EFL Undergraduate Students' Speaking Anxiety: A Survey Study

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STATEMENT OF WORK'S ORIGINALITY

STATEMENT OF WORK'S ORIGINALITY

I honestly declare that this thesis, which I have written, does not contain the work of parts of the work of other people, except those cited in the quotations and references, as a scientific paper should.

Yogyakarta 5 October 2022

The Writer,

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DEDICATION

I dedicate this thesis to my parents who always advise and support me. Also, my other family members accompany me to rest when I am bored. In addition, I dedicate my thesis to my supervisor, Mrs. Anandayu Suri Ardini, who has always patiently provided guidance and support during the preparation and completion of this thesis. Most importantly, I dedicate this thesis to myself who has always struggled so that I can finish writing this thesis.

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Yogyakarta, 4 Oktober 2022

Kiki Rizqi Nuraini Panular

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EFL Undergraduate Students' Speaking Anxiety: A Survey Study

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ABSTRACT

This study aims to determine the factors that most influence the cause of speaking anxiety experienced by EFL Undergraduate Students. The research was conducted using quantitative methods with a focus on survey study questionnaires. The questionnaire consists of 18 items that would be filled out by 35 students who take public speaking classes. From the results of the research, it was found that the biggest factor in the occurrence of speaking anxiety was phonology, followed by grammar and meaning system factors. From this study, the factors that have been mentioned affect the students' self-confidence to be able to speak a foreign language, especially English with confidence.

Keyword: Public Speaking Anxiety, Foreign Language learner

CHAPTER I

INTRODUCTION

This chapter presents the introduction of the study. It covers the background of the study, identification of the problem, limitation of the problem, formulation of the problem, objectives of the study, and also significance of the study as a closing of this chapter.

1.1 Background of the Study

Recent studies on speaking anxiety are still worth discussing and exploring because speaking anxiety still has an impact on the process of learning English. Speaking anxiety is the condition under which a person experiencing anxiety has a speaking ability (Woodrow, 2006). Speaking anxiety can happen to anyone, especially students, as for the cause of speaking anxiety that happens to students when they are too nervous while speaking in front of people, feel intimidated, or feel less of self confidence for their language skills. In a foreign language most of them experience speaking anxiety in the situations in which they were presenting, where they feel ashamed, and blank (Abdurahman, 2020). According to Vo & Wilang (2018) the situation when students study can be the cause of the speaking anxiety to arise, the lecturer who gives pressure or awkward situations that happen the class. Anxiety is related to self-focused, negative and anxious cognition during interaction. Highly anxious students often have relatively negative self-concepts, underestimating the quality of their speaking ability when compared with others (Khusnia, 2017).

When students are supposed to concentrate only on the new information, the anxious students, deliberately or not, divide their focus to think about matters which are

unrelated to their language learning. Consequently, this interferes with the learners' language learning and disturbs the flow of information in cognitive processing (Abdurahman & Rizqi. 2020). When the students experience speaking anxiety, they will find it difficult to understand the information, they will focus on the source of anxiety, for example, stares from all students, lack of deepening of the material, and lack of preparation. According to Lee, Kim (2018) to make students able to cope with anxiety by providing support and getting feedback easily to understand so that students can develop from day to day.

In addition, although much speaking anxiety research has been carried out, there is still learning and research regarding the state of foreign language anxiety in the language system. Therefore this aims to determine and measure speaking anxiety in the context of the phonological, grammar, meaning system (Mahmoodzadeh, 2012), and also provides information about the causes of speaking anxiety through a questionnaire and an open-ended question with the aim of enriching the results of research in the area of FL speaking anxiety.

1.2 Identification of The Problem

Based on the background of the study that has been described above, it can be identified several problems related to speaking anxiety. Anxiety experienced by students can have different causes and symptoms, basically speaking anxiety experienced by students is a natural thing, but if the anxiety is high it can have an impact on the language learning process, hinder students in improving speaking skills, and become low motivation.

Therefore, this study aims to determine the level of speaking anxiety using a questionnaire in the hope of finding the level of speaking anxiety experienced by undergraduate students.

1.3 Limitation of The Problem

This study would collect data about speaking anxiety intended for English Education students using a questionnaire.

1.4 Formulation of the Problem

According to the problem statement, this study includes the questions that would be discussed:

1. How is the foreign language speaking anxiety of EFL university students?
2. What are the factors that cause the FLSA of the EFL university students?

