

Speaking Anxiety Experienced by The Fifth Semester Students of English Literature

Department: A Case Study in Public Speaking Lesson

Mysi Lia Lisa Putri¹ Alfian² Putri Ayu Lestari³

UIN Sulthan Thaha Saifuddin Jambi

mysilialisaputri@gmail.com alfian@uinjambi.ac.id putriayulestari@uinjambi.ac.id

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ABSTRACT

This study is aimed to investigate the factors that contribute in speaking anxiety that experienced by the fifth semester students and the type of speaking anxiety in order to get the broader understanding about this phenomenon. This research is categorized as descriptive qualitative research. It involved the fifth semester students of English Literature Department 2022-2023 academic year as the participants. The data was collected through the interview. The findings of the research describe four factors that contribute in speaking anxiety and three types of anxiety. There were four factors based on Horwitz and Cope (1986) theory, the first factor is fear of negative evaluation (unconfident and overthinking) which made the student avoid do public speaking in English. Students were afraid because their mentality. The second is test anxiety (fear of performance in front of audience) which made the student avoid and afraid do the public speaking English. The third is communication apprehension (low speaking skill) which commonly happened on lack of vocabulary and unable to arrange the sentence and also stag in their mind. The fourth is new material which commonly happened on lack of understanding of new material. There were three types based on Horwitz (1986) theory, the first type of anxiety was trait anxiety it happened related when students fell unconfident and overthinking. The second type of anxiety was state anxiety. It happened relate on external factor and when someone feels being threatened. The third type was situation-specific anxiety. Due to low speaking skill seems like the students were afraid of being evaluated.



Corresponding Author:

Maysi Lia Lisa Putri

UIN Sulthan Thaha Saifuddin Jambi

Jambi, Indonesia

Email: mysilialisaputri@gmail.com

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Introduction

Speaking is one of the most important skills that need to be developed by English language students. Students are asking to practice English in everyday life, especially in class. Learning to speak can help the students to make a habits and being fluency in speaking. So, they can improve their speaking skill, because by getting use to speaking will contribute greatly to improving student's ability to speak English (Putra, 2018).

Speaking skills must be taught and practiced in the language class. Nunan (1991) explained that the success of the teaching and learning process is measured in terms of the ability to carry out conversations in a target language. Therefore, if students do not learn to speak or do not have the opportunity to speak in language class, they may not be motivated and lose interest in learning. On the other hand, if the right activities are taught in the right way, speaking in class can be very fun, motivation to learn will be increased and English classes will be fun and dynamic place.

Speaking class allows students to communicate in English, and then speaking skills must be taught and practiced in language classes. However, English language proficiency is very complex considering the nature of what is involved in the convers action, not all students in English class has the courage to speak. Many students feel anxious in speaking class and some tend to be quiet. According to Padmadewi (1998) students who attend speaking classes often feel anxious because of the pressure of the speaking assignment which requires them to speak in front of the class individually and be limited by the time specified. According Horwitz and King (2011), anxiety as unusual and extraordinary fear and it is often characterized by physiological signs (such as sweat, tension, and increased pulse), doubts about the reality and nature of threats, and self-doubt about one's ability to overcome it".

Being able to speak proficiency in English is one of the objective points English speaking. However, students have a different personality especially psychological condition. Some problem of students face when they try to speak English but they feel nervous of afraid going wrong and when they see a friend to speak up fluency unconfident and upset by English speaking skill they have. These conditions are called anxiety (Kadir, 2017).

Being a good speaker without feeling the anxiety needs an appropriate learning process. Anxiety is a state of emotion in a present of future threat which nobody could escape from this. Then, anxiety about public speaking is a common fear in all activities of people. Many people feel some degrees of communication apprehension or fear in communication with some stressful and anxiety-producing experience. Moreover, speaking anxiety covers a variety of feeling about speech making (Daly & Vangelisti, 1989).

Anxiety is defined as a state of uneasiness and apprehension of fear caused by the anticipation of something threatening. According to Kirkwood and Melton

(2002), anxiety disorders are among the most common mental disorders encountered by public speakers. People who feel anxiety while speaking in public generally tend to avoid situations where they have to perform, but when they encounter such situations, they suffer intense distress and anxiety. According to Kant (2000), people in general negatively assess and appraise those who demonstrate their fears towards public speaking and fail to make a strong impression through confident gestures. These problems can act as hurdles in achieving one's goals that could be both personal and professional; hence speakers need to develop strong public speaking skills to enable them to become more confident.

