AN ANALYSIS OF STUDENTS' SPEAKING ANXIETY IN ACADEMIC SPEAKING CLASS

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Abstract
The study aimed to gain information about what made students felt anxious and what factors triggered students' speaking anxiety in *Academic Speaking* class in English Language Education Program (ELEP) in a private university in Central Java, Indonesia. The participants of the study were 52 second-year ELEP students. A close-ended and open-ended questionnaire developed from Horwitz et al, (1986) and Angelia and Listyani (2019) were administered to the participants. The findings revealed that students' speaking anxiety in English speaking class was derived from three main factors of anxiety, i.e. communication apprehension, test anxiety and fear of negative evaluation. Moreover, as the questionnaires answers and interview data revealed, lack of vocabulary, underestimate their ability, lack of preparation, being afraid of making mistakes, and worried of being embarassed at by his/her friends had also contributed to students' anxiety in speaking. These findings suggest that the teachers' role is very important in this situation. Students and teachers could build a positive classroom atmosphere in order to overcome students' anxiety.

Keywords: anxiety, speaking english, academic speaking class

Introduction
    Language is a tool for communication, either spoken or written, consisting of the use of words – a structured and conventional way. People as social beings cannot live without others, they need to interact and cooperate with other people. According to Irsyad & Narius (2013), speaking is verbal communication which is utilized by individuals in their social relations. Through speaking, individuals can express their opinions, thoughts, and emotions to other people. Similary, Clark (1997, as cited in Irsyad & Narius. 2013) claimed that speaking is an instrument act which very basic level communication for people.
    Irsyad & Narius (2013) also argued that one of the language skills that have to be mastered by students in learning of foreign language is speaking, besides listening, and writing. Nowadays, speaking can be a challenging task for many students because it requires interaction. Other English language skills can be improved by their independently, however for speaking, students cannot speak by their self, and they have to find someone who can speak to them to achieve their speaking skills (Indrianty, 2016). However, many students find difficulties in

speaking foreign language. Souriyavongsa, Rany, Abidin, and Leong (2013) added that most of students are powerless in foreign language learning were found in many parts of the world, particularly for the nations that foreign language is not spoken as the first language. One of the factors that contributes in speaking foreign language is fear of making mistakes.

In the result of their previous study, MacIntyre and Gardner (1991) mentioned that speaking in the second language is the most anxiety for the students and half is the use of speaking skills as confidence-building experience. This was also supported by my own experience, some college students admitted that actually, they had gotten the ideas in their mind, however they felt difficult to express them orally. Most of them mentioned that it was caused by being nervous, being confused because of less vocabulary, shyness, or other factors. It could be more stressful when they are expected to speak in the second or foreign language before the fluency is achieved.

Academic Speaking class is a class that offers speaking skills and linguistic knowledge in performing speaking in various formal academic context (Student Handbook 2017). This class have some activities, such as doing presentations, mini-lecturers, group project work and class discussions are significant as argued by (Singh, 2013). It means that this class have a lot of activities that required students to have more discussion and talking every time. This class also has several teaching techniques, Christianson et al. (2009) mentioned using video, recording groups of students rather than individuals, and peer review activity. The aim of the Academic Speaking course in the English Language Education Program (ELEP) at a private univeristy in Central Java, Indonesia is defined as to help students to participate in academic speaking discussions, interviews in academic setting, conduct informative presentations and conduct persuasive/argumentative presentations (Student Handbook 2017)

For some foreign language learners, speaking English will be a big problem for them because they have less of language features, vocabulary and less self-confidence. In the previous study, Occhipinti (2009, p.7) showed that

> "In-class speaking activities are fairly stressful for students surveyed in the present research. Reasons for this fear might be attributed to the anxiety about being "over-exposed" in front of others (communicative apprehension), fear of making mistakes which may threaten the students' self-esteem or harsh methods of the instructor for correcting error".

This was supported by my personal experienced as a student in *Academic Speaking* class at 2017; there were quite lot students who got unsatisfactory grades in this Academic Speaking class, since this class required to performing speaking in various formal academic context. As mentioned earlier, the common causes of their unsatisfactory grades were caused by being nervous, being confused because of less vocabulary, shyness, or other factors.

Therefore, this study focused on analyzing students' speaking anxiety in Academic Speaking class. More specifically, the researchers aimed to answer the research question:

What factors trigger students' speaking anxiety in Academic Speaking Class at ELEP at a private univeristy in Central Java, Indonesia?