1.5 Objective of the Study

This study aims to determine and measure speaking anxiety in the context of the Phonological, Grammar, Meaning system, and also provides information about some possible causes of speaking anxiety through a survey.

1.6 Significance of the Study

This research is expected to provide empirical benefits for those in need. The results of this study are expected to provide answers as well as insight and knowledge about the factors that cause speaking anxiety experienced by underage level.

For the other researchers , it is hoped that it can be a useful tool and can provide an overview of the speaking anxiety experienced by undergraduates, especially how they

overcome the occurrence of speaking anxiety. The results of this study are expected to be used by further researchers in developing theories regarding the factors that cause speaking anxiety by using new methods or with existing methods.

CHAPTER II

LITERATURE REVIEW

2.1 Speaking Anxiety in EFL Learning

As claimed by Woodrow (2006) the anxiety experienced by students in communicating using English will have an impact on their environment and their educational goals. According to Liu (2006) fear persists in foreign language classes despite being substantial in teaching methods and techniques. In the opinion of Suleimenova (2013) anxiety is anxious of the mind caused by fear of a danger or threat. Anxiety is a situation in which a person feels restless, worried, anxious, or afraid. Emotionality refers to physiological reactions, such as blushing or racing heart, and behavioural reactions, such as, stammering and fidgeting (Woodrow, 2006). As claimed by Horwitz, Horwitz, and Cope, (1986) second language research is insufficient to define foreign languages or describe their specific effects on foreign language learning. In addition Mahmoodzadeh, (2012) the fear experienced by students, in general, comes from the fear of communicating, exams, and negative feedback. Mahmoodzadeh, (2012) also stated that interlanguage refers to the separation of the learning system in a second language, a system that has a structural transitional state between the native language and the target language.

Horwitz created the foreign language classroom anxiety scale in 1986 to conduct research on speaking anxiety using a questionnaire consisting of 33 questions. Then in 2006 FLCAS was developed by researcher Liu who changed the number of Questionnaire FLCAS to 36. In 2012, Mahmoodzadeh redeveloped the FLCA Questionnaire research and changed it to 3 factors, namely grammar, phonology, and the meaning system. The reason

why the questionnaire that has been developed by Mahmoodzadeh (2012) focuses on 3 aspects is, that it is possible to investigate the impact of speaking anxiety felt by foreign learners, so some items in the FLCAS are completely deleted and modified to fulfill the study and improve the suitability of the items. In addition, to ensure that participants do not have problems when reading the questionnaire.

2.2 The Cause of Speaking Anxiety in EFL Learning

Although previous research related to speaking anxiety has been discussed, there are still ways to detect the cause. According to Horwitz, Horwitz, and Cope (1987) student feels anxious when the exam gets a demand beyond their control and feel that they do fail if their performance they do not satisfactory more than that Vo and Wilang (2018) students with low anxiety spend 50% of the time to reduce their anxiety while a student with high anxiety spends of the time to worry and overthink which result in increasing their anxiety. Lotchman, Xi, and Zhou (2020) believe that students who have high skills are able to communicate well and have low anxiety. However, not every EFL student has the ideal condition and skill to learn English. Therefore, anxiety is prone to happen to them. Researchers have conducted research and found many causes of anxiety. According to Tanveer (2008) in addition to expressing feelings of nervousness, stress, or anxiety, learners of English Language also have a mental block to learning English. Because students feel very anxious, the brain indirectly rejects thoughts so that it cannot be controlled. In addition, Rahayu (2016) added that the cause of anxiety in students is due to a lack of self confidence. It is because students with low confidence always feel insufficient with their skill no matter how good their preparation is. As stated by Ahmed, Pathan and

Khan (2017) previous research has determined that environment also plays a role in the process of language learning. They also say that the reason why students find it difficult to speak English is because the teachers speak too fast and use many difficult words. The differences in the existing environment have an impact on students, one of which is the limited ability to process words and the ability to speak fast.

