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WHAT MAKES LEARNERS ANXIOUS WHILE SPEAKING ENGLISH: A SURVEY STUDY OF PERCEPTION HELD BY PRIVATE UNIVERSITY STUDENTS IN INDONESIA

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ABSTRAKSI

Penelitian ini mengeksplorasi penyebab kecemasan berbahasa Inggris di kalangan mahasiswa di program studi Pendidikan Bahasa Inggris. Hasil penelitian dapat digunakan sebagai masukan dalam proses pengajaran bahasa Inggris khususnya untuk mengetahui faktor-faktor yang mempengaruhi kecemasan berbahasa Inggris mahasiswa. Penelitian ini menerapkan model desain survei dengan menggunakan kuesioner online dan wawancara sebagai instrumen pengumpulan data. Populasi subjek penelitian adalah 65 mahasiswa pada salah satu universitas swasta di Indonesia. Penelitian ini menyelidiki empat faktor yang mempengaruhi kecemasan berbicara, seperti kurangnya kosakata, khawatir membuat kesalahan tata bahasa, kecemasan dalam belajar berbicara bahasa Inggris, dan hambatan mental. Data dianalisis menggunakan Microsoft Excel 2013. Nilai rata-rata hasil survei menunjukkan $\bar{X}$ = 50,35 dengan nilai hitung 77,46. Hasil penelitian menunjukkan bahwa faktor yang paling berpengaruh terhadap kecemasan berbahasa Inggris adalah khawatir membuat kesalahan tata bahasa (57%). Oleh karena itu, untuk memahami lebih dalam penyebab kecemasan berbicara bahasa Inggris pada mahasiswa Pendidikan Bahasa Inggris, diperlukan penelitian lebih lanjut dan harus dilakukan tindakan yang tepat dan efektif.

Kata Kunci: *Kecemasan; Mahasiswa Pendidikan Bahasa Inggris; Berbicara bahasa Inggris; Desain survei*

ABSTRACT – dalam bahasa inggris

This study explores the causes of English-speaking anxiety among university students at English Education study program. The result of the research can be used as input in the English teaching process especially for knowing the factors that influence students' English-speaking anxiety. This research was conducted using a design survey by applying online questionnaires and interviews as instruments to collect the data. The population of the research subjects was 65 students at a private university in Indonesia. This research investigates four factors that influence speaking anxiety, such as Lack of Vocabulary, Worry of Making Grammar Mistakes, Anxiety in Learning English Speaking, and Mental Barriers. The data was analyzed using Microsoft Excel 2013. The average value shows $\bar{X}$ = 50.35 with a value of 77.46. The results show that the most influential factor in English-speaking anxiety is Worry of Making Grammar Mistakes (57%). Therefore, in order to understand more deeply the reasons behind anxiety in speaking English in English Language Education students, further research is needed and appropriate and effective actions must be taken.

Keywords: *Anxiety; English Education Student; English Speaking; Survey design*

Nama penulis dkk., Judul Makalah / Artikel : Tidak Lebih dari 20 Kata (18 pt)

Penulis Korespondensi

Penulis 1/ Penulis 2 / Penulis 2

I. INTRODUCTION

Speaking is one of the four language skills that has a central role in mastering English. It is a skill that not only allows us to speak words, but also convey ideas, feelings and interact in various conversational situations. To be an effective speaker, we need to master key skills, including using the right words, understanding the audience well, and adapting to various communication situations. The emphasis on speaking skills reflects the importance of this aspect in learning English, as expressed by Hardiyanto (2018) who states that speaking is an important component in teaching English as a foreign language. Thus, speaking skills are not only about expressing words, but also about how we build relationships and connectivity when communicating in society.

Speaking involves the capacity to articulate words to convey thoughts, ideas, and emotions (Tarigan, 2008, p. 30-36). As explained by Och and Winker (cited in Tarigan, 2008, p. 30-36), speaking serves three primary purposes: informing, entertaining, and persuading. Through spoken communication, individuals can effectively convey their intended messages, whether for informative, persuasive, or entertainment purposes. Consequently, it is imperative for speakers to have a profound understanding of their message, employ lucid and comprehensible language, and tailor their speech to suit the audience, regardless of age.