Moreover, the study aimed to gain information about what made students felt anxious and what factors triggered students' speaking anxiety by students in Academic Speaking class in English Language Education Program (ELEP) in Universitas Kristen Satya Wacana. The study held at ELEP, Universitas Kristen Satya Wacana, Salatiga, Central Java, Indonesia. The participation of this study was Academic Speaking student batch 2018 ELEP at a private univeristy in Central Java, Indonesia.

The study will hopefully be beneficial for the students to find out what made students felt anxious and what factors of anxiety that triggered the students. Thus, students could know whether the strategy that they used to manage their speaking anxiety. Furthermore, when students had already known about their own problem, they would improve their speaking to be the better one.

Also, this study will hopefully be beneficial for the English teacher improved their teaching strategies by applying interesting and creative learning in Academic Speaking Classes. Besides, the researchers also hoped that this research could be worthwhile for them who wanted to conduct this similar research to enrich literature reviews about speaking anxiety in foreign classroom.

Literature Review

This chapter will discuss the review of literature. It includes what Academic Speaking class is, anxiety in general and will move to the more specific such as types of anxiety, the relationship between anxiety and speaking class, what factors that cause anxiety and how they can affect student's anxiety in their speaking skills.

Anxiety

Anxiety is the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system. (Horwitz, Horwitz, Cope, 1986, p.125). In line with this definition, Sari (2017) argued that "anxiety is natural and sometimes experienced by everyone". However, excessive anxiety sometimes makes the sufferer unable to do anything. Identically, were supported with (Abrar, Failasofah, Fajaryani, Masbirorotni, 2016) foreign language anxiety can be considered as complex that is different from one's self-perception, conduct, sense, and assumption related to using a foreign language in a foreign language classroom. In couple with this, anxiety is a common phenomenon felt by students throughout the world that causes poor academic performance (Dawood, Ghadeer, Mitsu, Almutary, and, Alenezit, 2016). Na (2007) claimed that "anxiety has been regarded as one of the most important affective factors that influence second language acquisition". In addition, Marcos-Llinás and Garau (2009) showed that anxiety levels varies throughout students language proficiency levels. Anxiety is not an illness; it is just a type of behaviour to anticipate out coming unpredictable situation. (Angelia and Listyani, 2019)

Types of Anxiety

Regarding the classification of foreign language anxiety, the types of anxiety introduced by MacIntyre et al. (1991). There are three various types of anxiety, first

is trait anxiety. Trait anxiety can be defined as the possibility of an individual being anxious in any situation, (Spielberger, 1983) Students with high trait anxiety will tend to be anxious in any situation, some situations will trigger individual anxiety. In addition, Eyesenck (cited in MacIntyre et al. 1991) stated that trait anxiety can damage cognitive functions in one's memory, and direct people to avoid dangerous behavior.

Second is state anxiety. Based on MacIntyre et al. (1991) state "anxiety is considered temporary anxiety triggered by a particular situation, e.g. certain important tests. In other words, someone would prefer to experience state anxiety if he is afraid of certain difficulties (e.g. fear of mathematics, reading aloud, etc.)".

Then, the last type of anxiety regarding to MacIntyre et al. (1991) is situation-specific anxiety. MacIntyre & Gardner (1991) stated that conditional-specific anxiety is a further perspective of the concept of state anxiety. In particular, this anxiety is debated as a concern of people who consistently increase over time when dealing with certain situations. In this case, the respondent anxiety reaction from MacIntyre et al. (1991) studied was tested in certain situations (e.g. speaking in public, writing exams, etc.) to determine the effect of respondents' anxiety attitudes towards language learning.

Factors Causing Anxiety

Horwitz et al (1986) claimed three influential anxiety affecting factors: apprehension of verbal communication, test anxiety, and fear of negative evaluation. The first factor that cause students' speaking anxiety is apprehension of verbal communication. It means the fear or anxiety experienced by people when they thought that they will be evaluated by others. These concerns play a large role in foreign language anxiety. Students who have difficulty in speaking when communicating in the target language seem to feel uncomfortable to speak in front of other people. In addition, foreign language classes require students to communicate through a medium. They fear to speak because of less language skills that causes the limited facilities they have.