2.3 Previous Research on EFL Speaking Anxiety

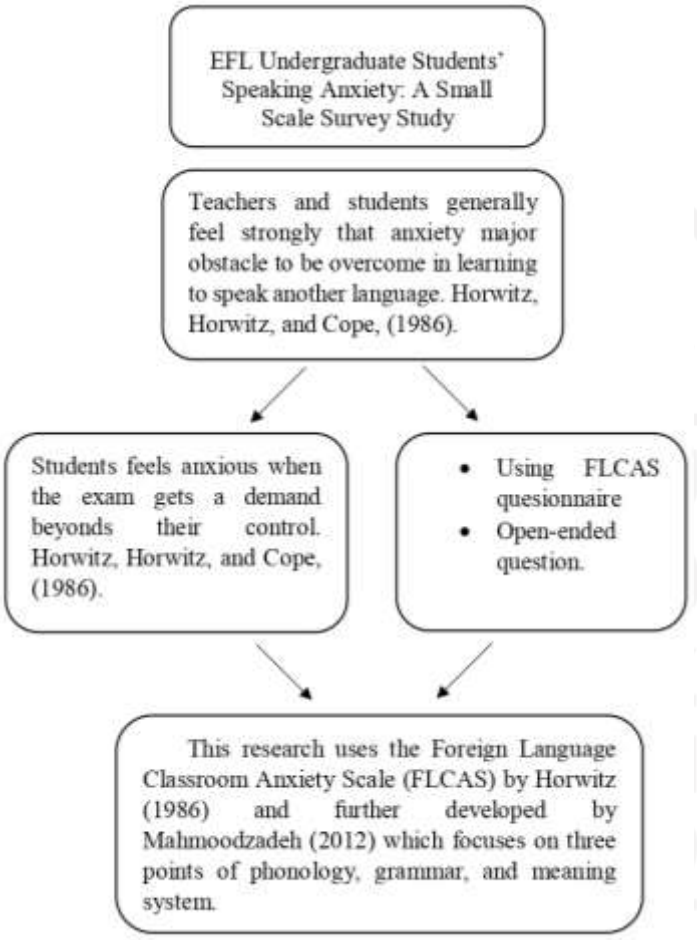
Research for Speaking Anxiety has been done with various methods indicate by Lin (2001) using scale starting from trait anxiety, state anxiety, and the perception of the situation, Lin also uses a scale that is a five – point likert frequency scale, ranging from (1) not all to (5) very much. A lot of research on speaking anxiety has been done to find the cause of it. According to Woodrow (2006) the construction of the second language speaking anxiety scale (SLSAS) because the instrument used to measure language learning anxiety is considered inappropriate. It is a show that the instruments currently used are not appropriate to prove speaking anxiety. According to Yi and Tien (2018) in this study students will be given several statements such as "*i+t frightens me when I speak English with some grammatical mistakes in the class." These statements help researchers to get in-depth information about their anxiety. I think this method is quite effective because with some statements the researcher is able to get more intense answers.

According to Vo, Wilang (2018) a complex dynamic system was used to understand the complexity of anxiety in the EFL classroom, five sources of data were obtained from the self-report anxiety questionnaire, heart rate monitor, idiodynamic self ratings, observation, and semi-structured individuals interview. Furthermore Vo and Wilang

(2018) also used a video stimulated recall interview as an instrument to help participants recall their experiences with anxiety. Probably it is because of speaking anxiety that several studies have various methods and instruments, although the right method has not been found to find the cause of speaking anxiety. Meanwhile Chen and Chang (2004) have a method in which students are given 15 minutes each to work on FLSI – C and FLCAS. There are many methods used to find the cause of anxiety, in addition to methods there are several strategies to minimize the occurrence of speaking anxiety.

In the opinion of Abdurahman (2020) asking students to watch their language performance again researchers will get more accurate results, watching videos/listening to audio will help students remember moments in the past therefore the method of using video/audio will help students remember events in detail. In this study the available strategies help students to reduce the occurrence of anxiety so that students feel more relaxed. Refers to Sari (2016) Helping students self-monitoring and self-evaluating will enable them to identify their weaknesses in their speaking skills. Speaking anxiety is one of the things that is feared by self-monitoring. At least students can overcome their worries when using a foreign language, As claimed by Vo and Wilang (2018) researchers have found that there are many awkward situations between teacher and students. They also think that students' emotional experience cannot even be completely overcome with methodological frameworks, for example, quantitative, qualitative or mixed methods.

