

## **Chapter Four**

### **Finding and Discussion**

This chapter presents the observation and interview result about speaking anxiety among EED of UMY students. There were three categories which would be discussed in this chapter. The categorization was done based on the research questions. The categories were: 1) the characteristics of anxious students, 2) the factors causing speaking anxiety, and 3) the strategies to overcome speaking anxiety. The first category would be discussed to answer research question number one which was about the characteristics of anxious students. Since the researcher did an observation to choose the participants and interviewed them, the researcher triangulated both observation result and interview result. The second and the third categories were digging up to answer research questions number two and three. The discussion would be completed with the quotes of the interview and the interpretation of the quotes.

#### **The Characteristics of Anxious Students among EED of UMY Students**

To get the data about the characteristics of anxious students among EED of UMY students, the researcher did an observation and interview. The observation was done twice. The researcher used observation checklist filled with visible symptoms. In order to get more data, in the interview, the researcher asked the participants about what they felt when they spoke English. Thus, some of the findings would be triangulated from the result of observation and interview. The

information was presented below:

**Trembling.** Based on the observation result, the students were trembling when they were speaking English. This symptom appeared 13 times with the percentage was 10%. It was also supported by the participants when they were asked about how they felt when speaking English. All of the participants said that when they spoke English, they trembled. The first participant stated, “when, I speak in front of the class, I feel my body trembling” (P1.1). The third participant said that, “I always tremble every time I speak English” (P3.11). The fifth participant stated, “I am trembling when I am speaking English” (P5.5).

It could be concluded that the participants trembled when they spoke English. Based on the researcher’s not taking, the students being observed trembled when they did presentation in front of the class. In the second observation, the students did presentation using poster. Some of the students trembled and it was seemed from the poster they brought. The poster was moving. Trembling did not appear in the first observation when the students did group discussion. It happened because the atmosphere in the first observation was more relaxed than in the second observation.

It could be inferred that trembling was one of the characteristics of anxious student especially when they spoke English. Some experts also stated that trembling was a symptom which appeared when someone felt anxious. Getting sweaty, vomiting, trembling, and perspiring are also experienced by anxious student (Ansari, 2015; Boyce, Alber-Morgan, & Riley, 2007). Therefore, trembling was one of the characteristics of anxious students since it was appeared

13 times in the observation and all of the participants in this research trembled when they spoke English.

**Avoiding eye contact.** The students who felt anxious in speaking could be seen from their eye contact. Those who avoid eye contact with the audience and the teacher could undergo anxiety. Based on the observation result, this symptom appeared the most. It revealed 40 times and the percentage was 24 %. In addition, two out of six participants stated that they were avoiding eye contact when they spoke English. Participant one stated, “so, when I speak in front of the class, I look at my friend, I do not look at the other friends. I never look at Mr. XXXXX or Ms. XXXXX” (P1.10). It was also supported by the third participant. She said, “I will not look at the audience” (P3.9). She also added “I seldom look at the teacher when I speak English” (P3.10).

The result of observation indicated that avoiding eye contact became the most frequently appeared symptoms of anxiety showed by the students when they spoke English. Based on the researcher’s note, the students who showed this symptom was looking up the ceiling, looking at the window or projector instead of looking at the audience or the teacher. It was strengthened by the interview result that two participants admitted that they avoided eye contact with both teacher and audience when they spoke English. This symptom was also found in the prior research. Based on Ansari (2015), “students with debilitating speaking anxiety tend to display avoidance of involvement in tasks by remaining silent, sitting in the back row, avoiding eye contact with the teacher, to name a few” (p. 42). Therefore, avoiding eye contact with the teacher and audience was one of the

characteristics of anxious students.

**Squirming.** The observation result showed that there was a student who squirmed when speaking English. This symptom only appeared once and the percentage was 1%. The student who showed this symptom was a male student. He squirmed when he did a presentation in the second observation. Based on the researcher's note taking, he moved his body like there was something uncomfortable in his body. He wriggled from side to side. According to Suleimenova (2013), anxious students show symptoms such as "squirming, fidgeting, playing with hair or clothing, nervously touching objects, stuttering or stammering, headache, experiencing tight muscles, and feeling unexplained pain or tension in any part of the body" (pp. 1861-1862). The interview result showed that there was no participant who squirming when speaking English. Although, squirming did not appear in the interview result, it was one of the characteristics of anxious students, because it revealed in the observation.

**Playing with hair or clothing.** The observation result showed that playing with hair or clothing appeared twenty five times and the percentage was 15%. Those who played with hair were male students since all female students in both classes wore headscarves. When the male students spoke English, they kept playing with their hair. They touched their hair many times though their hair looked fine. During the observation, some of the female students played with their headscarves when they were speaking English. They kept tidying their headscarves up. The researcher also found that some students being observed kept playing with their sleeve especially when they spoke English in front of the class.

It could be concluded that the students played with hair or clothing when they were speaking English. According to Suleimenova (2013), anxious students show symptoms such as “squirming, fidgeting, playing with hair or clothing, nervously touching objects, stuttering or stammering, headache, experiencing tight muscles, and feeling unexplained pain or tension in any part of the body” (pp. 1861-1862). However, during the interview session, all of the participants did not state that they played with hair or clothing. Although, it did not appear in the interview, playing with hair or clothing was one of the characteristics of anxious students revealed in the observation.

**Nervously touching object.** Based on the observation result, nervously touching object showed twenty eight times and the percentage was 17%. When students did a presentation in front of the class, they nervously touched paper or poster that they brought. Five of six participants in this research said that they touched something near them like book, paper or laptop when they were anxious. Participant one said, “If I do not bring pen or something for fidgeting, I touch paper or something near me” (P1.21). In addition, participant two stated, “yes, I touch something nervously when I speak English” (P2.30). Based on the researcher’s note taking, some of the students touched object nervously when they spoke English. For example, they touched paper or pen when they did group discussion.