Next, the second factor that cause students' speaking anxiety is test anxiety. Based on Dawood, et al. (2016) test anxiety means that test anxiety is a psychological condition where students experience extreme pressure and anxiety in any test situation. Horwitz, et al (1986) claimed that test anxiety refers to the type of performance anxiety that comes from fear of failure, especially in oral communication. Students assume that all types of foreign language learning processes are part of the testing. In addition, anxious students in foreign language classes perhaps have difficulty doing this, even fear of failure. They would not consider the process of language learning as a good opportunity to improve their communication skills.

Besides the second factors in above, the last factors that causes anxiety is fear of negative evaluation. According to Watson and Friend (1969) fear of negative evaluation means that someone concern about other people's evaluations, fear of negative evaluations by others, and thoughts that people will negatively evaluate. Learners of foreign languages, most of them will tend to expect that other people will evaluate themselves negatively. Students will feel that if they get an evaluation of their language errors especially oral production it may be a kind of obstacle to

improving their target language, rather than regard it as part of the natural process of learning foreign languages. (Horwitz, et al 1986)

The Relationship between Anxiety and Speaking Class

MacIntyre & Gardner (1991) is showed that students who have anxiety in class are less likely to answers the teacher questions and to participate in speaking classroom activities. Students were afraid when they talked, they thought that everyone will see it. Therefore, they fear if they talked with the wrong grammar and fear of correction. Besides, they probably had less of vocabulary using foreign language. In line with this, Sari (2017) added that "students can feel threatened, unsafe and uncomfortable when they were asked to speak English in front of their peers in the classroom". Moreover, in the result of the study of MacIntyre et al. (1991) presented that speaking in the second language is the most anxiety, and half is the use of speaking skills as confidence-building experience.

Anxious students may avoid studying and, in some cases, skip class entirely in an effort to alleviate their anxiety. (Horwitz et al, 1986, p.127). Based on my personal experience as a student in Academic Speaking class at 2017; there were many quite a lot of students who skipped the class just because they did not feel comfortable and fear to speak a lot in class.

The Effects of Anxiety

Bailey, Daley, Onwuegbuzie (1999) argued that the existence of foreign language anxiety can give negative effect on the students in speaking and learning in a general. In some previous studies (e.g. Agbalizu, 2006; Nimat, 2013) found that "language anxiety can invert students' language performance which is indicated by the negative correlation between language anxiety level and students". Correspondingly, H. H Kleinmann (1977) stated that "ESL students with high levels of debilitating anxiety attempted different types of grammatical constructions than did less anxious ESL students". In addition, Steinberg and Horwitz (1986) claimed that "students experiencing an anxiety-producing condition attempted were less interpretive (more concrete) messages than those experiencing a relaxed condition". In couple with this, Jamila (2014, as cited in Christie and Listyani, 2018) argued that "students with no motivation who have lack of confidence and have extreme anxiety could not reach their purpose in speaking skill". This is supported with my own experience when I took Academic Speaking Class in 2017, students who had high anxiety during the learning process in the whole of semester got unsatisfactory grade in this course.

Method

This current study was to answer one central research question: What factors trigger students' speaking anxiety in Academic Speaking class at ELEP a private univeristy in Central Java, Indonesia?

To address this question, the researchers used a qualitative study. Based on Queiros, Faria, Almeida (2017), "qualitative research is research with deepening of understanding a given problem. In qualitative research, the objective is to produce in-depth and illustrative research in order to understand the various dimensions of the problem under analysis". The researchers did the research in Academic Speaking class, because this class is the highest level of speaking class in ELEP a

private univeristy in Central Java, Indonesia. This was supported by many students who had anxiety in this class and got unsatisfactory grades in this class. Therefore, this study attempted to find out what made students felt anxious and what factors of anxiety were experienced by the students.

Context of the study

The researchers conducted the study in English Language Education Program (ELEP) at a private university in Indonesia, focusing on Academic Speaking class. Academic Speaking class is required for students to learn English language aspects through speaking. This class also had some activities to improve their speaking ability, for instance; presentation, academic discussion, interview and academic consultation with their teachers. This research was done in Semester I of 2019/2020 Academic Year, which was the first semester of the 2018 batch in their second year. This research held between October until December 2019, since it was the period when the students took the Academic Speaking class. Academic Speaking class was considered as a quite difficult by the students, as they have to discuss and have a lot of speaking activities.