2.4 Theoretical Framework



Speaking anxiety experienced by foreign students has many causes and has different levels. This research uses the Foreign Language Classroom Anxiety Scale (FLCAS) created by Horwitz (1986) and then further developed by Mahmoodzadeh (2012) which focuses on 3 points, namely Phonological, Grammar, Meaning system.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research design

A survey study would be used as the design of this research. Survey research uses questionnaires to collect quantitative data, and the use of questionnaires going to determine the level of speaking anxiety. This design was chosen because it is suitable for the data to be retrieved later.

3.2 Population and sample

The population of this study was English Education students, this participant was selected in the public speaking class, the class was considered suitable because it was in accordance with the topics taken in this research. The number of samples in this study was 35 participants. The sampling method in this study is purposive sampling because the purposive method in this study has criteria, namely specifically for English Education students who take public speaking courses.

3.3 Instruments

The instrument used in this research is an instrument developed by Mahmoodzadeh (2012), which is an adaptation of Horwitz's (1986) Foreign Language Classroom Anxiety Scale (FLCAS). Basically the Foreign Language Classroom Anxiety Scale (FLCAS) is the most well-known instrument used to measure anxiety because it has high validity and

reliability, but the instrument used by Mahmoodzadeh (2012) focuses on three aspects and these are rarely discussed in other studies.

Mahmoodzadeh (2012) questionnaire has 18 questions with a five-point Likert scale, each question has its own aspect. *Items measuring FL speaking anxiety in terms of EFL learners' interlanguage phonology: 1, 4, 7, 10, 13, 16. *Items measuring FL speaking anxiety in terms of EFL learners' interlingual grammar: 2, 5, 8, 11, 14, 17. *Items measuring FL speaking anxiety in relation to EFL learners' 'interlingual meaning system': 3, 6, 9, 12, 15, 18.

Table 3.1 Distribution of Questionnaire Items

No	Dimension/Domain	Number of item(s)	Item(s) number
1	Phonology	6	1, 4, 7, 10, 13, 16.
2	Grammar	6	2, 5, 8, 11, 14, 17.
3	Meaning System	6	3, 6, 9, 12, 15, 18.

Table 3.2. Five-point Likert scale

Number	Meaning
1	Strongly agree
2	Agree
3	Neither agree nor disagree
4	Disagree
5	Strongly disagree

3.4 Data collection

To conduct research on speaking anxiety, the data taken must be appropriate. Survey data collection would aim at public speaking, these courses are assessed according to the topics discussed. Public Speaking and Interpreting researchers be going to provide a questionnaire that has been prepared, the questionnaire includes 18 questions.

3.5 Validity & Reliability

According to Surucu, Lütfi & Maslakci, Ahmet. (2020) Validity is the collection of evidence determined by a meaningful and precise interpretation of the data obtained from the measuring instrument as a result of the analysis. meanwhile, reliability refers to the stability of the measuring instrument used and its consistency over time. In this study, the validity test carried out was content validity. the researcher consulted the instrument with the supervisor. then the researchers conducted a reliability test on all questionnaire statements. This test aims to ensure that the questionnaire used has consistent results after being used by respondents. As listed in table 3.3, Cronbach's alpha questionnaire showed a large number of .903.

Table 3.3. Reability Test

Reliability Statistics

Cronbach's Alpha	N of Items
,903	18

In addition to looking for Cronbach's alpha from all statements in the questionnaire, the researcher also conducted a group reliability test based on the factor domain. Each

Cronbach alpha value of phonology, meaning system, and grammar is 0.872, 0.776, and 0.664.

Table 3.4. Reliability test of Phonology

Reliability Statistics

Cronbach's Alpha	N of Items
,827	6

Table 3.5. Reliability test of Meaning System

Reliability Statistics

Cronbach's Alpha	N of Items
,776	6

Table 3.6. Reliability test of Grammar

Reliability Statistics

Cronbach's Alpha	N of Items
,664	6

3.6 Data analysis

Data processing techniques use Microsoft Excel 2013 and use SPSS Statistics 23 as the computational program. Descriptive statistics was used to find out the percentage, median and standard deviations of the variables. Afterward, the results were shown in the form of chart, and the researcher took same appropriate steps with this research:

a. Reviewed the FLCAS questionnaire
b. Adapted FLCAS as the instrument and translated into Bahasa Indonesia
c. Checked the translated items
d. Distributed 18 item questionnaires to 35 college students at English Education through Google form.
e. Used Microsoft Excel 2013 and SPSS 23 to analyze the data from the questionnaires into statistical packages to find Standard Deviation and Mean. .