This finding correlated to Suleimenova (2013) who stated that “anxious students show symptoms such as “squirming, fidgeting, playing with hair or clothing, nervously touching objects, stuttering or stammering, headache,

experiencing tight muscles, and feeling unexplained pain or tension in any part of the body” (pp. 1861-1862). Hence, nervously touching object was one of the characteristics of anxious students.

**Stuttering or stammering.** Based on the observations result, this symptom showed seven times and the percentage was 4%. During the observation, some of the students stuttered when they spoke English. For example, a male student said, “home schooling can help eee eee he or she, boy or girl, girl eee because, because, eee we can, we can”. Another student said, “full day school can eee can, avoid, what, avoid, avoid”. One participants in this research admitted that she stuttered when she spoke English. Participant six said, “yes, sometimes I stuttered when I spoke English” (P6.21). According to Suleimenova (2013), anxious students show symptoms such as “squirming, fidgeting, playing with hair or clothing, nervously touching objects, stuttering or stammering, headache, experiencing tight muscles, and feeling unexplained pain or tension in any part of the body” (pp. 1861-1862). Therefore, stuttering or stammering was one of symptoms which showed by the students when they felt anxious.

**Getting sweaty.** Based on the observation result there was a student who got sweaty when speaking English. It only happened in the second observation when the students did presentation in front of the class. Thus, this symptom only appeared once and the percentage was 1%. The fourth participant also said that he got sweaty when he spoke English in front of the class. He said, “sometimes I get sweaty” (P4.20).

From the observation and the interview result, it could be seen that getting sweaty was one of the characteristics of anxious student. Getting sweaty, vomiting, weak knees and dry mouth are also experienced by anxious student (Boyce, Alber-Morgan, & Riley, 2007). It could be concluded that getting sweaty was one of the symptoms which showed by anxious students.

**Rubbing the palms.** Based on the observation result, this symptom appeared for 14 times and the percentage was 8%. One participant in this research said that she rubbed her palms when she spoke English. Participant six stated, “I rub my palms especially when I perform in front of the class” (P6.20). According to Hashemi & Abbasi (2013), one of the characteristics of anxious students was those students who rubbing the palms when speaking. Hence, rubbing the palms was one of visible symptoms which showed by anxious students.

**Staggering voice.** This symptom seemed three times and it only appeared in the second observation when the students did a presentation in front of the class. The percentage for this symptom was 2%. It was also mentioned by the fourth participant. He said, “my voice sounds like I’m shock” (P4. 21). According to the researcher’s note taking, the students’ staggering voice sounded like they yelled. Based on Hashemi & Abbasi (2013), staggering voice was one of visible symptoms of anxiety. Thus, another observable symptom shown by anxious students was staggering voice.

**Reading from the script while giving presentation.** Based on the observation result, reading from the script while giving presentation appeared for seven times and the percentage was 4%. Participant two said that she read the not

she brings when she spoke English. She said, “I read the note when I speak English” (P2.21). Based on the researcher’s note taking, the students read the script at glance while giving presentation. According to Hashemi & Abbasi (2013), one of the symptoms of anxious students was reading from the script while giving presentation. Therefore, reading from the script while giving presentation was one of characteristics of anxious students.

**Speaking too fast.** Based on the observation result, too fast speed of speech seemed once and the percentage was 1%. Based on the researcher’s note taking, this student spoke too fast started from the beginning until she finished speaking. However, none of the participants in this research admitted that they spoke too fast. According to Hashemi & Abbasi (2013), fast speed of speech was one of symptoms of anxious students. Thus, too slow speed of speech was another characteristic which shown by anxious students.

**Speaking too slow.** This symptom appeared for three times and the percentage was 2%. This symptom only appeared in the observation. Based on the researcher’s note taking, the students who showed this symptom spoke slowly because they used filler such as “eee” or “well”. One of the students spoke slowly because he thought about what he would say. One participant in this research spoke slowly in the second observation. However, when the researcher asked her about it in the interview session, she answered that she was not sure with it. According to Hashemi & Abbasi (2013), one of the noticeable symptoms of anxiety was when the students speak too slowly. Therefore, it could be concluded that too slow speed of speech was one of characteristics of anxious students.



**Remaining silent.** Based on the observation result, this symptom appeared for 25 times and the percentage was 19%. It could be seen clearly which students who kept silent. During the first observation, some of the students were active getting involved by explaining their opinion. However, there were also some students who kept silent. They declared their opinion but only in one or two sentences while the active students spoke more than 3 sentences. There were some students who did not speak during the discussion. In the second observation, the students presented in front of the class. They did it in pair. There were some students who only spoke one or two sentences while his/her partner spoke more than him/her.

It was also supported by Ansari that remaining silent was a characteristic of anxious student. Ansari (2015), “students with debilitating speaking anxiety tend to display avoidance of involvement in tasks by remaining silent, sitting in the back row, avoiding eye contact with the teacher, to name a few” (p. 42). During the interview, there were five participants who said that they kept silent. They did it in order to overcome their speaking anxiety. Therefore, remaining silent was one of the characteristics of anxious students.

**Using filler.** There were three participants who said that there were fillers when they spoke English. Those participants were participant one, participant four, and participant five. Participant one said, “when I speak English, there are still many fillers” (P1.5). Participant four stated, “emm when I speak English, I tremble and there are many fillers” (P4.6).

