Anxiety in Speaking: What Factors and How to Overcome

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Abstract

This study aims to investigate students' speaking anxiety in English classes in the second semester of Universitas Borneo Tarakan. Specifically, this study examines the factors that influence students' speaking anxiety and strategies to minimize it based on what the students have experienced. Thirty-eight students were selected as research subjects using a specialized sampling method. The researchers used a descriptive qualitative method with a phenomenological approach by conducting interviews, questionnaires, and observations with students who have anxiety in speaking English. The results showed two factors, including internal factors, i.e., discouragement (feeling shy), lack of confidence, and fear of making mistakes, and external factors (limited vocabulary and friends/classmates). And there are two strategies shown in this study (preparation and relaxation). The conclusion of this study is that speaking anxiety can occur and hinder students' speaking performance. Therefore, strategies are needed to do so in order to make it easier for students to speak.

INTRODUCTION

The accelerating globalization and digitalization in the 21st century have been changing the way we live, interact, learn and work. One fundamental skill that is demanded to master is communication (Pardede, 2020). English as an international communication language plays an important and crucial role. In education, students can build collaboration through effective communication (Rampeng & Ramli, 2018). Speaking is the process of communicating with others through the use of words. People all around the world provide information and let others know what the speaker is talking about by speaking. Furthermore, speaking ability plays a significant influence in communication. It adds to the delivery of spoken messages in communication. It also encourages students to take an active role in the conversation. In addition, students can directly share their thoughts and participate in the discussion (Rao, 2019). However, Leong & Ahmadi (2017) stated that it is a challenging skill that language learners must master. Many students find it challenging to convey themselves or their ideas in spoken language. The difficulties those usually the students face in speaking is in terms of vocabulary, grammatical structures, native speakers" accents, pronunciation, and less English-speaking practice (Hasanah, 2017; Dewi et al. 2022). Besides, students who lack self-confidence may struggle to speak up and participate in class activities (Romayanti, et al., 2023).

In light of this, it's critical to look into the issue of difficulties in speaking ability. Students feel anxious when they want to speak, react to a question, or give a brief speech in English. Some students believe that they do not make mistakes in front of their friends or their teachers. Betty & Najiha (2021) stated that in a sense, anxiousness is normal. It's a basic human feeling with predictable onsets, occurrences, and trajectories throughout life. The majority of student's experience increased anxiety when asked to speak in front of the class. Sinaga et al., (2020) stated that because they believe that other students will make fun of them if they speak in front of the class, they are ashamed and afraid to speak. Students may choose not to speak as a result of this. Anxiety is one of the main contributing causes to this situation; however, there are many others. The biggest obstacle to learning a foreign language, especially English, is anxiety. Lecturers and students alike firmly believe that speaking in a foreign language, particularly English, becomes difficult because of anxiety. For students, speaking in front of the class is the main source of anxiety. One of the things that contributes to students' anxiety when they make mistakes in their English is speaking in front of the class. According to Adwas et al., (2019) several factors contribute to speaking anxiety. Students' limited vocabulary, lack of self-assurance, poor grammar, and fear of making mistakes are some characteristics that might lead to speaking failure and intensify anxiety when speaking. During the classroom observation, the researchers discovered that students were fearful of giving their views, as well as information from the lecture concerning speaking anxiety. As a result, one of the issues that many students have when speaking English in class is anxiety. Second-semester English Department students rated speaking as a challenging skill to master. Students were unwilling to speak English in front of the entire class. The student's difficulties in learning English included a lack of vocabulary in many cases, a

lack of speaking experience in some cases, and trouble with pronunciation in others. Students require confidence to speak in front of the class; however, some students experience nervousness when speaking in a classroom setting.

