

Investigating Causing Factors of Speaking Anxiety

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ABSTRACT

This research was conducted to find out what factors affect the English anxiety of 11th-grade students of AKL SMK PGRI Rangkasbitung. In particular, the researchers tried to identify the internal and external factors that can influence students' anxiety in learning English based on internal and external perspectives. The method used in this research is the descriptive qualitative method. Ten students were selected as participants. Data were collected through questionnaires. The results showed that students' anxiety was divided into internal and external factors. Shame, lack of self-confidence, memory dissociation, and stage fear are internal factors. Grammar ability, vocabulary, students' reading skills, and peers are included as external factors.

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1. INTRODUCTION

Anxiety is the most talked-about aspect of self-confidence. Anxiety has a strong negative correlation with a measure of a second language's proficiency, and it has an impact on the grades students receive in foreign language programs (Suparlan, 2021). That is, if you have a lot of worries, you're going to have a hard time learning a new language. On the other hand, lower anxiety may result in better results when learning a foreign language. Students will get more uncomfortable when the teacher invites them to come to the front of the class or ask questions for fear of making language errors. Language competence issues, such as a lack of vocabulary, bad grammar, a lack of speaking concepts, and incorrect tone, cause children to have difficulty speaking.

Meanwhile, the researcher found several indicators of student nervousness during teaching practice in high school. Many of them are restless, avoid class, and reduce their involvement in communicating in class. They are afraid of making mistakes and ashamed to practice the target language, which in this case is English. One of them believed that if he made a mistake, his teacher would be angry and his classmates would mock him. As a result, he likes to sit in silence. While some consider English a challenging and difficult subject. Such views can make them nervous in class. When they are finally asked to speak, they will be nervous and hesitant to speak.

Anxiety

Anxiety is one factor that contributes to pupils' inability to communicate in English with others (Coutu, 2002). Psychological factors such as fear and self-confidence can influence how well you speak a foreign language. Low levels of anxiety, concern, fear, and self-confidence in students who lack self-confidence in foreign language classes may struggle to improve their speaking abilities. Communication between students and teachers will not go well if students experience anxiety in speaking English, students will also find it difficult to have great language skills if their anxiety is very high. These factors become a big influence in students' English-speaking skills, students will always feel incapable, even feel they are not experts in the subject. In fact, speaking skills can be mastered if students get used to speaking English and always practice it both in the classroom and in the surrounding environment. The surrounding environment can also be a big influence if he thinks of friends to practice speaking English, but sometimes it can also be something that makes students anxious if their friends are too great or dominant than him so that students feel embarrassed, afraid, and lack confidence to communicate with the environment.

Foreign Language Anxiety

Foreign language learning is not something achieved through easy steps that can be programmed in a quick do-it-yourself kit. He says further that no one can tell "How to learn a foreign language without really trying", meaning that the learning of a foreign language is a complex process, involving a seemingly infinite number of variables (Tran, 2012). That means, learning a foreign language can be done in many ways, such as when chatting with classmates, during group discussions in class, talking to English teachers, playing environment friends, also when talking to family at home. There are also many media that we can use such as learning to speak applications, Google, TV, videos, recordings, books, magazines, cell phones, etc. These methods and media will be a process for students in trying to learn English.

Factors Contributing to Foreign Language Anxiety

According to Rajitha & Alamelu (2020) Factors causing anxiety can be classified into psychological and physiological categories. It can be divided into two different groups as Internal and External factors. Many factors can be responsible for causing anxiety. Some of the identified factors through this study are language factors, grammar and pronunciation factors, peer factors, stage fear factors, lack of confidence and shyness.

a. Internal Factors

- 1) Shyness. According to *Hsiang-Ning Rebecca Chu* (2008) Shyness has often been associated with other types of social anxiety such as communication apprehension and stage fright. Much of what makes up the experience of feeling shy may be a universal experience that most of us share; however, the frequency and the magnitude of feelings of shyness may vary vastly. Individuals who are painfully shy may pass up opportunities to meet others who are like-minded and form intimate relationships with peers or the opposite sex. Shyness is commonly conceptualized as a temperamentally conditioned disposition manifesting itself in the reduced motivation for social involvement and discomfort in the presence of unfamiliar individuals (Kwiatkowska & Rogoza, 2019).
- 2) Lack of confidence. Self-confidence is a firm belief. If a person is convinced of something, he/she is not worried about the outcome, he/she simply takes it for granted that it will go well (Tridinanti, 2018). Students' confidence to be able to complete the work will factors that determine their success in language learning. the core of all learning is student belief in their ability to complete tasks. If they first believed that they can perform tasks, confidence will emerge motivate them to achieve and complete tasks. It is one of the keys to success in learning a language.