Using filler was not listed in the observation checklist. However, it

appeared during the observation. Based on the researcher's note taking, some of the students used filler when they spoke English. Some filler that students used consisted of "eee" or "well". During the second observation, one of the students used filler. When she explained about the place she wanted to live in, she mumbled, "it's like eee it's famous eee and then eee why we eee". According to Dörnyei (2002), using filler was one of the communication strategies. The participants in this research told that they used filler when they spoke English. It could be seen that using filler was the symptoms of anxious students because they did it to help them keep speaking English. In conclusion, using filler was one of characteristics of anxious students.

**Heart beating quickly.** The symptoms were divided into two kinds of symptom which were observable symptom and non-observable symptom. The observable symptoms are the symptoms which can be seen or heard by other people like trembling and too fast speech. One symptom which included in non-observable symptom was heart beating quickly. It could be felt by the participant, but it could not be seen for the researcher. Thus, this symptom was not included in the observation checklist. This symptom did not appear in the observation result, because it could not be observed by the researcher. However, it came up in the interview session. There were five participants who admitted that their hearts were beating quickly when they spoke English. They were participant one, participant two, participant three, participant four, and participant six. In the interview session, participant two stated, "yes, when I speak English, I am trembling, cold, and my heart beats quickly" (P2.10).

It could be concluded that five out of six participants experienced heart beating quickly when they spoke English. According to Ansari (2015), heart beating quickly was one of the symptoms of anxious students. In conclusion, heart beating quickly was one of the characteristics of anxious students.

**Getting cold.** The first question which was asked by the researcher in the interview was about what the students feeling when they spoke English. There were two participants who stated that they were getting cold when they spoke English. It was admitted by participant one and participant two. Participant one said, “for example, I will be the next performer, I will tremble and get cold, I do not know why” (P1.19). It was also admitted by the second participant. She said, “when I speak English, I am trembling and (P2.9) my hands are cold”.

Based on the statements it could be indicated that the two participants were getting cold when they spoke English. This symptom was not mentioned in the observation result because only the participant could feel it and it belonged to non-observable symptom. According to Anandari (2015), when anxious students spoke in English, they felt uncomfortable. Anandari explained that discomfort was the condition when the students “were uncomfortable with their bodies” (p.11). It could be inferred that getting cold is one of the condition when the anxious students felt uncomfortable with their body. In conclusion, getting cold was one of the characteristics of anxious students.

**Feeling nervous.** Four of six participants admitted that they were nervous when they spoke English. The participants were participant three, participant four, participant five, and participant six. Participant three said, “I feel nervous” (P3.1).

It was also supported by participant five who stated, “when I do preparation before speaking, I feel my performance is better, though I am still nervous” (P5.16).

Based on those statements, the students were nervous when they spoke English even when they had prepared everything before speaking. During the observation, the researcher noted that some students kept moving their feet or put their hand in the pocket. It indicated that they were nervous. According to Ansari (2015), “nervous, worried, fearful, and heart beats quickly” (p. 39) became symptoms of anxious students. It could be inferred that nervous was one of characteristics of students who suffered of speaking anxiety.

**Having pale face.** Participant three said that when she felt anxious, she would have pale face. She said, “my face will look pale” (P3.8). Having pale face was not included in the observation checklist. However, based on the researcher’s note taking, one participant, who happened to be one of the interviewees, was having pale face especially when she spoke in front of the class.

Based on the statement, the participant was having pale face when she spoke English. When the anxious students spoke English, they felt discomfort. According to Anandari (2015), discomfort was the condition when the students “were uncomfortable with their bodies” (p.11). This meant that having pale face was one of the uncomfortable conditions. It could be concluded that having pale face was the characteristics of anxious students.

**Having poor stance.** One of the participants in this research mentioned that she had poor stance when she spoke English. She stated, “the way I stand is

not good” (P3.12). Based on the researcher’s note taking, during the second observation, this participant looked uncomfortable with the way she standing in front of the class. She kept moving her feet.

According to Anandari (2015), discomfort was the condition when the students “were uncomfortable with their bodies” (p.11). In conclusion, having poor stance was one of the characteristics of students who felt anxious in speaking.

**Getting confused.** Based on the researcher’s note taking, some of the students were confused about what they had to say. When they got confused, they paused and looked at their friends to get help. One of them happened to be one of the interviewees. In the interview session, participant six said that she got confused when she had to speak English. She said, “I am confused about what I have to say” (P6.5). According to Khan (2015), when a learner is supposed to speak English, s/he will be confused, nervous, and anxious. It could be concluded that, getting confused was one of the characteristics of anxious students.

To conclude the information obtained from observation and interview result, this research found twenty characteristics of anxious students. The characteristics were trembling, avoiding eye contact, squirming, playing with hair or clothing, nervously touching object, stuttering or stammering, getting sweaty, rubbing the palms, staggering voice, reading from the script while giving presentation, speaking too fast, speaking too slow, remaining silent, using filler, heart beating quickly, getting cold, feeling nervous, having pale face, having poor stance, and getting confused.

Based on the data above, it could be concluded that avoiding eye contact was the symptom which appeared the most. The students avoided eye contact with both the audience and the teacher. Avoiding eye contact showed forty times during the two observations done by the researcher and the percentage was 24%.

### **Factors Causing Speaking Anxiety among EED of UMY Students**

The second research question in this research is about the factors causing speaking anxiety in EED of UMY. The data was gathered by interviewing the participants. The factors are classified into four factors which are affective factors, cognitive factors, and linguistic factors. The detail information is presented below:

**Affective factors.** The first factor is affective factor. Based on the interview result, the factors included in affective factor are introverted personality, fear of being focus of attention, fear of making mistake, low self-esteem, doubt in speaking, having negative thought, more fluently-speaking peers, and having no good friend to help.

