

Analysis of Students' Speaking Anxiety in EFL Classroom

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Abstract

This study was carried out to investigate the types of students' speaking anxiety in EFL classroom. This research used qualitative descriptive research. The subject of this study was six students from the third semester of the English Education Department Class C batch 2021, State University of Makassar. They were recruited using a purposive sampling technique. This study used observation and interview as the research instruments. The interview was used to determine the types of students' speaking anxiety in EFL classroom and the observation was used to support the interviews' data. It is concluded that oral presentation, limited vocabulary, fear of making mistakes, lack of preparation, and lecturer's personality and attitudes were the main factors that contributed to students' speaking anxiety in EFL classroom. The results of this study established that most students experienced test anxiety and fear of negative evaluation as the types of their speaking anxiety.

Keywords: *Analysis, Speaking, Anxiety, EFL Classroom.*

1. Introduction

Speaking ability becomes one of the significant aspects of learning a foreign language especially speaking for academic purposes which demands students to speak English at an advanced level and use various language functions in formal activities such as seminars, debates, scholarship interviews, and panel discussions. However, many students are still struggling to reach the fluency in speaking and it is caused by a number of elements, one of which is a student-derived factor, namely anxiety.

In other words, students that are anxious perform worse because they worry, doubt themselves, and are less engaged in class. Tambunan (2018) pointed out that students who have speaking anxiety may forget the major points of the speech they will present to an audience. Anxiety even causes some pupils

to forget what they need to say. In fact, anxiety affects students' performances in class.

Participating in speaking activities triggers anxiety in many students. When they are given questions or required to perform in front of the class, they even experience increased anxiety. The feeling of pressure and apprehensiveness which are uniquely associated with a second language context, including speaking, listening, and learning defined as FLA (Foreign Language Anxiety) and speaking activity is believed as a skill that most frequently evokes anxiety among students (Horwitz et al, 1986). Zheng & Cheng (2018), One of the things that makes learners anxious is the oral speaking test. They are afraid and anxious when taking the speaking test in class. Where in this class, they will take a test to measure their speaking ability. When students do not have good speaking skills, eventually, their anxiety will arise. Then students worried about whether they would pass the exam well or not.

Suciati (2020) points out that given the difficulty of speaking tasks that need them to be present individually and spontaneously for a short period of time made students who attend speaking lessons tend to be more apprehensive. Similarly, Pahargyan (2021) states that students' lack of knowledge and confidence causes them to remain silent. Because of a variety of circumstances, including nervousness, students' reluctance to speak in class has grown to be a significant factor that may affect their ability to learn a language. Because anxiety harms students' performances in language learning. The researcher will thoroughly analyse the types of students' speaking anxiety in EFL classroom. It is necessary to identify the types of students' anxiety because it can assist the students and teachers to deal with anxiety in classroom.

2. Literature Review

2. 1. Speaking

Speaking is one of crucial ability to measure one's proficiency in English. Ladouse (1991) defined speaking is described as spoken ability to express ideas and convey information fluently. In fact, speaking is productive skills and it is related to communication which allows the speaker to communicate theirs. Similar vein to (Brown, 2007; Burns & Joyce, 1997) "speaking required that students comprehend sociolinguistic competence which they are knowledgeable of when, why and in what ways to convey language beside linguistic competence such as grammar, pronunciation or vocabulary.

2. 2. Categories of Anxiety

Generally, anxiety is divided into two categories known as trait anxiety and state anxiety (Spielberger, 1983). Trait anxiety is a relatively stable personality characteristics (Scovel, 1978) while a brief reaction to a particular stimuli is state anxiety. (Spielberger, 1983). Individuals with trait anxiety tend to feel more intensely and for a longer period of time as a result of their personality, even when

confronted with situations that are not dangerous. Individuals with trait anxiety frequently worry more than most people and perceive many aspects of their environment as inappropriately threatening. However, state anxiety is perceived as a normal anxiety occurred by people. People who feel this kind of anxiety will tend to be anxious when they faced by uncomfortable or threatening situation. After the uncomfortable situation goes away, the anxiety will reduce and fade. In conclusion, there are two categories of anxiety, both state and trait anxiety which are different based on its causes. In other words, Trait anxiety can be aroused as a part of one's characteristics viewing the situation as threatened in any situation and it will be last for long even permanent. Compared to state anxiety that can be aroused when there is uncomfortable or threatened situation faced by people and it is temporary.

