is to use the qualitative results to further explain and interpret the findings from the qualitative phrases. The instrument used in this research was distributing questionnaires and interviewing students who had anxiety when speaking English in class. The analysis technique used in this research is firstly distributing questionnaires to all 8th grade students, after that the data from the questionnaire is processed, and the results of the data from students who have speaking anxiety, researchers interview students who have anxiety when speaking English in class, according to Sugiyono, (2014), which is carried out in a flow that includes data collection, data reduction, data presentation, and verification or conclusion stages.

RESULTS AND DISCUSSION

The first part of this research was to answer the first research question of this study which is what are the level of students speaking anxiety during english learning in class 8 of SMP tunggal lestari . The questionnaire that the researcher uses is a modification of (Rajitha & Alamelu, 2020), (Nur,Muhammad Alauddin and Baa,sultan,2022) , (Islam, 2023). which has been translated into Indonesian. Questionnaires are presented on each component: the stages of fear, lack of self- confidence, shyness, lack of understanding, experiences of poor assessment and bad assesment, language factors, peer factors, lack of preparation, classroom practice and learning methods that prioritize students in front of the class.

The score of this study is to determine the level of students' speaking anxiety in the classroom. Based on the results of the questionnaire distribution in class 8 students of SMP Tunggal Lestari, students have anxiety in speaking English. The researcher conducted the study based on indicators from (Rajitha & Alamelu, 2020), (Nur,Muhammad Alauddin and Baa,sultan,2022), (Islam, 2023). The detailed indicators of level students speaking anxiety in the table below:

No	Indicators	Students anxiety score	Percentage	Level of anxiety
1	Fear stage	149	3,17%	Very anxious
2	Lack of confidence	139	2,95%	Very anxious
3	Shyness	144	3,06%	Very anxious
4	Lack of understanding	147	3,12%	Very anxious
5	Experiences of poor assessment and bad experiences	131	2,98%	Very anxious
6	Language factors	135	2,87%	Very anxious
7	Peer factors	138	2,93%	Very anxious
8	Lack of preparation	141	3%	Very anxious
9	Classroom practice and learning methods that prioritize students in front of the class	146	3,10%	Very anxious
10	Unpleasent environment	136	2,89%	Very anxious
		140	2,97%	Very anxious

Table 4.1.1 Level of Students' Speaking Anxiety

The overall questionnaire results have an average score of 140 out of 165, which indicates that more than half of the items are very anxious to speak English in class.

Based on the table above, it can be seen from the 10 indicators, the first highest score is the fear stage with a score of 149 students feel nervous when asked to speak English in class, because students are not used to speaking English in daily life, the second highest score is lack of understanding with a score of 147 because students feel a lack of understanding about speaking English such as lack of vocabulary, lack of understanding in composing sentences in speaking English so that it makes it difficult for students to speak English in class, the third highest score is practice in class and learning methods that prioritize students in front of the class with a score of 146 students find it difficult to speak English because they lack opportunities to practice speaking English in front of the class, this makes students have no motivation to learn speak English . The fourth highest indicator is shyness with a score of 144 students feel shy when asked to speak English in class because they are embarrassed to be laughed at by friends when they make mistakes in speaking English in class it inhibits students from being able to speak English in class. The first middle score out of 10 indicators is lack of preparation with a score of 141 students feel a lack of preparation when asked to speak English in class, such as not repeating the previous lesson before the English class starts, so this makes students confused about starting to speak English. The second middle score is lack of confidence with a score of 139 students feel less confident when asked to speak English in class because students feel a lack of understanding of English vocabulary so students feel less confident when asked to speak English in class. The third middle score is peer factors, with a score of 138 students feel afraid of being judged, ridiculed, insulted by friends in class because when students make mistakes speaking English in class, students feel less confident in speaking the English language . The first lowest score is unpleasant environment with a score of 136 unpleasant environment such as being judged by friends, ridiculed by friends, when speaking English so that it makes students afraid to speak English in class. The second lowest score is the language factor with a score of 135 because, students do not know what sentences to say when asked to speak English due to the lack of vocabulary understanding that students have, so this makes it difficult for students to speak English in class. and the last lowest score is the experience of poor judgment and unpleasant experiences with a score of 131 because not all students who have unpleasant experiences when asked to speak English such as being teased by classmates. there are some students who do not have bad experiences when speaking English in front of the class, therefore this is the lowest score of the results of this study.