Research has shown that speaking anxiety can impact students' speaking performances, leading to behavioral reactions during speaking and hindering their ability to speak competently (Yoskapela et al., 2022; Kenoh, 2021). Strategies such as hypno-EFT have been suggested to increase self-confidence and reduce public speaking anxiety among students (Rifdaturahmi & Weliangan, 2021). Overall, understanding the factors contributing to speaking anxiety and implementing appropriate interventions can help individuals effectively manage and overcome this common challenge in public speaking contexts. The researchers observed many instances where students felt anxious and uncomfortable when they attempted to speak in an English class. When the lecture asks students to construct questions, speak in front of the class, and share their opinions in English, the students simply remain silent. Their anxiousness can obstruct their explanations and performances, as well as impede them from understanding the English language. In light of the foregoing, the researchers were interested in learning more about the factors that generate English-speaking anxiety in class. The researchers expected to learn more about the elements that students see as contributing to their worry to better understand the challenges of anxiety in English as a foreign language. This research aims to discover what factors of anxiety English students experience and what strategies they use to overcome the anxiety.

LITERATURE REVIEW
Concept of Speaking
Speaking is a type of communication, so it was crucial to communicate as clearly as possible. Communicating your point effectively depends more on how than what you say. According to that view, speaking is realized as communication; consequently, speakers must be able to explain what they want to say as effectively as possible to transmit the message. According to Brown (2007), creating and digesting information are both involved in the interactive process of meaning construction, that is, speaking. Speakers need to comprehend when, why, and how to use language in various contexts. They must also be proficient in specific language production skills, such as grammar and pronunciation. To effectively communicate orally, one must be able to use the language in social situations when not only verbal exchanges but also paralinguistic speech factors like pitch, stress, and intonation are used. Solcova (2011) stated that, non-linguistic components like gestures, body language, and expressions were necessary for communicating ideas without the use of words. According to the definition above, the researchers can conclude that speaking and communication were always connected concepts. Speaking for oneself can be a statement of the ability to utilized the language effectively to express meaning to or to acquire knowledge and information from other people throughout one's life situation.

Anxiety
Anxiety symptoms can arise on their own or in conjunction with those of other emotional disorders. According to Arribathi et al. 2021), it may create physiological and

psychological alterations. Cold fingers, elevated heart rate, cold sweats, headaches, diminished appetite, sleep difficulties, and chest tightness were some of the physical symptoms. Fear, nobility of concentration, restlessness, and a desire to escape reality are some of the emotional symptoms. Anxiety is a worry that has no obvious object and no clear. Putri, (2020) stated that anxiety is a combination of a lack of bravery and worry about things that aren't apparent. According to (Horwitz et al., 1986) anxiety has long been thought to be a negative element in learning a foreign language, particularly in learning to speak it. Anxiety is a major obstacle to overcome when learning to speak another language. The study concluded from the preceding statements that students' feelings in an English-speaking classroom can lead to a loss of confidence and focus, and that when students are scared or apprehensive, they make more mistakes. The more errors they make, the more frightened they become, and the less likely they are to do effectively in public speaking.

Anxiety is characterized by the emergence of feelings of fear, caution, or vigilance that are not clear and unpleasant. According to Chen et al. (2019), anxiety in students has three main characteristics, which are: Physically, include anxiety, sweating, dry mouth or throat, difficulty speaking or breathing, heart palpitations or tightness in the chest, dizziness, feeling weak or numb, frequent urination, feeling sensitive, or being irritable. Behaviorally, it contains avoidance, dependent and attached behavior, and shocked behavior. Cognitively covering worry about something, feelings of unease or fear of something happening in the future, the conviction that something terrible will happen soon without a satisfactory explanation, fear of losing control, fear of not being able to solve problems, thinking that nothing can be controlled any longer, and finding it hard to concentrate. Anxiety occurs when the danger is internal, unclear, or causes conflict for individuals. Saleh, (2019) stated that panic disorder, generalized anxiety disorder, obsessive-compulsive disorder, phobic disorder, acute stress, and post-traumatic stress are a few of the several types of anxiety disorders. Several theoretical views, including psychoanalytic, behavioral, cognitive, and biological ones, provide explanations for the prevalence of this anxiety disease. The various approaches used to treat anxiety disorders are impacted by the variation in viewpoint as well.