2. 3. Foreign Language Anxiety

According to Maclyntyre (1994) "Foreign language anxiety is described as the sense of tension and apprehension that is uniquely linked with the setting of a second language, which includes speaking, listening, and learning. Clement (1980) pointed out that "foreign language anxiety as a complex construct that deals with learners' psychology in terms of their feelings, self-esteem, and self-confidence". Horwitz, et al (1986) defined FLA as "a distinctive complex construct of one's own thoughts, feelings, and behavior that has to do with learning languages in a classroom and emerges from the peculiarities of the language learning process".

Horwitz, et al (1986) revealed three related specific situation performances which are communication apprehension, test anxiety, and fear of negative evaluation. First is communication apprehension is described as a feeling of restiveness to communicate with people. Second is test anxiety which is a feeling afraid of being failed when performing oral practice. Students may set high standards on themselves to perfect their foreign language

proficiency, and when they are unable to do so, they often feel nervous and perceive it as a failure. Lastly, fear of negative evaluation is considered as a fear of how others would perceive their performances.

3. Research Methodology

This study was conducted in descriptive qualitative research. the researcher aimed to obtain a descriptive interpretation of the phenomenon which is speaking anxiety. Descriptive qualitative research results data that describe the “who, what, and where of events or experiences from a subjective perspective”. The researcher obtained the data through the interview, then the researcher analysed the data by selecting the required data and eliminating unnecessary data. Next, the researcher interpreted the result descriptively based on the analysis and the last is conclusion was made by the final result of the research.

4. Findings

The Types of Students' FLA (Foreign Language Anxiety)

a. Test Anxiety

Test anxiety is a type of foreign language anxiety which is a fear of failing to English perform It is characterized by the fear of making mistake and the perfectionism over the language uses. Several students admitted that they were worried of making mistakes specially in pronunciation and presentation where the test took place. They assumed that if they made mistakes, it would affect their speaking score in a test.

Extract 1 (Respondent 2, 23/11/22)

Saya agak kaget dan pasti gemetar kalau buat kesalahan dari segi grammar atau pronunciation. (I would tremble if I made mistakes in grammar or pronunciation)

Extract 2 (Respondent 3, 23/11/22)

Saya khawatir kalau buat kesalahan kak karena notabenenya dianggap anak bahasa Inggris, dan kalau masih banyak

pronunciation dan grammar yang salah, agak bagaimana begitu. (I felt worried when I made mistake since I am currently an English student. For me, making mistakes in grammar or pronunciation was unacceptable).

Extract 3 (Respondent 4, 24/11/22)

Saya cemas karena takut salah palafalan bahasa Inggris ku kak, saya takutnya itu dapatkan nilai rendah karena ku pikir speaking ku harus bagus. (I was worried if I was using inappropriate pronunciation while speaking, I am afraid if I got low score on my speaking test. I also believe that my English must be perfect)

The fear of failure in the speaking test also became one of the characteristics of test anxiety. Students tend to be anxious in speaking class since they were worried to obtain a low score on the speaking test. Similar vein to Kralova and Soradova (2015) mentioned that in test anxiety, the learners were making themselves put high demands of perfect performance in the foreign language. Therefore, if they can't meet the standards, they believe that it was a failure.

b. Fear of Negative Evaluation

Fear of negative evaluation is a fear of being judged and evaluated negatively by people. Other aspects of fear of negative evaluation were the fear of error correction and the feeling of insecurity if their classmates were more intelligent compared to them (Rafek, et al 2013). This study revealed that students inclined to be worried and anxious if they were being corrected by lecturer during presenting their English orally.

