

EXAMINING THE SPEECH ANXIETY LEVELS OF STUDENTS AT SMAN 1 KALADUPA WAKATOBİ REGENCY

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Abstract

The study aimed to observe the public speaking proficiency and classified the speech anxiety levels of students based on the causal factors of speech anxiety related to communication apprehension, low of self-confidence, and fear of negative evaluation factors. The research utilized a descriptive-qualitative method. The respondents were 35 students at the 11th grade of SMAN 1 Kaledupa, Wakatobi Regency in academic year of 2022/2023. The research data collection used Foreign Language Speaking Anxiety Scale (FLSAS) Questionnaire. The data were classified by using Likert Scale. The findings indicated that 30 from 35 students were classified into moderate level category and there were 5 students classified into low level category. The research found several linguistic and non-linguistic aspects related to the three main causal factors: fright stage, learning disability (lack of vocabulary, grammatical rules, and pronunciation difficulties), lack of-preparation, low of self-motivation, and uncomfortable when speaking English as the substantial items that influenced speech anxiety when performing public speaking in front of audience.

Keywords: *Communication apprehension, fear of negative judgement, low of self-confidence, public speaking proficiency.*

INTRODUCTION

Language is the section of human civilization which was formed gradually through a long process until the diversity of languages used by modern society emerged. Language plays an essential role in all aspects of life, how we express opinions, disseminate, and connect with one another. All through understanding and communication that is relevant that can be captured and understood by others. Synchronously, everyone interprets the information he receives relies on the relationship with the other persons, and his unique perception of the connotations of the precise words being utilized. Language is utilized to display his feelings, views, understanding, national origins, education, and even our experiences. It can be recognized as a language to be the characteristic of his own identity. In addition, language is also used to get information about everything, such as education, politics, health, entertainment, social issues, and environmental condition, and so on.

Communication represents a critical thinking in public speaking. It is highlighted between talk to someone face to face and engage to a large of audience. We can fail as a speaker even if the audiences go back with the slightest in their mind. As a speaker, someone is incapable regardless people return with a smile on their face. Communication effectively works as the backbone of public speaking. Public speaking is one of the most crucial assets in human life, specifically in terms of personal academic success, professional career, and socio-cultural life. Communications is how we express ourselves, convince others, convey information, socialize with others, and qualified communication ability can also help to improve one's career. It encourages you to deliver, persuade, and demand someone to action

through daily communication. Therefore, it is very crucial for everyone to have good public speaking skills in terms of communication, so senior high students might be fearless if they have to give a speech, presentations, and orations in front of the audiences.

Today, the importance of English is undeniable. This language is widely used both as a second language and as a foreign language wherever we are. The demand for mastering English skills continues to increase not only in countries where English is used as a mother tongue, but also in many countries where students must use English as a medium for delivering lectures in higher education. Because of globalization, English has become the language of science and technology and most of the scientific study literatures are printed in English. Thus, it takes time to gain competencies in English to overcome the challenges of the modern era (Basri et al., 2020).

As language has evolved over time, the principals of communication have become even more apparent and essential in speaking well in a public capacity. Public speaking is the art of communicating orally to a large audience with the aim of informing, persuading, entertaining, or inspiring them. It involves using effective and impactful verbal and nonverbal communication skills to engage the audience and convey a message effectively. Public speaking can take different forms, including giving a speech, delivering a presentation, participating in a debate, facilitating meetings, leading discussions or workshops, among others. It is an essential skill in numerous areas of life, such as business, politics, education, and social events. Giving real world experience in public speaking anxiety is crucial in developing public speaking ability of students in language classroom. The longer a student speaks without fillers or just with few pauses, the more fluent it is because he masters the materials presented, and the audiences feel satisfied due to they get feedback and knowledge from the speaker.

In this research, the writers analyzed the three causal factors of speech anxiety, specifically the communication apprehension, low of self-confidence, and fear of negative judgement factors. Speech anxiety is a form of cognitive fear, psychological nervous arousal and subjective experience of tension or nervousness. Speech anxiety is characterized by feelings of discomfort in the presence of others, usually accompanied by feelings of embarrassment, which are characterized rigidity, inhibition, and a tendency to avoid social interaction. The existence of speech anxiety becomes one of the challenges that hinders students from showing their skills and capabilities in expressing opinions in public. There is no skeptical that the adoption of precise and truly effective habits that should be developed. Even though students are proficient in academic matters, they do not necessarily recognize directly how to reduce the speech anxiety. Even people who frequently socialize and discuss experience speech anxiety. In fact, people who are great at public speaking are able to adapt and realize that anxiety needs to be declined in order to give value and point of view that they are people who are not only academically smart but also able to develop a great relationship with others.