***Introverted personality.*** Personality became one of the factors causing anxiety. Three out of six participants said that they were shy when they spoke English. Participant one said, “I do not like speaking to other people” (P1.7). She also added, “I am shy” (P1.30). In the interview session, participant two also said the same thing. She stated, “another cause is because I still feel shy” (P2.13). It was also supported by the third participant. She said, “so, when I speak English, I am shy” (P3.5).

From those statements, it could be inferred that participant one did not like

speaking to people and shy. While the other participants were shy when they spoke English. It meant that introverted personality such as being shy and disliking to speak to other people could make the participant felt anxious to speak English. It was supported by Liu (2007) that introverted personality was one of the factors of anxiety. Liu also stated that introverted students would be shy when they spoke English in class compared to the extroverted students. According to Khan (2015), “the introverted language learners are more vulnerable and expected to be anxious in circumstances where they have to communicate in English” (p. 51). In conclusion, the introverted students would be shy to speak English and it made them felt anxious. Therefore, introvert personality was one of the factors causing speaking anxiety.

***Fear of being focus of attention.*** The researcher did observation twice. One of the observations was done when the students did a presentation in front of their classmates. In the interview session, the participants mentioned some factors based on their experience in doing speaking activity and one of the speaking activities mentioned by the participants was presentation in front of the class. Two of six participants stated that they were afraid of being focus of attention. Those participants were participant one and participant two. In the interview session, participant one stated, “if I look at the audience, it will tremble so badly, like I am becoming the focus of attention” (P1.20). It also supported by the second participant. She said, “I still doubt to speak in front of many people like in front of the class” (P2.15). She also added, “for example when I am doing presentation in front of the class, I feel like all of my classmates are looking at me. It makes me

shy and my heart beats quickly” (P2.25).

From those statements, it could be inferred that speaking in front of the class became a challenge for the students because it caused other things happened such as trembling, shyness, and heart beating quickly. It could happen because they became the focus of attention or all of the audience paid attention to them. Moreover, being the focus of attention also made them felt anxious when speaking English. Liu (2007) stated that the students were feared of being focus of attention when they spoke English in front of the class. In conclusion, when the students spoke in front of the class they felt anxious because they became the focus of attention.

***Fear of making mistake.*** Another factor which made the students felt anxious in speaking English was fear of making mistake. All of the participants in this research stated that they were afraid of making mistake when they spoke English. The first participant said, “I admit that I am afraid of making mistake and it makes me seldom to speak” (P1.24). The second participant mentioned, “I am afraid of making mistake because I am not confident” (P2.12). The third participant stated, “I am not sure to make a good sentence, I am scared of making mistake” (P3.15). While the sixth participant said, “I am also afraid of making mistake in terms of grammar and pronunciation” (P6.2).

Based on the interview result, it could be concluded that the participants were afraid of making mistake in terms of linguistic aspect and affective aspect. Liu (2007) and Ansari (2015) stated that fear of making mistake became one of the factors which caused speaking anxiety. However, the two experts did not give



more explanation on it. In conclusion, being afraid of making could make the students felt anxious in speaking English.

***Doubt in speaking.*** There were three of six participants who felt doubtful when they spoke English. In the interview session, participant two said, “thus, I have not been brave to speak English” (P2.5). While participant five said, “actually, I know the meaning of the words, but I still doubt” (P5.4). Participant six mentioned, “I feel doubt, because I still learn” (P6.1).

It could be seen that the second participant felt anxious because she was afraid of speaking English. Feeling doubtful also made the participant anxious in speaking English. According to El-Sakka (2016), “speaking anxiety is associated with negative feeling such as uneasiness, frustration, self-doubt, apprehension, and worry” (p. 26). According to He (2013), fear of speaking English became one of the sources of speaking anxiety. Therefore, feeling doubtful or fear of speaking English could cause speaking anxiety to the students.

***Having negative thought.*** There were three participants who felt anxious because they had negative thought. Participant five stated that he had negative thought about his speaking ability because of his age which was older than his classmates. He said, “I think it is because I am older than my classmates. So when I speak, I think that they might have a negative opinion about me that I cannot speak English well” (P5.11). The third participant said that she was afraid of negative evaluation. She said, “because I am afraid of negative feedback from friend” (P3.36). While the fourth participant said, “I am afraid my friends will laugh at me” (P4.9). He added, “I am afraid of being laughed at by my friends”

(P4.11). It was also supported by the fifth participant. He stated, “when I make mistake, my friends laugh because of it and it makes me afraid” (P5.10).

From the statement above, it could be inferred that having negative thought could be the source of anxiety. They were afraid of what their friends thought of them. The participants were afraid of negative feedback and being laughed at. Based on Tsiplakides and Keramedina (2009), because the students had negative thought about their speaking ability, it caused them not to speak English. According to Zhiping and Paramasivam (2013) fear of negative evaluation became the source of anxiety. According to Liu (2007), fear of being laughed at made the students anxious to speak in front the classroom. In conclusion, having negative thought caused speaking anxiety.

***More fluently-speaking peers.*** Three of six participants mentioned that more fluently speaking peers also became the cause of their speaking anxiety. In the interview session, participant one said, “I am anxious because my classmates have been fluent in speaking English” (P1.26). Participant four stated, “some of my friends are good in speaking English and it makes me anxious” (P4.12). Participant six said, “I think, I am anxious because my classmates are good in speaking” (P6.13).

From those statements, it could be seen that more fluently speaking peers contributed in causing speaking anxiety. According to Riasati (2011), more fluently speaking peers became one of the factors which caused speaking anxiety. This factor could make the students afraid of speaking English in front of classroom.