Factors of Anxiety
1. Internal Factor
a. Lack of Self-Confidence

An anxious learner struggled to succeed in studying a foreign language. In addition, students who do well in language classes are less anxious (Cubukcu, 2008). It means lack of self-confidence is a crucial component that deserves attention because it affects how well a student learns. According to (Hanton et al., 2004), students who are unconfident in their ability to communicate in English inevitably experience communication anxiety. This demonstrates that increasing students' self-confidence was a key area of teachers' attention. This implies that to develop the student's confidence, the instructor must likewise learn from both theoretical and practical sources.

b. Shyness

Shyness was an emotional condition that many students experience when they are forced to speak in English class. This suggests that shyness may be a cause of difficulty in students' classroom learning activities, particularly in speaking classes. According to Gebhard (2000), paying attention to this aspect is also very important to assist students in giving their best performance in the classroom when it comes to speaking. Hidayati (2016) stated that speaking in front of a group is one of the most common phobias among students, and the sense of shyness causes their minds to go blank or causes them to forget what to say. The study's findings, which demonstrate that the majority of students do not give their best speaking performance, support this claim.

c. Lack of Motivation

Motivation is recognized in the literature as a major factor in students' learning success. According to Nunan (1999), the value of motivation in learning can change students' reluctance to speak English. When determining whether kids are prepared to speak, motivation is a key consideration. Internal energy is motivation. Leong & Ahmadi (2017) assert that all forms of motivation will be increased, increasing the students' desire to study. Numerous studies have demonstrated that students who have a strong want to succeed may persevere in their studies and obtain higher grades than students who have a weaker drive to succeed; this proves that every instructor needs to concentrate on raising students' desire to learn. Therefore, based on the previous perspective, students' inability to learn English was impacted by their lack of desire.

e. Fear of Mistake

Fear of mistakes becomes one of the main factors of students' reluctance to speak English in the classroom. Al Nakhlah (2014), stated that this fear is linked to the issues of correction and negative evaluation. in addition, this is also greatly influenced by the student's fear of being laughed at by other students or being criticized by the teacher. The researchers can infer some of the following opinions:. When students were afraid of making mistakes, it was due to their bad thoughts about things like making mistakes while learning a language.

2. External Factor

a. Embarrassment

Embarrassment was one of the variables that contributed to students' anxiety when learning a second foreign language. According to Ahmedani et al. (2013), there is a potential for embarrassment when learning a second language. As a result, shame-related difficulties must be taken into account when learning a language. The researcher found in the following remark that embarrassment makes students uncomfortable when speaking in class. Students' concentration may be disrupted as a result, and they may be unable to create the necessary words. To be able to communicate fluently in the world of education, students must be confident in any setting.

b. Limited Vocabulary

Those sentences demonstrated one's weakness in vocabulary. A small vocabulary might make learning a language more difficult. As a result, a limited vocabulary should be mentioned as one of the variables that contribute to worry (Tanveer, 2007). as learning vocabulary was the first step in learning English. Language development will be difficult for those with a small vocabulary.

c. Grammatical Error

A grammatical category was a set of syntactic elements that indicate meanings from the same conceptual domain that occur in opposition to each other and were frequently presented in the same way. Richards (1971) stated that the number of errors in second language performance that could be traced to first language influence was substantially lower than previously anticipated, which caused a change in how important the first language was.

d. Friends/Classmate

Classmates plays an essential part in language learning as well. Friends, on the other hand, frequently create stressful situations that make learners feel worried and uneasy when they talk. According Tsiplakides (2014), one of the most prevalent reasons for worry for language learners is being stared at by other students while speaking. On the other hand, it was usual for language learners to experience fear of negative peer evaluation. Classmate dread persisted as an element of learning even though it was a natural perception.

e. Lack of Preparation

Various studies have found that lack of preparation was one of the major factors contributing to students' anxiety in speaking class. Liu (2007) placed "preparation" in the top list of ways to overcome anxiety, so it was clear that lack of preparation was one of the issues contributing to students' anxiety in speaking class.