The writers consider that public speaking is a possible capability that can be an asset for person's life especially for students. The benefits that can be obtained by students through the ability to speak in public, convey ideas or opinions, train self-confidence, and train leadership skills that will have a great impact onto the future of the students as well as the quality of education, teaching-learning approaches, and well-qualified teachers. Ideally, each student can afford to do public speaking; however public speaking is not quite easy (Siliman, 2009). As in the academic performance related to public speaking performance, by evaluating the public speaking skills possessed by students at school, teachers can propose whatever is required to increase their interest and skills in fulfilling the needs to express opinions in front of public. The teachers must be able to present interesting discussions and ideas, so that

students are able to be inspired and challenge themselves in fixing problems when they have to speak or give opinions at certain moment. This is all part of preparation that needs to be done by anyone to avoid nervousness or anxiety when speaking in front of many people. A student needs to motivate them to support their public speaking performance to avoid the low of self-confidence from other students.

Based on the previous research by Kayaoğlu and Sağlamel (2013) who observed numerous reasons of speech anxiety, they are (1) linguistic difficulty in the form of lack of vocabulary, low of grammatical proficiency and mispronunciation; (2) cognitive challenges in the shape of feelings of fear cannot communicate, worry of failing test, the frighten of failure, disgrace of failing in front of others, low self-esteem; (3) lack of appreciation of the original language; (4) instructor's function and competitiveness. By evaluating the public speaking skills possessed by students at school, teachers can propose whatever is required to increase their interest and skills in fulfilling the need to express opinions in front of publics. In an identical case, Aouibumrung (2017) examined the foreign speaking anxiety experienced by employees of POSCO Company Limited, entitled "A Study of Employees at POSCO Company Limited". This study expects to point out whether employees of the company experience English speaking anxiety and how to solve it. The research data was obtained through a questionnaire with a Likert Scale to determine the response given from 50 POSCO employees who speak English at work. The results show that employees experience enough anxiety to speak English because they consider that other employees are better at speaking English. The way to overcome speech anxiety is to take breath before speaking, not overthinking, and concentrate on listening to the interlocutors.

The substantial aspects that influence students' speech anxiety in public speaking specifically in English are linguistic and non-linguistic factors. Linguistic aspects include vocabulary, pronunciation, and grammar. Meanwhile non-linguistic aspects include self-confidence, negative judgement, anxiety, and the proficiency of topic. To improve the quality of students speaking performance, the findings of this analytical study can be used as the basis for determining learning programs, especially in public speaking. In addition, linguistic and non-linguistic factors affect students' speaking performance, so that in the learning of public speaking, it is expected that teachers can assist students by giving more time for preparation, motivate students not to be afraid of making mistakes, providing positive feedback to develop their confidence when performing in front of the class, and provide freedom to choose or provide opportunities to study certain topics as the learning materials. In this research, the writers used the linguistic and non-linguistic approaches in arranging the questionnaire items; fright stage, learning disability (lack of vocabulary, grammatical rules, and pronunciation difficulties), lack of preparation, low of self-motivation, uneasiness and uncomfortable feeling while speaking English is the substantial items when performing a public speaking. Speech anxiety knows as arising not from one single situation, but rather multiple situations with bad experiences related to spoken interactions.

One of the attempts that can be created to reduce the risk of speech anxiety is to take a learning approach where the students are able to participate actively in the classroom. Students are placed as subjects as well as objects in an effective learning transition to increase their speaking proficiency which can increase their academic interest and ability at school. Teaching public speaking is something that needs to be considered by teachers, they should not only be based on the school curriculum that has been determined by the government, but they need to play more crucial role in the creation of competent human resources and students who are brave to be more courageous to do things that they feel are right without fear of justification from others who try to distract their potentials. Mastering public speaking leads to the individuals' astonishing performance through upgrading commitments, endeavor, and

perseverance and impede the presence of speech anxiety. Here are some beneficial points of mastering public speaking if the students can handle their speech anxiety:

1. Improved communication skills: Public speaking helps students to develop and improve their communication skills. They learn how to articulate their thoughts and ideas clearly, concisely, and confidently.
2. Increased confidence: When students practice public speaking, they become more confident in expressing themselves in front of others. They learn how to manage their nerves and remain calm under pressure.
3. Career development: Public speaking is a vital skill in many professions, such as teaching, sales, marketing, business, and politics. Students who develop strong public speaking skills will have a competitive advantage in the job market.
4. Leadership skills: Public speaking helps student to develop leadership skills, such as persuading and motivating others, setting goals and objectives, and managing meetings.
5. Better presentation skills: Public speaking helps students to develop better presentation skills, such as structuring their ideas, using appropriate language, and using visual aids.

However, when students express their opinions in public, they are hindered by speech anxiety that comes from internal and external sources. This prevents students from showing inadequate quality and great self-performance. For those reasons, the proficient aspect of public speaking is very essential in reducing the speech anxiety which appears when students have to perform in front of their classmates. It is a vital to point out that public speaking proficiency program can be integrated to provide students extra opportunities to orally produce the language. In addition, providing distinctive types of feedback and elicitation as a way to support students upgrade their public speaking (oral communication) skills.

