

Understanding the Triggers of English Speaking Anxiety Among Second-Year Senior High School Students

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Abstract

This study investigates the factors that contribute to second-year high school students' anxiety in speaking English. Through a literature review of relevant research published between 2019 and 2024, the study aims to understand the underlying causes of this anxiety and explore potential solutions. The research utilizes a qualitative approach, analyzing existing written materials such as books, journals, and undergraduate theses. The findings reveal that students' anxiety often stems from self-doubt and fear of negative evaluation. To address this, the study suggests creating a positive classroom atmosphere, fostering a supportive learning environment, and providing constructive feedback. Overall, the study emphasizes the complex interplay of psychological, social, and educational factors that influence students' anxiety in speaking English. By understanding these factors, educators can implement strategies to help students overcome their anxiety and improve their language skills.

Keywords: Library Research, Anxiety, Speaking Skill

1 INTRODUCTION

Language is a means of communication. Communication itself is an interaction material used by two or more people. This interplay is facilitated through language. This language is the most important thing through which people can interact. Many languages are spoken in this world, more than seven thousand languages worldwide. In the current era of globalization, good communication cannot be done by everyone using expressions. This means that complete communication requires a language connection. Brown (2021) stated speaking is an interactive-ways to construct meaning involves producing, receiving and processing the information and presence of a speaker and listener. However many students often express feelings of anxiety tension or stress when learning English and say they have a mindset to avoid using English as a foreign language. Their reasoning is based on the theory and argument that fear of speaking leads to loss of confidence. English anxiety consists of perceptions, beliefs, emotions, and behaviors related to learning in the classroom. Speaking English anxiety is caused by 3 factors: Psychological factors (Emotion, Self-esteem, anxiety, attitudes, fears, and motivation) this situation occurs when students are expected to communicate with others, Instructional factors, which are the classroom procedures implemented and teacher student relationship, and Situational factors, such as speaking in front of the class. According to Susini and (Ndruru, 2021), listening, reading, writing and speaking are skills that push people to know a language or more than one language. Student not familiar with English and finally feel shy to use it. It also their habit to assume that English only needs to be used and learned only when speaking class on held. Second is lack of vocabulary is one of the problems faced by students. However, it cannot be denied that many students at the secondary school level experience anxiety in speaking English.

This phenomenon is a major concern in the educational context in Indonesia, where learning English is often faced with challenges, including anxiety experienced

by students (Fitri, 2023). Previous research shows that students' anxiety in speaking English can be caused by various factors. A number of studies have tried to identify factors that influence students' anxiety levels, however, there is still a need for further investigation to understand more deeply about these factors. In this context, this thesis proposal aims to investigate the factors that cause students' anxiety in speaking English in high school. This proposal will try to answer key questions such as what factors influence students' anxiety in speaking English, and how these factors can be overcome or reduced. The identification of the problem as the factors made the students feel shy, not brave, or afraid while speaking anxiety. In the identification of the problem above, the researcher limits the problem of this study to focus on students' speaking anxiety in the second year of high school, what makes students and do not want to try to speak in English. How do students want to dare to speak in English. In the identification that has been mentioned above, the researcher is interested in investigating the factors of students' speaking anxiety in learning English in more depth. Some of the students in the second year at senior high school have a problem that makes them anxious in speaking English. The problem in this research can be the factors causing learning speaking English and how to overcome speaking anxiety.

Speaking is one of the four language skills of the English language, along with listening, reading and writing. (Fulcher, 2021) stated speaking is a verbal language to communicate with others. It refers to person activities the delivery of information communicator oral communication. Its form and meaning depend on the context in which the participants themselves intervene, on their collective experience, on the physical environment and on the purpose of the discourse. Another definition by (Richard and Renandya, 2018) states that effective oral communication requires the ability to use language appropriately in social interactions. In social interactions, not only verbal communication is important, but also language elements such as tone, stress and intonation. For a student to acquire good communication skills, the use of the English language is necessary. Good communication is associated with the student's mastery of a foreign language. (Horwitz and Cope, 2024) represent a barrier that often hinders students' language skills and manifests itself not only in the teacher but also in the students themselves.