Extract 1 (Respondent 2, 23/11/22)

Saya lebih khawatir salah dan takut di judge sama orang kak. (I was worried if I was making mistakes and being judged by others)

Extract 2 (Respondent 3, 23/11/22)

Ada rasa minder pasti kak ketika teman lebih bagus bahasa Inggrisnya. (I felt inferior when my friend was better than me speaking English)

Extract 3 (Respondent 5, 23/11/22)

Itumi tadi kak, takutka salah dan juga takut bodoh dimatanya orang-orang. (As I said earlier, I was afraid of being wrong and also being fooled by others)

Some students become more anxious and anxious when the teacher corrects their error before they have time to complete their words. (McIntyre & Gardner, 1991) since fear of negative evaluation occurred when students were worried about negative evaluation from others. Based on the result of the interview, it was found several students claimed that they were feeling inferior when seeing others speak English better than them and it can be one of the indicators that led to fear of negative evaluation. Also, students' fear of being judged and being looked foolish by classmates and lecturers about their English performances. McCoy, (1979) who found less confident learners indicate to have higher anxiety and feel that they lack the ability to perform well. Similarly, the result of this study pointed out that factor that causing fear of negative evaluation is the fear of being looked foolish by friends and lecturers. In conclusion, fear of negative arises from the fear of being corrected by lecturers, feeling inferior, and minimum self-confidence. This finding showed the factors contribute to students' speaking anxiety are oral presentation, limited vocabulary, fear of making mistakes, lack of preparation, lecturer's attitude and personality. The researcher used semi-structure interview to answer this research question. The description of the result presented as follows.

1) Oral presentation

One of the factors contributing to student's speaking anxiety was oral presentation. Some of the participants claimed that they were anxious whenever they have to perform English orally in front of class. In other words, they tend to feel nervous, panic, shy and even trembled when faced by English performances.

Extract 1 (Respondent 1, 23/11/22)

Iye pasti, paling nervousnya lagi kalau teman kelasku semua matanya tertuju sama saya, apalagi kalau hening juga suasananya. (When I had to do my presentation, I was very nervous when the class was quiet and all of my classmates looked me in the eyes).

Extract 2 (Respondent 2, 23/11/22)

Jujur kak, karena kebetulan saya orangnya agak demam panggung. Jadi, ketika presentasi, sekalipun saya sudah prepare sebelumnya dan ketika naik tiba-tiba saya nge-blank kak dan saya jadi lupa script tentang apa yang mau dibahas. (To be honest, I was nervous when I have to perform English orally in front of the class even if I have prepared my script about what to tell, I would forget it all and I did not know what to tell)

Extract 3 (Respondent 4, 24/11/22)

Panik ka kak kalau presentasi, tidak tahu apa mau kubilang. (I was panicked and I did not what I have to tell when I did my presentation).

Extract 4 (Respondent 5, 24/11/22)

Tidak percaya diri ka kak, takut salah, intinya saya tidak bisa lama didepan banyak orang (I was unconfident and afraid of being wrong when I had to perform in front of many people).

Extract 5 (Respondent 6, 24/11/22)

Jantungku berdebar cepat kak, dingin tanganku dan gemetaran ka juga kak (I trembled and my heart was beating fast (so I can feel my hands got cold).

Based on those extracts, the researcher concluded that students experienced anxiety in the EFL classroom and one of the factors that caused their anxiety was an oral presentation. Most students admitted that they tend to feel nervous and panicked and they are followed by pounding heart, cold hands, and minds going blank when they have to do an oral presentation.

2) Limited Vocabulary

One of the factors contributing to student's speaking anxiety is lack of vocabulary. Some students tend to be worry, panic and nervous when faced by the situation which is, they must deliver their thought or ideas in English.

Extract 1 (Respondent 1, 23/11/22)

Kalau kelasnya sir Fauzan cukup membantu berbicara memang kak karena dalam kelas harus bahasa Inggris tapi kalau biasa harus bahasa Inggris tidak kutaumi apa mau kujawab karena sedikit ji kosa kata kutau. (An extensive speaking class helped me a lot to speak up because students should speak English in class. But when the lecturer asked the class to speak the whole English. Sometimes, I did not know what to tell since my vocabulary was lack).