In the context of this study, the focus is on addressing anxiety in non-native English-speaking university students, who generally come from regions where English is not the primary language. This aspect of language anxiety is particularly relevant, aligning with prior research conducted among Malaysian students' university, who use English as a second language. The study conducted by Chin, Ling, & Yih (2016) reveals a substantial level of English language anxiety among Malaysian students due to specific factors such as the fear of making mistakes, apprehension of negative judgments, and the cultural emphasis on maintaining a positive image and preserving dignity. Fluency is also essential for effective English communication, as it enhances comprehension and speaking skills. Therefore, this study highlights that English student encounter hurdles in both practicing and refining their spoken English abilities. These challenges encompass concerns related to vocabulary selection, applying appropriate grammar, and the fear of making errors, all of which significantly affect students' self-assurance and contribute to anxiety when conversing in English.

Research conducted by Bozavli and Gulmez (2012) investigated several factors that contribute to anxiety in speaking English among Turkish students. These factors include fear of making mistakes, a high level of self-awareness, the significance of correcting mistakes, and a positive attitude towards mistakes. The findings of this study indicate that these factors are related and have the potential to affect the students' anxiety level when speaking English. Therefore, to overcome speaking anxiety, a learning environment is needed that supports the idea that making mistakes is a natural thing and the importance of error correction in the learning process.

In the context of the phenomenon of anxiety about speaking English in Chinese university students, Bai (2023) stated that factors such as poor English language skills, lack of practice, limited vocabulary, the influence of the language environment, differences in students' personalities, and fear of negative evaluation have a significant impact. Therefore, speaking anxiety among students majoring in Mandarin English is a problem that is still rarely resolved by both EFL teachers and students. This research confirms that there is a level of anxiety among students majoring in English in China which has a negative impact on the process of learning to speak English.

From the various anxiety phenomena experienced by non-native English university students in various countries, this research will focus on Indonesian university students. Based on the researcher's experience as an English education student at a private university in Indonesia, even though he had taken speaking courses for 4 semesters, the researcher still experienced anxiety when speaking English. Sometimes he feel afraid to speak in public and also experience difficulty in choosing the right words due to a lack of vocabulary. Moreover, the results of conversations with several other English study program students also reflect a similar situation. Some of them feel anxious when they have to speak English in front of the class because they are worried about making mistakes. While others have difficulty finding appropriate words, and there are also those who face difficulties when speaking English spontaneously. Therefore, this problem is interesting for further research. The aim of this research is to identify factors that influence anxiety about speaking English among English education students at a private university in Indonesia.

II.   LITERATURE REVIEW

Several extensive research endeavours have delved into this realm, as evidenced by Putra's (2018) study titled "An Analysis of students' anxiety in English speaking classroom at the third semester student English department in Makassar Muhammadiyah University." In this research, it was determined that among the myriad factors contributing to anxiety during classroom discourse, shyness emerged as the most influential factor affecting English speaking anxiety. In contrast, the fear of making mistakes garnered the lowest score among all the factors examined in the English-speaking class, signifying its minimal impact on students' anxiety when speaking English. The second research is by Rumiyati and Seftika (2018) in "Anxiety of speaking English in English foreign language (EFL) class". reveals that the primary factors contributing to students' speaking anxiety are communication apprehension, test anxiety, and fear of negative evaluation. These findings indicate that anxiety significantly impacts the learning process, particularly in terms of speaking skills. This conclusion is substantiated by the outcomes of conducted interviews, where students consistently express their apprehension about speaking English. This anxiety stems from various factors such as limited vocabulary, pronunciation challenges, grammar difficulties, lack of fluency, inadequate English knowledge, feelings of inferiority, limited experience in English speaking, insufficient mastery of the material, shyness, and infrequent use of English in everyday life.