Strategies to Overcome Anxiety

In general, the most effective approach to getting rid of any anxiety, nervousness, or anxiety that students might have when finishing a task is to simply unwind. Panic or readily becoming upset are the causes of fear. The first strategies based on Mahmud & Suryan (2015), five strategies that students might use to reduce speaking anxiety when speaking in front of the class were written down by the authors, namely: preparation, relaxation, positive thinking, and resignation.

1. Preparation

The first strategy for reducing anxiety is preparation. Using improved learning and study techniques, such as working hard in class, attempting to get quality lecture notes summarized, practicing presentations in front of the class, and creating a list of topics to

be covered in front of the class, students try to control themselves in this way. According to the researcher, preparation is one of the most effective strategies for reducing speaking anxiety. By being prepared, the student can have everything ready before giving the presentation.

2. Relaxation

The second strategy involves relaxation, which is meant to reduce the physical symptoms of anxiety. When presenting in front of the class, students should try to relax their bodies by taking a deep breath and trying to calm down. Anxiety decreases with increasing relaxation. Sit down squarely and securely in your classroom seat. Simply take a deep, calm breath before or during the class, hold it for five seconds, and then release it.

3. Positive Thinking

The third strategy is positive thinking, which can lower stress and solve problems with the thought process that causes anxiety in students. Students must have confidence that everything will work out. By focusing on encouraging and pleasant cues instead of stressful events, these strategies can help students who are anxious about speaking. For instance, attempting to appreciate the strain while visualizing yourself performing brilliantly.

4. Peer Seeking

Peer seeking is the fourth strategy, and it is characterized by students' eagerness to seek out other students who appear to be struggling with anxiety management or comprehension of the material. The knowledge that other students are experiencing similar issues can help the nervous student control their emotions through social comparison.

5. Resignation

The ultimate strategy is resignation. That's one of the most radical approaches, the researcher claims. This might occur from the fact that one of the several strategies for reducing stress and anxiety is "accepting the reality." Their fear of experiencing additional stress prevents them from trying again after failing. It appears that students are selecting resignation as a strategy among others. Only a short-term, temporary solution is provided by this method. Such students will eventually have to deal with more challenging issues. Exam failure is another possibility, as they might not be able to properly master the second language.

RESEARCH METHOD
Research Design
This study employed a qualitative method. According to Creswell (2008), qualitative research methods were defined as a strategy or quest to investigate and comprehend a key topic. The researchers conducted interviews with the research subjects or participants to comprehend the primary phenomenon. The data was collected in the form of text or words. The researchers then summarized and analyzed the findings using prior

research done by other academics. A written report was the final output of qualitative research. This study was a descriptive qualitative study since it explores the students' speaking performance anxiety. Particularly, the causes of the students' anxiety and their methods for overcoming it during speaking performances at the second-semester students of the English Education Department.

Participants

This research focused on "Students' Anxiety in Speaking Class at the Second Semester in English Department of Universitas Borneo Tarakan" in previous studies the researchers made initial observations to see the problems related to this research and see how the anxiety disorder influence students speaking ability at the second-semester students. Therefore, the main subject of this research was the second semester in this research, the researchers employed purposive sampling. According to Ladico et al. (2010) in qualitative research, the purposive sampling technique is a typical practice that selects main informants or people with specific knowledge about the topic being examined. This signifies that the researchers selected the topic for this study based on the needs and goals of the study. For this study, the researchers conducted a sample of second-semester students. The data collected by applying a purposive sampling technique. The researchers selected one class, the A1 class, as the selected group of participants to analyzed the students' speaking anxiety in the classroom. The researchers were concerned about the class that was struggling with anxiety in speaking foreign languages in speaking classes.

