

**English Foreign Language Students' Experiences in dealing with
Speaking Anxiety**

A Thesis

**Presented to the Department of English Language Education as Partial
Fulfillment of the Requirements to Thesis Proposal Defense Class in English
Language Education**



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JANUARY, 2023**

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**English Lecturers' Perceptions on the Use of Written Corrective Feedback in
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English Foreign Language Students' Experiences in dealing with Speaking Anxiety

ABSTRACT

This study's objectives are to (1) investigate how students studying public speaking anxiety and (2) investigate how those students cope with the anxieties that arise for them when learning public speaking in class. In order to gather information, I conducted interviews with two students who were enrolled in the English Education study program at an Indonesian university. These interviews took place through WhatsApp Voice Call. Both of these students reported feeling anxious whenever they were obliged to give presentations in front of an audience. A technique known as theme analysis was used to investigate the meaning of the data. The findings showed that the students suffered from anxiety, which manifested in several different ways, including feeling anxious, having palpitations, experiencing panic, and having memory disassociation. Students with different kinds of speaking anxiety can learn to deal with their feelings of unease and worry by avoiding eye contact, doing self-regulated behaviors, carefully preparing, being confident in themselves, and getting feedback from their teachers. Students who use these strategies throughout their presentations may find that their fear and anxiety of public speaking are significantly reduced.

Keywords: English Foreign Language, Speaking Anxiety, Public Speaking

STATEMENT OF WORK'S ORIGINALITY

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

Yogyakarta, 10 January 2023



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MOTTO

“Your efforts will never betray you. All your efforts will pay off”

-Lee Taeyong-



DEDICATION

I dedicate this thesis to my parents as a token of appreciation and respect because they always provide help, motivation, and support in writing this thesis. My parents are also the primary source of support and enthusiasm in life so that I can complete this thesis.



ACKNOWLEDGEMENT

Alahamdulillahirobbil'alamin, Praise be to Allah SWT for His mercy and guidance and our Prophet Muhammad SAW, whom we always look forward to for his intercession. All appreciation and respect from the bottom of my heart. I express my gratitude and thanks to God, who has always given me guidance, strength, and patience to complete this thesis. However, the writing of this thesis could be complete thanks to the help and support from various parties. For that, I would like to express my gratitude to:

1. Myself for struggling through all the obstacles that exist until the final stage of this thesis is complete.
2. My father and mother are both parents who always support me in completing this thesis. Thank you for all the support, advice, prayers, and love you never stopped giving me.
3. My little brother studies towards success but never forgets to encourage his brother.
4. Head of English Education Department, Islamic University of Indonesia, Mrs. Irma Windy Astuti, S.S., M.Hum.
5. Mrs. Intan Pradita, S.S., M. Hum, who always guides me patiently, gives positive input, appreciates every step I take, and makes me feel confident in my abilities.
6. Mr. Willy Prasetya, S.Pd., M.A. as my supervisor who patiently corrected, guided, and supported my thesis.
7. All lecturers and staffs majoring in English Education

8. My closest friends Mayka, Qilla, Shafa, Vita, Ainun, and Karina who always listen to my complaints, provide advice and entertainment, and accompany me to prepare this thesis. Thank you for your help so far.
9. Lee Taeyong, who has always been my reason for being motivated when I was depressed, came over and gave me positive energy, and the rest of the NCT members have accompanied me to work on my thesis with their amazing songs and entertaining works.
10. Participants involved in this thesis, thank you for taking the time and being willing to be interviewed.
11. All the people involved in the thesis work that I cannot mention one by one.

Yogyakarta, 10 January 2023



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University Students' Experiences in dealing with English Speaking Anxiety

CHAPTER 1

1.1 Background of the study

Many studies regarding speaking skills in EFL countries explored its teaching strategies and the affective factors that influence foreign language learning during speaking performance. Foreign language learners often express feelings of fear, and worry, have difficulty concentrating, become forgetful, and have palpitations (Horwitz et al., 1986). Further, Oxford (1999) noted that language anxiety ranks high among several factors influencing foreign language learning. EFL speaking anxiety stems from the lack of self-confidence and low self-esteem, fear of interaction, fear of other people's perceptions, and fear of talking to native speakers (Melouah, 2013). The students are more often silent or avoid interaction, rather than taking the chance to improve their skills and threaten them. Consequently, speaking anxiety has a decisive predictive role in foreign language anxiety (Mede & Kararmak, 2017). To the existing research, speaking anxiety should have a consideration to be researched.