The third research is by Alwis (2020) in "Anxiety in Speaking English among Tertiary Level Learners of English as a Second Language" his survey results obtained from questionnaire on speaking anxiety, common causes of anxiety in English speaking among students English is lack of confidence about English, lack of proper knowledge of grammar rules and lack of opportunity to practice the language. Therefore, students should be given the opportunity to practice with people who are used to speaking English, to increase their confidence in the language and add experience as well as to practice language. The fourth research is by Juden & Saville (2021). in "Exploring the Anxieties of Non-Native English-Speaking Teachers in Multilingual Contexts". The anxiety experienced by non-native speaker teachers in teaching English is related to their lack of confidence in their English skills, difficulties in understanding the variety of English used by students and colleagues, as well as feelings of isolation and difficulties in adapting to a different culture and work environment. Therefore, the results of the study indicate that the concerns experienced by non-native speaker teachers can impact the quality of their teaching and highlight the need for support and training to help them overcome these concerns and improve their teaching abilities. The fourth research is by Li (2021) "Exploring Chinese EFL Learners' Speaking Anxiety in a Global Context: A Mixed-Methods Study". It is stated that several factors that influence English speaking anxiety among English learners in China include lack of self-confidence in speaking ability, pressure from other people, and difficulties in understanding English. The study's findings suggest that speaking anxiety is a significant issue

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for Chinese EFL learners in a global context. Therefore, teachers and educators should provide adequate support and guidance to help students cope with their anxiety and develop their speaking skills. The study also highlights the importance of understanding cultural factors and gender differences in addressing speaking anxiety in language learning.

The fifth research is by Chema and Soviyah (2022) "Southern Thai Students' Anxiety in Speaking English in the Classroom" reveals interesting findings. First, anxiety in speaking English in the classroom is caused by several factors, such as fear of making mistakes, not having enough vocabulary, and feeling afraid of being judged by peers or teachers. Second, students who experience anxiety in speaking English tend to avoid situations where they have to speak in English and prefer to stay silent or speak in their native language. Third, although teachers are considered as factors that can help reduce anxiety, students also feel uncomfortable when teachers invite them to speak in English. In conclusion, students need a comfortable environment and support from their teachers to overcome their anxiety in speaking English in the classroom. Moreover, a learning approach that considers students' needs and preferences is necessary to enhance their confidence in speaking English. The outcomes of this research highlight notable distinctions from previous review studies. In this present study, the researcher employed online questionnaires and interviews for data collection, utilizing both descriptive and inferential statistical analyses. The primary aim of this research is to identify the factors contributing to anxiety during English speaking among students pursuing English language education at a private university in Indonesia.

III. RESEARCH METHOD

This research utilizes a survey research design, specifically adopting the quantitative approach. Quantitative research, as defined by (Sugiyono, 2018, p. 15), aligns with positivism philosophy and aims to investigate specific populations or samples by collecting data using research instruments, conducting quantitative/statistical analyses, and testing predefined hypotheses. In this study, data is acquired through the administration of questionnaires and interviews. The choice of the survey method is motivated by its capacity to efficiently collect data from a large number of respondents in a relatively expeditious manner. As per (Sugiyono, 2018, p. 8), the survey method is a quantitative research technique employed to obtain data concerning beliefs, opinions, characteristics, behaviors, and relationships between variables, allowing for the testing of hypotheses related to social and psychological variables using samples derived from specific populations. The data collection techniques involve the use of observations, either in the form of interviews or questionnaires, which are not deeply probing, culminating in research findings primarily derived from the amassed data.

A. Population and Sample

According to (Sugiyono, 2005) population is a generalized area consisting of objects or subjects that have certain qualities and characteristics determined by researcher to be studied and then drawn conclusions. The sample is partially taken from the entire object under study and is considered to represent the entire population (Soekidjo. 2005, p.79). This study the target population was students in semester 6 (35 people), semester 4 (15 people) and also semester 2 (15 people). So, the total population is 65 students. (Arikunto, 2002, p.112) argues that if the study population is less than 100 in number, the researcher should take all of them. If the population is 20 more than 100 numbers, the researcher can take about 10%-15% or 20%-25% or 50% of them. That is, if the total population is more than 100, then the researcher is not available to analyze all the data. Therefore, researcher used total sampling to collect sample data. According to (Sugiyono, 2007), total sampling is a technique for collecting data whose sample size is similar to the population size. Hence, the researcher used total sampling because the total population was less than 100 people, namely only 65 students. Consequently, the total number of students who filled out the questionnaire was as many as 65 students. Researchers used simple random sampling technique in taking interview samples. In this study, researchers took samples using simple random sampling because each member of the population has the same opportunity to be selected. Simple Random Sampling is taking sample members from a population that is carried out randomly without regard to the strata in that population (Sugiyono, 2018, p. 82). At this stage the researchers used 2 students to become interview subjects from 3 class groups to take a simple random sample, bringing the total to 6 students. Therefore, researchers understand the various problems faced by students.