Extract 2 (Respondent 2, 23/11/22)

Kalau misalkan saya pakai bahasa Indonesia, asal saya paham materi dan konsepnya, langsung pasti bisa jawabki. Tapi kalau bahasa Inggris dipikir ki dulu mengenai apa bahasa Inggris nya lagi ini. Seperti itu kak. (I did not know what to tell when I have to explain it in English because I need to translate every word on my mind compared to Bahasa, as long as I understand the material, I can explain it)

Extract 3 (Respondent 3, 23/11/22)

Saya merasa panik dan nervous kak, mungkin kosa kata ku yang masih kurang sehingga saya kesusahan ketika mau susun kalimatnya. (When the lecturer instructed the class to speak only English, and no Bahasa during the presentation. I started to panic and nervous since I did not know what to tell. Perhaps my vocabulary was lack therefore I was difficult to construct a sentence).

Extract 4 (Respondent 5, 24/11/22)

Biasa kak kalau disuruh bahasa Inggris, kadang saya masih terbata-bata karena masih kurang vocabulary. (I usually stutter when I have to speak English because of the limited vocabulary).

Limited vocabulary was one of the factors that made it students became really difficult producing a sentence in English and made them clueless about what to say in a speech or conversation. Consequently, they would start to panic and anxious when they have to speak. In addition, students claimed that whenever they were well-prepared for the oral presentation or the call, they still have anxiety.

3) Fear of Making Mistake

Fear of making mistakes was one of the factors that made students feel anxious and worried when presenting English orally. It related to the types of students' FLA which are test anxiety and fear of negative evaluation. Students tend to be anxious, panicky, and worried over their presentation because they were afraid of using inappropriate pronunciation and grammar. In other words, they were worried about failing performances in English.

Extract 1 (Respondent 1, 23/11/22)

Takut salah ucap pelafalannya kak. (I was worried if I pronounce my English in a wrong way)

Extract 2 (Respondent 2, 23/11/22)

Saya agak kaget dan pasti gemetar kalau buat kesalahan dari segi grammar atau pronunciation. (By all means I would tremble if I made mistakes in grammar or pronunciation)

Extract 3 (Respondent 3, 23/11/22)

Saya khawatir kalau buat kesalahan kak karena notabenenya dianggap anak bahasa Inggris, dan kalau masih banyak pronunciation dan grammar yang salah, agak bagaimana begitu. (I felt worried when I made mistake since I am currently an English student. For me, making mistakes in grammar or pronunciation was unacceptable).

Extract 4 (Respondent 4, 24/11/22)

Kalau saya takut salah dari segi pronunciationnya kak. (I was worried if I was using imperfect pronunciation when speaking English).

Extract 5 (Respondent 5, 24/11/22)

Saya takut salah mengenai materi yang dibawakan kak dan juga takut kalau salah vocabulary dan grammar ku. (I was worried if I made mistakes regarding the material that I would present. Also, I am afraid of using inappropriate grammar and vocabulary)

Extract 5 (Respondent 6, 24/11/22)

Saya takut kalau pronunciationku salah kak. (I was afraid if my pronunciation was wrong).

From those extracts, it can be concluded that students were inclined to have anxiety because of their beliefs in language learning. Most students believe that they must meet the standard of advanced English proficiency. And if they can't, they will assume that they are failed. In this case, the fear of classmates' judgment and the fear of failing performance which affects their score can trigger their anxiety and activate their avoidance of making mistakes especially in using inaccurate pronunciation and grammar and not mastering the material.

4) Lack of Preparation

The results showed that the students' anxiousness was also caused by a lack of preparation. Few admitted (3 respondents) that they often get nervous and panicked when they were not well-prepared for the speaking activities.

Extract 1 (Respondent 1, 23/11/22)

Perasaan saya saat itu kayak nervous banget. Masalahnya kan baru masuk saat itu dan tidak kutau kalau mau ditunjuk dan langsung tiba-tiba. (When I was be called on by the lecturer, I was very nervous since I was not well-prepared).

Extract 2 (Respondent 1, 23/11/22)

Belum selesai saya ketik dan translate, sir Fauzan tiba-tiba sebut namaku, jadi langsungka kaget padahal baru setengah kuketik. (It made me surprised when I haven't done translating what I have to tell and then I was being called on by the lecturer).