- 3) Memory dissociation. Some students became nervous when speaking English in front of the class because they are difficult to memorize what they have already learned or prepared (Subandowo, 2017).
 - 4) Stage fear. According to Suleimenova (2013) Some students are anxious when the teacher uses random selection, complaining that students always feel restless don't know when or if they will be summoned. On the other hand, when the teacher called out to students in a predictable order, other students had increased anxiety as their turn approached. Maybe a predictable order will provoke less anxiety for the class as a whole, when they feel nervous, they may hesitate or stumble or just look uncomfortable and become shut up. In other words, anxious students feel a deep sense of self when asked to take the risk of disclosing themselves by speak a foreign language in front of his friends.
- b. External Factors
- 1) Grammar factor. According to Kusumawardani & Mardiyani (2018) In foreign language acquisition accurate understanding is the key of language structure. Every language in the world must have a rule. In English we call it grammar. Grammar knowledge is essential for competent users of a language. It means that the language user must learn grammar because grammar skills will help students organize words and messages and make it meaningful. If people who understand about their grammar will speak more fluently than others who do not understand grammar. Worrying about making mistakes in grammatical issue seems to be one of main reason why some students who learn English as a foreign language in Indonesia feel afraid to speak up (Daud, Ras, Novitri, & Audia, 2019). Grammar has indeed been major issue for English language learners in Indonesia for many years. This is likely due to the fact that English Language Teaching in Indonesia has been grammarly oriented for many years. People would tend to judge and assess your English based on the grammatical accuracy you can perform in your speaking. Otherwise, you would sometimes be bullied or considered to be a less competent English speaker.
 - 2) Vocabulary factor. Vocabulary can be defined as "words we must know to communicate effectively; words in speaking (expressive vocabulary) and words in listening (receptive vocabulary)"(Kusumawardani & Mardiyani, 2018). Students who have little proficiency in vocabulary are worried to speak just in case students cannot maintain communication due to their limited vocabulary. Students feel anxious if they cannot pronounce native English words speaker (Daud et al., 2019).
 - 3) Pronunciation factor. Pronunciation is considered a sub-discourse skill. Fluent English knowledge includes a number of sub-qualifications in which pronunciation is paramount (other sub-skills of speaking include vocabulary, grammar, and pragmatics)(Kusumawardani & Mardiyani, 2018). Students are usually afraid of being laughed at or criticized by others due to inaccurate pronunciation (Alrabai, 2016). It is essential to pronounce and comprehend the language correctly and accurately. It helps the learner to improve the confidence level. Pronunciation plays an important role while speaking. Students have difficulties in their 'way of speaking', 'mistakes' while speaking, 'pronunciation', 'able to manage; but if frightened, can't speak even a word voice modulation (Rajitha & Alamelu, 2020).
 - 4) Peer Factor. Negative feedback has left some traumatic levels experience among students. They feel insecure and afraid (Daud et al., 2019). This factor relates to how students react to responses made by people around when they speak English. the reason students feel so anxious to speak is because they are worried about making mistakes. They don't want to lose face if their classmates or teachers react negatively to their mistakes.

2. METHOD

The method of this study is descriptive qualitative method. People's views, experiences, attitudes, behaviours and interactions are studied using qualitative methods. It creates data that is not numerical (Babu, Maiya, Shah, & Veluswamy, 2013). As a humanistic or idealistic method, qualitative

research focuses on comprehending a study inquiry. Samples, data collecting, analysis, and representational procedures are usually used in qualitative descriptive designs. (Sandelowski, 2000). Data were collected through questionnaires. Qualitative descriptive research is used in this study because the research data is based on qualitative methods. Thus, the researcher explained the results of the data in descriptive form. A descriptive design is suitable for this study because it explains the factors that cause students' speaking anxiety.