B. Data Collection Technique

In this study, researchers used two data collection techniques, namely online questionnaires and interviews. The online questionnaire method is used to obtain data from a wider range of respondents and does not require the physical presence of the respondent. Meanwhile, interviews were used to obtain in-depth data from selected respondents. By combining these two data collection methods, researchers can collect more comprehensive and in-depth data on the research topic. In addition, the use of two data collection methods can also provide stronger validity to the research results. However, researchers must also consider the limitations of each data collection method and make efforts to overcome these limitations so that the research results become more accurate and reliable.

C. Data Analysis

This study used inferential statistical methods, which can be used effectively to analyze data derived from online questionnaires and interview processes. According to (Howell, 2007), statistical inferential is a statistical method used to make inferences or draw conclusions about the population from the sample data obtained. This method allows the researchers to draw general conclusions about the population based on collected sample data, taking into account the degree of uncertainty and variation in the data. statistical inferential method because this method is suitable for making inferences or conclusions about a population based on a sample of data taken from that population. This method also allows the researchers to test hypotheses and compare the results of two or more groups, thus providing more in-depth information about the differences or similarities between the groups. Therefore, the statistical inferential method is very suitable as a data analysis method in this study

IV.FINDINGS AND DISCUSSION

This research is quantitative with a survey method approach, where the resulting data will be in the form of numbers. The data obtained was analyzed using Microsoft Excel software. This study aims to find out the reasons why English education students experience anxiety when speaking English. With this objective in mind, data was collected using an online questionnaire of 65 respondents conducted by students majoring in education at one of the universities in Indonesia. The findings of the data that will be presented on this occasion cover three things, namely "The Results of Respondents' overall information", "Findings of Data Online Survey", and "Findings of Data Online Interview". These three aspects will be explained in depth as follows.

Finding 1
Findings of Online Survey Data
This chapter aims to answer research questions about what factors influence anxiety in speaking English. The online questionnaire was distributed closed by applying a Likert scale of 1-5. This research is based on the theory of (Thornbury, 2005) and (Tanveer, 2007), which divide anxiety in learning language into four aspects. According to Thornbury, these aspects of anxiety consist of a lack of vocabulary and worry of making grammar mistakes. Meanwhile, according to Tanveer, aspects of anxiety include anxiety in learning English speaking and mental barriers. This research was conducted at a private university in Indonesia. This research specifically focuses on students in English education study programs. The questionnaire consists of 15 questions, grouped into four factors that assess the influence of anxiety in speaking English. The following data were processed using a Likert scale by assigning a code to each choice of questions asked.

a. Lack of Vocabulary

Figure 1. Lack of Vocabulary Chart

From the graphic above (Figure 1), it can be seen that there are 5 different colors that have been coded using a Likert scale starting from number 1 which means the level of influence is very small, up to number 5 which means the influence is the greatest. From the data above it can be seen that those who received the highest number of choices were brown and gray with code numbers 4 and 3, namely 34%. Meanwhile, other interest rates average slightly the same, ranging from 5% to 15%. Therefore, it can be concluded that Lack of Vocabulary factors have a moderate effect on anxiety in speaking English.

b. Worry of Making Grammar Mistakes

Figure 2. Worry of Making Grammar Mistakes Chart

From the graphic data above (Figure 2), it can be seen that the highest score obtained was the brown choice with a total of 40% with code number 4, but the other choices also had quite a large number, namely 27% with code number 3 and the blue option is 17% (code number 5). Thus, it can also be concluded that the Worry of Making Grammar Mistakes factor has the greatest influence on anxiety in speaking English.

c. Anxiety in Learning English Speaking

Figure 3. Anxiety in Learning English Speaking Chart

From the graphic data above (Figure 3), it can be seen that the one that gets the most number of choices is gray with code number 3 with a value of 35%. In other words, the other numbers (1st, 2nd and 5th) have slightly the same average of around 8% to 16%. Meanwhile, some students chose 26% with the 4th number that the obstacles in learning English affected them. Therefore, it can be said that Anxiety in Learning English Speaking has a low effect on anxiety in speaking English. Therefore, it can be said that Anxiety in Learning English Speaking has a low effect on anxiety in speaking English.
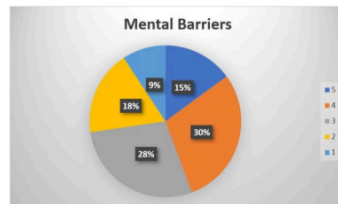
d. Mental Barriers