Extract 3 (Respondent 4, 24/11/22)

Ketika ditunjuk kemarin itu kak, saya panik karena saya jarang ka bicara dikelas, makanya kalau ditanya dikelas tidak tahu apa mau dibilang kecuali ada persiapan sebelumnya, mungkin tidak terlalu bagaimana ji. (When I was be called on by the lecturer, I was panicky since I wasn't used to talk. In class unless I had preparation that day. Perhaps, I was not that very panicked).

Extract 4 (Respondent 4, 24/11/22)

Panik ka kak karena tidak dipahami materinya sehingga tidak tau apa saya mau bilang. (I felt panicked and I did not what to tell since I did not learn the material).

Extract 5 (Respondent 5, 24/11/22)

Iye kak saya gugup sekali karena belum saya pahami materinya itu ketika presentasi. (Yes, I am. I felt very nervous since I did not learn the material beforehand).

5) Lecturer's Personality and Attitude

The findings revealed one of the factors that triggers students' speaking anxiety in classroom was lecturer's attitude. Few students admitted that a friendly lecturer can minimize their speaking anxiety in class. In other words, lecturers who builds a good relationship with students such as telling jokes and being friendly to students can help students to reduce their anxiety.

Extract 1 (Respondent 1, 23/11/22)

Dosen perlu memerhatikan cara bicaranya sama mahasiswa seperti sir Abdullah, suka ki melucu jadi kayak dekat dengan mahasiswa sehingga mahasiswa tidak tegang. (I think a lecturer should build a good relationship with students like Sir Abdullah. He is very likable since he likes to tell us jokes and that is why he seemed very close to his students).

Extract 2 (Respondent 3, 23/11/22)

Dosen perlu mengakrabkan diri dengan mahasiswa dan juga tidak menekan mahasiswa kayak harus benar. (I think a lecturer need to be friendly to his/her students

and the lecturer should not demand us to be perfect in any tasks).

Extract 3 (Respondent 6, 23/11/22)

Yang penting dosennya tidak memberikan suatu penekanan secara emosional seperti menjudge berlebihan ketika kita salah dan juga komunikasinya perlu ramah dengan mahasiswa. (I think as long as a lecturer did not give us emotional pressure such as destructive judgment and the communication between students and lecturer are friendly, it would help us to minimize our anxiety).

However, two of the respondents revealed that a lecturer who corrects students' mistake straightforwardly can trigger students' anxiety and make student feeling unconfident.

Extract 1 (Respondent 2, 23/11/22)

Saya takut ditegur kak, karena ada beberapa dosen yang kalau mahasiswanya sementara presentasi dan kita buat salah lalu langsung ditegur. (There are some lecturers when we were speaking English, and make mistake purposely or not. With no hesitance, they noticed the mistakes and corrected us straightforwardly).

Extract 2 (Respondent 3, 23/11/22)

Ada juga dosen yang biasa menegur langsung ketika kita buat kesalahan dan itu yang membuat kita mahasiswa kurang percaya diri seketika. Maksud saya dengarkan kami dahulu, lalu nanti diperbaiki. (It made us feeling unconfident when a lecturer corrected us straightforwardly while presenting English. In this case, you can correct us but later after we did our presentation).

Extract 3 (Respondent 6, 24/11/22)

Pentingnya, dosen tidak memberikan penekanan emosional seperti menjudge kita ketika membuat kesalahan seakan kita bukan pelajar. (Lecturers should not give us emotional pressure like judging us brutally when we were making mistakes).

5. Discussions

The Types of Students' FLA (Foreign Language Anxiety)

a. Test Anxiety

The first objective of this study was to investigate the types of students' foreign language anxiety. The result of this study showed that test anxiety is one of dominant types of students' language anxiety. This is similar to the findings by Pahargyan, T (2021), the result pointed out that test anxiety reached the highest mean score which is 4.3 points from questionnaires. Also, Akkakoson (2016) in his research stated that test anxiety became the enormous factor to appear than communication apprehension and fear of negative evaluation. It was caused by incorrect pronunciation, infrequent practice, and lack of preparation. However, the result of this study was different to Darmaida, S (2007) which is communication apprehension was the dominant factor causing the highest level of anxiety among students in classroom with 71% from sixty-five students experiencing it when speaking English in the classroom and test anxiety became the least factor of students' speaking anxiety with 39%. Students who experienced communication apprehension tend to be shy, unconfident, and panicked when asked to speak in front of the class, express opinions in English and avoid talking with others.