4.1.1.2 Internal factors students speaking anxiety

There are 5 internal factors students speaking anxiety indicators from this research. the data are presented based on indicators as the following table:

A. Fear Stage

The following is the average score of the fear stage:

Indicators		Students anxiety score	Percentege	Level of anxiety
Fear stage	During class, I was so afraid of making mistake in English that was nervous to speak	156	4,31%	Very anxious
	The fear of speaking in front of the class affects my ability to communicate English effectively in class	139	2,95%	Very anxious
	When I was going to be called to speak in class my heart is pounding	154	4,27%	Very anxious
	Total	149	3,17%	Very anxious

Table 4.1.1.2.1 The Results of Table Observation Fear Stage

The first indicator is the Fear stage with a total score of 149. As can be seen in the table above, students have a high level of anxiety, meaning they are very afraid of making mistakes in English so they are nervous about speaking, then they are afraid to speak in front of the class. This happens because the students not used to speaking English in everyday life, which affects students' ability to communicate in English in class.

B. Lack of confidance

The following is the average score of the lack of confidance:

Indicators		Students anxiety score	Percentage	Level of anxiety
Lack of confidence	I feel less confident when I was asked to speak English in front of the class, because I still lack a lot of vocabulary in speaking	156	4,31%	Very anxious
	I never felt confident enough in myself whean speaking English, even in class	139	2,95%	Very anxious
	I feel confident when speaking in class	123	2,61%	Very anxious
	Total	139	2,95%	Very anxious

Table 4.1.1.2.2 The Results of Table Observation Lack of Confidance

The second indicator is lack of confidence with a score of 139. As seen in the table above, students feel less confident when asked to speak English in class because students feel a lack of understanding of English vocabulary so students feel less confident when asked to speak English in class.

C. Shyness

The following is the average score of the shyness:

Indicators		Students anxiety score	percentege	Level of anxiety
Shyness	I feel very shy when speaking English in front of the class, because I am not good at constructing sentences in English	154	4,27%	Very anxious
	When I speak English I feelconfused and flustered	151	4,27%	Very anxious
	I don't have to worry about making in my speaking in English	127	2,70%	Very anxious
	Total	144	3,06%	Very anxious

Table 4.1.1.2.3 The Results if Table Observation Shyness

The third indicator is shyness with a score of 144 As seen in the table above, students feel shy when asked to speak English in class because they are embarrassed to be laughed at by friends when they make mistakes in speaking English in class, this inhibits students from being able to speak English in class.

D. Lack of understanding

The following is the average score of the lack of understanding:

Indicators		Students' anxiety score	Percentage	Level of anxiety
Lack of understanding	I feel my lack of understanding of English vocabulary makes difficult for me to speak English	164	4,48%	Very anxious
	I feel lack understanding in constructing sentences in speaking English make me anxious and afraid to speak English in class	152	4,23%	Very anxious
	I feel I have understanding when speaking English	127	2,70%	Very anxious
	Total	147	3,12%	Very anxious

Table 4.1.1.2.4 The Results of Table Observation Lack of Understanding

The fourth indicator is lack of understanding with a score of 147. As seen in the table above, students feel a lack of understanding about speaking English such as a lack of vocabulary, a lack of understanding in composing sentences in speaking English makes it difficult for students to speak English.

E. Experinces of poor assessment and bad experiences

The following is the average score of the experiences of poor and bad experiences

Indicators		Students anxiety score	Percentage	Level of anxiety
Experiences of poor assessment and bad experiences	During class I thought y English was very bad among my friends	136	2,89%	Very anxious
	During classroom learning, I had a bad experience when I was asked to speaking English in class	116	2,46%	Anxious
	I am not afraid of having a bad judgment when asked to speak English in front of the class	142	3,02%	Very anxious
Total		131	2,98%	Very anxious

Table 4.1.1.2.5 The Results of Table Obesrvation Experiences of PoorAssessment and bad experiences

The fifth indicator is bad assessment experiences and bad experiences with a score of 131. As can be seen in the table above, because not all students have unpleasant experiences when asked to speak English, such as being made fun of by their classmates. Some students who do not have bad experiences when speaking English in front of the class, therefore this is the lowest score from the results of this study.