Figure 4. Mental Barriers Chart

From the graphic data above (Figure 4), it can be seen that less than 20% of students choose Mental Barriers as a factor of anxiety in speaking English. There were 28% of students choosing level 3. However, the highest acquisition was the Chocolate option with code number 4 with a value of 30%. So, it can be concluded that the Mental Barriers factor also has a fairly high influence on anxiety in speaking English.

Finding 2
Findings of Online Interview Data
In this chapter, research is conducted using a structured interview approach as the main method. This research is based on the theory of (Kvale and Brinkmann, 2020) with the aim of using this technique to reduce interviewer bias and increase the validity and reliability of the data collected. In addition, this approach will also facilitate the process of analyzing and processing relevant data in this study. Furthermore, the structured interview method employed in this research, guided by (Thornbury, 2005) and (Tanveer, 2007) conceptual framework, systematically explores four key aspects: lack of vocabulary, worry of making grammar mistakes, mental barriers, anxiety in learning English speaking.

Table 1. The Result of Data Interviews

Aspect	Question		
	Number	Yes	No
Lack of Vocabulary	1	4	2
	2	6	0
	3	6	0
Worry of Making Grammar Mistake	4	5	1
	5	4	2
	6	5	1
Anxiety in Learning English Speaking	7	4	2
	8	3	3
Mental Barriers	9	6	0
	10	5	1

The following data (Table 1) will be presented and discussed in detail as follows:
 a. Lack of Vocabulary
The first aspect of English anxiety, namely the lack of vocabulary, was shown by respondents who expressed anxiety due to inadequate knowledge of words. In addition, participants noted that they faced challenges in finding the right words and found it difficult to fully express their thoughts due to their limited vocabulary. These views together emphasize the important role that vocabulary constraints play in contributing to anxiety when speaking English. Student 2 reported that:
Yes, I feel anxious and shy about speaking English because of my lack of vocabulary.

Student 4 said:
Yes, I have trouble finding the right words because I believe this is due to the same reason as my lack of vocabulary. I have a limited understanding of vocabulary, Consequently, I often choose words without being certain if they are the right ones to convey my intended message.

Student 5 said:
Yes, I often face difficulty expressing my thoughts in English due to my limited vocabulary.

However, there are students who think that limited vocabulary is not always an obstacle in speaking English. Some of them even stated the following:

Student 1 said:
I never feel anxious when speaking English because I have a genuine liking for the language and I am continuously learning it.

In conclusion, the results of the interviews show that the problem of lack of vocabulary in speaking English is indeed something that is experienced by most of the students. However, there are also students who overcome these limitations with a passion and continuous learning effort.

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b. Worry of Making Grammar Mistakes

The second aspect of anxiety about speaking English, namely the worry of making grammatical mistakes, is characterized by feelings of discomfort regarding the correct use of grammar. The responses indicated that the participants expressed agreement with this factor, revealing that individuals often experience anxiety due to worries about grammatical errors. In addition, the challenges of avoiding grammatical errors, overthinking about correct grammar, and difficulties in improving grammar when speaking in English were acknowledged by the respondents. These responses together confirm the important role of grammar-related concerns in contributing to anxiety when speaking English. Student 1 reported that:

Yes, I believe so, because speaking English spontaneously is more difficult. I never really consider grammar while conversing with others.

Student 3 said:

Yes, I find it quite difficult. I have noticed numerous mistakes in my speech, especially when it comes to using correct and appropriate grammar.

Student 4 said:

Yes, I do feel that way because grammar constitutes a significant portion of the material. Perhaps I don't remember all the grammar rules. This, in turn, makes the learning process challenging for me. Nevertheless, I'm giving my best effort to learn, with the hope of making better progress in understanding grammar.

However, one student also thought that worrying about making grammatical errors (grammar) is not always an obstacle in speaking, as stated by Student 1.