Those findings were in line with the outcomes from the previous findings conducted by previous researchers, such as Amogne (2013), and Zakaria (2015) which indicated that communication apprehension was the anxiety component that most frequently emerged and prevented students from speaking English in front of the class. In contrast, the result of this study pointed out that a feeling of unconfidence, and reluctant to speak or express opinions in English emerged from the fear of making mistakes which led to test anxiety

b. Fear of Negative Evaluation

This study revealed that students inclined to be worried and anxious if they were being corrected by lecturer during presenting their English orally. Some students become more anxious and unconfident when the teacher corrects the error before they have time to complete their words. Since students become very sensitive when it comes to error correction in front of their friends, this interruption frequently caused students to lose attention while constructing their words. (McIntyre & Gardner, 1991).

This result similar to Agata, et al (2019) the findings of the research showed that fear of negative evaluation was the most-triggered factor that influenced students' speaking anxiety during the public speaking class. The audience's speaking activity, a lack of preparation, and the potential for a lecturer's negative evaluation are the causes of the fear of the negative. Low self-confidence is another cause of the fear of negative evaluation in the speaking course.

The result of this study revealed that oral presentation, limited vocabulary, fear of making mistakes, lack of preparation and lecturer's personality and attitude were factors contributing to students' speaking anxiety in classroom.

1) Oral Presentation

This study pointed out that oral presentation became one of the contributing factors to student's speaking anxiety. This is similar to Koch and Terrell (1991) and Rebecca, L (1991) as also found oral presentation in the front of the class as the most anxiety producing activities. In academic context, oral presentation can be interpreted as an activity of speaking in front of the class to deliver information or material to audiences. Tsu-Chia (2011) claimed that the silence of the audience will make the speakers on the stage get more anxious, and forget what they want to say. However, Lizuka (2007) suggested that the

main reason why students were afraid of doing oral presentation because they were worried about making mistakes. It is similar to the result of this study that most students were afraid of making mistakes when delivering opinion and presenting the materials since they assumed that their lecturer and friends put high expectation on them. Because of that, many of students were worried and stressful when presenting and receiving the questions from lecturer or peers related to the materials they had conveyed.

Also, Kurtus (2001) stated in his paper, the apprehensiveness of looking foolish or stupid in front of people make individuals feeling anxious when required to speak in front of the audiences. Similar vein to Kembaren, et al (2022) stated that the feeling of afraid of being judged by peers and lecturer when public speaking or presenting triggered students' nervousness and anxiety. Similarly, the result of this study pointed out that making mistakes occurs students' anxiety when presenting English orally. In this case, the fear of negative evaluation by lecturer and peers was one of the main factors why students avoid making mistakes.

2) Limited Vocabulary

Limited vocabulary was one of the most hindered factors which makes students reluctant to speak the language. Commonly, lack of English language proficiency in terms of vocabulary, grammar, and word choice as well as speaking fluency, accuracy, and comprehension causes students to experience anxiety. Sundari, et al (2020) revealed in their paper that one of the things causing students' anxiety was their inadequate vocabulary.

Also, the lack of vocabulary makes students confused to assemble the words they want to deliver. As a result, it made them feeling anxious whenever they asked to speak English. However, Nurmansyah, R (2018) in his findings stated that the most affecting factors in speaking skill were lack of vocabulary with 52, 6%. In this case, lack of vocabulary made

them cannot speak well therefore they feel uneasy and anxious when they speak in front of people. Similar vein to MacIntyre and Peter D (1999) Anxiety can affect students' cognitive performance at any or all of the three stages (input stage, processing stage, and output stage). It implies that information is not transferred to the next level if anxiety interferes with cognitive work at one stage. Anxiety serves as a distraction while the brain is digesting information. It interferes with students' ability to efficiently process information. When they are anxious, students may learn less and find it difficult to comprehend new vocabulary, grammar, and other ideas. They may also take longer to understand the lesson.