Data Collection Methods and Instruments

In this study the researchers applied questionnaire, interview and observation to collect the data. Then the data was distributed to second semester English Education Department in Universitas Borneo Tarakan. The questionnaire was provided to explore what students feel anxious when speaking, observation was administered to observe the students' activities and their engagement in the classroom, and interview was employed to gain why they were anxious and hey to overcome those experiences.

Data Analysis Technique

In this data analysis, two data were processed in this study. First the data questionnaire, the researchers utilized a final version PSCAS questionnaire adopted from Yainkong and Usaha (2012). the data was collected by interviewing students to deepen information from each factor that causes students to feel anxious. Meanwhile qualitative data were using miles and Huberman model consisting of data reduction, data display, and conclusion drawing.

RESULTS AND DISCUSSION
Findings

In answering two questions of this research of the students' speaking anxiety, factor influence students' speaking anxiety in speaking English, and the strategies to overcome

students; speaking anxiety. There are 17 questionnaires about factor influence students' speaking anxiety, 10 questions of interview to get deeper information of factor influence students' speaking anxiety and what are the strategies to reduce their speaking anxiety in speaking English, and the researchers also did observation to know the phenomenon on the field.

Factors Influence Students' Speaking Anxiety

The researchers found one aspect of the student's anxiousness related to a particular issue. Grammar and pronunciation errors were a concern. Some students feel very anxious when speaking in front of the class or when the lecture calls on them it was according to the researchers' observation utilizing field notes. The students struggled to demonstrate their abilities; they felt anxious, lacked confidence, and were nervous. The factor that contributes students' anxiety was unprepared material. Before the students addressed the class, the lectures would read the material and have time to reflect on it. The researchers then observed the students were hesitant to learn to communicate in a new language and had problems speaking what they should. In addition, it seems that students can experience anxiety during English lessons disposed by the lecture. Using a questionnaire, the researchers determined what factors contributed to the anxiety of students when speaking in English. Internal Factor of Students' Anxiety in Speaking English. The researchers gave a questionnaire and analyzed it using a final version PSCAS questionnaire adopted from Yaikong & Usaha 2012 to know the factors of students' anxiety in speaking English, namely: lack of self-confidence, shyness, lack of motivation, fear of making mistake.

Table 1. *Internal Factor Students' Anxiety*

No	Indicator Component	Score	Anxiety Level
1	Lack of self-confidence	70	Medium
2	Shyness	80	High
3	Motivation	357	High
4	Fear of Making Mistake	112	High

As shown in Table 1, students' anxiety in speaking English was influenced by four factors: a lack of self-confidence, shyness, motivation, and fear of making a mistake. Loading factor of lack of self-confidence was a score of 70 it was on anxiety level were medium. The loading factor of shyness was a score of 80 it was on anxiety level were high. The loading score of motivation was score 357 it was on anxiety level were high. And also, the loading factor of fear of making mistake was scored 112 it was on anxiety level were high. According to table 4.1 motivation was higher than all factors.

There were four reasons why students felt anxious when speaking English. It demonstrated how a variety of factors contribute to students' anxiety when speaking English. The level of motivation among students was higher than all the causes of their English-speaking anxiety combined. Shyness among students was more prevalent than low self-esteem. Fear of making mistakes was more prevalent than shyness, and lack of confidence was less prevalent.