Communication apprehension factor

Communication apprehension is the fear of public speaking or any other form of communication. No matter how carefully the word or language has been prepared, people are never quite sure how the languages are going to be delivered. It can range from a mild uneasiness to a paralyzing fear. Communication apprehension can also be affected by the mean to create language forms in a language that has not been fully mastered. People who experience communication apprehension often feel very anxious about speaking in public. They may worry about how they will look or sound, and they may be afraid of being judged or criticized by others. This fear can make people to become nervous and anxious, which can lead them to perform poorly in public speaking situations.

In communication apprehension, students have speaking difficulty because there are several things that prevent them from showing their best performance in public speaking. This triggers the inability to convey the message calmly and straightforwardly, so that the messages conveyed can be understood by the listeners. Most of the people who learn about English as foreign language experience issues related to communication apprehension. There are the fright stage, vocabulary difficulty, grammatical problems, learning disability, disability of mastering the topic, comprehension, lack of self-motivation are the challenges experienced by the students in the English speaking class during the teaching-learning process in the class. In Indonesia, students do not have ability to speak English due to they usually speak by using their mother tongue. By evaluating the public speaking skills possessed by students at school, teachers can propose whatever is required to increase their interest and skills in fulfilling the needs to express opinions in front of the public. The teacher must be able to present interesting discussions and ideas, so that the students are able to be inspired and challenge themselves in fixing problems when they have to speak or give opinions at certain moment. This is all part of

preparation that needs to be done by anyone to avoid nervousness or anxiety when speaking in front of the audiences.

Low of self-confidence factor

Self-confidence is a very strong feeling that comes from oneself. Self-confidence is a strong belief from within that all abilities, skills, or talents that we have will be useful in every aspect of our lives. A person who has self-confidence can also be said to be someone who knows about his abilities and can use his abilities to do something. Synchronously, self-confidence is an attribute needed by everyone in building self-character, image and personality recognition to explore the potential that exists in each person. Speech anxiety is a general phobia in mastering English as a foreign language. Students are extra nervous in communicating foreign language due to they have no skill and enough exercise in communicating English in class. Internally, learning about English makes them feel anxious and overwhelmed. They may be unwilling to utilize the English language because they may be frightened by the failure. Students may feel discomfort to speak English due to the speech anxiety factors.

Self-confidence is one of the important aspects of personality in a person, without self-confidence it will cause many problems in a person (Ghufron & Rini, 2011). Not all students can have a good public speaking skill. Many of them actually who appear in public become uncomfortable, nervous, scared, anxious, sweaty, trembling, and others. These situations can be avoided through increasing self-confidence. The key success in public speaking proficiency is to increase self-confidence. Self-confidence is characterized by believing in abilities, not being driven to show a conformist attitude in order to be accepted, daring to accept and face rejection, having a stable self-control and emotions, having an internal locus of control, having a positive outlook, and having realistic expectation. The phenomenon of low self-confidence is certainly contrary to public speaking proficiency. Public speaking is a captivating insight to learn. In various aspects of life, the ability to speak is required to communicate smoothly and effectively in an effort to establish solid interactions with other people.

Fear of Negative Judgement factor

Fear of negative judgement is a fear of being judged or evaluated negatively by others. This fear causes people to feel anxious and overwhelmed when they have to speak in public. Fear of negative judgement is the fear of being negatively judged by the presence of other. Fear of negative judgement is the general phobia among students, because negative judgement can trigger comprehensive discomfort, including embarrassment, nervousness, learning disability, and feeling of inferiority. As a result, people may be less likely to speak up in class or during meetings, and they may find it difficult to express their ideas. Fear of judgement is one of the reasons why people do not tend to take risks that challenge themselves to get out of their comfort zone. This then causes students to often be reluctant to participate in class activities related to public speaking. The way a learner to manage spoken interaction may be the foundation for other people to develop a general negative view of a particular learner although he might be less proficient of other language elements or skills. Negative judgement is one of the causal factors of speech anxiety that is often faced by people who learn foreign languages.

The higher the level of speech anxiety possessed by students, the lower the level of public speaking proficiency they have and vice versa. The proficient aspect of public speaking will assist students in all aspects of academic performance. Furthermore, the writers expect that this research can develop interdisciplinary notions concerning linguistic factor, especially in terms of speech anxiety of students in performing public speaking during teaching-learning program.

However, there are some students who are proficient in school subjects, but when they face with performing in front of the class, they are sometimes reluctant or refuse to perform. Sometimes, a negative justification from others is one of the reasons why many people do not dare to speak up.

METHOD

The writers used a descriptive-qualitative method to identify three causal factors that had influenced speech anxiety levels of students during teaching-learning program. The research objectives had been able to achieve in a study and previously written in a research proposal and research report. The writers used a descriptive analysis method to describe the circumstances to be observed in the field more specifically, transparently, and in depth. The descriptive method described facts that were followed by an analysis to identify the levels of speech anxiety based on factors that had caused speech anxiety itself. The research method was used to solve and answer problems by collecting data, classification, analysis, conclusion and reports. A descriptive-qualitative method was able to assist to collect and analyze the data in depth. The writers analyzed the data by identifying and classifying the speech anxiety levels of students based on the three main causal factors that had caused the speech anxiety itself. The respondents of the research were 35 students at the 11th grade of SMAN 1 Kaledupa, Wakatobi Regency on the academic year of 2022/2023. The reason of selecting the students from 11th grade as respondents was because they already had experience of speech anxiety in the teaching-learning process after the post-pandemic period ended and they were in the transition stage of learning from online classes to active learning programs at school as usual. The writers used Foreign Language Classroom Anxiety Scale (FLCAS) by Ozturk & Gurbuz, (2014) about the Foreign Language Speaking Anxiety Scale (FLSAS) questionnaire.