4.1.1.2 External factors students speaking anxiety

There are 5 external factors students speaking anxiety indicators from this research. the data are presented based on indicators as the following table:

A. Language factor

The following is the average score of the language factor:

Indicators		Students anxiety score	Percentege	Level of anxiety
Language factor	I feel anxious because I don't know the words to say when asked to speak English	148	3,14%	Very anxious

	I learn more English vocabulary, so that I am not afraid to speak English in front of the class	105	2,23%	Middle anxious
	I don't feel anxious about making grammar mistakes	154	4,27%	Very anxious
Total		135	2,87%	Very anxious

Table 4.1.1.3.6. The Results of Table Observation Language Factors

The first indicator is the language factor with a score of 135. As can be seen in the table above, students do not know what sentences to say when asked to speak in English due to a lack of understanding of vocabulary so this makes it difficult for students to speak English in class.

B. Peer factor

The following is the average score of the peer factor

Indicators		Students' anxiety score	Percentage	Level of anxiety
Peer factors	I feel afraid being judged by my peers when speaking good and correct English	139	2,95%	Very anxious
	Whenever I speak in class, I fear that the other students will laugh at me	144	3,06%	Very anxious
	I don't feel afraid of being laughed at my friends, when I make mistakes when speaking English in class	131	2,78%	Very anxious
	Total	138	2,93%	Very anxious

Table 4.1.1.3.7 The Results of Table Observation Peer Factor

The second indicator is the peer factor with a score of 138. As can be seen in the table above, because students feel afraid of being judged, ridiculed, insulted by friends in class because when students make mistakes speaking English in class, students feel less confident in speaking the English language.

C. Lack of preparation

The following is the average score of the lack of preparation:

Indicators		Students anxiety score	Percentage	Level of anxiety
Lack of preparation	I felt unprepared to speak English in front of the class	144	3,06%	Very anxious

	I feel that my preparation in English is not much, so I feel more anxious and less confident when speaking English	147	3,12%	Very anxious
	I feel that my readiness in speaking English has improved a lot	133	2,82%	Very anxious
Total	141		3%	Very anxious

Table 1.1.3.8 The Results of Table Observation Lack of Preparetion

The third indicator is lack of preparation with a score of 141. Based on the table above, students feel a lack of preparation when asked to speak English in class, such as not repeating the previous lesson before the English class starts, so this makes students confused about starting to speak English.

D. Classroom practice and learning methods that prioritize students in front of the class

Indicators		Students anxiety score	Percentage	Level of anxiety
Classroom practice and learning methods that prioritize students in front of the class	Claasrom practices that focus on in active students' participation do not reduce English speaking anxiety	147	3,12%	Very anxious
	I was shaking when I knew that I was going to do it called to appear in front of the class	162	3,44%	Very anxious
	Classroom practice that focus on active student participation will reduce anxiety in speaking English	131	2,98%	Very anxious
Total		146	3.10%	Very anxious

Table 4.1.1.3.9 The Results of Table Observation Classroom practice and learning methods that prioritize students in front of the class

The fourth indicator is classroom practices and learning methods that prioritize students in front of the class with a score of 146. Based on the table above, students find it difficult to speak English because they lack opportunities to practice speaking English in front of the class, this makes students have no motivation to learn speak English.

E. Unpleasent environment

The following is the average score of the unpleasant environment

Indicators		Students' anxiety score	Percentage	Level of anxiety
Unpleasant environment	The unpleasant environment makes me afraid to speak English in class	144	3,46%	Very anxious
	The unsupportive environment makes me a little afraid and anxious to speak English in class	152	4,23%	Very anxious
	The fun and supportive environment doesn't make afraid to speak in class	112	3,38%	Anxious
	Total	136	2,89%	Very anxious

4.1.1.3.10 The Results of Table Observation Unpleasent environment

The fifth indicator is unpleasent environment. The fifth indicator is unpleasent environment with a score of 136, based on the table above the unpleasant environment such as being judged by friends, mocked by friends, when speaking English so that it makes students afraid to speak English in class.