Table 2 External factor of students' speaking anxiety

No	Indicator Component	Score	Anxiety Level
1	Lack of preparation	112	High
2	Limited Vocabulary	110	High
3	Grammatical Error	108	High
4	Friends/Classmate	102	High
5	Embarrassment	106	High

Table 2 shows there were five factors that influenced students' anxiety in speaking English. That were five variables. They strongly correlated with outside variables, particularly, lack of preparation, limited vocabulary, grammatical errors, friends/classmates, and embarrassment. The loading factor of lack of preparation score was 112. The loading factor of the limited vocabulary score was 110. The loading score of grammatical errors was 108. The loading factor score of friends/classmates was score 102. Also, the loading factor score of embarrassment was 106. According to table 4.2, showed high anxiety levels were caused by external factors. Five factors contributed to students' anxiousness when speaking English. It demonstrated that there was a variety of factors contributing to students' anxiety when speaking English. Overall, the contributing reasons to students' anxiety in speaking English, the number of students who lack preparation was largest. More students have lack of vocabulary than have grammatical errors. More people lack preparation than classmates or friends. Friends/classmates were the ones that embarrass students the most, while friends/classmates are the least likely to do so. The interview result revealed that the researchers aimed to understand the factors that contribute to speaking anxiety among the students and how they might manage it. The researchers asked students 10 questions in total.

a. Fear of Making Mistake

Fear of making mistakes was one of the variables that increases students' anxiety and was focused on internal factor. According to the interview, all participants stated that one of the reasons they did not want to speak English was the fear of making mistakes. The following statement from the interview supports the observation's finding that this anxiety element exists. As S3 report: *If I make a mistake when I speak in English, my friends laughed at me"* The statement above demonstrated that the participants were afraid of making mistakes in front of the class when she/he wanted to speak in English. The preceding statement was consistent with the findings of an interview with S3.

b. Shyness

One aspect of the internal characteristics that have an impact on students' anxiety was shyness. According to four students who participated in the interview, being shy was one of the reasons they did not want to speak in front of the class. *S2"I felt shy when I started to speak English in front of my friends, and suddenly I forgot everything."* The

participant's statement above demonstrated that student was uneasy since everyone was paying attention to them, and the feeling of embarrassment caused them to become speechless or forget what to say. The previous sentence demonstrated that speaking in front of others was one of the most frequent phobias that students experience, and shyness causes them to become mute or stumped for words. In other words, it may be claimed that shyness has a significant impact on how well students speak.

c. Lack of Self-Confidence

One aspect of the internal-focused issues that affect students' anxiety is a lack of self-confidence. According to two students who participated in the interview, one of the reasons that one of them did not want to speak in front of the class was a lack of confidence. According to two participants. S4 *"I do not feel confident when I have to speak in English, because my English was not good enough."* The student's lack of self-confidence and perception that, she was not fluent in English were evident in the aforementioned statement. According to the findings of an interview with S4, the aforementioned claim was accurate

d. Lack of Motivation

One aspect of the internal-focused issues that affect students' anxiety is a lack of motivation. According to two students who participated in the interview, one of the reasons that one of them did not want to speak in front of the class was a lack of motivation. *S3" I felt nervous when I have spoken in English even, I have already prepared anything in advance"* Even though the student had prepared well, the participant's statement above showed that the student felt uneasy about himself or herself when speaking in English. Speaking in front of others is one of the most prevalent anxieties that students have, as the previous statement made apparent, and a lack of motivation prevents students from being able to study English. Stated differently, one may argue that students speaking ability is significantly impacted by their lack of motivation.

e. Limited Vocabulary

One of the aspects of the factors focusing on external causes that affected students' anxiety was limited vocabulary. According to the interviews, all of the students stated that one of the reasons it was hard for them to speak English it was because they have a limited vocabulary. According to *S3" "I have limited vocabulary because unsupportive environment. I'm unable to comprehend, I'm even unsure of the words 'a definition in English, I was afraid that I'll be instructed to speak. My English was poor."* The participants' lack vocabulary was evident from the aforementioned comment, as it was challenging for them to retain the words. Students' responses indicate that their limited vocabulary during instruction in languages was a contributing factor in their incapacity to communicate in English. As learning vocabulary was the foundation for learning English.