Anxious situation like when we feel nervous, worried and fearful. People struggle, tremble, perspire and our hearts beat quickly (Tobias in Ansari 2015). The anxious students are also inhibited when attempting to utilize any second language fluency he or she managed to acquire. The resulting poor test performance and inability to perform in class can contribute to teacher's inaccurate assessment that the students lack either some necessary work for a good performance (Horwitz, 1986).

Speaking anxiety in English can be caused by various factors. First of all, students can feel anxious when they are expected to be able to communicate with others. These reasons can be psychological factors (emotions, self-esteem, anxiety, attitude, fear, and motivation), instructional factors (classroom procedures applied and lecturer-student relations) and situational settings (such as speaking in front of the class). Woodrow (2006) explains that foreign language anxiety is a problem in language learning and has a negative effect in speaking English for some students. Second, students can feel anxious when their speaking abilities are evaluated. One reason is perfectionism because students often have unrealistic demands on themselves and feel that the less test result is a failure. Another important reason is that students are afraid of being evaluated badly by their peers. In simple words, anxiety is usually associated with unpleasant feelings and is similar to fear. (Malcom, 1975) Emotion and physical stress can cause the students feeling of anxiety. Students may have anxiety reaction which interfere their ability to speak English confidently in a class. Many people often said that speaking is an anxious activity especially when students should speak in front of class and speaking is the most anxiety-provoking language skill in foreign language in learning situation.

According to Malcom (1975), everyone sometimes has different type of anxiety. It relates a pattern of physiological and psychological reactions like feeling of stress and emotions. It is considered as an uncomfortable state which leads to create avoided behaviors. It can also be defined as a specific emotion which is necessary for individual to prepare himself for potential danger and threatening situations.

The researches on speaking anxiety in the world have been carried out, one of which is research on Speaking anxiety in a foreign language classroom in Kazakhstan, and The given research conducted on speaking anxiety revealed that students have extremely negative experiences with speaking activities in a foreign language class. All the instruments used to investigating the problem of speaking anxiety were quite helpful. Important measures should be taken to try to minimize its negative effects. Increased speaking anxiety levels in Kazakhstani high school students can be attributed to a variety of factors. One attributing factor may be related to the fact that the Kazakhstani educational system is not designed to increase the communicative competence of students. Therefore, many students experience a feeling of uneasiness and anxiety when having to speak in the foreign language. (Suleimenova, 2013).

Research on speaking anxiety in Indonesia has an important role and contribution to research on speaking; however, there is no research on speaking anxiety in English literature students, especially in public speaking lesson. For English Literature Department Students at State Islamic University Sultan Thaha Saifuddin Jambi, speaking is important skill that they have to master to become professional speakers. But in fact, even though students in English Literature Department are learning English continuously, they still have some difficulties in learning English whether it is receptive or productive skill, especially speaking. Therefore, it is very crucial for English Literature students to be proficient in English so that they can use the language efficiently for academic purposes and later in professional setting, The reason why the researcher chose this title was to explore the types and factors the cause of the emergence of speaking anxiety experienced by fifth semester students in public speaking lessons.

In addition, the main vision and mission of English literature Department at State Islamic University Sultan Thaha Saifuddin Jambi is to yield public speaker, interpreter/translator, and writer even professional teacher. It is not easy to achieve the vision and mission if the learners still experienced anxiety in speaking. Learners felt uncomfortable and cause some difficulties to reveal ideas or thoughts about the material to be delivered to many people. Technically, they may be able to master the material. But when they had to say what they have known to others, especially to the crowd as if they do not overwhelm it.

Researcher believe that anxiety in speaking class was an issue deserving more investigation because it is an obvious factor that can hinder learners' performance and achievement and decrease their willingness to participate in teaching and learning activities. In this study, the researcher focused on analyzing in types and factors speaking anxiety in English as a foreign language context which often shown by learners when they had to speak in front of the class because Young (1990) has found that speaking in the foreign language was not exclusively the source of learners' anxiety, but speaking in front of the others is the real anxiety- evoking situation.

Based on the facts that stated previously, researcher conducted qualitative research with the title "Speaking Anxiety Experienced By The Fifth Semester Students of English Literature Department " Researcher expected, this research can help to find out and solve the types and factors that influence public speaking, and can also help students to be confident in speaking in public, and researcher expected this research can reduce learners' fear, motivate learners and innovate in creating a more comfortable classroom atmosphere so that learners can maximize the performance of their language abilities.