In Indonesia, people use English as a foreign language or EFL. The language they use in their daily lives is not English, which causes many people to lack confidence in speaking English. Based on research, Damayanti and Listyani (2020) found that speaking anxiety stems from both the individual and their surroundings, such as their teacher and classmates. During the learning process,

such as discussion and speaking activities, students tended to become silent all of the time; this may be due to something other than shyness. Because the students experienced heart and brain symptoms, it was difficult for them to focus and they were always anxious. In an English-speaking class, the EFL students take into consideration the lecturers' faults and attitudes about their English Speaking performance, as well as the perception of their friends (Syahfutra, 2021). Rachmawati, and Jurianto (2020) reported that most students are less confident in some settings, such as speaking tests. Furthermore, according to the findings of this study, the major source of anxiety is the fear of negative assessment, which implies that most students are terrified of being adversely assessed by others, which can raise uncertainty, worry, and anxiety, and render them unable. Thus, current studies in Indonesia highlight that speaking anxiety in higher education was often experienced by the students, especially when speaking in front of many people.

According to a previous study, anxiety is a significant issue for students of foreign languages. They have anxiety while speaking in front of English classes, particularly during speaking sessions. At the same time, this competence is required for communication, but their worry made them uncomfortable. According to Ozturk and Gurbuz (2013), the EFL student was anxious about the speaking lesson. She was apprehensive while she talked for fear of making several errors. When she commits errors, she loses interest in learning. This kind of phenomenon causes students' reluctance to participate in speaking class activities. The EFL students prefer to be avoidant and silent rather than take the opportunity

to improve their speaking skills. Although numerous research have been conducted on speaking anxiety, there is a lack of investigation of cultural background as a possible contributing factor to anxiety when speaking in class. This research aims to investigate the sources of EFL students' anxiety and to address the knowledge gap on how EFL students deal their fears and apprehensions about speaking English in class. Without considering their anxiousness, students will feel comfortable and motivated in their study if they are able to comprehend and address their difficulties.

1.2 Formulation of the Problem

This research was conducted to answer a question about

1. How do EFL students' speaking anxiety feel during public speaking?
2. How do EFL students deal with speaking anxiety and what are the major reasons behind this?

1.3 Objectives of the Study

This research aimed to explore how an EFL education student speaks anxiety during public speaking and how to deal with it.

1.4 Significances of the Study

This research is expected to give empirical contributions to EFL students' nervousness and how to deal with it. Moreover, this research is also expected to have teachers' contributions in motivating students to deal with situations that might cause anxiety.

CHAPTER II

LITERATURE REVIEW

2.1 Conceptual Review on Foreign Language Anxiety

Recent years have seen an increase in the study of foreign language anxiety, especially in terms of speaking ability—most studies on anxiety focus on its influencing elements, such as gender and proficiency. However, students in foreign language lessons are usually restless, apprehensive, and afraid, and these sensations cannot be attributed exclusively to cognitive capacity or proficiency in a language. Foreign Language Classroom Anxiety Scale (FLCAS) was developed by Horwitz, Horwitz, and Cope (1986). This learning resource focuses on the anxiety experienced by language students in the classroom. After over thirty years of research, they determined that foreign language anxiety is a distinct emotional variable in the foreign language acquisition process with a well-defined detrimental effect on learning.

Ayres and Hopf (1993) describe *public speaking anxiety* as the experience of speech anxiety that is restricted to situations in which a person is aware of the threat they face. They also say that "public speaking anxiety" is a condition that has three sub-categories: cognitive, behavioral, and affective. Cognitive explains

thinking to the circumstance of public speaking, which takes into consideration a person's prior thoughts about a setting where it is expected that a speech will be delivered. The term "affective" describes what the majority of individuals mean when they claim that they are terrified of giving speeches in public. Those who suffer from a fear of public speaking typically prepare themselves for a negative result and report feeling as though they are on the verge of some terrible event. Finally, the behavioral explanation comes in last. People who suffer from public speaking anxiety frequently shiver, stammer, stutter, repeat themselves, avoid making eye contact, and may appear rigid.

Horwitz et al. (1986) defined *language anxiety* as a specific complex of self-perceptions, beliefs, sentiments, and behaviors linked with language acquisition in the classroom. These self-perceptions, beliefs, sentiments, and behaviors are linked with language acquisition because of the uniqueness of the (foreign) language learning process. Horwitz et al. (1986) characterized language anxiety based on three factors, 1) nervousness about communicating, 2) test anxiety, and 3) apprehension about receiving a bad evaluation.

1. Nervousness about communicating

Defined as a kind of shyness marked by dread and worry about speaking with other people, the term "social anxiety" refers to this fear and concern. People who have difficulty communicating in groups sometimes find that learning a foreign language is more complicated since they have considerably less control over the communication

environment, and their performance is constantly assessed. For example, they were having trouble communicating verbally in pairs or groups (also known as verbal communication anxiety) or in public (sometimes known as stage fright), as well as having trouble listening to or interpreting spoken conversations (receiver anxiety).