CHAPTER IV

FINDING AND DISCUSSION

In this chapter, all findings and discussions would be presented in depth, including data from participants as well as data from each of the analyzed domains. The description of each data would be completed with a table of the data that has been obtained. This data was collected by involving 35 students from the Department of English Education with public speaking courses using the Foreign Language Classroom Anxiety Scale questionnaire by Horwitz, Horwitz & Cope (1986) and has been further developed by Mahmoodzadeh (2012) with a focus on three domains. The collected data were analyzed using descriptive statistics to find out the average of all items in the questionnaire.

4.1 Findings

4.1.1 Overall Finding

Based on the questionnaire from Mahmoodzadeh, questionnaires are categorized into three parts: interlanguage phonology, grammar, and meaning system. Further information on the result of the domain is presented as follows.

Table 4.1. A Small scale survey study result

No	Item	Mean	SD
Q2	I am usually at ease when using grammar in my speaking in my language class.	3,59	,910
Q10	The more I try to speak English fluently in the class, the more disappointed I get.	3,46	1,374
Q11	I wonder why some people feel very self-conscious when teacher corrects their grammatical mistakes.	3,36	1,267
Q7	I never feel embarrassed when other students are hearing my English accent in my language class.	3,36	1,308

Q18	I do not feel afraid when the teacher does not understand what I mean in English.	2,92	1,109
Q16	I always feel that the other students will laugh at my accent as I speak English in class.	2,82	1,485
Q1	I never feel quite sure of myself when I am pronouncing English words in my language class.	2,59	1,141
Q12	While speaking in my language class, I feel intimidated when I translate word by word the expressions from my native language into English language.	2,59	1,312
Q13	It bothers me when I can not speak English with a good accent in my language class.	2,31	1,080
Q6	I start to panic when I am not sure of saying something that makes sense in English.	2,18	1,073
Q15	In my language class, I feel pressured when I use English sentences not heard before.	2,15	1,014
Q17	It frightens me when I can not speak English without any grammatical mistakes in the class.	2,13	1,080
Q8	I would be worried failing to use correct grammar in my speaking in my language class.	2,10	,995
Q9	I can feel my heart pounding when the teacher asks me the question; "what do you mean?".	2,00	1,051
Q4	I keep thinking that the other students have better English accents than I do.	1,92	1,285
Q5	In my language class, it bothers me when I can not speak English very much because of my grammar.	1,90	,882
Q3	I get tense and confused when the teacher does not understand what I mean in English	1,90	1,021
Q14	When I want to use correct grammar to speak English in the class, I get so nervous that I forget what to say.	1,87	,951

The table above shows the highest value in the statement "I am usually at ease when using grammar in my speaking in my language class" with a value of 3.59 and a standard deviation of

.910. while the lowest score was found in the statement "When I want to use correct grammar to speak English in the class, I get so nervous that I forget what to say." with a value of 1.87 and a standard deviation of .951. With these results, it can be concluded that with the highest score students feel comfortable using English when using English. different from the lowest score, it is concluded that students fear speaking English in the grammar domain. Students feel less confident, causing them to forget what they want to say when using English. An explanation of each domain will be discussed in the next sub-chapter.

4.1.2 Grammar

Based on the result from the questionnaire, the average of the first part of the questionnaire's can be shown in the table below. The discussion of the grammar domain is divided into 2, namely negative statements and positive statements, these statements are calculated separately because the value scale must be reversed.

Table 4.2. Negative statements in domain grammar

No	Item	Mean	SD
Q17	It frightens me when I can not speak English without any grammatical mistakes in the class.	2,13	1,080
Q8	I would be worried failing to use correct grammar in my speaking in my language class	2,10	,995
Q5	In my language class, it bothers me when I can not speak English very much because of my grammar.	1,90	,882
Q14	When I want to use correct grammar to speak English in the class, I get so nervous that I forget what to say.	1,87	,951

In the results above, it can be seen that the highest average is in the statement "It frightens me when I can not speak English without any grammatical mistakes in the class." Which has a value of 2.13, the statement can be concluded that students are not too affected by the use of

grammar. In the table above, it can also be seen that the lowest average is in the statement "When I want to use correct grammar to speak English in the class, I get so nervous that I forget what to say." This means that students are not bothered by grammar and are quite confident in their language skills. The overall score on the negative statement is quite low. In the negative statement in the grammar domain, students are still at a neutral level, meaning that students do not have excessive fear and feel fine with their grammar skills, which means that students are not so affected by the situation in class.