To obtain the data, the researchers used the FLSAS which consisted of 18 items. The instrument used the 5-points Likert Scale for each item to collect data. For the first research question the total score was based on the answers to every item that had been given by each respondent on the Likert Scale to be tabulated. Hence, for every student, the total score for the 18 items ranged from 18 to 90 (one point for every item equaled to 18 points of minimum score in total, whereas 5 points for every item equaled to 90 of maximum score). A total score of more than 72 reflected a high level of speech anxiety, whereas a total score ranging from 54-72 reflected a moderate level of speech anxiety, and a total score of less than 54 indicated a low level of speech anxiety. As for the second research question which pertained to sources and speech anxiety, the frequencies and percentages of responses to each item was obtained and they formed the basis of analysis. The technique of data collection used FLSAS which consisted of 18 items selected from 33 items of FLCAS developed by Horwitz et al., (1986). The steps that were taken in analyzing the data in the research were as follows:

1. First of all, the researchers identified the data that had been collected.
2. Then, they classified the levels and factors of speech anxiety.
3. Next, they made a conclusion from the data that had been found.
4. Finally, they interpreted the data analysis by making empirical statements.

FINDINGS AND DISCUSSION

The research findings and discussion have simultaneously been presented in order that the readers will catch the ideas smoothly.

The Speech Anxiety Levels of Students

Speaking anxiety is a type of communication-based anxiety in the form of negative reactions, feeling of nervousness, and discomfort that occurs in individuals, whether it is a

communication between individuals or during presentations due to the inability to convey messages. Speaking anxiety is a type of social phobia, characterized by thought that one will be criticized or judged poorly by others. Speech anxiety is a general phobia among the English language learners. English learners feel extra nervous in learning a foreign language due to that they have no skill and lot of work out in communicating through the use of English in the classroom.

In communication terms, the process of delivering messages from communicators to communicants aim to provide understanding ideas, concepts, even some teachers using the learning method for students like creating discussion groups, with the aim of providing space for freedom in thinking process to make students active in the process of learning in the class. However, sometimes what is conveyed to the listeners cannot be understood properly and effectively because of the language barrier, both from linguistic and non-linguistic aspects between the speaker and the listener. In many cases related to public speaking, speech anxiety is the most common phobia that happens and experienced by everyone in the process of communication. Anxiety is a tension, insecurity and worries arising from being felt something unpleasant happened but its source is largely unknown and comes from within. Anxiety can also be inhibiting communication i.e. difficulty in understanding and using language and difficulty in conducting speech and articulation (Jeffrey, 2007).

Table 1. Speech Anxiety Levels

Level	Frequency	%
Moderate Level 54-72	30	85.70
Low Level <54	5	14.30
Total	35	100.0

As it has been shown by Table 1 about speech anxiety levels above, the majority of 35 students are classified into moderate level category with the percentage of 85.70% and there are only 14.30% classified into low level category. The result of FLSAS questionnaire test has indicated that there are 5 students who have low level of speech anxiety with the total point under 54. There is one student with 46 of total point, there are 3 students with each of them gets 51 of total point, and then there is one student with 53 of total point. In contrary, 30 students are classified into moderate level with the total point that are ranged from 54-67 points that had been analyzed. It seems that public speaking proficiency is still being the biggest concern for some students. Students with high levels of public speaking proficiency have low levels of speech anxiety. In contrast, the students with low levels of public speaking proficiency have high levels of speech anxiety. This is confirmed by the identification of results conducted by the researchers of 35 students at the 11th grade of SMAN 1 Kaledupa, Wakatobi Regency.

Based on the findings above, it can be inferred that the majority of students at the 11th grade of SMAN 1 Kaledupa in the academic year 2022/2023 are categorized into moderate level with the percentage of 85.70%. This issue is dominated by numerous aspects: lack of self-preparation, fright stage, afraid of judgement, learning disability, afraid of failure, and afraid of being laughed at by friends when speaking in front of the class. These aspects are parts of communication apprehension, low of self-confidence, and fear of negative judgement. For these reasons, the public speaking proficiency is needed in terms of reducing speech anxiety issues.

Factors of Speech Anxiety

Speech anxiety is a phobia or excessive fear and anxiety when a person has to speak in front of many people. This phobia is one of the types of social phobia. Speaking anxiety is not a dangerous mental disorder, but it still needs to be addressed and managed properly so as not

interfere with one's life and career. Students who experience speech anxiety can generally socialize well, as long as they are reluctant to speak in front of their friends. However, speech anxiety still needs to be overcome so as not to distract social life and reduce students' academic achievement. For this reason, it requires to be emphasized the importance of understanding what aspects affect speech anxiety when speaking in front of many people.