Participants

Students in Academic Speaking of the 2018 batch in English Language Education Program (ELEP) of a private univeristy in Central Java, Indonesia participated in this study. There were four classes of Academic Speaking, each class consists of 15-20 students. However, the researchers only took three classes because of limited time and specific condition. Students were given the questionnaires and were asked for the interviewed with the students with unique answer. The topic was about what factors triggered students' speaking anxiety in Academic Speaking class.

Data collection instruments

To collect this data, the researchers used questionnaire and interview protocol as the instrument. Easwaramoorthy & Zarinpoush (2006) argued that interview is a method that used to gain detail information on people's opinions, thoughts, experiences, and feelings. During the interview, the writer asked some questions about the paricipants' feelings toward Academic Speaking class. The researchers recorded the audio and did note taking. The questionnaire instrument used two types of questions, it was close-ended and open-ended questions. Dornyei (2003) stated that a questionnaire is a written instrument that presents a series of questions or statements to respondents and the respondent can write their answers or choose from among the answers, Dornyei also noted that the questionnaire should not be misinterpreted as a test or any type. In addition, Guion, Diehl, and McDonald (2001) stated that open-ended questions allowed respondents to answer their questions by using their own thinking. Meanwhile, close-ended questions are available questions which are multiple choice that researchers might like (Hyman and Sierra, 2016)

The questionnaires were distributed to the second-year student who take Academic Speaking class in ELEP at a private univeristy in Central Java, Indonesia. The questionnaire protocol for this study were adopted from Horwitz, Horwitz and Cope (1986)'s and Angelia and Listyani (2019)'s study. The researchers also

translated the questions in the questionnaire into Indonesian. This was due to avoid misunderstanding and the respondents would easily understand about the problem in each item of questionnaires. Thus, the respondent gave deep and honest answers in each question.

Data collection procedures

The questionnaires were given to the students in each class of Academic Speaking to fill out. The questionnaires were given in the middle or the rest of the semester when the students take the Academic Speaking class. At that time, the researchers expected that the participants knew the atmosphere in the class and felt anxiety in this class. After that, the researchers asked the students to fill the questionnaire with their honest answers and gave some reasons for their answer to the questionnaires.

At the end, the researchers collected the data from the students. Therefore, some students from each Academic Speaking class were asked for the interview session. The interviewees were taking from the participants who answered the questionnaires with interesting and unique answered.

Data analysis procedures

Firstly, after the data completed from the questionnaires, the data was read repeatedly and interpreted. The same thing will be done for the interview, all of the interview data were transcribed. The researchers used initials to report the data. After that, the researchers classified whether the students were experienced about Communication Apprehension, Test-Anxiety, or Fear of Negative Evaluation as mentioned by Horwitz, Horwitz and Cope (1986)'s

Findings and Discussion

In this chapter, the results of the questionnaires given to the fifty-two (52) students in three classes of Academic Speaking were presented, the results of interviews with five students also reported.

It was found that most of the students in Academic Speaking experienced anxiety during the class because of some factors. There were three main factors of foreign language anxiety found from the study; they were communication apprehension, test anxiety, and fear of negative evaluation. The detailed reasons were described in this chapter.

Communication Apprehension

This type of anxiety was found based on the students' responses to the questionnaires and interviews. Most of the students agreed with the statements. Only 19 students out of 52 students admitted that they did not feel anxious in Academic Speaking class. Communication Apprehension is a type of shyness characterized by fear of and anxiety about communicating with other people. The result of communication apprehension will be presented in following table. There were four statements type of Communication Apprehension factor in the table.

Table 1. The Analysis of Students' Communication Apprehension Factor

No	Statement	SA	A	N	D	SD
1.	"I feel unsure of myself when I am speaking in my foreign language class".	7 13%	21 40%	19 37%	3 6%	2 4%
2.	"It frightens me when I don't understand what the teacher is saying in the foreign language".	3 6%	14 27%	18 35%	13 25%	4 8%
3.	"I feel nervous in Academic Speaking class than in my other classes".	9 17%	22 42%	14 27%	4 8%	3 6%
4.	"I get nervous when I don't understand every word the language teacher says".	14 27%	21 40%	10 19%	3 6%	4 8%

*SA = Strongly Agree; A = Agree; N = Neither Agree nor Disagree; D = Disagree; SD = Strongly Disagree