Table 4.3. Positive statements in domain grammar

No	Item	Mean	SD
Q2	I am usually at ease when using grammar in my speaking in my language class.	3,59	,910
Q11	I wonder why some people feel very self-conscious when teacher corrects their grammatical mistakes.	3,36	1,267

In the positive statement in the grammar domain, it can be seen that the highest statement is in the statement "I am usually at ease when using grammar in my speaking in my language class" which has a value of 3.59. At this value, it can be concluded that students feel comfortable communicating in English, this value shows students feel fine with the grammar skills they use, in the statement “I wonder why some people feel very self-conscious when the teacher corrects their grammatical mistakes. In the statement, the score is 3.36, this value shows that students are not affected by the situation in class or the situation when the teacher corrects their grammar.

4.1.3 Phonology

The second domain of the EFL Undergraduate Students' Speaking Anxiety: A Survey Study, on the result of the questionnaire, the average of the second part can be shown in the table below. The discussion of the phonology domain is divided into 2, namely negative statements and positive statements, these statements are calculated separately because the value scale must be reversed.

Table 4.4. Negative statements in domain phonology

No	Item	Mean	SD
Q10	The more I try to speak English fluently in the class, the more disappointed I get.	3,46	1,374
Q16	I always feel that the other students will laugh at my accent as I speak English in class.	2,82	1,485
Q1	I never feel quite sure of myself when I am pronouncing English words in my language Class.	2,59	1,141
Q13	It bothers me when I can not speak English with a good accent in my language class.	2,31	1,080
Q4	I keep thinking that the other students have better English accents than I do.	1,92	1,285

The results above show that the highest average is in the statement 'The more I try to speak English fluently in class, the more disappointed I get. because it has a high score of 3.46 we cannot conclude that students lack confidence when speaking in English, for fear that students are not fluent when speaking. While the lowest statement is in the statement "I keep thinking that the other students have better English accents than I do." With a score of 1.92, it can be concluded that students feel less confident because they compare other students' accents. Students are still at the

anxious level, the overall score for negative statements is high, meaning that students have a fear of using English.

Table 4.5. Positive statements in domain phonology

No	Item	Mean	SD
Q7	It frightens me when I can not speak English without any grammatical mistakes in the class.	3,36	1,308

In the results above, it can be seen that the highest average is in item 7 with the statement " It frightens me when I can not speak English without any grammatical mistakes in the class." because it has a high score of 3.36 we can conclude that students feel comfortable and good fine when using English. The overall score for the positive statement is fairly high, meaning that students feel confident in the grammar they master.

4.1.4 Meaning System

Based on the third domain, the average part of the questionnaire can be shown in the table below. The discussion of the meaning system domain is divided into 2, namely negative statements and positive statements, these statements are calculated separately because the value scale must be reversed.

Table 4.6. Negative statements in domain meaning system

No	Item	Mean	SD
Q12	While speaking in my language class, I feel intimidated when I translate word by word the expressions from my native language into English language.	2,59	1,312
Q6	I start to panic when I am not sure of saying something that makes sense in English.	2,18	1,073

Q15	In my language class, I feel pressured when I use English sentences not heard before.	2,15	1,014
Q9	I can feel my heart pounding when the teacher asks me the question; "what do you mean?"	2,00	1,051
Q3	I get tense and confused when the teacher does not understand what I mean in English.	1,90	1,021

The highest value in the table above is in the statement 'While speaking in my language class, I feel intimidated when I translate word by word the expressions from my native language into the English language' which has an average value of 2.59. It can be concluded that students feel intimidated by their English skills when translating their mother tongue into English. Students are still at the anxious level. The overall score for negative statements is high, meaning that students have a fear of using English.

Table 4.7. Positive statements in domain meaning system

No	Item	Mean	SD
Q18	I do not feel afraid when the teacher does not understand what I mean in English.	2,92	1,109

In the table above, it can be seen that the highest average is in item 8 with the statement "I do not feel afraid when the teacher does not understand what I mean in English." Which has an average value of 2.92 with a standard deviation of 1.109 with this value it can be concluded that students feel comfortable and have no worries when teachers do not understand what they are saying when using English.