Method

The studies will employ the qualitative research method with descriptive approach. Creswell (2012) describe qualitative research is typically used to establish the importance of the central idea and to explore the problem and develop an understanding of small individuals in social problem. According to Nazir (2014), descriptive method is a method in examine the status of a group of people, an object, a condition, a system thoughts, or a class of events in the present. The purpose of this descriptive research is to make a description, picture or systematic, factual and accurate painting of facts, characteristics and the relationship between the phenomena under investigation. Therefore, the study descriptive approach allowed the researcher to study students in the attempt to understand the case of Speaking Anxiety.

The type of research in this study was descriptive research. The writer used descriptive method in which this method is to describe what actually happens to procedures about method which is useful in research. It was used as guidance to conduct the research from the beginning to the end of the work. The description of students' anxiety in speaking English was exploring using this method. The focus of this study was on public speaking anxiety (factors of anxiety, type of anxiety) in public speaking English. As the data, this research took from the interview

a. Source of Data

The source of data in this research are student speech and student actions during the learning process of speaking in public speaking class, The researcher observed and interviewed the student's anxiety by seeing if they look nervous or panic when speech in front of people, and look confused and difficult to pronounce the words, etc. The data are information or facts use in discussing or deciding the answer of research question.

b. Subject of the Research

The participants of the research are the fifth semester students of English literature department. The total number of the students is 26 students. The sample of this research is 8 student maximum and 6 students minimum. The sample are taken using purposive sampling technique. The students have been chosen by the public speaking lecturer. The researcher focused on active students due to getting

deep information and the purpose of the research. The idea behind qualitative research is to purposefully select participants that will best help the researcher understand the problem and the research question (Crocker, 2009). A discussion about participants might include four aspects: a). the setting, b). the actors, c). the events, d). and the process (Crocker, 2009). The participants were named as I1V1, I2V2, I3V3, I4V4, I5V5 and I6V6. They all are the fifth semester students of English Literature Department. They are coming from one class, the participants of this research are the fifth semester students; the total number of the students is 6 students. Respondents in qualitative tend to be purposive which means match to the aim and purpose of the research (Raco: 2010, p.115). Therefore, the researcher chooses fifth Semester students of English Literature Department as the participant.

c. Technique of Data Collection

1) Observation

Observation method is a technique to get information about human behavior by recording or watching. Qualitative observations are observations where researcher made field notes about the behavior and activities of individuals at the study site. In this field note, the researcher notes, in an unstructured or semi- structured way using some previous questions that the researcher wants to know), activities at the study site (Creswell: 2009, p. 181). Therefore, researcher used this method in the bilingual class. The researcher will directly observe the participants who experience anxiety in speaking English during the process of learning and teaching in Public Speaking Lesson in class fifth semester Students for a month. Researcher will obtain data with record students' conversations and actions

2) Interview

In the interview, the researcher asked several questions to the participants. Questions are very important to get a person's perceptions, thoughts, opinions and feelings about a phenomenon, fact or reality (Raco: 2010, p.116). The interviewer conducted in a one session interview for each respondent. In addition to observation, researchers also conducted interviews to obtain data, and the interview conducted for about 30-60 minutes, the researchers also cooperated with Khusnia, (2016) to make interview questions.

d. Technique of Data Analysis

This qualitative research is analyzed through three stages, namely (1) organizing and familiarizing, (2) coding and reducing, and (3) interpreting and representing (Ary, et.al, 2010). The first stage is involving familiarization and organization to resume the data. The researcher repeated the interview recording. The researcher classified the participants based on the similarity of the answers in

the transcribed and translated the interview recordings. After familiarizing with the data, the researcher organized the data based on the technique and the participants' level of speaking anxiety to ease the retrieval.

The second stage is coding and reducing. Coding is aimed to recognize the differences and similarities of the data. The data with the same code would be placed together. After that, the researcher will examine all items with the same code and unite them into one category. The last stage is interpreting and representing based on the theatrical framework and previous study. After interpreting the data, the researcher will represent them. To represent the data, the researcher will report them through descriptive details.

Finding and Discussion

a. Finding

1) Factor that Contributed of Speaking Anxiety

Based on the interview data analysis, there are four themes related to the factors of students' speaking anxiety of the anxiety at the research site as presented in Table 1.

Table 1.