There are some sources that can make learners experience speech anxiety. The aspects of speech anxiety have been classified into researchable issues: (1) communication apprehension, (2) low of self-confidence, and (3) fear of negative judgement. All of the questionnaire items below related to speech anxiety experienced by students during teaching-learning program.

Table 2. Communication Apprehension Items

No.	Items	VD	D	N	A	VA
1	I am unavailable if the English teacher asks me to perform in front of the class.	1	5	26	3	0
2	I cannot give opinions or any feedback explicitly due to the lack of vocabulary.	0	2	25	7	1
3	I feel overwhelmed by a number of grammatical rules I have to learn to speak English.	0	1	11	15	8
4	I get upset when I do not understand what the teacher is correcting.	2	3	2	13	15
5	I obviously cannot get the point of what teacher says because my English is inadequate.	0	8	13	9	5
6	I get frightened when I do not understand what the teacher is saying in English.	2	2	7	14	10
7	I am afraid if my English teacher corrects my mistakes in speaking in front of the classmates.	2	5	8	9	11
8	I do not understand what teacher says because she speaks less unclear and too fast.	0	1	3	19	12
9	I always feel that the other students speak English better than I do.	0	0	16	3	16

Notes: VD (Very Disagree); D (Disagree); N (Neutral); A (Agree); and VA (Very Agree).

As it has been shown by Item 1, it can be seen that 26 students (74.30%) choose the "N" option related to the questions about the inability to perform well in front of the class due to the fright stage. In contrast, there are 5 students (14.30%) who choose the "D" option and one student (2.90%) chooses the "VD" option. They consider that they feel anxious about criticism from others, feeling embarrassed and sad. Then, there are 3 students (8.60%) who choose the "A" option. So, it can be concluded that students choose the "N" option because they fear of fright stage and fear of judgement from other students, but some students still have standardized performance in order to get the better score.

In Item 2, the students are usually confused of how to use vocabulary on the right content. There are 25 students (71.40%) who choose the "N" option. Besides, there are 7 students (20.00%) in the "A" and only one student chooses the "SA" option. Students claim that the lack of vocabulary is one of the causal factors that hinders students to answer the questions or give feedback. Then, there are 2 students (5.70%) who choose the "D" option. So, it can be said that students choose the "N" option because they cannot give a great performance due to the lack of vocabulary, but students must be ready to speak whenever the teacher asks them to answer the question or quiz.

In Item 3, there are 15 students (42.90%) who choose the “A” and 8 students (22.90%) choose the “VA” option. Students have difficulties in utilizing the grammar on the right time based on the context. Besides, there are 11 students (31.40%) who choose the “N” and there is only one student (2.90%) who disagrees that learning about the grammatical rules is overwhelming. Students agree that with good grammar, the delivery of lesson will be more meaningful, not ambiguous, and the messages of the speech can be conveyed properly and understood by the audiences. For a summary, the students admit that the grammatical rules are very difficult to learn during the English class because they usually speak using their mother tongue in their daily activities. In Item 4, there are 3 students (8.60%) who choose the “D” option, and then 2 students (5.70%) who choose the “VD” option. Students think that a teacher always has a life of hack trick to make us understand about the lesson during the class despite of the fact that some students still cannot understand what the teacher is correcting. Then, there are 2 students (5.70%) who choose the “N” option. Next, there are 13 students (37.10%) who choose the “A” option. They claim that the students face difficulty to understand the materials presented by their teacher. This usually happens because the students’ English skills are not quite sufficient to digest the materials which are being discussed during the teaching-learning program.

As been shown in Item 5, the students are overwhelmed by the teacher’s way in delivering the lesson. In the “N” option, there are 13 students (37.10%) whose learning difficulties vary both in terms of receiving lessons, absorbing lessons, or both. There are 8 students (22.90%) who choose the “D” option, whether they understand the lesson or not, they keep trying to adapt with the situation. There are 9 students (25.70%) who choose the “A” and 5 students (14.30%) who choose the “VA” option. Sometimes, students have difficulty to understand the material presented by the teacher. This usually happens because the students’ English skills are not quite sufficient to digest the material content being discussed during teaching-learning program.

On the identical case, Items 6, 7, and 8 talk about the same point about the inability to understand the lesson. Students’ learning difficulties vary both in receiving lessons, absorbing lessons, or both. In principle, every student has the right to achieve satisfactory learning achievements. But in reality, the students have their own way of learning about something. This can be caused by some differences, such as parental upbringing, family background, social environment, habits, and learning approaches applied at school which can also be a determinant factor in terms of academic interest. These differences cause the distinction in learning behavior of each student. Learning disability generally refers to certain problems that can cause obstacles in the learning process. Students, who experience this obstacle, have a lack of ability to interpret sounds, speaking difficulty, reading disability, and difficulty to understand someone. As been shown in Item 9, there are 16 students (45.70%) who choose the “VA” option and 3 students (8.60%) in the “A” option. It indicates that students have low of self-esteem. Low of self-esteem is a way to accept everything that is in them. Low of self-esteem makes students feel inferior and less confident that lead to a speech anxiety. In contrast, there are 16 students (45.70%) who choose the “N” option. This self-esteem becomes a step to maintain an assessment of them. However, it all depends on how students deal with themselves.