4.1.5 Factors influencing anxiety and difficulties in speaking English

Based on section of the questionnaire, it is discovered that grammar, vocabulary, pronunciation, and anxiety influence speaking anxiety. The highest factor from the questionnaire is the anxiety factor which causes various kinds of respondents. Still, the most common causes are fear of reactions from people around, lack of self-confidence, worrying about being laughed at by others, and fear of being wrong and embarrassed.

Followed by the pronunciation factor, most respondents have problems with fluency. Respondents tend to worry whether they are good enough when giving explanations using English, are too fast when speaking so that other people find it difficult to respond to what respondents say, and pronunciation is not clear.

Furthermore, the grammar and vocabulary factors both have the same results, the results questionnaire show that the respondents are worried that the mastery of grammar is lacking, the use of grammar is not appropriate, the use of vocabulary is limited, and they are afraid to mention the wrong vocabulary.

4.2 Discussion

The highest means of the questionnaire is item Q2 “I am usually at ease when using grammar in my speaking in my language class” which has an average value of 3.59 showing that students are at ease when using grammar during FL speaking activity. The situation in the question section is the situation in the language class where the situation in the lecturer class focus more on the content and organization of ideas since this is a public speaking. The lecture and students concerned more on their contents and thus that is probably the reason why grammar is not their main burden, so grammar is not a problem for students. Some teachers suggested that "instructors should create situations where students feel successful in using English and avoid activities that

increase the chances of failure". Others offer a genuinely communicative approach where students are given the opportunity to succeed even with imperfect language skills including grammar, phonology, and meaning systems some emphasize using activities such as drama and role-playing so that students can feel safe in situations with fake identities (Abbasi, Hashemi. 2013).

Furthermore, another major finding shows that most students felt failed and dissapointed as the more they tried to speak. This result is in line with the open-ended which states that they have various reasons to be anxious, one of which is the fear of saying the wrong thing, the fear of not being understood by others, when they start to speak they forget what they want to say. It is possible because the fear that has been mentioned affects students to speak fluently, it affects students' self-confidence so students feel failed and disappointed because they are too afraid to think about the reactions of people in English class.

Additionally, there is also a emergent finding from the open ended section afraid of people reaction. It turns out, besides Grammar, Phonology, audience impressions are still a concern for speakers or students. Students feel afraid to be told and laughed at so students feel embarrassed and afraid that the audience does not understand so they experience miss communication. The causes that have been mentioned still have ties to the domain meaning system. The ability of students to convey information that makes sense in speech also affects one's self-confidence. students tend to avoid talking during the learning process this is because they do not want to be judged negatively by other students. when making mistakes students will be stressed if they are ridiculed, as a result, students do not want to be involved in speaking practice (Damayanti, 2018).

CHAPTER V

CONCLUSION

5.1 Conclusion

This study aims to determine speaking anxiety in foreign language students in the English education department. This research is devoted to compulsory public speaking and interpreting subjects, in this study it was shown that the factor that most influenced the occurrence of speaking anxiety was audience impression. this is because students feel afraid to be told and laughed at so students feel embarrassed and fearful that the audience does not understand so they experience mass communication. The second factor that affects the occurrence of anxiety is the lack of vocabulary and lack of knowledge of grammar.

The results of this study concluded that the highest factor was obtained from the phonology factor, the phonological factor being the most influential factor in the occurrence of anxiety in students. students feel that they have limitations in understanding the use of vocabulary and in understanding grammar. In addition to phonological factors, grammar and meaning system factors occupy the same position, which means that in these two factors the fear experienced by students is not as big or as much as the grammar factor. The factors that have been mentioned affect the confidence that students have to be able to speak a foreign language, especially English with confidence.

5. 2 Recommendation

After conducting this research, the researcher realized there were shortcomings and advantages. This study focuses on the causes of anxiety in English foreign learners, especially in

public speaking classes. For further research, the researcher recommends other things. Researchers conduct research to investigate what causes stress in foreign learners when speaking English. This research still has limitations in terms of the population of facilities that only cover one class in a private university. Future research may involve multiple participants for further insight into speaking anxiety.

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