Speaking English is the one skill which has some purpose in communication. The main purpose of language is communication, to express one's thoughts precisely so that the listener understands what the speaker means. According to (Coopman and Lull, 2019), the goals of speaking are divided into three types: Speaking to inform, speaking is a tool for information and your goal is to describe, explain or demonstrate something. Informative speeches are used to expand the audience's knowledge about a specific topic or the main topic, idea, or theme of the speech. While the overall goal is to inform, your goal is to help your audience understand and remember information related to your topic. The word is an instrument of persuasion, they attempt to reinforce, modify or change the beliefs, attitudes, opinions, values and behaviors of viewers. Your goal is to persuade your audience to change their mindset and ultimately take action. Talking to Entertain, the purpose of talking is to entertain. The speaker tries to attract the audience and make them appreciate the speech. Funny speeches usually contain jokes and stories.

Define the expected level of performance in speaking tasks and the criteria is used to evaluate student performance. We should think about the most positive outcome of every action that we use in teaching whether we want to develop mastery of using language as an interaction, transaction, etc. or performance. According to Hughes "The measurement of oral expression includes some elements developed according to the students' abilities, including their own. Pronunciation, grammar, vocabulary, fluency and comprehension this means that the teacher must take into account the following different aspects of speaking in assessing students' ability to learn English. 18 The measurement underlying speaking skills in language learning encompass a wide array of concepts and techniques aimed at facilitating effective verbal communication.

Fear is one of the psychological phenomena; Fear usually arises in the human

body in response to a certain situation. In general, anxiety can be identified with a feeling of threat, apprehension, tension or worry. According to Passer and Smith, anxiety is a situation in which a person feels fear and tension towards something natural in response to a perceived threat.¹⁹ There are some factors that cause anxiety when speaking English. They lack confidence, lack vocabulary, lack grammar, are afraid of making mistakes have incorrect pronunciation, are shy and rarely speak English. Anxiety can affect your self-esteem and your ability to speak, preventing you from speaking in one way or another. It will be easier to find the cause of your fear.

The principle underlying speaking anxiety is rooted in the fear of negative evaluation or judgment from others when speaking in public or engaging in verbal communication. This fear can stem from various sources, including a lack of confidence in one's speaking abilities, past negative experiences, or exaggerated perceptions of the consequences of speaking mistakes. The principles anxiety revolves around the anticipation of potential embarrassment, ridicule, or failure during speaking situations. The principles anxiety in speaking revolves around the fear of judgment, negative evaluation, and the perceived consequences of speaking inadequately. Understanding and addressing these underlying factors are essential steps in effectively managing and overcoming speaking anxiety. Ellis describes anxiety can be classified into three categories namely state anxiety, trait anxiety and specific situation anxiety.

State Anxiety one person personality trait and behavior that typically permanent and difficult to change. Incapability expressing the feeling, emotion, idea, and thought students to involves in this category since they cannot control their nervousness. Their involvement in classroom activities is questionable increasing their speaking ability. To put in other way, it's situation nervous emotion that goes away once the hazardous scenario is no longer present. Trait anxiety is a type anxiety that is more persistent and spreads the aspect of individual life. Individual feel anxious, when and anywhere, if he thinks something dangerous will happen to himself. Moreover, controlling an idea and emotion may leads the students to enjoy the classroom activities. According to Spiel Berger says that state anxiety is a feeling of anxiety which is part of normal psychology response that will disappear along with the good emotional response to rebuilt toward target language. Specific situation anxiety is a feeling of anxiety caused by the particular situation or learning target language. This situation specific anxiety is defined as an individual tendency to be anxious in a particular time and situation. It can be seen as a subcategory of trait experienced at a given context.²⁵ Language anxiety can be included in situation specific anxiety. In this case, situation is likely when the students take the examination, joining in class participation, English community club and public speaking.

There are studies that show the negative effects of shyness in language classes. Paul, Chishti, Amin, Yousaf , Namaghi, Safaee, and Sobhanifar documented that shyness was significantly and negatively related with grades and academic results in English. In another study, Keller, Troesch and Grob found this shy immigrant children learn a second language more slowly and have a worse command of a foreign language than other children shy classmates with a migration background. (Noormohamadi, 2019) examined the connection between fear and consumption and reported a significant negative correlation between these two variables. Juhana (2021) stated are some factors to speaking English Magine social interactions. That shows that shyness can be a source of problems learning activities for students in the classroom especially in oral expression lessons. And therefore it is enough to pay attention to this aspect too is important in helping students achieve their best their speeches in class. Bowen and Robby argue that students' shyness is due to their nature are very quiet. In this case, the students are not very confident and, like most of them, are rather shy of them find it very intimidating to speak English in front of friends and teachers. c. Anxiety there most prevalent causes of student anxiety are communication apprehension, test anxiety, and fear unfavorable. Many students experience anxiety as a result of their lack of aptitude in these areas. The second