2. Test Anxiety

Test anxiety is a kind of performance anxiety defined by the worry of failing exams. Students frequently establish unreasonably high standards for themselves and consider anything less than an A on an exam a failure. Tests and quizzes are typical in a foreign language program, and even the smartest and most well-prepared students make errors.

3. Apprehension about receiving a bad evaluation

Defined as worrying about others' evaluations, avoiding assessment situations, and expecting others to evaluate oneself adversely. a foreign language like many other academic subjects, which requires ongoing evaluation by a single speaker who is fluent in the class.

These three types of anxiety can cause learners to avoid or even be reluctant to learn at all. This incident often occurs to many language learners and causes interference with potential problems because it inhibits the learning process in foreign languages.

Arnold & Brown (1999) highlighted that anxiety is the major problem that can inhibit the teaching and learning process. Anxiety is often regarded as being related to self-focus, negative feelings, and nervousness during interactions. In English class, they have to express their perception using words they have never used before. Kitano (2001) described that, speaking abilities are often the first item students compare with their classmates, teachers, and native speakers. Constantly comparing their talents with one another, students get increasingly anxious and concerned about their English learning failures. Learners lost their confidence when speaking directly in front of their friends, and they always thought that they would make some mistakes when speaking and make everyone misunderstand. According to Sillamy (1996), anxiety is a state of mind characterized by a feeling of insecurity and diffused distress. On the other hand, anxiety in foreign or second language learning is emphasized as a necessary unpleasant response that arises in particular foreign or second language learning situations when learners are expected to execute in the foreign or second language (Gardner and MacIntyre, 1993). These definitions represent different perspectives on anxiety among academics, complicating the task of coming up with a single, all-encompassing description.

2.2 Empirical studies on foreign language speaking anxiety

The development of research about foreign language anxiety in the EFL context tends to highlight that the pattern of anxiety tends to depend on the culture of each country. In Turki, the students were afraid of their peers, because the competition was very high (Karatas, 2016). In China, students recognized several

elements such as low English proficiency, lack of confidence, difficulties with tasks owing to a lack of comprehension, a lack of practice, and they felt fear and anxiety (Liu, 2007). Whereas in Indonesia, the students were afraid of making errors in speaking, grammatical functions, and pronunciations (Rachmawati and Jurianto, 2020)

Liu (2007) reported in his research that anxiety is triggered by several factors such as lack of practice, fear of making mistakes and being laughed at, and memory disassociation, where students cannot remember what has been prepared previously. Because of this anxiety, most students feel helpless because they are anxious and afraid at the same time when they speak English. To reduce this anxiety, teachers must be aware of their students' anxiety and look for strategies to help students stay comfortable and not feel threatened when speaking English.

Ahmed (2016) investigated the English language speaking anxiety of students studying English as a foreign language (EFL) in Kurdish universities. Thirty students were selected at random to participate in the study. According to the data, students were most worried about the repercussions of failing English class, being laughed at by their peers, coping with unfamiliar grammar, and learning how to utilize English phrases while speaking English in class appropriately. It would seem from this that the kids' levels of anxiousness increased as a direct effect of the event. Furthermore, this provides evidence that students' anxiety levels increase when they worry that they will make a mistake when speaking and that their peers will laugh at them for it.

Akkakoson (2016) analyzed the methods by which the students coped with their fear while speaking English in the classroom. According to the research

findings, the progression or growth of students' speaking abilities was hampered by three factors: a lack of self-confidence, having a poor English background, and not having the motivation to use English. In addition, the findings of the interviews showed that social tactics were the ones that were used to combat anxiety the vast majority of the time. Students often speak English with their classmates or practice with their classmates before giving presentations in public so that their friends may assist them in making any necessary corrections.

Asif (2017) conducted research using an identical research approach. However, the focus is on the EFL teacher's perspective on speaking anxiety. This study reports on many sources of FLSA, such as the negative impact of the first language and the lack of a supportive classroom environment. Language anxiety can be influenced by a competitive class environment, unpleasant relationships with instructors, and the risk of embarrassment. The most troubling aspect of language anxiety, however, is its impact on language learners. Learning a language should not be a terrible process, yet it is for specific students.

Abdurrahman and Rizqi (2020) identified particular times when students are the most nervous, explored their coping methods, and noticed how the students' coping tactics change over time as their language acquisition progresses. According to the study's findings When students make a mistake, their hearts race and they ponder frantically at the start of their presentation. Even students who had prepared themselves before the presentation suffered from "forgetfulness syndrome," forgetting all that had been arranged previously.