Student 6 said:

No, while grammar is important in writing, I don't think it's really crucial for speaking.

Overall, the results of the interviews illustrate various perspectives regarding the impact of grammatical errors in the process of learning spoken English. Some respondents stressed the importance of grammar in shaping learning and communication journeys, while others argued that excessive concern with grammar might not significantly impede verbal interaction. These findings provide insight into the complexity of this concern and how it relates to approaches to language learning.

c. Anxiety in Learning English Speaking

The third aspect of anxiety in speaking English, namely anxiety in learning to speak English, is marked by concerns related to the learning process. The responses indicated that the participants agreed with this factor, revealing that individuals often feel anxious about being shunned or getting bad grades due to mistakes that occur when learning to speak English. In addition, the feeling of embarrassment during the process of learning to speak English, especially in a familiar and unfamiliar environment, was acknowledged by the respondents. These responses together underscore the significant role of anxiety related to learning experiences in contributing to anxiety of speaking English. Student 5 reported that:

Yes, I'm truly concerned that making mistakes while learning to speak English could lead to me being shunned or receiving a poor grade.

Student 3 said:

Yes, definitely. I experience embarrassment when learning to speak English in an unfamiliar environment, especially when encountering new phrases.

Student 6 said:

Yes, I feel quite embarrassed because when I engage in conversations with familiar people or in familiar environments, I often become very shy and unsure. This can be uncomfortable for me.

However, there is also a view which states that anxiety in learning to speak English is not always a barrier to speaking, as stated by several students.

Student 1 said:

No, I never feel shy when I speak English in front of unfamiliar people or in unfamiliar environments.

In conclusion, there are various responses to anxiety in learning to speak English. Some students expressed deep concern about making mistakes while learning to speak English, which could result in either being avoided or receiving a low grade. Conversely, other students feel a sense of shyness and uncertainty when talking to people they know or in an intimate environment, which can make them shy and hesitant. Even so, some students expressed the view that anxiety in learning to speak English is not always an obstacle in speaking. This shows that the reaction to anxiety in learning to speak English is very diverse, with varying impacts on the level of comfort and ability of students in speaking.

d. Mental Barriers

The fourth or last aspect of English anxiety is Mental Barriers. This aspect includes psychological barriers that hinder effective communication. Participants gradually increased rates with this factor in, indicating that many individuals had difficulty understanding English accents, which could hinder communication. In addition, respondents acknowledged feelings of shame or low self-esteem when interacting with individuals who were considered more proficient in English. This underscores the psychological barrier to English anxiety, demonstrating the nature of multiple aspects of the phenomenon. Student 1 reported that:

Yes, I find it somewhat challenging when I encounter English accents like the British one, it's a bit tough for me to understand.

Student 4 said:

Yes, one reason could be my lack of confidence, which results in more mistakes. When I compare myself to those who are more skilled, it can make me feel like this. I simply lack confidence.

However, another interesting perspective is that mental barriers in speaking are not always obstacles, as illustrated in the quote from Student 1.

Student 3 said:

I believe I don't feel embarrassed or inferior when I demonstrate my language or English skills, even when others expect me to exhibit my English proficiency in front of them.

From the results of the interviews, there are various views regarding mental barriers in learning to speak English. Some respondents acknowledged the challenges that arise when dealing with English accents such as British English accents, which can make understanding difficult. On the other hand, one of the reasons that stands out is a lack of self-confidence, which results in an increase in mistakes. Comparisons with more skilled individuals can lead to feelings of insecurity. However, another interesting view is that mental barriers to speech are not always an obstacle, as stated in a quote from one of the respondents. This shows that perceptions of mental barriers in learning to speak English are very diverse and can have varying impacts on students' self-confidence and ability to speak.

Discussion

The reasons behind English education students' experience of anxiety when speaking English have been explored in this study. Several influencing factors contributing to anxiety in speaking English have been identified, as elaborated by (Thornbury, 2005) and (Tanveer, 2007), who categorized anxiety in language learning into four aspects. According to (Thornbury, 2005), the aspects of anxiety encompass vocabulary limitations and concerns about grammar mistakes. Meanwhile, (Tanveer, 2007) perspective sheds light on anxiety within the context of learning to speak English and the associated mental barriers. This discussion aims to deepen the understanding of the diverse nature of anxiety in speaking English by analyzing these distinct aspects, based on the insights of (Thornbury, 2005) and (Tanveer, 2007).