***Having no good friend to help.*** Participant two stated that she had no good friend for helping her understand something she did not know. She said, “I do not have close friend, so I usually ask one of my friends to help me explaining something I do not understand, but sometimes s/he shows his/her annoying face that makes me uncomfortable” (P2.28).

From the statement above, it could be inferred that she did not good friend to help her. When she asked to her classmate, sometimes s/he showed his/her annoying face, so this second participant felt uncomfortable and did not want to ask again. When it happened to her, she would felt anxious because she did not understand something. According to Han, Tanriöver & Şahan (2016), one of the factors causing speaking anxiety was peer pressure. The participant in this research felt anxious because she had no good friend to help. When it happened, she would feel the pressure from her friends. Hence, peer pressure caused students’ speaking anxiety.

**Cognitive factors.** The second factor is cognitive factor. Based on the interview result, the factors included in cognitive factor are memory disassociation, difficulty in learning English, inability to understand what others say, and lack of practice.

***Memory disassociation.*** The first cognitive factor causing speaking anxiety is memory disassociation. Memory disassociation is a condition when the students forget what they have earned or prepared. One participant in this research said that she was anxious because she forgot what she was going to say. In the interview session, participant six stated, “before I speak, I know what I am going

to say, but when I speak, but then I forget what I have prepared to say before starting speaking” (P6.6). She also added (P6.8) “because my memory is not good enough”.

From the statement, it could be inferred that she forgot what she was going to say even when she had prepared. Liu (2007) stated that memory disassociation caused anxiety in speaking class. It could be concluded that memory disassociation became one of the causes of speaking anxiety.

***Difficulty in learning English.*** As the interview ran, the second participant mentioned that she got difficulty in learning English. She said, “I get difficulty in learning English” (P2.17).

From the participant’s statements, it could be seen that the second participant felt anxious in speaking, because she got difficulty in learning English. For some students, to understand English language is something difficult. According to prior study did by Chen and Chang (2004) who researched about Horwitz’s Foreign Language Class Anxiety Scale (FLCAS) and Spark’s and Ganschow’s Foreign language Screening Instruments (FLSI), difficulties in learning English got 36.8%. It meant that, difficulty in learning English was the factor of speaking anxiety.

***Inability to understand what others say.*** Participant three said that one of the factors which made her feel anxious was because of lack of active listening. In the interview session, she said, “when someone speaks English, I cannot really listen to him/her and sometimes I do not understand about what s/he is saying” (P3.16).

The participant's statement above showed that another factor contributed in causing anxiety was lack of active listening. She was able to listen to the speaker, but she sometimes did not get the point about what the speaker was saying. According to Mahmoodzadeh (2012), one of the factors causing anxiety was difficulty in understanding others. When students failed to understand what other people said, it could cause speaking anxiety to the students. Based on Liu (2007), fear of being unable to follow and understand others was one of the factors causing speaking anxiety. In conclusion, inability to understand what other say was one of the cause of speaking anxiety.

***Lack of practice.*** Three participants said that they had lack of practice. The participants were participant one, participant four, and participant six. In the interview session, participant one said, "perhaps, because I seldom speak in front of people. I am also lack of practice" (P1.11). Participant four stated, "because I have not been used to speaking English" (P4.8).

From those statements, it showed that the participants felt anxious because they seldom spoke English to other people or they had lack of practice. It was correlated with Liu (2007). Liu stated that the students were anxious because they did not have enough time to practice speaking in class and they did not have chance to practice using English in their daily life. Based on Anandari (2015), the students felt anxious when they spoke in front of audience because they were not accustomed to speaking English in front of many people. In conclusion, lack of practice of speaking English could make the students felt anxious in speaking English.

**Linguistic factors.** The third factor is linguistics factor. Based on the interview result, the finding is lack of English proficiency.

*Lack of English proficiency.* The factor causing speaking anxiety was lack of English proficiency. Two participants stated they were still lack of English proficiency. Those participants were participant two and participant three. In the interview session, participant two said, “I am anxious because my ability in English is not that good” (P2.11). It was also supported by participant three. She said, “I am shy because my English proficiency is not good” (P3.6).

This finding was the same as the finding in the prior research done by Liu. Liu (2007) stated that lack of English proficiency contributed in causing speaking anxiety. In addition, lack of English proficiency could be caused by other factors such as lack of fluency, lack of grammar knowledge, lack of pronunciation, and lack of vocabulary.

*Lack of fluency.* Participant one said that the factor which caused her anxious was lack of fluency. She said, “eee, I am not, I am not fluent” (P1.3).

From that statement, it could be seen that the participant was anxious because of lack of fluency. This made her felt afraid to speak English. It was also correlated with a prior research done by Ansari (2015). Ansari mentioned that lack of fluency became a source of anxiety. According to Khan (2015), learners’ fluency also contributed in provoking students’ speaking anxiety. In conclusion, lack of fluency was one of the factors causing speaking anxiety.

*Lack of grammar knowledge.* Another factor which caused speaking anxiety was lack of grammar. Five participants stated that they had lack of

grammar. It caused them felt anxious when they spoke English. Participant one said, “eee like, I am not sure with the grammar I should use, but the important thing for me is I speak English” (P1.4). It was also supported by the second participant. She said, “I think, my grammar is still lack” (P2.4). Participant three also agreed that lack of grammar knowledge became one of the factors which cause speaking anxiety. She stated, “I am nervous because of lack of grammar” (P3.2). She also said that “I do not understand the formula of making correct sentence. I am confused and doubtful” (P3.22). While participant four and participant six said the same thing. Participant four stated, “I think that I am still lack of grammar” (P4.7).