Taly & Paramasivam (2020) reported that based on their research, deep breathing could increase student concentration and calm students' minds from

panic. This technique can also reduce a rapidly beating heart rate. The findings of this study suggest that students often use this breathing technique. This study suggests that students often use breathing techniques to overcome their anxiety and manage their nervousness and fear of public speaking. These findings suggest the use of effective strategies to deal with anxiety.

Maharani & Roslaini (2021) found that 50 out of 62 students used preparation strategies to prepare for everything in public speaking during online learning, such as increasing practice. This preparation is the most effective strategy in helping them deal with speaking anxiety. They have to prepare everything before public speaking, from the material to understand the material they have to convey to their friends. Students constantly practice helping them reduce anxiety.

CHAPTER III

RESEARCH METHOD

3.1 Research Design

The current study used a qualitative method and interviews to focus on the experiences of student speaking anxiety and how they deal with it. This method can assist students in understanding how they act in specific ways when they are presented with public speaking assignments in language classes, such as not daring to look at the audience, frequently repeating "Uhm" and "eh," scratching

their heads, or even dropping their heads. They were also asked to describe any invisible acts they took at those times. However, I chose this design because it helps me gain a more in-depth understanding of the object being studied that cannot be described with statistical figures. The interview questions are constructed based on Horwitz et al. (1986) that three variables, 1) nervousness about communicating, 2) test anxiety, and 3) apprehension about receiving a bad evaluation, significantly affect language learners differently.

3.2 Research Setting and Participants

The participants of this study were two 4th-semester students at an Indonesian Islamic university who took the public speaking class. The researcher chose two participants because they came from different backgrounds, which could be helpful if the goal was to come up with as many different and interesting results as possible. Participant A went to a school where it was required for her to communicate using English, whereas Participant B never used English as a means of communicating in her day-to-day life. Both participants come from different backgrounds, but Participant A went to school where it was required for her to communicate using English. The researchers didn't look for different age categories among the respondents. They all share the same subject, public speaking, in which they must express their ideas in front of an audience. Initially, students were allowed to speak in their first language alternately with English to increase student participation. However, they were instructed to speak in English

during public speaking, although some students sometimes switched to their first language, especially when finding difficult words.

3.3 Research Instrument and Data Collection

An interview was used as an instrument for this study. Furthermore, semi-structured interviews were applied to produce a varied description of the subject. These interviews took place through WhatsApp Voice Call. Each interview lasted 15 to 20 minutes and was audiotaped. The advantage of this interview method is that the researcher can follow up on information with more depth and quality because it can be face to face so that researchers can develop questions according to the situation. The data collection was obtained through a recorder used by the researcher. The transcription of the audio recording will be put in the appendix. Furthermore, interviews were performed in the students' mother language to avoid bias and let them express themselves more effectively.

Table3.1 Interview Questions

No	Construct	Conceptual Definition	Components	Interview Question
1	Speaking Anxiety	Horwitz et al. (1986) defined <i>language anxiety</i> as a specific complex of self-perceptions, beliefs, sentiments, and behaviors linked with language acquisition in the classroom. These self-perceptions, beliefs, sentiments, and behaviors are linked with language	1. Nervousness about communicating	<ol style="list-style-type: none"> 1. How do you feel when it is your turn to speak during Public Speaking class? 2. How do you feel when it is your turn to speak during Public Speaking class? 3. What kind of

		acquisition because of the uniqueness of the (foreign) language learning process.		situations make you feel anxious when it is your turn to speak in Public Speaking class?
			2. Test anxiety is a kind of performance anxiety defined by the worry of failing exams.	<ol style="list-style-type: none"> 1. How do you feel when you are close to a public speaking assessment/test? 2. How does anxiety affect your performance? 3. How do you deal with speaking anxiety?
			3. Apprehension about receiving a bad evaluation	<ol style="list-style-type: none"> 1. How does your lecturer share feedback on your speaking performance? 2. How are your friends' reactions when they know that you are anxious? 3. How do you deal with the feedback and the peer reactions?

3.4 Data analysis

The method of analysis chosen for this study was a qualitative approach to thematic analysis. Braun and Clarke (2006) provide a six-step method that serves

as a framework for analyzing the data. This analysis method was chosen because it is a flexible approach for assessing qualitative research and helps comprehend experiences, ideas, or actions across a data collection. Braun and Clarke (2006) provide a six-step method that serves as a framework for analyzing the data. The researcher began by becoming familiarized with the data by transcribing each interview and reading the final transcript multiple times in its entirety. It is helpful to take notes and jot down initial impressions. Then followed the initial coding, which highlighted characteristics of the data relevant to the study issue. The researcher then organized the connected codes into themes and created a thematic map to investigate further the topics obtained from the data. After that, the researcher creates and identifies the themes and utilizes them to generate textual data.