Ensuring in Speaking Foreign Language

The first factor of anxiety was students' feeling of uncertainty of their own ability when speaking in foreign language class. Twenty-eight (28) students (53%) agreed with this statement. It means that half of the students feared to speak because of inadequate language skills that they had. These students said that they were often too over-thinking and got nervous easily. They also admitted that they were less confident to speak in foreign language. Below are the excerpts of the students about their anxiety:

Excerpt 1:
"I felt less confident when I was speaking English, because I was afraid I if I spoke with the wrong grammar or pronunciation."
(Student V.A's statement, interview on December 03, 2019, translated by the researchers)

Excerpt 2:
"I felt unsure with the vocabulary that I have."
(Student N.N's statement, questionnaire answer on November 19, 2019, translated by the researchers)

Excerpt 3:
"I was anxious when I was consulting in front of the lecturer, then when I did my presentation. I was worried if my language focus, grammar, and content that I wanted to convey was unclear."
(Student W.P's statement, questionnaire answer on November 01, 2019, translated by the researchers)

Most of the excerpts argued that they were unsure to speak English because of inadequate speaking skills that they had. Similar findings can be found in Liu (2007)'s research. Based on her research, she stated that the students often became unsure of themselves due to limited vocabulary. Thus, they started to become unsure of their own ability. They got difficulty in speaking and it made them uncomfortable to speak in front of others.

Feeling Frightened for not Understanding English Materials

The second factor of anxiety was students' fear if they did not understand the materials because of what the teacher said in the foreign language. Seventeen (17) students (33%) agreed with this statement. Below is the example of quotation of a student about her anxiety:

> Excerpt 1:
> *"I felt anxious and nervous whether I could understand the material or not"*
> (Student V.A's statement, interview on December 03, 2019, translated by the researchers

This finding above was supported by a researcher who did a study at SMA Negeri 3 Banda Aceh. Permatasari (2016) mentioned that students were worried that they could not understand the materials because the teacher spoke too fast in the learning process.

Nervousness in Speaking Class

The third factor of anxiety in communication apprehension was nervousness. Most of the students admitted that they felt nerveous in the class. According to the result from the questionnaires, thirty-four (34) students (42.5%) agreed with this statement. Those students admitted that they felt nervous in Academic Speaking class rather than in other classes that they took in that semester. It happened because they had extreme anxiety in Academic Speaking class and the assignment at this class of 80% forced them to speak. Below are the quotations of the students about their anxiety:

> Excerpt 1:
> *"I felt uncomfortable in the Academic Speaking class because I have extremely anxiety in speaking English"*
> (Student I.D's statement, interview on December 05, 2019, translated by the researchers)

> Excerpt 2:
> *"I was afraid in Academic Speaking Class because eighty percent 80% of the assignment and test is speaking. Thus, we have to speak English"*
> (Student V.A.P's statement, interview on December 03, 2019, translated by the researchers)

The participants' statement is similar to Occhipinti (2009)'s statements, he argued that in-class speaking activities is fairly stressful for students surveyed. Reasons for this fear might be attributed that speaking is the most provoking anxiety factor, especially in foreign/ second language classroom(s).

Feeling Afraid for not Understanding the Sentences

The last factor of anxiety in communication apprehension was the students were afraid when they did not understand every word that their teachers were

saying. Thirty-five (35) students (67%) agreed. Below is the quotation of the student about her anxiety:

> Excerpt 1:
> *"I did not know the meaning of the question. It made me scared, then*
> *I was blank when I was answering the teacher's questions"*
> (Student P.G's statement, interview on December 02, 2019, translated by the researchers)

Since the students should have good vocabulary, they could understand the learning process, there is a statement which supported the finding. Permatasari (2016), stated that to comprehend the learning process well the students must understand every word that the teacher speaks. Otherwise, there were some students still lack of vocabularies.

Test Anxiety

In this type of anxiety, it was found from on the students' response to the questionnaire and interview. Some students agreed with the statement. The result of test-anxiety will be presented in following table. There were four statements type of Test Anxiety factor in the table.