f. Friends/Classmate

One of the factors that affect student anxiety, which was centered on external factor, was friends and classmates. According to the interviews, all of the students stated

that other students were the biggest deterrent to speaking in front of the class. According to two participants. *S2" When I have to speak English, I felt anxious and afraid it is makes me distracted when I speak in English in front of all my friends." S4" When I have to speak in front of my friends i feel anxious and have panic attack."* The participants did not want to speak because they believed that their mistakes would be laughed off by the rest of the class, as seen by the statements mentioned above. The aforementioned assertion was consistent with the results of the s2 interview that was done. As S4 reports the participants did not want to speak since they knew that their mistakes would be laughed at by the rest of the class, as seen by the words made above. They acknowledged that when they erred, their peers would frequently make fun of them or even yell at them.

g. Lack of Preparation

The results showed that a lack of preparation also influenced anxiety among students. Students should arrange what has to be said and done properly in their speeches by carefully planning things. *S4" I start to forgot the word when I have to speak in English without a preparation in advance" S3" Sometimes experience anxiety. I have limited time to prepare anything in advance"* According to the aforementioned evidence, students experience anxiety when instructed to speak without preparation. They valued preparation greatly; therefore, they were quite nervous when the lecture unexpectedly invited them to stand and speak.

Strategies to Overcome Students' Anxiety in Speaking

Language anxiety can be lessened when speaking English using a variety of techniques. On the basis of the interview results, the researcher examined the participants' responses.

a. Relaxation

Students have practiced relaxing methods including taking a deep breath and trying to relax when they were nervous about being given a question by the lecturer. The two subjects (S1 and S4) performed relaxation techniques to reduce their speaking anxiety. Whether S3 was unable to complete the task due to extreme worry and uneasiness that prevented him from even attempting to relax and take a deep breath. In contrast to S4, S2 did not unwind since it was out of the ordinary for her to experience trouble speaking English. S1 was defined her relaxation method as follows: *"When I unable to speak English and I still need to look up vocabulary, I need to prepared anything well when I have to speaking English."* S4 also talked about his experiences with relaxation techniques like deep breathing and trying to relax. In order to help students, feel more relaxed when speaking in English, it was an effective strategy for him to take a deep breath. "*I think sometimes, if I'm having trouble speaking English, sometimes I take a deep breath,*" he remarked.

b. Preparation

For the teaching and learning process to be successful, students had to get everything ready. The students were ready to study and take in the lesson because they had everything ready. Based on the findings of the observation and interview, students utilize preparation the most. If they hadn't studied before class, they were probably anxious that they wouldn't be able to follow the lesson. Methods of preparation included reading the content that will be covered that day, mimicking the pronunciation of some challenging terms from a native speaker, learning vocabulary, and more. *"I need to prepare anything well before I have to speaking English, I need to learn many vocabularies"* stated S1. In (S1) on the other side, S2 claimed to be a well-prepared individual who would arrange everything beforehand, including gathering the necessary materials, before she spoke in front of the class. The most effective method for reducing speaking anxiety in English is using this strategy. The student can prepare everything by having everything ready before making their presentation. S2 clarified: *"I need prepared anything in advance, so my friends never laughed at me anymore"* To get over anxiety in speaking English, some students employ similar techniques, while another subject employs another one. We employed a variety of techniques, relaxation, preparation, positive thinking, peer seeking, and understanding our target audience.

DISCUSSION

This study identified three internal factors. First, students' fear of making mistakes stemmed from their inability to pronounce the word correctly. Fear of making a mistake and then receiving judgment was the factor. The previous research has demonstrated the fear of making mistakes and receiving judgment (fear of negative evaluation), which was consistent with one of the variables identified. Students experience anxiety when they lack preparation for a subject, and they feel shy and insecure when speaking in English, as evidenced by their perception of a negative evaluation from the lecture or other students. According to Elmenfi & Gaibani (2019), one of the variables that contribute to speaking anxiety is the worry of adverse judgment or thoughts about fear of negative evaluation.