3.5 Data Trustworthiness

The researcher builds understanding and trustworthiness by conducting this study using thematic analysis. Thematic analysis of interview data matched the objective of this study by allowing for effective categorization of varying curricular elements. This research approach acknowledged the data's trustworthiness. The study supports Braun and Clarke's (2006) claim that selecting analytical techniques based on research topics and more significant theoretical assumptions is appropriate. The researcher gain the credibility of the data by re-checked the data collected from the participant's addition, the researcher confirms

the data's trustworthiness with the supervisor, Intan Pradita S.S., M.Hum. The researcher also meets with his supervisor regularly concerning this research.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

4.1 Findings

The data were collected through online interviews using WhatsApp Voice Call. The researcher contacted Maya and Giselle via WhatsApp for an appointment. The interviews were done in a session that ended around 15 minutes until 30 minutes. Data from interviews were transcribed and examined to determine their meaning. The researcher may learn the meaning of an interview by employing transcription. Transcription was done before by referencing all interviews; available details or information. The researcher had to listen to it numerous times when transcribing to ensure that the information was accurate from the interview. The findings are reported and described in this part under the explanation below.

The research found substantial variances in the entire dataset after analyzing the data. The first issue is students' feelings of public speaking anxiety. The second issue is how students deal with public speaking anxiety. These issues show up in the data since the two participants supplied nearly identical information while having distinct backgrounds—transcripts of interviews in

Indonesian that have been translated into English and themed. An example of a translated interview transcript is provided below.

“When the teacher suddenly called my name, while I had not prepared anything, it made me panic and went blank immediately”

From the transcript above, Maya experiences anxiety when the teacher calls her name unexpectedly, despite the fact that she has not had proper public speaking preparation, making her blank immediately. She explained that the situation had made her even more panic and worried about speaking in public since she could not prepare herself properly. From these findings, I split the descriptions into the following findings:

4.1.1. The Public Speaking Anxiety Experienced by EFL Students

a. Nervousness

Hot cold or sweat cold is a condition in which a person is sweating and feels cold at the same time as part of fear, disease, or other factors.

Maya:

“When it was my group's turn, my hand began to feel cold and hot, and my stomach began to feel like it had heartburn.”

“I immediately break out in cold sweat, my stomach churns, and my mind wanders.”

Based on the data above, students explain that she experiences cold symptoms of cold or cold sweat when she will say public speaking. The students felt extra anxious, so their physical reactions were exaggerated. For example, the students had a stomachache as painful as heartburn. They also found that their hands got a significantly changing temperature. When they found their hands remained to heat, it was dropped to be wet.

Giselle:

“My heart is undoubtedly pounding. It feels like it is about to burst; there must be a fear of going forward and public speaking.”

As for Giselle, she felt that her heart was pounding and felt like it would burst. He was afraid to come forward and speak for public speaking. Students feel their hearts beating fast when they are called for public speaking, and they do not have proper preparation, so they feel very nervous and cause their hearts to beat fast and sometimes make them feel weak and not focus on what they are going to face. Students feel uncontrollable heart palpitations, which make it uncomfortable. It is usually caused by the condition of students who feel stressed, anxious, panicked, and afraid. This makes them not focus on their public speaking, and they even have a case to go blank during public speaking because of the panic they experienced.

b. Panic

The notion of panic refers to uncontrollable fear or anxiety, often leading to irrational behavior.

Maya:

"I am not confident in public speaking, although I try to be, and my mind wanders while in public speaking; my mind is blank because I panicked."

Maya mentioned that she does not feel confident when faced with public speaking, but circumstances must force her to be confident. she also feels that her mind wanders when she speaks in public. This panic left students' minds blank while doing public speaking. The feeling of panic that students experience when it appears suddenly and without any signs often causes the body's debilitating condition. Certain conditions often trigger these panic attacks. For example, students must speak in public. This situation causes them to feel threatened and ends up panicking.

Giselle:

"When I had to do public speaking and had not yet explored the material that I was going to convey, I was afraid my words would be complicated, so the material I convey is not conveyed."

While Giselle reported that when she had not studied the material to be delivered during public speaking, she was afraid that the words to be conveyed were convoluted. The material she was about to convey was not transparent. In this perspective, students feel afraid when they do not understand the material properly and cause their words to be convoluted and unclear so that their friends do not understand what he is conveying to them. Even they are afraid that the delivery will cause misunderstanding

c. Memory disassociation

The notion of memory disassociation is when the mind does not focus on what is going on and cannot remember a particular event or memory.