factor, test anxiety, addresses students' fear of being tested. The final argument has to do with the opinions of other pupils. As previously stated, in this circumstance, other students' evaluations frequently induce concern among students themselves. d. Lack of Confidence This often happens when students become aware of the people they are talking to has not yet understood her or another conversation partner. Rector The main cause of students' insecurity is their inability to communicate in English.

Overcoming fear of public speaking involves addressing fears and anxieties about speaking in public or in private situations and developing strategies to manage and reduce these fears. Many students worry about time speaks in front of his friends. If it won't be a big problem they learn techniques to cope with their anxiety. In general, students will overcome fear and anxiety to make good preparations in advance conversations. Also exercise often can reduce anxiety because the more students practice the better they get there will be understanding. (Kondo and Ling, 2004), in their study, successfully identified five study, identified five strategies that EFL learners typically employ to learners in overcoming their anxiety.

2 RESEARCH METHODS

The approach is used to analyze the qualitative data for description using text analysis, and interpreting the larger meaning of findings. From document or written communications which are rich source data. The data obtained in qualitative research is in the form of written words based on empirical data. (Griffiee, 2012) said the method refers to how the research is organized data collection or may refer to the way in which data is analyzed. This research used a descriptive method. Description The Method attempts to capture the experiential meaning of human experience. The aim is to attempt to describe the features and patterns that exist in the world. This technique can be viewed as both what is read and the process that has been undertaken to procedure the work in question. The researcher searching the source from journals and the read well and make good conclusion after understanding the journals. Through this method, the data can describe the reader can understand what concepts, Characteristics and pattern occurred and how it occurred. Research instrument are tools that are used to collect data from research subject on a particular topic of interest. In the qualitative research, the researcher is the researcher instrument and the question list be regarded as flexible and open to change as the research process.

In library research the participant and place of research refers to the source of data. Moreover, there are two types of data in this study: 1) Primary Data Source, a primary source are article, journal or books that describe original research conducted by the author. 2) Secondary Data Secondary data means that the data is available in a readable form and can be used by someone other than researchers. This means that secondary data is not present were initially collected, but were more likely to be obtained from published. The researcher uses documentation technique. It means that data is collected from related documents, whether in the form of books, journals, magazines, articles or other scientific works related to the tittle raised by researcher. There are some steps to collect data in the library research according to Hamzah. Collecting article, books, or written material related to research focus. The collection of articles, books, and written materials such as journals or bachelor theses is obtained through the World Wide Web. In this study the written materials used as references were only those related to anxiety speaking skill Classifying books, document or other data source based on their importance primary and secondary.

3 RESULT AND DISCUSSION

Speaking English is the one skills which has some purpose in communication. The main purpose of language is communication, to express one's thoughts precisely so that the listener understands what the speaker means. Speaking is the ability to express ideas, opinions or information orally in English. Speaking is a skill that requires students to use language to communicate. Fulcher stated speaking is a verbal language to communicate with others. It refers to person activities the delivery of information communicator oral communication. The data description for this study focuses on investigating the factors.

Contributing to anxiety among second year senior high school student when speaking English. It includes demographic information, the prevalence of anxiety and identification of specific triggers and contexts that heighten anxiety levels in English language speaking situations. Demographic information including age, gender, and academic performance was also collected to analyze correlation between these variable and anxiety levels. The data was then statistically analyzed to uncover significant pattern and relationships, providing a comprehensive understanding of the underlying causes of English-speaking anxiety in this student population.