It seemed that grammar became one of major factors faced by the participants because five out of six participants agreed with it. It could happen because they were confused about tense and it caused them to be nervous and doubtful. A prior research done by Wang (2014) stated that grammar played important role in learning English. Wang added that the students still made error in speaking though they were good in reading and writing. Ansari (2015) also stated that inaccurate grammar becomes a cause of speaking anxiety. From the participants’ statements and the results of prior studies, it could be concluded that lack of grammar became the cause of speaking anxiety.

*Lack of pronunciation.* Based on the interview result, the researcher found that the students had lack of pronunciation. Four of six participants agreed with that. The participants were participant two, participant three, participant four, and participant six. Participant two said, “I think that I am still lack of pronunciation”

(P2.7). While participant six stated, “my ability in pronunciation and grammar is not that good” (P6.12).

From those statements, it could be seen that the participants still had lack of pronunciation. Since the participants realized that they had lack of pronunciation, it caused them to be anxious when they spoke English. According to Han, Tanrıöver & Şahan (2016), lack of pronunciation was also one of the factors which cause speaking anxiety. In conclusion, lack of pronunciation caused speaking anxiety among students.

*Lack of vocabulary.* The participants of the research stated that another factor coming from linguistic field was lack of vocabulary. Four of six participants stated that they had lack of vocabulary. Participant one said, “the vocabulary which I have been memorized is still lack” (P1.15). Participant three stated, “I am lack of vocabulary” (P3.3). In the interview session, participant five said, “I am not that confident because my vocabulary mastery is still less” (P5.2). He also added:

because my vocabulary mastery is still less, I tremble. However, it will not happen if I know the word. When I discuss something with my friends or do presentation and I do not know the proper word in English I ask my friend for help (P5.7).

He was not only lack of vocabulary, but also lack of pronunciation. However, lack of vocabulary was worse than lack of pronunciation, just like what he said in the interview session “I also feel that I have poor pronunciation, but it is not bad compared to my vocabulary mastery” (P5.8). The sixth participant also



agreed that lack of vocabulary also became the cause of her anxiety. She said, “lack of vocabulary may become the factor too” (P6.26).

The interview result showed that lack of vocabulary contributed a lot in causing speaking anxiety. It could be inferred if the students had lack of vocabulary, it could cause another symptom like trembling. According to Liu (2007) lack of vocabulary was a core cause of anxiety in speaking class and it was a big obstacle for the students. It could be concluded that lack of vocabulary was a big obstacle for the students and it also caused speaking anxiety among the students.

This research found sixteen factors which caused speaking anxiety. The factors were introverted personality, fear of being focus of attention, fear of making mistake, doubt in speaking, having negative thought, more fluently-speaking peers, having no good friend to help, memory disassociation, difficulty in learning English, inability to understand what others say, lack of practice, lack of English proficiency, lack of fluency, lack of grammar knowledge, lack of pronunciation, and lack of vocabulary. In conclusion, there were many factors causing speaking anxiety which faced by the EED of UMY students.

### **Strategies to Overcome Speaking Anxiety**

One of the aims of doing this research was to find out the strategies to overcome speaking anxiety. There were twenty strategies discovered in this research. The strategies were based on the participants’ experience. The information was presented below:

**Having practice.** Four participants in this research stated that the strategy to cope with speaking anxiety was by having practice. Participant one said, “if I have to speak in front of people, I practice in order to memorize” (P1.12). The second participant stated, “starting from now, I practice to speak English so I will not be shy” (P2.14). She added, “what I do to overcome my anxiety is by practicing. At boarding house, I have a friend who can speak English so I learn with her” (P2.24). Participant three mentioned, “I have ever try to speak English in a crowded place, I can do that just for that moment. After that I am shy” (P3.22). She added, “I practice speaking English in front of a mirror” (P3.28) and “I practice while relaxing”, (P3.31). Participant six said, “I practice speaking” (P6.24).

From the statements above, the participant practiced speaking English in order to reduce their speaking anxiety. The ways the participants practiced speaking English were different one another. Participant one did practicing in order to memorize what she was going to speak. The second participant practiced speaking English with her friend while participant three practice speaking English in front of the mirror. This strategy also found by Liu (2007). Liu said that the students who got involved in Liu’s study said that the strategy to overcome speaking anxiety was by having more practice. It was also supported by Han, Tanriöver & Şahan (2016) that “speaking with him/herself in the mirror” (p. 7) was one of the strategies to cope with speaking anxiety. It could be concluded that by having practice could help the participants solve their speaking anxiety.

**Memorizing.** Four of six participants in this research mentioned that they memorized the thing they were going to say in English in order to overcome their speaking anxiety. In the interview session, participant one said, “I have to memorize what I have to say” (P1.13). She also said, (P1.21) “When I practice, I usually record it, so I can listen to it and it helps me to memorize”. Participant two stated, “I prepare and memorize” (P2.19). It was also supported by the third participant. She said, “to improve my vocabulary mastery, I usually memorize some words for each day” (P3.24). She also stated, “I also memorize the sentence so I will not forget” (P3.29). While the fifth participant said, “I try to memorize vocabulary” (P5.12).

From the statements above, it could be seen that the participants did this strategy to overcome their speaking anxiety. Participant one memorized what she had to say by recording it and listening to the record again. While participant two did a preparation and then memorized what she had prepared. Participant three and participant five memorize the vocabulary or the words they were going to use. According to Oxford and Crookal (1989), one of the strategies included in SILL was memory strategies which could help the students to store information in their thought and they could recall it when they needed. The participants in this research memorized information that they needed in order to reduce their speaking anxiety. In conclusion, memorizing could overcome speaking anxiety.