Ningsih & Agustin (2022) also stated that, because they were embarrassed by their mistakes, anxious, and lacking in confidence, students experienced anxiety. Second, students regularly admitted to being shy and nervous when asked to speak in front of the class. In addition, the students expressed feeling uncomfortable being the focus of attention from all the students, which caused feelings of guilt and a blank or inability to answer for words. Low language proficiency prevents students from making the most use of language, which makes them extremely anxious when they speak in front of others. Speaking anxiety and student's skill in English are negatively correlated, according to various studies. Ayuni et al. (2021) asserted that anxiety and academic performance have inverse relationships. Low English language proficiency was associated with increased anxiety levels in students. According to Ernawati & Fatma (2012), there are two reasons why students have speaking anxiety, as follows: (1) internal factors like lack of confidence, shyness, motivation, and fear of making mistakes; (2) external factors

including lack of preparation, a limited vocabulary, friends or classmates, and embarrassment.

The interview's findings also provided an answer to the research issue regarding strategies to reduce students' speaking anxiety. Prior to speaking in front of the class, the students made an effort to relax and take a deep breath because doing so helped them feel less anxious. Second, the person studies at home, tries to do better, and tries to make learning English a habit by looking up the information on Google, watching YouTube. Thorough planning was the next strategy. Making adequate preparations was necessary to prepare ourselves to be more prepared and not as apprehensive, which was one of the causes of speaking anxiety that many students have. Before speaking, students must meticulously prepare. The conclusions conformed with earlier studies by Mahmud & Suryana (2015) who developed a typology of approaches consisting of varieties of peer seeking, preparation, relaxation, positive thinking, and resignation for dealing with language anxiety in students.

CONCLUSION

Based on the research question of this study, to find out what are the factors that influence students' speaking anxiety in speaking English and the strategies that students used to reduce their anxiety in English speaking class. Student experiences reveal a great deal regarding their inability to speak in English. Stated differently, anxiety among students may contribute to a decline in their proficiency in learning English, particularly in speaking. A number of factors affect the participants' anxiety. The study identifies at least five variables, according to external factors including a lack of vocabulary, friends or classmates. Additionally, in external factor including a fear of making mistakes, shyness, and a lack of self-confidence. On the other hand, it also provided an answer to the research question regarding the strategy to reduce speaking anxiety in students, demonstrating that preparation and relaxation are the strategies to do so. Some of the students they need to prepare anything in advance before they want to speak in English, and it provides the students need to taking a deep breath to reduce their anxiety when they have to speak in English. The students' experiences reveal a lot about their concerns about speaking English. In other words, students can offer useful information on their anxiety of speaking English.

To establish a positive environment, students should show respect for one another. When students are having difficulties, lectures should be helping them rather than making fun of them. Rather than ridiculing their more anxious classmates, students with lower anxiety levels can help those who are having trouble. They ought to understand that making mistakes when learning a new language is normal and commonplace. They would be more comfortable with one another as a result. Additionally, mistakes are a common part of learning a language, which nervous language learners should be aware of. Therefore, it shouldn't stop them from speaking English. Meanwhile, the speaking lecturer must identify anxious students and treat them accordingly. The lecturer can also create a nice class environment for students to help them lessen their anxiety and talk freely

without worrying about making mistakes or being negatively rated. Besides that, for future researchers who are interested in investigating the factors causing speaking anxiety and strategies for reducing anxiety in the classroom, the results of this study can serve as an additional source of information exchange. In the future, the researchers intend to further understand language anxiety concerning many ability areas, including writing, reading, and listening. Not only can anxiety affect speaking, but it also affects reading, writing, and listening abilities. It is expecting that the next researchers will examine student anxiety in various ways. Finally, the following researchers suggested evaluating how anxiety affects students' academic performance.

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