The factors of Speaking Anxiety

No	Themes
1.	Unconfident and Overthinking
2.	Fear of Performances in front of Audience
3.	Low Speaking Skill
4.	New Material

a) Unconfident and Overthinking

Students feel unconfident and think too much which makes these students feel panicked and nervous about their own thoughts. In this research, the interviewees said that Unconfident and Overthinking was one of worrying factors. They reflected,

IIV1 : "Firstly, the thing that made me feel that way is that basically I'm not confident in myself, so maybe if I speak in public using English, I have to prepare more mentally to do that, and it's not easy to appear in public"

I3V3 : "The audience looked intently at me and that's what put me under pressure, and in my mind, they saw me like that whether I made a mistake or was wrong in conveying the material or something else"

I5V5 : *“Nervousness is more about my own thoughts, actually am I heard by the audience, or am I actually appreciated as a speaker and the audience understands or not the material that I convey. So, those thoughts make me panic and nervous and also anxious”*

The factor of unconfident and overthinking is related to students' lack of knowledge about English itself, including the topic of discussion, according to Maslow (2004) stated that self-confidence is the basic capital for the development of self-actualists. With self-confidence, people will be able to know and understand themselves. Meanwhile, a lack of self-confidence will hinder the development of potential within oneself. According to Rini (in Dewi & Ardianto, 2006) someone who feel less confident about think about negative things about him. From the statement above, the thing that makes them insecure and overthinking comes from their own thoughts, from that thought it is difficult for them to control these feelings.

b) Fear of Performances in Front of Audience

Another factor that can make the students feel anxious when they're did public speaking English is audience. In this research, the interviewees said that Audience was one of worrying factors. They reflected,

I2V2 : *“This can happen when I am in class and when it is my turn to deliver public speaking class material and my friends in class watch it; sometimes some of my friends disturb me and break my concentration on the topic I want to discuss”.*

I4V4 : *“I was nervous and panicked during the opening I felt that no one was paying attention to me, so that's what made me anxious and panicked”.*

I6V6 : *“There was no response from the audience (monotonous) for example during the opening and I greeted, the audience who responded only one or two people answered my greeting and I felt it was very quiet, that's what made me not confident first”.*

According to Young's (1991) stated that students who have a low view of themselves have the potential to experience anxiety; this happens because they overthink other people's opinions about themselves. According to Osborne (in Dewi & Ardianto, 2006) feelings of anxiety came out of fear of listeners, namely fear of being laughed at people, afraid that himself will become a spectacle of people, fear that what can be put forward not worth mentioning, and the fear that it might be him would be boring. From the statement above, the audience is very influential on their public speaking anxiety, the audience's response affect the success or failure of their public speaking.

c) Low Speaking Skill

Another factor that can make the students feel anxious when they want to do public speaking English is Lack of Vocabulary and the students are still difficult in arranging the sentence, so that makes them a bit anxious . They reflected,

I2V2 : *“So far, as long as I have been in public speaking class or outside of public speaking class, I have experienced nervousness and nervousness. Never mind using English, sometimes even using Bahasa i still nervous”*.

I2V2 : *“One of the things that makes me feel nervous is when using English I forget the vocabulary and what sentence I want to say, and it just goes round and round in my head, actually I have prepared the material but I don't know why when I appear in public I often forget, that's actually included in the lack of preparation in public speaking”*

I3V3 : *“The thing that often happens, in daily activities using English, I sometimes still nervous to use English and not infrequently I still like to make mistakes in the pronunciation of the vocabulary, now especially this class of public speaking using English, of course I often feel like that”*

I5V5 : *“I always nervous when speaking in public using English, because my English skills are still bad”*.

According (Schmitt & Carter, 2000) Vocabulary learning is an imperative part of learning foreign language. This factor is a factor that greatly influences their public speaking anxiety, because language is the basis for performing public speaking, lack of vocabulary.

d) New Material

Another factor that can make the students feel anxious when they want to do public speaking is the new material/topic, the students are still difficult in performing with new material/topic, and so that makes them anxious. They reflected,

I6V6 : *“The thing that made me feel like that, the first was that I didn't understand the topic, and the second was the topic that had to be discussed that I just met and just found out about it and was required to be my topic in a public speaking class, and before that I had never brought up this topic and just found out about this topic that makes me not nervous and anxious, can I convey this material”*.

In public speaking often a person experiences anxiety about failed to convey its message, so anxiety that arises can affect the process ongoing communication. one of the anxiety factors in public speaking is the lack of understanding of new material, The lack of mastery of the material

increases students' speaking anxiety, because the material is foreign and relatively new, making them unfamiliar with the material. This makes students feel panic and nervous.