**Doing more preparation.** Five of six participants did a preparation before speaking English. In the interview session, the first participant said, “I do preparation” (P1.14). She added, “I tremble when I speak, so I write down the

question before I ask, so I will remember and I will not make mistake” (P1.23) and “before I speak, I always write what I am going to say” (P1.27). Participant two stated, “for example, when I do a presentation, before that I prepare” (P2.18). The third participant mentioned, “I usually do a preparation” (P3.27). The fourth participant said, “I do not always do preparation, but when I have to present something, I do preparation” (P4.21). While participant six stated, “and prepare everything well before speaking” (P6.25).

Participant one did preparation and wrote what she was going to say in order to overcome her speaking anxiety. The preparation which done by the first participant was by writing down what she was going to say. Participant two and participant four did preparation when they were going to present something. While participant three and participant six mentioned that they prepared everything before speaking English. According to Raja (2017), better preparation could help the students handling their speaking anxiety as it could help the students when they forgot what they had to say and kept them on track. According to Akkagosan (2016), “preparedness for oral English lessons are necessities” (p. 76). In conclusion, by doing preparation, the anxious students could reduce their speaking anxiety.

**Keeping speaking English.** Participant two said that she kept speaking English to overcome her speaking anxiety. She said, “If I am afraid of making mistakes, but I have to speak English, I keep speaking English” (P2.22).

From the statement above, it could be seen that participant two kept speaking English even when she was afraid of making mistake. It could be said

that the second participant was a risk-taker. According to Rabab'ah (2013), students needed to be risk-taker when they spoke English. What the second participant did was an example of being a risk-taker in speaking. Hence, keeping speaking English was one of the strategies to cope with speaking anxiety.

**Thinking positively.** Three of six participants in this research admitted that they kept thinking positively to reduce his speaking anxiety. Participant four tried to be confident in order to reduce his speaking anxiety. He said, “I am trying to be confident” (P4.15). It was also supported by the fifth participant. He said, “if I make mistake, I do not care about what people think, because I still learn” (P5.12). Participant six mentioned that to reduce her speaking anxiety, one of the strategies which could be applied was by trying to relax. She said, “I try to relax and calm, so I can speak fluently” (P6.16). She also added, “I try to calm myself down, so I will not forget what I have to say” (P6.18).

From the statement above, it could be concluded that the three participants reduced their speaking anxiety by thinking positively. They tried to be confident and relax. According to El-Sakka (2016), positive self-talk strategy could help the students to reduce their anxiety. In addition, DEMIR (2015) stated that relaxation could help anxious students reduce their speaking anxiety. DEMIR explained that there are some tactics such as “take a deep breath, try to be calm and do your best to participate in lecture, be a part of the team” (p. 39). It indicated that having positive thought could help the anxious students to reduce their speaking anxiety.

**Bringing note.** Another strategy which could be applied to overcome speaking anxiety was by bringing note. Two participants agreed with this. In the

interview session, the second participant said, “when I forget about what I have to say, I bring my note, so I can read my presentation text” (P2.20). While the third participant stated, “sometimes I bring a note filled by some vocabularies or something important” (P3.30).

From the statements above it could be inferred that participant one brought a note when she did a presentation. While participant three brought a note filled by vocabulary or something important. These two participants brought note when they spoke English in order to solve their speaking anxiety. According to Raja (2017), better preparation could help the students handling their speaking anxiety as it could help the students when they forgot what they had to say and kept them on track. According to Akkakosan (2016), “preparedness for oral English lessons are necessities” (p. 76). Hence, by bringing note, the students’ speaking anxiety would be decreased because their note helped them when they forgot about what they had to say. In conclusion, bringing note was a strategy to cope with speaking anxiety.

**Bringing something for fidgeting.** Two participants in this research stated that they must bring something when they spoke English. Participant one said, “I bring something like a pen or something else for fidgeting” (P1.17). It was also supported by the third participant. She stated, “I usually bring something like pen to help me reduce my anxiety” (P3.20).

Those two participants brought something like pen for fidgeting in order reduce their speaking anxiety. According to Akkakosan (2016), doing preparation for oral English class became an important thing. Bringing something for

fidgiting was one of preparation which could be done by the anxious students. It could be said that it was a preparation because the students did it before they spoke English. In conclusion, bringing something for fidgiting was one of the strategies to overcome speaking anxiety.

**Improving English proficiency.** The students applied some strategies to overcome speaking anxiety. One of the strategies used was improving English proficiency. To improve English proficiency, the students improve input exposure, improve grammar knowledge, and improve pronunciation.

*Improving input exposure.* Two participants in this research mentioned that the strategy they used to solve speaking anxiety was by improving input exposure. In the interview session, the second participant said, “reading book, looking for the vocabulary, reading grammar book, but the most important thing is getting used to speaking English” (P2.23). While the third participant stated, “I usually read English novel and I read it many times. I also learn from Youtube and Instagram” (P3.25).

From the statements above, it could be seen that participant two read book, looked for vocabulary, and reading grammar book to decrease her speaking anxiety. Participant three also read book to improve her input exposure. She did not only read book but she also learned from social media like Youtube and instagram. According to Liu (2007), one of the strategies to reduce speaking anxiety was by expanding vocabulary. In conclusion, improving input exposure could help the anxious students to reduce their speaking anxiety.

***Improving grammar knowledge.*** Participant three and participant six stated that the strategy to overcome speaking anxiety was by improving grammar knowledge. Participant three said, “I read the formula to make correct sentence, then I try to make a sentence” (P3.23). It was also supported by the sixth participant. She said, “to overcome my speaking anxiety, I learn more about grammar” (P6.22).