The first research by (Rezki Hermansyah and Delvi Wahyuni, 2021) at SMA N 2 Pariaman found internal and external factors that influence students' anxiety in speaking English. The second research by (Nur Jannah et al., 2022) at Senior High School 5 Makassar showed that most students experienced speaking anxiety at a "mildly anxious" level. This study also identified five main causes of anxiety, including fear of making mistakes and lack of self-confidence. The third research by (Marlia et al., 2023) at Universitas Negeri Makassar identified physical symptoms of speaking anxiety and strategies to overcome it. Other studies by (Maisarah, 2019) and (Naufal, 2023) revealed factors like communication apprehension and negative evaluation contributing to students' anxiety. Further research by (Aninda, 2019), (Azmi et al., 2020), (Sherly et al., 2024), (Maria and Listyani, 2020), and Rani and Suvi, 2023) highlighted various factors causing speaking anxiety, including fear of negative evaluation, lack of preparation, and test anxiety, affecting both high and low-achieving students. Suggested solutions included using English websites, watching English films, and positive thinking.

The research conducted by (Rezki Hermansyah and Delvi Wahyuni, 2021) at SMA N 2 Pariaman examined students' anxiety in speaking English. The study found that students feel challenged but fearful of making mistakes, and they are anxious due to a lack of vocabulary and difficulty in pronunciation. External factors, such as fear of being judged by peers and confusion when speaking, contribute to this anxiety. Internal factors include the role of the teacher in creating a supportive learning environment and students' efforts to practice speaking to overcome their anxiety. The study identified three main causes of anxiety: communication apprehension, test anxiety, and fear of negative evaluation. Research by (Nur Jannah et al., 2022) at Senior High School 5 Makassar showed that most students experience anxiety when speaking English, particularly due to limited vocabulary and fear of negative evaluation from teachers and peers. Lack of confidence and embarrassment also contribute to their anxiety. (Marlia et al., 2023) identified linguistic factors, such as poor pronunciation, and non-linguistic factors, including lack of self-assurance and fear of social rejection, as key contributors to speaking anxiety. Strategies to reduce anxiety include preparation, avoiding eye contact, and seeking peer assistance. (Maisarah, 2019) study in Jombang explored three main causes of anxiety: communication apprehension, test anxiety, and fear of negative evaluation. (Naufal, 2023) research

in Surabaya also highlighted students' anxiety in speaking English through observation and questionnaires, confirming the prevalence of anxiety in classroom settings.

Several studies highlight various factors contributing to student anxiety in speaking English in high schools (Rezki Hermansyah and Delvi Wahyuni, 2021) found that students' anxiety stems from fear of mistakes, lack of vocabulary, and teacher evaluation. Similarly, (Nur Jannah et al., 2022) revealed that fear of mistakes and negative evaluations cause anxiety, while (Marlia et al., 2023) identified linguistic and non-linguistic factors, including poor pronunciation and social rejection. (Maisarah, 2019) emphasized communication apprehension, test anxiety, and negative evaluation. (Naufal, 2023) noted students' anxiety related to grammar, pronunciation, and vocabulary, while (Aninda, 2019) found that anxiety is a major obstacle to learning. (Azmi et al., 2020) identified environmental factors and lack of exposure as additional challenges. (Sherly et al., 2024) and (Maria and Listyani, 2020) similarly concluded that fear of negative evaluation, test anxiety, and communication apprehension affect students. Finally, (Rani and Suvi, 2023) found that even high-achieving students experience all three anxiety factors: communication apprehension, test anxiety, and fear of negative evaluation.

Test anxiety as a key factor, the fear of embarrassment, especially in front of peers. The role of teachers was found to be crucial: supportive teachers can alleviate anxiety, while strict or critical ones can exacerbate it. Several strategies to reduce anxiety were suggested, including preparation, using outlines, avoiding eye contact, and relying on gestures or peer support. Deep breathing and positive affirmations also help manage stress. Various causes of anxiety include fear of making mistakes, limited vocabulary, negative evaluation, communication apprehension, and cultural differences. A significant issue is the lack of exposure to English in daily life, with students feeling unprepared and anxious during assessments or public speaking. The table presented highlights these factors, such as fear of mistakes, poor pronunciation, test anxiety, lack of confidence, and the influence of teacher behavior and peer pressure.

3 CONCLUSION

Addressing speaking anxiety among second-year high school students requires a multifaceted approach that acknowledges the psychological, social, and educational challenges they face. While numerous studies have shown that alleviating anxiety can lead to significant improvements in public speaking, confidence, academic performance, and social engagement, various obstacles remain. These include students' hesitation due to fear of mistakes, unstructured classroom environments, and difficulties in adapting to new techniques. However, with consistent effort, supportive strategies, and tailored interventions, educators can help students overcome these challenges, ultimately boosting their language proficiency and overall development.

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