Furthermore, this study pointed out that students tend to be anxious whenever they asked to speak English in classroom because of the lack of vocabulary. In this case, the anxiety can affect the cognitive aspect of the individual. The cognitive response from anxiety or fear that include negative evaluations, and illogical beliefs that affect the ability to think clearly (Bodie, 2010). As a result, the feeling of anxiety may block one's cognitive process to recall and arrange the words in their mind therefore students inclined to stutter, and pause for the length of time and even forget what they have to tell when presenting English orally. Similar vein to Baa, S. (2022) he revealed in his paper that limited vocabulary made students difficult in producing a sentence in English. Also, students often forget or become lost the vocabulary and idea whenever they were feeling anxious.

3) Fear of Making Mistakes

This study showed that students were anxious due to the excessive fear of making mistakes which led to produce inappropriate pronunciation and grammar. In this case, students were anxious if they generate the English incorrectly. More specifically, the improper use of pronunciation and grammar. In regard with Septiana, HA (2019) Making mistakes in grammar, pronunciation, and vocabulary became the most checked reason

that made students anxious when speaking. Also, Nugroho, I., et al (2021) in their findings, afraid of making mistakes was triggered by using inappropriate pronunciation. Naudhani, et al (2018) claimed that the worry of getting low score on task imposing students to avoid mistakes. This finding supported one of the results of this study that students were afraid of making mistakes because of the unwillingness of getting low score on their speaking course. Nevertheless, in their findings Abdurrahman & Rizqi (2020) suggested students' fear about making mistakes is not related to the task but negative evaluation from lecturer and peers.

The result of this study related to other researchers' findings which pointed out that test anxiety and fear of negative evaluation from lecturer and friends were the main reason why students were afraid of making mistakes. Besides, a fear of getting a low score on a test, students as well afraid of looking foolish or stupid and afraid of being corrected by the lecturer when presenting English orally.

4) Lack of preparation

The result of this study indicated that lack of preparation was one of contributing factors that stimulate student's speaking anxiety. In this case, students tend to be anxious when they were being called on by the lecturer spontaneously when they did not have preparation beforehand. Preparation in this context was preparing the English script regarding the material. Similarly, Lizuka, K (2010) pointed out in her research that students at university in Japan experienced anxiety when participating in class without preparation.

Also, Musthachim, A (2014) stated that few students admitted that they usually get more anxious when they did not prepare enough for the test or speaking practice. Marwan (2007) the main cause of students' anxiety is a lack of preparation. It made students be quiet and feeling tensed about what they were going to say (Baa, S. 2022) It related to this finding that students tend to show observable symptoms as follow: seem panicked, say nothing, and stutter when practising English without preparation.

5) Lecturer's Personality and Attitude

Personality plays an important role on the interaction between lecturers and students (Lowery, C.M. 1994). Similar vein to Cheng (2009) lecturer's characteristics affected students' anxiety. Some teachers believed that showing a friendliness and making a joke were effective strategies to reduce students' anxiety in speaking class (Nurfadhillah, AS. 2022) in this case, showing friendly face and telling jokes can help students to enjoy the class, as a result they will have interest to participate actively in classroom. Similarly, this finding revealed that lecturers who are friendly and usually tell the jokes can help students to reduce their anxiety in speaking classroom compared to the lecturer who was fierce, they will find themselves uncomfortable. However, the bad attitudes of teachers were also considered as the factor of students' anxiety. More specifically, teachers who intimidated students in the class may trigger students' anxiety. It relates to the fear of students to be corrected or judged by lecturers. Few students in this study admitted that they were anxious whenever the lecturer corrected their mistakes during delivering ideas or presenting the materials since it made them feeling unconfident and getting distracted. Similar vein to Karakas (2012) stated that in minimizing students' language anxiety, teachers need to tolerate their students' mistakes.

6. Conclusion

Based on the result of data analysis on the types of students' speaking anxiety in EFL classroom. It can be concluded that most students in EFL classroom experienced test anxiety and fear of negative evaluation as their types of anxiety. Test anxiety is considered a type of foreign language anxiety which is a fear of failing to English while fear of negative evaluation is defined as a fear of being judged and evaluated negatively by people. Based on this research, several implications of this study may help the learning process in the classroom. First, students may use this study as a reference

in identifying their types of FLA and it may be helpful to prevent anxiety before the learning process by preparing some anticipations to improve their learning process in the classroom.

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