Maya:

“When it's my turn, there's a lot of hmmm hmmm when I speak because my brain goes blank”

"I suddenly forgot the text during public speaking, so I forgot what I wanted to say to my friends."

Based on the data above, Maya often utters the word *hmm hmm* during public speaking. It happens because his brain suddenly goes blank. Students also said they suddenly forgot the text and forgot what to say to their friends during public speaking. In this incident,

students felt confused, panicked, and had difficulty focusing when they could not say what they wanted to say. Due to panic and stress, impaired brain function can cause complaints of difficulty thinking, forgetting quickly, and difficulty concentrating. Students subconsciously say the word *hmm hmm* when trying to remember the sentence they want to say.

Giselle:

"In the middle of public speaking, my voice usually becomes low because I am hesitant to continue with the next sentence, and I am afraid I will make a mistake. I often go blank in the middle of public speaking, and I am embarrassed to continue."

"There are also many students who sometimes like to make me blank during public speaking."

Not much different from Maya, Giselle also experienced the same thing. In the middle of public speaking, her voice lowered because she was unsure of the following sentence she would say and afraid that she would make mistakes in her public speaking. The student often felt their mind go blank for a moment and was embarrassed to continue. This situation makes students feel depressed because they have to continue their public speaking, but they are confused about what sentence to say next. This feeling of confusion and panic makes them unable to focus, and their minds end up

confused and empty. Students are even afraid that they cannot convey themselves well so their friends cannot understand them. Giselle also mentioned that certain situations make her blank in public speaking when she sees the number of students she will meet. The more the audience saw her perform, the more nervous she became when she was public speaking.

1.2 How to deal with speaking anxiety

a. Self-regulated Action

The notion of self-regulated action is doing relaxation when anxiety makes the body more comfortable, and calm. It helps to self-control well, doing relaxation such as closing eyes for a moment, taking a deep breath, and exhaling slowly, so that disturbing thoughts immediately disappear.

Maya:

"When I am nervous, I usually rub my thumbs so I do not get pressured to calm myself down."

Based on the data above, Maya usually rubs his fingers when she is nervous, and this habit is so that she does not feel pressured and can calm himself from being nervous. These small movements help students relax their stressed and chaotic minds to feel calm. Students who feel tense, anxious, and afraid, and their heartbeats

irregularly at the same time can calm down. The habit of doing this slight movement is self-control for them. There are also many kinds, such as rubbing the fingers, chest, or head, inhaling and exhaling slowly, etc.

Giselle:

"During public speaking, my voice got smaller and smaller. When I start remembering my material again, my voice returns to normal, and I speak confidently."

In the data above, Giselle experiences things that are different from Maya. When public speaking, her voice gets smaller, but when she can recall the material to be conveyed, her voice will return to normal and speak with confidence. In this situation, the student lowers his voice. When they are unsure of what to say with the following sentence, students are afraid that what they will say is wrong or do not even know what they will say next. When their voices shrink, their brains try hard to recall the material they have to convey, and when they succeed in recalling the material, students can return to public speaking with confidence.

Maya:

"I was trying not to be nervous by not looking at them, and I tried to look in other direction, whether a wall, clock or chair, etc."

Maya also shared that she tried not to be nervous by not looking at the audience or avoiding eye contact with the audience. she prefers to stare in other directions, such as walls, clocks, or chairs. Students feel awkward when looking at the audience because the brain cannot work together between thinking about the sentence to be delivered with a focus on the other person. Eye contact with the audience during public speaking can make students feel nervous. It is because students will feel intimidated when making eye contact. Therefore, they prefer to avoid eye contact by turning their eyes in another direction not to feel nervous.

b. Thorough Preparation

Thorough preparation before doing public speaking can prevent things that are not good. It can also relieve anxiety when public speaking and help students feel more confident, and calm.

Maya:

"I also try to be confident; I still fight even though there is fear. I speak modestly and agree with me."

The data above stated that trying to make himself confident when public speaking, he feels afraid but still tries to fight it. Maya said sober and conveyed the material she agreed with. This situation makes the students a little depressed because they have to fight their fears and still convey their public speaking to their friends.

They cannot do anything but keep trying to be confident in their public speaking even though they feel a pounding heart, panic, fear, etc.

Giselle:

"If I have prepared well and understand the material properly, my anxiety may be minimal, and I will be able to handle it."

"I usually study what material I want to discuss, try to read and learn until I memorize it, and then try to speak for myself, like practicing on my own."