Table 2. The Analysis of Students' Test Anxiety Factor

No	Statement	SA	A	N	D	SD
1.	"I start to get panic when I have to speak without preparation in language class".	10 19%	23 44%	10 21%	6 11%	3 6%
2.	"I feel very self-conscious about speaking English in front of other students".	4 8%	10 19%	21 40%	14 27%	3 6%
3.	"I get nervous and confused when I am speaking in my language class".	3 6%	21 40%	11 22%	14 27%	3 6%
4.	"I am afraid that my language teacher is ready to correct every mistake I make".	0 0%	8 16%	20 39%	13 25%	11 22%

*SA = Strongly Agree; A = Agree; N = Neither Agree nor Disagree; D = Disagree; SD = Strongly Disagree

Getting Panic to Speak without Preparation

The first factor of anxiety in Test Anxiety was the students getting panic to speak in speaking class without preparation. Based on the questionnaire answers thirty-three (33) students (63%) agreed with this statement. There were some students' opinion that showed they felt uncomfortable if they were asked to speak without preparation. Below are the quotations of the students about their anxiety:

> Excerpt 1:
> *"At first I was worried because the teacher was perfectionist.*
> *Sometimes my teacher just pointed the students to answer her*
> *questions, there I was worried."*

(Students P.G's statement, questionnaire answer on November 01, 2019, translated by the researchers)

Excerpt 2:
"At the beginning of the Academic Speaking class, I was appointed to speak directly in front of the class. I was asked to tell the topic about my favourite artists without preparation in 2 minutes. I felt nervous and stammer, I was blank."
(Students L.B's statement, interview on November 03, 2019, translated by the researchers)

It was a normal thing if the students got panic when they were asked to speak without preparation in class. It probably happened because when they spoke without any preparation. They would not know what they have to speak, the students got ideas in their mind, however, the output would be blank and they could not think clearly. This condition also supported with Dawood, et al (2016) that this condition is normal for students who experience extreme pressure and anxiety in any test situation.

Self-consciousness to Speak in front of Other Students
The second factor in this test anxiety was students' self-consciousness. Fourteen (14) students (27%) agreed with this statement. It means only few of students experienced this anxiety. The students probably felt that they did not have good ability to speak in front of the class. Below are the quotations of the students about their anxiety:

Excerpt 1:
"I like Academic Speaking class, but the thing I did not like was when I have to speak in front of the class. This thing sometimes makes me nervous."
(Student A's statement, questionnaire answer on November 12, 2019, translated by the researchers)

Excerpt 2:
"I was afraid if my teacher pointed me. I also felt uncomfortable when I spoke in front of the class, because I realized that I didn't have a good speaking skill"
(Student K.S's statement, questionnaire answer on November 01, 2019, translated by the researchers)

Student K.S stated that she realized that she did not have a good ability to speak English. The students were aware of their performance. When she spoke in English, she spoke with wrong grammar which made her very anxious in speaking. It was supported by the researcher who conducted study at China, Liu (2007) reported that anxious students were afraid to speak and felt deeply self-conscious when asked to risk revealing themselves by speaking English in the presence of other people.

Getting Nervous and Confused in Speaking

The third factor of anxiety was the students got nervous and confused when speaking in the target language. According to the result from the questionnaires, twenty-four (24) students (46%) admitted this kind of anxiety. Below is the quotation of the student about her anxiety:

> Excerpt 1:
> *"In Academic Speaking class, I was confused in speaking and always worried if I made mistakes when I was speaking in class."*
> (Student I.D's statement, questionnaire answer on November 12, 2019, translated by the researchers)

It means that twenty-four (24) students were afraid in speaking in Academic Speaking class because they probably thought too much about the structure of language (grammar and vocabulary). This result is congruent with Liu (2007). In her study, most of the students felt nervous when speaking English in class due to various reasons, such as lack of vocabulary, low English proficiency and memory disassociation contributed to student anxiety in class. Some of them are they hardly had a chance to talk to others in English.

Feeling Afraid of Being Corrected

The last factor of anxiety in Test Anxiety was when the teacher was ready to correct the students' speaking and their task. There were only eight (8) students (16%) agreed with statement. Below is the quotation one of the students about their anxiety:

> Excerpt 1:
> *"I always thought that the teacher demanded me to be a better speaker"*
> (Students I.D's statement, interview on December 05, 2019, translated by the researchers)

The students thought that the teacher wanted her to communicate well. As mention previously, "Foreign language anxiety is easily evoked by an individual's self-esteem, what other people think may cause the individuals with low self-esteem worried, because they want to please others." Krashen (1983).

Meanwhile, forty-six (46) students (84%) did not fell this anxiety. Below is the quotation of the student about her anxiety:

> Excerpt 1:
> *"Academic Speaking class taught me how to communicate with people formally and informally. I felt happy and a little bit challenged."*
> (Student G.M's statement, questionnaire answer on November 12, 2019, translated by the researchers)

Most of the students felt happy when the teacher tried to correct them. The student also felt the teacher helped them to improve their speaking skill.