Based on the findings above, the researcher finds evidence that speech anxiety is caused by basic components that are the determinant elements in a persons’ courage when speaking in public, such as lack of self-management, low preparation, hardness in following the subjects delivered by the teacher, fear of receiving negative evaluation, and output aspects. When speaking in front of many people, the materials presented must be well-structured and systematized because it can affect one’s mind. A clear mind, good mood, and sentence construction skills are the main things for someone to be able to speak fluently and successfully

in front of the audiences. In addition, intelligence and dexterity of reasoning are also needed in order to be able to provide accurate and convincing arguments to the audiences. In fact, the speakers are often not equipped with good and interesting ways of speaking. As has been indicated in communication apprehension items, there are some challenges that cause speech anxiety among the students; they are fright stage, lack of vocabulary, grammatical rules difficulty, learning disability, and afraid of making mistakes.

Fright stage is a worry, fear, or phobia related to performing in front of an audience or a camera. This form of fear can precede or accompany public appearances. If the fear is related to anxiety about performance that focuses on criticism from others, feeling embarrassed and sad, this feeling can be placed as social phobia. It turns out the most people often feel anxious and tense when preparing to speak or perform in front of the large audience. Moreover, most of the students are afraid and panic when they are being the centre of attention and fear that they will perform lower than the audience's expectations. In the linguistic aspect, the language learners need to maintain their word-repository and develop linguistic repertoire by upgrading vocabulary. This is extremely important to expand the vocabulary because a lot of times when we try to make a smooth connection and more vivid and solid interpretation within a sentence, learners often have to use the appropriate verbs, adjectives, adverbs, phrases, synonyms, similes sometimes even slangs and puns to establish that clarity and seamlessness of a delivery. If learners do not have a broad range of vocabulary, they will tend to experience this form of hesitancy when they are trying to connect one part of the sentence to the others, especially when the conversation turns complex. Most of the students use a variety of vocabularies during presentation, debate, and public speaking, but they still have difficulties using those in the right context.

In addition, the students experience grammatical rules as difficulty because they do not know how to utilize them in the right context. Grammar is a way of constructing a sentence by combining several parts of grammar, such as subject, verb, article, noun, adjective, modifier, phrase, clause, object, and so on. With a good grammar, the delivery of the contents of the speech produced will be more meaningful, not ambiguous, and the messages of the speech can be conveyed properly and understood by the audiences. Besides, the inability to understand the lessons during teaching-learning process is a distraction faced by the students. In principle, every student has the right to achieve satisfactory learning achievements. But in reality, they have differences, both in terms of intellectual and physical abilities. Sometimes, the students have difficulty to understand the materials presented by the teacher. Furthermore, fear of making mistakes becomes one of the substantial issues of students' unwillingness to speak English in the classroom and it has been a current issue in EFL content, like in Indonesia. It is important to ensure students that failure is not a mistake or a bad thing because they can take experiences from mistakes.

Table 3. Fear of Negative Judgement Items

No.	Item	VD	D	N	A	VA
1.	I get nervous when the English teacher asks questions which I have not prepared in advance.	0	0	9	10	16
2.	I get embarrassed to volunteer answers in English class.	3	4	24	2	2
3.	I frequently worry that my English teacher is ready to correct my mispronunciations.	2	8	14	11	0
4.	I am afraid of judgement when I am making mistakes in English class.	0	2	15	12	6

5.	I am afraid that the other students will laugh at me when I speak English.	1	3	5	17	9
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Based on Item 1, there are 16 students (45.70%) who choose the “VA” option and 10 students (28.60%) who choose the “A” option. In contrast, there are 9 students (25.70%) who are in tendency to choose the “N” option. Most of the students feel anxious and confused when they are asked impromptu questions by the teacher. It can be said that the students face differences because they do not have sufficient preparation to provide responses regarding questions from the teacher. The inability of students to overcome their anxiety makes them feel less daring to answer questions because they do not have capacity and wide insight related to the questions. As it has been shown Table 2, there are 24 students (68.60%) who are in tendency to choose the “N” option. Besides, in the “A” and “VA” option, there are 2 students who answer each of them. Some students often get a problem and they feel dilemma between responding the questions from teacher or not because it will have an impact on teacher’s assessment and academic grade. Then, 3 students (8.60%) who choose the “VD” option and 4 students (11.40%) who choose the “D” option. In brief, the majority of students choose the “N” option because they claim that they need to participate actively in the class as a part of academic development in order to reduce their speech anxiety.