As mentioned above, Giselle experienced slight anxiety and could handle it if she prepared and understood the material well. One factor that makes students feel nervous is when they do not learn the material presented and panicked and anxious when conveying it to their friends. They are afraid the material presented will not be conveyed clearly, and will confuse their friends. Giselle also stated that to reduce anxiety during public speaking, she usually learns about the material to be delivered. She tried to understand the material and memorize it. Determine the points to be discussed, and repeat some information that is considered necessary. Then, she tried to practice on her own. For example, trying public speaking in front of a mirror can train students to fight fear and nervousness, the reflection of how students speak so that if they

feel less than optimal, students can improve it and practice it again in front of the mirror.

c. Self-confident

Self-confidence has an essential role in public speaking; self-confidence means one's belief about an ability that everyone has in understanding and one's belief that they can handle a situation and produce something positive

Maya:

"I tried to be confident even though there is fear; I still fight."

"Sometimes I tell my close friends that I am nervous and scared, then they respond like they are giving me encouragement"

Maya stated that she tries to fight her fear with confidence in the data above. Even though students are afraid of making mistakes during public speaking, students still convince themselves to fight their fears, be able to do public speaking, and finish it well. Students try to get rid of negative thoughts in their minds when trying to fight fear. Although sometimes they are still a little nervous and stutter when they do public speaking, they have tried to finish public speaking well. Maya also shared that she sometimes told her close friends when she was nervous and afraid to speak publicly, and her friends would respond to her with

encouragement. It makes her gain more confidence because her friends get encouragement such as "fighting" or "do not be nervous, you can do it." The support system plays an important role in someone who experiences anxiety. Encouraging words can make them much calmer and more confident in themselves.

Giselle:

"Motivate myself to be confident, and It is okay to be confident in myself during public speaking."

While Giselle stated that the way to deal with anxiety is to motivate herself to be confident, she does not have a problem if she makes problems when speaking publicly. The most important thing is that she is confident during public speaking. The student may make small mistakes, but she tries not to think about the mistake because if the student keeps thinking about it, it will make him more nervous. Therefore, students must stay focused and confident when public speaking.

c. Teacher's feedback

Feedback is an activity carried out by teachers at the end of the lesson to provide information about someone's understanding to confirm students that they are right or wrong, provide information on how far their understanding is, and provide motivational encouragement to achieve the goals achieved.

Maya:

"Miss Clara likes to give feedback as an appreciation."

"It looks like you are a little nervous, but it is okay. It is already good. I have tried, but I can do it in the future, so I will not be nervous anymore." Continue to advise practicing public speaking often, like speaking in front of a mirror. Miss Clara likes to give feedback and suggestions on improving public speaking."

The data above mentioned that Maya received positive feedback in the form of appreciation from Miss Clara and followed by providing suggestions and tips to improve her public speaking skills. Students who were initially afraid of the public speaking feedback thought about the nasty comments that would be given and turned calm and happy. Sentences of appreciation change the feeling of a pounding heart into a calm back. Students also get advice and tips from their teachers to improve their lacking public speaking skills, like asking to practice often public speaking in front of a mirror to be more confident in the next public speaking. This case changes the negative perspective of students toward the feedback given.

Giselle:

"If my public speaking is still lacking, I will be immediately informed to improve it."

"I always remember the feedback given to me every time I wanted to do public speaking so that I could reduce my previous mistakes."

Not much different from Maya, Giselle also mentioned that she received positive feedback from her teacher. If she is still lacking in public speaking, the teacher will tell her what needs to be improved. To avoid repeating mistakes, students always try to remember the feedback that has been given to them previously. Improvising by practicing often and always remembering feedback from the teacher makes him more confident in the next public speaking.

4.2. Discussion

This study found that there were different responses from EFL students speaking anxiety. This research was divided into two main parts. The first part concerns the experiences felt by students when public speaking. The last section focuses on how students deal with speaking anxiety during public speaking. After carefully reading and codifying the data, the following themes were identified in this study.

Table 4.1. Generated Themes of Speaking Anxiety

Themes	Data Sample
Predominant types of speaking anxiety	<i>“When it’s my turn, there’s a lot of hmm hmm when I speak because my brain goes blank”</i>
Predominant ways to deal with speaking anxiety	<i>“Motivate myself to be confident, and it’s okay to be confident in myself during public speaking”</i>

4.2.1. Predominant types of speaking anxiety

Based on the data results above, the type of anxiety that students often experience is a mind that suddenly goes blank when public speaking. For low achievers, things like what Maya experiences with an empty mind are disconcerting for her because she cannot remember what she has to say while public speaking. She suddenly forgets the text she had previously memorized. This situation makes her even more panicked and fearful when dealing with public speaking, making the brain unable to work as usual. This finding is the same as Abdurrahman and Rizqi (2020) when students make mistakes, their hearts beat fast, making them panic in their presentations. The student preparing for his presentation suddenly forgot everything he had prepared. Students cannot think clearly. When they are in panic and fear, they find it difficult to control their thoughts. Moreover, what they have prepared in advance does not go according to plan.