CONCLUSION AND RECOMMENDATIONS

In this study, the researcher found several conclusions. First, there are ten indicators of student anxiety in speaking English. The first highest indicator, the fear stage with a score of 149 which indicates students are very anxious when asked to speak English in class, the second highest indicator is lack of understanding with a score of 147 which indicates students are very anxious when asked to speak English in class, the third highest indicator is classroom practice and learning methods that prioritize students in front of the class with a score of 146 which indicates students are very anxious when asked to speak English in class, the fourth highest indicator is shyness with a score of 144 which indicates students are very anxious when asked to speak English in class, the first middle indicator is lack of preparation with a score of 141 which indicates students are very anxious when asked to speak English in class, The second middle indicator is lack of confidence with a score of 139 which indicates students are very anxious when asked to speak English in class, the third middle indicator is peer factors with a score of 138 which indicates students are very anxious when asked to speak English in class, the first lowest indicator is unpleasent environment with a score of 136 which indicates students are very anxious when asked to speak English in class, The second lowest indicator is language factor with a score of 135 which indicates students are very anxious when asked to speak English in class, and the indicator with the lowest score is experiences of poor assessment and bad experiences which indicates students are very anxious when asked to speak English in class.

Based on the findings to find factors that influence speaking anxiety on speaking ability. Interviews between interviewers and students who have the highest anxiety have been conducted to determine these factors. The research results show that the most dominant factor influencing speaking anxiety is the 'peer factor'. The reason for this is because; (a) students' lack of understanding in speaking English which makes students afraid of being laughed at by their classmates (b) having bad experiences when students speak English, bad experiences students have when speaking English such as being judged by their classmates, being teased because of their English pronunciation which is wrong, this makes students afraid to come forward when asked to speak English in class

(c) afraid of being laughed at by classmates because they cannot speak English, this is the most important factor that students have when asked to speak English in class so that students have no self-

confidence to speak English in class (d) Lack of preparation when students are asked to speak English in front of the class, this factor is also one of the things that students often do when students are asked to speak English, students do not have preparation when class will start , so students feel less confident in speaking English.

Based on the results of this study, several recommendations are given for teachers, students, and further researchers related to this study, the recommendations to address these internal and external factors, teachers should implement more supportive and encouraging teaching methods that foster confidence and reduce fear of judgement. Implementing more group-based activities, where students can practice speaking in a less intimidating atmosphere, can help reduce anxiety. Also, frequent speaking practice in small groups or pairs can increase students' confidence and comfort with language. In addition, creating a positive classroom environment where mistakes are seen as part of the learning process, and not as opportunities for ridicule, will help students feel more comfortable to participate. As suggested (Nur,Muhammad Alauddin and Baa,sultan,2022), preparing students for speaking tasks with adequate vocabulary and language practice can reduce anxiety and improve their overall performance. This discussion synthesises the research findings with previous literature, highlighting the importance of addressing both internal and external factors to reduce students' anxiety in speaking English. Based on the results of this study, the researcher hopes that students will be more active in speaking English in class to improve students' ability to understand English speaking in class, so that teachers can use this approach to encourage students' active involvement in learning. Future research can be conducted with a more varied population, both in terms of demographics and types of materials, to evaluate the effectiveness of this strategy in a variety of different learning contexts.

REFERENCES

Ahmed Amin Awad Raba. (2017). The Influence of Think-Pair-Share (TPS) on Improving Students' Oral Communication Skills in EFL Classrooms. *Creative Education*, 12-23.

Allen Christy, Jufri, Mukhaiyar. (2021). The Effect of Speaking Anxiety on Students Performance in Speech Class. Proceedings of the Ninth International Conference on Language and Arts (ICLA 2021), 241-245.

Arikunto, S. (2019). Prosedur Penelitian. Jakarta: Rineka cipta.

Brown, H. D., & Abeywickrama, P. (2004). Language Assessment. Principles and Classroom Practices. White Plains, NY: Pearson Education.

Chilwant K.S. . (2012). Comparison of two teaching methods, structured interactive lectures. Scientific Publishers of India, 363-366.

Cook, Loraine, D., & Kamalodeen, Vimala, J. (2019). Mixed Methods Case Study. Mixed Methods International Research Association, September 2019. http://mmira.wildapricot.org/admin/website/?pageId=1 514647%0A

Deni Asrida. (2017).Strategi Mahasisa Untuk Menghilangkan Rasa Ceamas Katika Berbicara Bahasa Inggris Di Kelas. Jurnal Bahasa Lingua Scientia, 1-40.

Ekanti Palupi, R. E. A. (2021). Students" Speaking Anxiety: Ready or Not. ELE Reviews: English Language Education Reviews, 1(1), 61–71. https://doi.org/10.22515/ele- reviews.v1i1.3592.

Faradina, S. et al. (2019). Pengaruh mewarnai mandala terhadap menurunnya kecemasan pada mahasiswa di Banda Aceh. Jurnal Psikologi Unsyiah, 2(2), 110.