2) Types of Speaking Anxiety

Based on the interview data analysis, there are three types that related to the types of students' speaking anxiety at the research site as presented in Table 2.

Table 2. The Types of Speaking Anxiety

No.	Types
1.	Trait Anxiety
2.	State Anxiety
3.	Situation-specific Anxiety

a) Trait Anxiety

I1V1 : "Firstly, the thing that made me feel that way is that basically I'm not confident in myself, so maybe if I speak in public using English I have to prepare more mentally to do that, and it's not easy to appear in public".

I3V3 : "The audience looked intently at me and that's what put me under pressure, and in my mind, they saw me like that whether I made a mistake or was wrong in conveying the material or something else"

I5V5 : "Nervousness is more about my own thoughts, actually am i heard by the audience, or am I actually appreciated as a speaker and the audience understands or not the material that I convey. So, those thoughts make me panic and nervous and also anxious".

Trait anxiety as a general tendency to be nervous in any situation, Spielberger (1983), this anxiety can occur at any time in various situations. People with trait anxiety are easy to get attack by panic or anxious feeling, and even trivial things can trigger theirs anxiety. It is like a characteristic of a person's personality and often feels anxious is a part of them. People who are trait anxiety have an intensity of anxiety that is higher that people in general. (Tercan & Kenan, 2015),

b) State Anxiety

I2V2 : "This can happen when I am in class and when it is my turn to deliver public speaking class material and my friends in class watch it; sometimes some of my friends disturb me and break my concentration on the topic I want to discuss".

- I4V4 : *"I was nervous and panicked during the opening I felt that no one was paying attention to me, so that's what made me anxious and panicked".*
- I6V6 : *"There was no response from the audience (monotonous) for example during the opening and I greeted, the audience who responded only one or two people answered my greeting and I felt it was very quiet, that's what made me not confident first".*

State anxiety is an emotional response to a particularly apprehensive situation occurring at a defined moment, and this may fluctuate in terms of time and intensity (Ellis, 2008). It is a moment to moment, transient experience associated with an arousal of the autonomic nervous system. Even an individual low in trait anxiety may cognitively appraise a situation as threatening and experience short-lived state anxiety accompanied by a physiological reaction.

c) Situation-specific Anxiety

- I2V2 : *"One of the things that makes me feel nervous is when using English I forget the vocabulary and what sentence I want to say, and it just goes round and round in my head, actually I have prepared the material but I don't know why when I appear in public I often forget, that's actually included in the lack of preparation in public speaking"*
- I3V3 : *"The thing that often happens, in daily activities using English, I sometimes still nervous to use English and not infrequently I still like to make mistakes in the pronunciation of the vocabulary, now especially this class of public speaking using English, of course I often feel like that".*
- I5V5 : *"I always nervous when speaking in public using English, because my English skills are still bad".*
- I6V6 : *"The thing that made me feel like that, the first was that I didn't understand the topic, and the second was the topic that had to be discussed that I just met and just found out about it and was required to be my topic in a public speaking class, and before that I had never brought up this topic and just found out about this topic that makes me not nervous and anxious, can I convey this material".*

Situation-specific anxiety is defined as an individual tendency to be anxious in a particular time and situation. Situation-specific anxiety can be seen as a subcategory of trait anxiety experienced at a given context. Thus, language anxiety can be included in situation-specific anxiety, Spielberger (1983) in Horwitz (2001:113).

b. Discussion

Language anxiety refers to subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the anatomic nervous system (Horwitz, & Cope, 1986). The high quality of successful acquisition of language is always the demonstration of an ability to accomplish the pragmatic goals through an interactive situation with other speakers Brown (2001). However, research in Indonesian of speaking anxiety is still limited. The purpose of this research was aimed to discover the factor of speaking anxiety experienced by the fifth semester students and to identify the type of anxiety that is experienced by the fifth semester of English Literature Department.

There were two research questions that guided this research to reach the purpose of the research: What are the factors that contribute to the anxiety in public speaking lesson? And what are the types of anxiety in public speaking lesson?

Based on the interview data analysis, there were four themes that related to the factor that contributing the students' anxiety in public speaking lesson at the research site:

- (1) Unconfident and Overthinking
- (2) Fear of performance in front of audience, and
- (3) Low speaking skill.
- (4) New Material

The most emerging issue obtained in this research was the fear of performance in front of audience. It can be observed through the answers of the participants revealing that they were afraid of not getting the audience's attention and were afraid of the audience intimidating them when they made mistakes while doing public speaking English.