As for high achievers like Giselle, they also experienced the same thing. She felt blank in the middle of doing public speaking and lower her voice because she does not know what to say next. Students feel afraid if they make mistakes when public speaking. This situation makes students stressed and cannot focus on public speaking. Based on the findings of Ahmed (2016), students are apprehensive about failing English class, being laughed at by their classmates, overcoming foreign grammar, and how to use English terms correctly. It shows that the students' anxiety level increases when they are afraid to make mistakes when speaking. In this finding, I compare it with my finding that Giselle is a high achiever student, where she has cognitive skills. The student feels blank for a moment, and she forgets to continue what she will say in the following sentence when not focused. However, she can confidently resume her public speaking when she can control her brain. Initially blank and panicked, students can quickly become confident by controlling their brains to keep thinking clearly.

According to Asif (2017), language anxiety can be influenced by a competitive classroom environment, unpleasant relationships with instructors, and the risk of embarrassment. I compare this finding with the data in this research that students can also experience anxiety when seeing the number of audiences or students they will meet. Students feel very shy and nervous when they have to appear in public speaking in front of many people, especially when they make mistakes public speaking; therefore, this situation often results in students being blank when public speaking

Based on the findings above, both students experienced the same type of anxiety but had different responses. When students experience a memory disassociation, low achievers feel very panicked and scared. What they have prepared before public speaking suddenly disappears, and they cannot continue their public speaking well. In contrast to high achievers, when they experience blanks, they lower their voices while relying on their cognitive skills. Students can return to public speaking with confidence when their brains can be controlled.

4.2.2. Predominant ways to deal with speaking anxiety

According to the students' responses regarding speaking anxiety, students have many strategies in dealing with speaking anxiety, including avoiding eye contact, self-regulated action, thorough preparation, self-confidence, and teacher's feedback. Students choose the self-confidence strategy they usually use when experiencing speaking anxiety among these five strategies.

Students choose this strategy because it is the key to successful public speaking based on the research results. Low achievers and high achievers have their way of building their self-confidence. Low achievers still experience fear when trying to be confident, but they still convince themselves to remain confident. Based on Maya's stories, sometimes she tells her friends when she is nervous or scared. Her friends will help encourage her not to be nervous or afraid. She will gain confidence after telling her friends, although they sometimes look nervous when speaking in public. I compare the results of this finding with the findings of Akkakoso (2016), the strategy most often used by students to

overcome anxiety is the social strategy. Students often interact with their peers or practice with their peers before speaking in public so that their friends can help correct them. A pretty distinct difference in social strategy in what I found was a form of support system, where low achiever students gain confidence from their closest friends. As for high achievers, their way to be confident in public speaking is to motivate themselves to be confident. They try to think positively even though they make mistakes when speaking in public. Students may make validations, but students try not to think about them because if students stay focused on mistakes, they will be much more nervous.

The students also said that to gain confidence and believe in themselves, they need to prepare everything well. According to Maharani & Roslaini (2021), preparation is the most effective strategy in helping them overcome speech anxiety. Students practice preparing everything before public speaking to reduce anxiety. This finding is not much different from mine. Students prepare everything before public speaking, such as understanding the material, memorizing essential points to be discussed, and then practicing independently. Students try to practice alone in front of the mirror, seeing their reflections so that when students feel they are not optimal, they can improve it until they feel satisfied and gain more confidence.

CHAPTER V

CONCLUSION

This study has investigated how EFL students deal with their speaking anxiety. Students' fear of speaking English interferes with their learning process, and students can lose self-confidence and motivation to learn and are reluctant to participate in learning activities. Based on this study, students experienced several types of anxiety, namely nervousness, palpitations, panic, and memory disassociation. However, blank space is the most often experienced by students in public speaking. The panicked mind makes students unable to think clearly. According to student responses in dealing with these types of anxiety, students have various strategies to relieve this anxiety. They are avoiding eye contact, self-regulated action, thorough preparation, self-confidence, and teacher's feedback. Students choose the self-confidence strategy they usually use when experiencing speaking anxiety among the five strategies. Confidence is considered one of the keys to student success when public speaking. However, this research was limited to one research setting. Thus, further studies can extend similar constructs with a broader context. This study implies that teachers of speaking can teach students about the strategies the deal with speaking anxiety.

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