3. FINDING AND DISCUSSION

Tabel 1. Factor

Factor	Statement	Scale		Overall Statement	%
		Agree	Disagree		
Internal Factors	Positive Statement	16		40	40%
			24	40	60%
	Negative Statement	43		60	72%
			17	60	28%
Eksternal factors	Positive Statement	23		30	77%
			7	30	23%
	Negative Statement	46		70	66%
			24	70	34%

a. Internal factors causing speaking anxiety

Anxiety is a dimension of a distinct complex of self-perceptions, beliefs, feelings, and behaviors relating to language learning (Russell, 2020). Anxiety greatly affects ability to speak, for this reason this study investigates what factors cause students anxiety to speak English. The first factor is internal factors, factors that are formed from within or psychologically students. This factor is related to attitudes that arise from student anxiety. These internal factors include shame, lack of confidence, memory dissociation, and stage fear.

The results of the analysis of internal factors show that students who have positive statements about speaking English are 40% of students who agree and 60% of students who disagree. then students who have negative statements about speaking anxiety there are 72% of students who agree and 28% of students who disagree. This shows that the percentage of students who have higher anxiety and is divided by several influencing factors according to the results of interviews and selected questionnaires. Students who have a high sense of shyness will find it difficult to start speaking English, because learning English requires courage, one of which is the courage to speak with friends, speak in front of the class, and introduce themselves. The next factor is lack of confidence, students who have high self-confidence will be anxious when asked by the teacher to speak in front of the class, when learning to speak English with friends.

The next factor is memory dissociation, this arises from excessive anxiety so that the material or lesson that is understood will be lost. Students who have high anxiety are usually very difficult to balance their memory skills. because when students are anxious, they no longer focus on the material, but they will focus more on friends around them, or teachers who pay attention to them. Students who have poor memory also greatly affect the ability to speak English, because to be able to speak English, students must be able to memorize some English vocabulary in order to speak well. At least students are able to connect word for word into a sentence. The last factor is stage fear. From the results of the analysis, the author found that many students did not dare to speak in front of the class, many students felt shaking, nervous, and had stage fright. Other students feel nervous and sweat when the teacher asks him to come forward, in the end students will forget the material that has been prepared.

b. External factors causing speaking anxiety

The next factor that affects student anxiety is the external factor. This factor arises from the student's language. External factors include grammar, vocabulary, pronunciation, and peer. The results of the analysis of external factors show that students who have positive statements about speaking English are 77% of students who agree and 23% of students who disagree. Then students who have negative statements about speaking anxiety there are 66% of students who agree and 34% of students who disagree. This shows that the percentage of students who have higher anxiety and is divided by several influencing factors according to the results of interviews and selected questionnaires.

Based on the results of the analysis, the authors found that many students were very poor in their ability to external factors. There are also students who feel they do not understand at all about the procedures for using English. The first factor is grammar, after being analyzed, many students do not understand at all about grammar and how to use it. There are even students who have just heard the word grammar. This can affect students' speaking.

The second factor is vocabulary, vocabulary is the main thing in speaking English, while many students do not have good vocabulary memorization. This can make students' anxiety in speaking English higher. Students will not dare to speak English with their friends because there is no vocabulary that students master. Students will also have difficulty when asked by the teacher to speak English in front of the class.

Students who have poor pronunciation skills will feel anxious when he speaks, because he will be afraid to make mistakes in pronouncing every word. Students with poor pronunciation will also feel ashamed to speak English with friends or teachers because they feel that the pronunciation is very strange, this also affects students' speaking anxiety. Classmates can also be a factor in student anxiety. Most students are not good at speaking English, so they need support from friends and teachers. But it turns out that there are many friends who when students speak English and their words sound strange and wrong in pronunciation, friends usually laugh and judge their words. The students feel afraid to speak English with their classmates. There are also teachers who are sometimes less precise in determining the method used for students' speaking learning, so students will find it difficult to dare to study orally.

4. CONCLUDING

From the results of the research data, it can be concluded that there are many factors that influence language anxiety including internal factors consisting of shyness, lack of confidence, memory dissociation, and stage fear. And external factors consisting of grammar factors, vocabulary factors, pronunciation factors, and peers. This is evidenced by the results of interviews and questionnaires conducted by students showing that students have problems with vocabulary, grammar and pronunciation. Social relationships with friends and teachers also affect how much anxiety students have to speak English. Psychological problems experienced by students when speaking English, namely students feel ashamed and lack confidence so that students will find it difficult to speak English both with friends and when the teacher asks students to speak in front of the class.

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