In Item 3, there are 8 students (22.90%) who choose the “D” option, for the students realize that English is not our native language, so it can be accepted if we fail to speak accurately. Next, in the “VD” option there are 2 students (5.70%) who choose it. In this case, the students think that making mistakes is a part of learning experiences and we need to deal with it. Besides, there are 14 students (40.00%) who choose the “N” option. Then, there are 11 students (31.40%) who choose the “A” option. It is generally understood that afraid of mispronunciation usually appears when the students realize that teacher does not understand what he is trying to say.

Item 4 talks about the fear of judgement: There are 15 students (42.90%) who have tendency to choose the “N” option. Students recognize that fear of judgement can have an impact on all areas of students’ lives if it is not dealt with or overcome before it progresses. Besides, there are students (34.30%) who choose the “A” option and 6 students (17.10%) who choose the “VA” option. The judgement makes us feel vulnerable and paranoid about being judged again in the future. In contrast, there are only 2 students (5.70%) who choose the “D” option. Some students think that fear of judgement when making a mistake in English class is a challenge because we need to keep practicing to maintain our skills in public speaking.

In Item 5, there 17 students (48.60%) are in tendency to choose the “A” option and 9 students (25.70%) who choose the “VA” However, when a student talks and be laughed at by his classmates, it will affect his performance and feels an inner instability that will make him unable to convey ideas or answer questions. Then, there are 5 students (14.30%) in the “N” option. Due to the students’ inconsistency always makes them confused by the laughter of their classmates. In contrast, there are 3 students (8.60%) in the “D” option and only 1 student (2.90%) in the “VD” option. In this case, the students have made inference that when they are afraid of being laughed at by friends, meaning that they cannot participate openly and their skills will get no progress.

Based on the description above, it can be inferred that majority of the students are afraid of judgement or criticism. There are some issues experienced related to the students’ responses above; being anxiousness when their teacher asks pop-up questions, afraid of mispronunciation issues, fear of judgement, and afraid of being laughed at by classmates. Some students feel anxious or confused when asked impromptu questions by their teacher. This is due to they do not have sufficient preparation to provide responses regarding questions from their teacher. The inability of students to overcome their anxiety makes them feel less daring to speak in front

of their classmates because they realize that they do not have capacity and wide insight related to the questions. Therefore, giving students encouragement to understand about the essential of public speaking skills, bravery to answer questions and showing that they can speak well in English plays a role in students' success of reducing speech anxiety.

On an identical case, students are afraid of being laughed at by classmates. Synchronously, when they talk and being laughed at by their classmates, it will affect their performances. They feel an inner instability and make them unable to convey ideas or answer questions due to the inconsistency of their mind that always make unfocused by the laughter of their classmates. Becoming a great public speaker in English, there are several factors to be regarded as follows: the person as the speaker, the audience as the listener and the topic of speech. Furthermore, the gradual practice and scope of perception about the subject of discussion are also crucial. Students who have high self-preparation will confirm better performances in speaking and thinking and also have great performances in proficiency in evaluative of speaking. For higher result in academic performances, school activities should enhance classroom performances.

Table 4. Low of Self-Confidence

No.	Item	VD	D	N	A	VA
1.	I tremble when I know that I am going to be called on in the English class.	0	4	12	10	9
2.	I am never quite sure of myself when I am speaking in English.	0	7	12	5	11
3.	I feel uncomfortable and confused when I am speaking in front of other students.	0	3	14	8	10
4.	I worry about what other students think of my English when answering questions.	0	5	19	8	3

Based on the results of Item 1, the students prefer to choose the "A" option with the percentage of 28.60% and in the "SA" option with the percentage of 25.70%. The students are in tendency to become more anxious when they are of lack of self-motivation. These conditions are triggered by the fright stage aspect which makes them feel the unstable moods during the English class. Then there are 12 students (34.30%) in the "N" option, they consider that whatever happens, it will be a good chance for me to measure my insight and even if I make mistakes that the teacher will correct them. Next, in the "D" option there are 4 students with the percentage of 11.40%. In this situation they take a risk to perform in order to get the excellent rank. In Item 2, there are 11 students (31.40%) in the "SA" and 5 students (14.30%) in the "A" option. The students have some concerns in self-confidence and the issues causing speech anxiety. Then, there are 12 students (34.30%) who choose the "N" option and 7 students (20.00%) who choose the "D" option. They consider that the English language is not their native language, so it is normal if they feel little sceptic about their own skills.

Based on the results of Item 3, there are 3 students (8.60%) who choose the "D" option. Besides, there are 10 students (28.60%) in the "VA" option and 8 students (22.90%) are in the "A" option. Then, there are 14 students (40.00%) in the "N" option. Everyone experiences uncomfortable and lack of motivation in speaking English. When students doubt their abilities, they do not feel like completed their tasks. As it has been shown in Item 4, there are 19 students (54.30%) who choose "N" option. The students experience a lack of motivation at some points about the lessons. They need to motivate themselves to support their public speaking performances in order to enhance their self-confidence. Besides, there are 8 students (22.90%)

in the “A” and 3 students (8.60%) in the “VA” option because they feel insecure about their English skills. They cannot answer the questions not only because of the low of English proficiency but they also have the lack of self-motivation. In other cases, there are 5 students (14.30%) in the “D” option. Through an intense practice, the public speaking will be better and speaking habituation can be applied to support their performances.