An online survey regarding the anxiety in speaking English faced by students of the English Language Education Study Program revealed that the factor "Worried about Grammatical Errors" (see Figure 2) has a significant role. About 57% of the participating students agree that this factor is the main cause of anxiety in speaking English. This result is reinforced by interviews with several respondents who emphasized the importance of understanding grammar in the process of learning and communication, although there is also an opinion that an

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excessive focus on grammar may not significantly impede verbal interaction. However, there are also students who overcome these limitations with enthusiasm and continuous learning efforts. In addition to these factors, there is another factor that contributes to anxiety in speaking, namely "Lack of Vocabulary" (see Figure 1). As many as 49% of the participating students agree that this factor has a significant impact on anxiety in speaking English. The results of the interviews also showed that some of the respondents considered the problem of lack of vocabulary in speaking English to be experienced by the majority of students. These findings provide a deeper understanding of the complexity of these issues and their relation to language learning approaches. Furthermore, there is a factor of "Mental Barriers" (see Figure 4) which has a fairly high influence on anxiety in speaking English, with 45% of students admitting that the challenge of speaking with an English accent such as a British English accent can complicate understanding and reduce self-confidence, which may eventually lead to errors. Even so, it should be noted that mental barriers are not always an obstacle, as stated by one of the respondents in the interview. Furthermore, the factor "Anxiety in Learning English Speaking" had the lowest influence on English speaking anxiety (see Figure 3), with 41% of students expressing concern about making mistakes while learning to speak English and feeling embarrassed and doubtful when speaking to people who they know or are in an intimate environment, which can eventually cause them to feel embarrassed and doubtful. This view is also reinforced by the views of (Rumiyati and Seftika, 2018), which state that fear of communicating, anxiety about facing exams, and fear of negative evaluation are the main factors for students' speaking anxiety. Nevertheless, there were students who stated that anxiety in learning speaking English was not always an obstacle, illustrating the variations in reactions to anxiety in learning speaking English with different impacts on students' comfort level and speaking ability, as seen in excerpts from interviews (Table 1).

According to the findings of online surveys and interviews, worried about grammar errors were the top four factors influencing English-speaking anxiety among students in English Language Education. this has an impact on excessive attention to grammar which might make students feel doubtful and have difficulty speaking. This is supported by previous research, (Awan, et al., 2010) stated that speaking in front of other people is considered the biggest cause of anxiety followed by concerns about grammatical errors, pronunciation and not being able to speak spontaneously. In conclusion, this study provides valuable insights into the complexity of anxiety associated with "Worry of Making Grammar Mistakes" during the English learning process. With this understanding, educators and educational institutions can collaborate to create a more supportive and effective learning environment for English students, with the aim of improving their speaking skills and increasing their confidence in communicating in English.

V. CONCLUSION

This research has discussed more about the anxiety experienced by students majoring in English education when speaking in English. The findings show that this anxiety is influenced by several main factors, including "Worry of Making Grammar Mistakes," " Lack of Vocabulary," " Mental Barriers ", and " Anxiety in learning English speaking ", as mentioned by (Thornbury, 2005) and (Tanveer, 2007).

The "Worry of Making Grammar Mistakes" factor is one of the main causes of anxiety in speaking English. Students worry about making grammatical mistakes when speaking. In addition, "Mental Barriers" also made a significant contribution, with students feeling insecure when speaking with individuals who were considered more proficient in English. "Lack of Vocabulary" also had an effect, with students having difficulty expressing their ideas due to their limited English vocabulary. Although, "Anxiety in Learning English Speaking" is recognized as a factor, its influence on anxiety tends to be lower than the other factors. Therefore, it can be concluded that the factor "Worry of Making Grammar Mistakes" is the main cause of English-speaking anxiety experienced by students majoring in English. Hence, addressing and providing strategies for managing concerns regarding grammatical accuracy can significantly improve students' speaking confidence and proficiency in English communication.

ACKNOWLEDGEMENT

research is still far from perfect, but is expected to be useful not only the researchers, but also for the readers. For this reason, suggestions and constructive criticism are most welcome.

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