Beside of that, the second was Unconfident and overthinking. Even though students acquire a lot of vocabulary when preparing presentation materials on the topics above, students still often face difficulties in understanding new vocabulary and choosing the right words for certain contexts in English. Lack of self-confidence causes anxiety which is sometimes excessive in students' speaking performance, so students prefer to use Indonesian in presentations. Harmer (1991) states that the reason students use their mother tongue is because it will make it easier for them to say what they want to convey because it is more natural, in addition to mother tongue being the natural language used every day so they are more comfortable conveying what they mean. A researcher named Isnaini (2019) found that students experienced anxiety because they were afraid of making mistakes, embarrassed, and not confident (Isnaini, 2019).

The third was the low speaking skill. Specifically, the participants revealed that there were various factors causing that. For instance, lack of vocabulary and lack of constructing sentence properly. In the fact, the problem of the anxiety of the students in speaking English is not related to their speaking skill directly, but it is more on their negative perception towards their ability. It is related to the Foreign Language Anxiety Scale (FLAS) that used to measure the levels of anxiety and as evidences by negative attitude, subjective perception, beliefs, and feelings towards English (Oteir & Al-Otaibi, 2019).

The last was the new material, in public speaking often a person experiences anxiety about failed to convey its message, so anxiety that arises can affect the process ongoing communication. one of the anxiety factors in public speaking is the lack of understanding of new material, The lack of mastery of the material increases students' speaking anxiety, because the material is foreign and relatively new, making them unfamiliar with the material. This makes students feel panic and nervous.

To conclude, it can be assumed that the students have belief that to speak English they are required enough capability, therefore when they feel they lack of vocabulary and lack in constructing sentence properly, they will feel insecure and shy. Consequently, they feel anxious when they are did public speaking English. This is categorized as Situation-specific anxiety. According to Horwitz et. al (1986), there were three situations that triggered this type of anxiety. They were communication apprehension, test anxiety, and fear of negative evaluation. The finding of this study was related to fear of negative evaluation. It was triggered because they did not have sufficient speaking skill, therefore they were anxious when they were public speaking English. In addition, low speaking skill is related to statement by McCroskey and Bond (1980).

It was stated that one of the factors causing student silent was low speech skill. The fear of negative evaluation, especially by the teacher became one of the major factors caused anxiety in English speaking especially for students (Mukminin et al., 2015; Batiha, Noor & Mustaffa, 2016; Inaga, Syahrial & Hati, 2020). Meanwhile, Brown (2001) stated that to ease the students to speak English, they were encouraged to speak English by clustering. It means that the students are supposed to be speaking English in phrasal forms instead of word by word. Through clustering, learners are able to organize their output. Unfortunately, due to low speaking skill, they faced difficulty to imitate their English speaking and it caused the anxiety when they were asked to do public speaking English.

The last one was the new material. In public speaking often a person experiences anxiety about failed to convey its message, so anxiety that arises can affect the process ongoing communication. one of the anxiety factors in public speaking is the lack of understanding of new material, The lack of mastery of the

material increases students' speaking anxiety, because the material is foreign and relatively new, making them unfamiliar with the material. This makes students feel panic and nervous. Mastery of presentation topics is also one of the factors that influence students' speaking performance. From their appearance, they often looked nervous and often read notes that were brought during presentations, indicating that they did not really understand the topic being conveyed. River (in Tuan, 2015) argues that one of the reasons that factors into students' difficulties in speaking a foreign language is that the topic chosen is not in accordance with students' knowledge.

Conclusion

This study involved 6th students in English literature, and also the researcher concludes that the factors of speaking anxiety experienced by the fifth semester students of English Literature Department are unconfident and overthinking, fear of performance in front of audience, low speaking skill and new material.

The most emerging issue obtained in this research was the fear of performance in front of audience. Beside of that, the second was unconfident and overthinking. The third was the low speaking skill. Specifically, the finding of this study was related to fear of negative evaluation. It was triggered because they did not have sufficient speaking skill; therefore they were anxious when they were public speaking English. The last one was the new material.

The researcher concludes that the types of speaking anxiety experienced by the fifth semester students of English Literature department are trait anxiety, state anxiety and situation-specific anxiety. It concluded that the type of anxiety can be known when you know the factors that contribute to the speaking anxiety. The first type of anxiety is Trait Anxiety (unconfident and overthinking). The second type of anxiety is Trait Anxiety (fear performance in front of audience). The last type of anxiety is situation-specific anxiety (low speaking skill and the new material).

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