As it has been demonstrated above, most of the students experience some challenges; the lack of self-motivation, low of self-esteem, uneasiness and uncomfortable when speaking English. Everyone experiences the lack of self-motivation at some points of their lives. When they doubt about their abilities, they do not feel like their completed task. They need to motivate themselves to support their performances in public speaking in order to reduce speech anxiety issues and avoid negative evaluation from other people. It can be a struggle to feel the sense of motivation to get started. Low of self-motivation indicates a person’s inability to encourage, ignite a positive energy, afford them to make progress that will make them have a strong character, good image, and the ability to share knowledge to others. Someone who has a low of self-motivation is usually prone to anxiety, inconsistency, mental health issues, and a tendency to be apathy towards the social environment. Synchronously, self-esteem is a way for a person to value, appreciate, and accept everything that is in them. This low of self-esteem becomes a step to maintain an assessment of them. Low of self-esteem makes students feel inferior and less confidence. This can cause anxiety disorders that can lead to a depression. However, even too high level of self-esteem is not good because it can be a sign of personality disorder.

The differences of students’ levels have been influenced by several main factors, such as communication apprehension, low of self-confidence, and fear of negative judgement. As it has been indicated in Table 2 and Table 3, it shows that the factors of fright stage, lack of vocabulary, grammatical rules, learning disability, afraid of making mistakes, anxious when teacher asks a pop-up question, mispronunciations, afraid of judgement, and afraid of being laughed at are the main factors causing the speech anxiety. In addition, as shown in Table 4 of the research findings, there are some factors that influence speech anxiety: lack of self-preparation, low of self-motivation, uneasiness and uncomfortable while speaking English also indicates the speech anxiety presence.

In the world of educational institutions in Indonesia, English is only studied as a science. So, this triggers students’ difficulties in learning English and greatly affects the achievement of students’ English skills. So, although English is the most compulsory international language for today’s educational needs, many students and successors rarely use English in everyday life. Learning English can be done anywhere, especially at schools. When learning at schools, the students will always be supervised by teachers or people who understand better in mastering correct English. There are some similarities between this research and the others related to speech anxiety factors: linguistic difficulty (lack of vocabulary, grammatical difficulty, mispronunciation), fear of judgement and criticism, afraid of making mistakes, low of self-esteem and afraid of being laughed by classmates. The differences of causal factors of speech anxiety indicated by presence of fright stage, anxious when the teacher asks pop-up questions, lack of self-preparation, low of self-motivation, uneasiness and uncomfortable when speaking English.

However, when the students express their opinions in public, they are hindered by speech anxiety that comes from internal and external sources. This prevents the students from showing inadequate quality and great self-performance. For those reasons, the proficient aspect of public speaking is very essential in reducing the speech anxiety which appears when they have to perform in front of their classmates. It is a vital to point out that public speaking proficiency program can be integrated to give students extra time to orally produce the language. In

addition, providing distinctive types of feedback and elicitation as a way to support students upgrade their public speaking skills. Regarding the role of public speaking proficiency, these skills can trigger the students' skills in speaking or conveying messages and ideas in front of the class and even in a large audience. Speech anxiety can be minimized by having an in-depth understanding of the substances of efficient mastery of public speaking to support the academic performances during learning-teaching programs inside and outside the classroom. However, the teacher is the key solution in alleviating the students' high level of speech anxiety.

CONCLUSION

Based on the results of research, the speech anxiety levels of 35 students at the 11th grade of SMAN 1 Kaledupa, Wakatobi Regency in the academic year of 2022/2023 are categorized into the moderate level with percentage of 85.70%. Besides, there are only 14.30% classified into low level category. So, it can be concluded that the majority of students are classified into moderate level. In addition, the causal factors of speech anxiety are caused by linguistic and non-linguistic aspects, such as communication apprehension, low of self-confidence, and fear of negative judgement which are the main issues that hinder the students to perform a great public speaking in front of the audiences.

In the communication apprehension, there are numerous reasons that cause the speech anxiety, for instances: fright stage, lack of vocabulary, confused by the grammatical rules, the inability to understand the lessons, and afraid of making mistakes. In addition, in the low of self-confidence aspect, the students are accustomed to feel nervous when their teacher asks pop-up questions, fear of mispronunciation, afraid of criticism, and afraid of being laughed at by other students. On the fear of negative judgement aspect, lack of self-motivation, low of self-esteem, and uncomfortable and uneasiness while speaking in front of friends are the challenged issues of speech anxiety. Furthermore, the fundamentals of public speaking are not just about learning what to say, but also about creating a strong character that is able to speak assertively without any nervousness. In reality, the higher the level of public speaking proficiency a person has, the lower the level of speech anxiety a person has and vice versa. Every student who deals with communication apprehension, low of self-confidence issues, and fear of negative evaluation problems must try to handle speech anxiety by upgrading self-performance, enhancing public speaking proficiency, and a willingness to work on decreasing its impact.

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