Fear of Negative Evaluation

The result of fear of negative evaluations will be presented in following table. There were four statements of Fear of Negative Evaluation factor; there were thinking that other students have better skills in speaking English, embarrassed to volunteer answer, worried about getting left behind and feeling afraid of being ashamed when speaking English. Mostly the students agreed with the statement.

Table 3. The Analysis of Students' of Fear of Negative Evaluation Factor

No	Statement	SA	A	N	D	SD
1.	"I keep thinking that the other students are better at languages than I am".	9 17%	21 40%	17 33%	3 6%	1 2%
2.	"It embarrasses me to volunteer answers in my language class".	15 29%	23 44%	1 2%	8 15%	5 10%
3.	"Language class moves so quickly, I worry about getting left behind".	1 2%	18 35%	14 27%	16 31%	3 6%
4.	"I am afraid that the other students will laugh at me when I speak English".	5 10%	16 31%	11 22%	13 25%	5 10%

*SA = Strongly Agree; A = Agree; N = Neither Agree nor Disagree; D = Disagree; SD = Strongly Disagree

Thinking that Other Students Have Better Skills in Speaking English

The first factor of anxiety in fear of negative evaluation was the students always thought that the other students had a better ability in language learning and speak foreign language than them. Thirty (30) students (57%) admitted this case. It means that more than half students experienced this anxiety. Below is one the quotation of the students about their anxiety:

Excerpt 1:
"Then also the thing that made me worried was I thought my friend was better to speak in English. In there I felt anxious... she was so fluent in speaking English.. I felt anxious whether I can or not ... huh"
(Students V.A.P's statement, interview on November 03, 2019, translated by the researchers)

The students thought that they did not have ability to speak in a foreign language like their classmates. They underestimated their ability and they felt lower than their classmates. It seemed that this made them unrelaxed in the class. As mentioned previously, "Less-proficient students get more anxious than proficient students when speaking English in speaking module(s)" (Abrar, et al, 2016). It was also supported by the researcher who conducted study at Syiah Kuala Univeristy, Banda Aceh. Students always thought that their English language was not as good as the ability of their classmates, so that they did not un-relax to speak in front of other students (Sari, 2017).

Embarrassed to Volunteer Answer

The second factor of anxiety in terms of fear of negative evaluation was feeling embarrassed to volunteer an answer in Academic Speaking class. Based on the questionnaire, thirty-eight (38) students (73%) agreed with this statement. It means that most of the students experienced this type of anxiety. Below is one the quotation of the student about her anxiety:

Excerpt 1:
"Usually when I was nervous in class, I have to be quiet, and then shake my feet. If I showed a body movement, I was afraid to be appointed. When I was speaking, my classmates watched my performance. So it was better to be quiet."
(Student P.G's statement, interview on December 02, 2019, translated by the researchers)

For this anxiety, many of students tended to be quiet than speaking. They were afraid to speak in English. The students were embarrassed to volunteer an answer in class. There is a statement which supports this finding. Eison (2010), she stated that students often recognize their fear of speaking or asking questions and the possibility of embarrassment. What made the student embarrassed was their classmates like to watch their performance and they got nervous.

Worried about Getting Left Behind
The third factor was the students were worried about getting left behind if the speaking class moved so quickly. The students had to pay attention in the learning process. Nine-teen (19) students (37%) agreed with this statement. Below are the quotations of the students about their anxiety:

Excerpt 1:
"I often asked my friends because sometimes I did not understand the learning process, whether the teacher explained the material too fast or I was confused at that time"
(Student L.B's statement/interview/translated by the researchers)

Excerpt 2:
"The class atmosphere was also tense for me, because 80% of us focused on the material and most of the learning process used English rather than Indonesian. I thought that my classmates smarter than me, so I worried about getting left behind"
(Student L.B's statement, interview on November 03, 2019, translated by the researchers)

These students admitted that they did not feel confident during the learning process. They became nervous compared with their friends. She thought that her friends were much better. This case was also found at Dişlen, (2013)'s research. He stated that "When students have low self-confidence and self-esteem, high anxiety and inhibition, their level of motivation is destroyed". Because she thought that her friends were much better than her, it caused her to have high anxiety. She was also

worried about getting left behind in class, and the motivation that she made became chaotic because she was not confident with his abilities.