Felicity,M. (2018). speaking anxiety and its effects on participations in group discussion in L2 classrooms international journal of english language teaching, 6(3), 20-33.

Gay, L. R., Mills, G., & Airasian, P. (2006). Educational research: Competencies for gayanalysis and applications. (8th ed.). Upper Saddle River, NJ: Pearson Prentice Hall. 274.https://doi.org/10.51773/asels2021.v1i1.43

Ghozali, Imam. (2018). Aplikasi Analisis Multivariate Dengan Program IBM SPSS 25.
Semarang: Badan Penerbit Universitas Diponegoro.

Horwitz, E. K., Horwitz, M. B., & Cope, J. A. (1986). Foreign Language Classroom Anxiety. The Language Anxiety: From Theory and Research to Classroom Implications. Englewood Cliffs, NJ: Prentice Hall.

Hosio, J.E. (2007). Kebijakan publik & desentralisasi esai-esai dari Sorong. *Online Public Access Catalog*, 146-148.

Islam, s. (2023). Factors Responsible for Foreign Language Speaking Anxiety among English Department Students in Public Universities of Bangladesh: A Pragmatic Study. International Journal of Research Publication and Reviews, 1-12.

Joni, D. A., & Dharmayanti, P. A. (2016). Factors that cause self-anxiety in students.

Jurnal Bakti Saraswati Vol. 05 No. 02.

Kella, P. (2021). Factor of Unwillingness to Communicate English: Focusing on The Anxiety in Speaking. Asels_2021, 1(1),20– 274.https://doi.org/10.51773/asels2021.v1i1.43

Krashen, S. (1989) We acquire vocabulary and spelling by reading: Additional evidence for the input hypothesis. Modern Language Journal 73, 440-464.

Macintyre, P. D., & Gardner, R. C. (1994). The Subtle Effects of Language Anxiety on Cognitive Processing in the Second Language. Language Learning, 44(2), 283–305.

Miles, M. B., & Huberman, A. M. (1994). Qualitative Data Analysis. In CEURWorkshop Proceedings (Second Edi). International Educational and Profesional Publisher.

Mitha, W. D., Amri, Z., & Narius, D. (2018). Journal of English Language Teaching. Journal of English Language Teaching, 7(3), 466–479

Novak, J. D. (2020). Learning, creating, and using knowledge: Concept maps as facilitative tools in schools and corporations.

Nur, Muhammad Alauddin and Baa, Sultan . (2022). Students' Speaking Anxiety during Online Learning: Causal Factors and Strategies to Overcome Them. Journal of Language Teaching and Learning, Linguistics and Literature, 2548-4192.

Ormrod, J. E. (2011). Educational psychology: Developing learners. 7th edition. Boston: Pearson.

Rahmayanti, I., Nawawi, & Quro, U. (2017). Keterampilan Berbicara Sebagai Keterampilan Berbahasa. Jakarta: Uhamka Press.

Rajitha Alamelu . (2020). A Study of Factors Affecting and Causing Speaking Anxiety.

Procedia Computer Science, 1053-1058.

Ray T. Clifford. (1987). Language Teaching in the Federal Government: A Personal Perspective. The ANNALS of the American Academy of Political and Social Science, 137-146.

Rifari Baron . (2020). Students' Perception on Online Application in Speaking Skill .

veices of english language education society, 213-221.

Rizal, G. L. (2019). Pengaruh program psikoterapi berbasis mindfulness dalam menurunkan kecemasan pasien penyakit jantung. Jurnal Riset Aktual Psikologi, 10(2), 158-170.

Rokhayani, dkk. 2015. Peningkatan Ketrampilan Berbicara (Speaking) Mahasiswa Melalui Teknik English Debate. Universitas MuriaKudus. Refleksi Edukatika: Jurnal Ilmiah Kependidikan, 5 (1)

Sudjana. 2007. Media Pengajaran. Bandung: Sinar Baru Algasindo.

Sugiyono. (2011). Metode Penelitian Kuantitatif, Kualitatif dan R&D. Bandung: Alfabeta. Supriyani, S., & Kartikasari, F. D. (2022). Students" Anxiety Factors in Speaking English.

Journal of English Language and Literature (JELL), 7(1), 1–10. https://doi.org/10.37110/jell.v7i1.137.

Syakur. (2007). The components of speaking skill. Retrieved from https://es.scribd.com/doc/106593833/9/The-Components-of-Speaking-Skill