From the statements above, it could be inferred that the participant improving her grammar knowledge by reading the formula and then making a sentence. While participant six learned grammar more in order to reduce speaking anxiety. According to Nazara (2011), the teacher could help the students improving their speaking through helping them producing grammar expressions. Another study done by Han, Tanriöver & Şahan (2016), “making simple sentences” was one of the strategies to overcome speaking anxiety. It could be concluded that improving grammar knowledge could help the anxious students coping with speaking anxiety.

***Improving pronunciation.*** Three of six participants said that improving pronunciation could help them cope with speaking anxiety. Participant three said, “I use google translate to help me check my pronunciation” (P3.32). Participant five stated, “to improve my pronunciation I usually learn through mobile phone, listen to song, and watch western movie” (P5.15). While participant six said, “I learn more about pronunciation” (P6.23).

From the statements above, it could be seen that to improve pronunciation the participants use media such as google translate, song, and western movie.



According to Nazara (2011), one way which could be done by the teacher was by using an acceptable pronunciation. If the teacher used an acceptable pronunciation, it could improve the students' pronunciation. In conclusion, improving pronunciation helped the students to reduce their anxiety.

**Using L1.** Participant four mentioned that he used his first language to overcome his speaking anxiety. He said, "I use Indonesian language to ask for assist" (P4.4).

From the statement above, it could be inferred that he used L1 to ask something in order to solve his speaking anxiety. According to Mak (2011), giving the chance for the anxious to use L1 could encourage them to speak English. It could be concluded that using L1 was one of the strategies to overcome speaking anxiety.

**Avoiding eye contact.** Four participants in this research mentioned that they solved their anxiety by avoiding eye contact. In the interview session, the third participant said, "I never look at the audience when I speak English" (P3.19). Participant four stated, "when I speak English, I do not look at the audience" (P4.17). He also added, "I also do not look at the lecturer" (P4.18). Participant one and participant two mentioned that they looked at particular person to cope with speaking anxiety. Participant one stated, "my friend asks me to look at her when I'm speaking in front of the class. If I look at her, then I will not tremble" (P1.9). It was also supported by the second participant. She said, "I look at some audience, not all of them" (P2.26). Participant one also looked at her friends before speaking in order to reduce her anxiety. She said, "I usually look at my

friends before I speak in front of them so that I will not tremble” (P1.16).

From the statements above, it could be inferred that the participants avoided eye contact with the audience and the lecturer to reduce their anxiety. Zhiping and Paramasivam (2013) also found that one of the strategies to overcome speaking anxiety was by avoiding eye contact. Participant one and participant two cooperate with their friends in order to decrease speaking anxiety. In conclusion, avoiding eye contact with both the lecturer and the audience was done by the participant in order to reduce their speaking anxiety. According to Oxford and Crookal (1989), social strategies, one of the strategies in SILL, took place when people cooperated to each other. These two participants in this research cooperated with their peers before they spoke English. It could be concluded that looking at friends before speaking was one of the social strategies and it helped the students to cope with their speaking anxiety. It indicated that avoiding eye contact could help the students cope with speaking anxiety.

**Remaining silent.** Five out of six participants said that they would just be silent in class in order to solve their speaking anxiety. In the interview session, the first participant said, “just like me, I prefer keeping silent to answering the lecturer’s question” (P1.22). Participant three mentioned, “I will not speak, I will just keep silent” (P3.18).

From the statements above, it could be concluded that one of the strategies to cope with speaking anxiety was by remaining silent or keeping silent. The participants in this research also chose to keep silent when the lecturer asked something to the students. Zhiping and Paramasivam (2013) mentioned, “learners

often choose to remain silent and unwilling to participate in speech communication in class” (p. 6). In short, the anxious students preferred to keep silent to speaking English

**Asking for help.** Four participants in this research mentioned that one of the strategies which could be used to overcome speaking anxiety was by asking for help. Participant one said, “when I forget about what I should say, I usually ask my friend” (P1.8). While participant two stated, “when I doubt, I ask what the words in English” (P2.6). She also added, “I ask my close friend to help me. She is not only close to me, but she is also patient in facing me” (P2.29). It was also supported by the forth participant. He said, “if I speak English in front of the class, I feel nervous and sometimes I ask my friend for help” (P4.3). He also mentioned, “to overcome it, I usually ask my friends for help” (P4.16). Participant five also explained about the same thing. He said, “for example, when I do presentation, because I realize that I am still lack of vocabulary, I usually ask my friend about what words I do not know” (P5.3). He added, “in my opinion, the best way to learn is by asking friend. It helps me to memorize more easily than when I learn by myself” (P5.14).

The participants said that by asking their friend it could help them overcome their speaking anxiety. Participant one asked her friend to help her when she forgot about what she had to speak. While participant two asked her friend when she doubt and she also chose her friend who patient in facing her. The forth participant did this strategy when he felt nervous in doing presentation. Participant five asked his friend because he realized that he was still lack of

vocabulary and he also did this strategy to learn English. There were some strategies introduced by Oxford and Crookal (1989) called Strategy Inventory for Language Learning (SILL). One of the strategies was social strategies. Oxford and Crookal defined social strategies happened when other people got involved in an action. It could be said that when anxious students asked something to their peers, they made other people got involved. Thus, asking for help was one of the strategies to overcome speaking anxiety.

The strategies which presented above were the strategies which done by the participants in this research to overcome their speaking anxiety. The strategies were having practice, memorizing, doing preparation, keeping speaking English, thinking positively, bringing note, bringing something for fidgeting, using L1, avoiding eye contact, remaining silent, asking for help, and improving English proficiency. Improving English proficiency was done by improving input exposure, improving grammar knowledge, and improving pronunciation.