Feeling Afraid of Being Ashamed When Speaking English

The last factor of anxiety in fear of negative evaluation was the students afraid if they spoke in English, the other students will laugh at them. Twenty-one (21) students (41%) agreed with the statement. The examples were taken from these two students. They admitted that they were afraid if their classmates judged them, even many of them became friends in exclusive groups (gap). It caused her to have a certain feeling and she felt alienated. Below are the quotations of the students about their anxiety:

> Excerpt 1:
> *"Yes, because in my class many of the students being friend in a group, so if I spoke in English it was like they watched on me, then they whispered with other students. It was like my grammar was wrong."*
> (Student P.G's statement, interview on December 02, 2019, translated by the researchers)

> Excerpt 2:
> *"I was anxious and tremble when I was speaking in front of the class, because I was afraid if my friend will laugh at me. It made me nervous and afraid in learning process."*
> (Student I.D's statement, interview on December 05, 2019, translated by the researchers)

This factor of anxiety causes the students to feel anxious to show their abilities directly in speaking English. It happened because students felt that their classmates would give a negative evaluation on their performance and give negative perceptions. This finding was also supported by researcher who did a study in China, Liu (2007). She found that the awareness of performing badly in English seemed to indicate a loss of self-esteem. The students were aware that their performance was being evaluated by their classmates, which made them very anxious in learning process.

From the analysis above, it was found that there were various answers from the students' perspectives about their anxiety. Based on the students' responses, the researchers concluded that highly anxiety on the students were the students underestimate their ability and worried about their performance, instead of focusing more fully on the task itself. Students and teachers could build a positive classroom atmosphere, such as fun learning and give positive feedback to the student. In order to help the students to overcome their anxiety. Therefore, the teachers' role is very important in this situation. English teachers are expected to be able to understand the character of each of their students in their classroom, especially because the anxiety level of each student would be different one from another.

Conclusion

This research was focused on the factors that made the students feel anxiety when speaking or having to speak English in the classroom. Based on the research, it was found that many students suffered from anxiety in front of others. The findings showed that the students' anxiety in foreign language class was caused by three main factors of anxiety. It was communication apprehension factor, test anxiety factor, fear of negative evaluation factor. The students' communication apprehension, or in other words, is a type of shyness is characterized by fear of and anxiety about communicating with other people because of the inability of speaking in English. In the context of test anxiety, test anxiety came when students faced an English language test, especially an oral/speaking test. In line with fear of negative evaluation, this type of anxiety refers to others' evaluations, avoidance of evaluative situations and the expectation that others will evaluate them negatively. Moreover, as the interview data revealed the students had symptoms that affected the heart and brain, so it made them difficult to concentrate and always feel anxiety.

Students' anxiety comes from many causes. It may come from themselves and also their environment, like their teacher and classmates. During the learning process, such as discussion and speaking activities, students tended to become quiet all the time, it might be more than just shyness. This was not only a problem that students had, but also something for a teacher to identify and understand this common case. Based on the findings, it could be concluded that the students' anxiety in speaking class were because of lack of vocabularies, underestimate their ability, lack of preparation, being afraid of making mistakes, and worried of being ashamed at by his/her friends.

This study, however, had some limitations. There were several limitations in the process of collecting data in this study. First, was the limitation of time. This data were taken when one of the researchers did her internship, so she could not be free to process the data collection. This constraint contributed to the number of participants and number of questionnaires of completed questionnaires received. Second, the questionnaires were in the form of close-ended and open-ended. Because there were open-ended questionnaires, some of participants ignored the request to fill out the open-ended questionnaire. This also contributed to the low response rate for analysis the data.

Besides two limitations above, there was also lack of interest in some participants who participated in the study. This also contributed to the low response rate of the study. Last, late interview. Interviews were taken when participants were almost done with their Academic Speaking class, since one of the researchers just finished an internship when Academic Speaking class almost done. Thus, she was only able to interview the participant when their class was almost done, it made the participants felt less of anxiety. Their anxiety was not as high as the middle of class

In addition, it would be great, if in the future this research will be continued. The researchers suggest that other researchers look up for more data in speaking classes and find the better management to overcome students' speaking anxiety in speaking class. Thus, the writer expects that other researchers could conduct further study related to this topic, because there are still many interesting issues to discuss.

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