

## INVESTIGATING SPEAKING ANXIETY IN VIRTUAL WORLD

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### Abstract

The purpose of this study is to investigate speaking anxiety that occurred in the virtual world experienced by the higher education students in a speaking class since they were assigned to upload their self-recorded video to a social media that is currently used as a learning platform in a public speaking course, Facebook. As an alternative strategy to build speaking confidence because the students had sufficient time to prepare and upload the best video on the platform, still their speaking anxiety can be seen well. Accordingly, the researchers are interested in investigating the factors associating the speaking anxiety. Semi structured interviews were conducted to two undergraduate EFL students who had taken the Public Speaking subject. The obtained data were analyzed using Miles and Huberman framework (1994). The findings reveal that factors causing speaking anxiety in the virtual world are cognitive, linguistic, and affective, learning experiences, activities and habits out-of- class, and environments.

**Keywords:** Speaking; Students' Anxiety; EFL Classroom; Virtual Learning

### Abstrak

*Tujuan dari penelitian ini adalah untuk mengetahui kecemasan berbicara yang terjadi di dunia maya yang dialami oleh mahasiswa perguruan tinggi di kelas Public Speaking dimana mereka ditugaskan untuk mengunggah video rekaman diri mereka ke media sosial yang saat ini digunakan sebagai platform pembelajaran dalam berbicara di depan umum. yaitu Facebook. Sebagai strategi alternatif untuk membangun kepercayaan diri berbicara karena siswa memiliki waktu yang cukup untuk mempersiapkan dan mengunggah video terbaik di platform, kecemasan berbicara mereka masih dapat terlihat dengan baik. Oleh karena itu, peneliti tertarik untuk menyelidiki faktor-faktor yang berhubungan dengan kecemasan berbicara. Wawancara semi terstruktur dilakukan kepada dua mahasiswa S1 yang telah mengambil mata kuliah Public Speaking. Data yang diperoleh dianalisis menggunakan kerangka Miles dan Huberman (1994). Temuan mengungkapkan bahwa faktor penyebab kecemasan berbicara di dunia maya adalah kognitif, linguistik dan afektif, pengalaman belajar, aktivitas dan kebiasaan di luar kelas, dan lingkungan.*

**Kata kunci:** Berbicara; Kecemasan Siswa; Kelas EFL; Pembelajaran Virtual

### I. INTRODUCTION

Anxiety refers to “the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system” (Spielberg as cited by Horwitz, 1986 p.125). It is caused by factors which are stated by Young (1991) who categorized several factors causing foreign language classroom anxiety into three general factors: factors associated with the learner, the instructor, and instructional practices. (p.427) Learner characteristics are one of the most influential factors which relate to Foreign Language Classroom Anxiety. In line with Horwitz et al. as cited in Namsang (2011), learners characteristics related to foreign language anxiety include low self-esteem, self- perceived low level of ability,

and communication; competitiveness, lack of group membership with peers; and beliefs about language learning apprehension (p.8).

In English as Foreign Language (EFL) class, speaking is a highly anxiety-provoking situation (Horwitz, Horwitz & Cope, 1986). Aida (1994) claims that speaking in the target language seems the most threatening aspect of foreign language learning and that the lack of oral skills constitutes serious problems to language learners. Although students show most interest in learning to communicate orally in the foreign language (Phillips, 1991), their anxieties may play debilitating roles. When students have to speak in English fluently, they become nervous, worried, and fear of making mistakes. They even struggle,

tremble, perspire, and their hearts beat quickly, as stated by Samuelson (2011).

Anxiety does not always happen when students have to speak directly face-to-face. It can be seen from some situations and conditions in the virtual world as well. This phenomenon was found when the students have to upload the self-speaking videos on Facebook to fulfill one of the course tasks. Even though they already know that it was recorded, they still feel anxious. From their performances, which were recorded and uploaded to Facebook, anxiety symptoms were obviously seen. Samuelsson (2011) explained that these symptoms show variation from just trembling, blushing, and sweating to feeling out of breath, dizziness as well as frightening to faint now of speaking.

The U.S. Department of Education findings in its executive summary of the National Educational Technology Plan 2010 Draft stated that “technology is at the core of virtually every aspect of our lives and works” and as such “we must leverage it to provide engaging, powerful learning experiences.” With the existence of technology, social media that is currently used as a learning platform is supposed to be able to help students in reducing their difficulties in every learning process. However, it turns out strangely, the use of social media such as Facebook as an alternative in overcoming speaking anxiety in English is having less impact. Actually, they are still dealing with their sense of anxiety when they have to speak in English. Since the phenomenon of speaking anxiety in the virtual world is rarely studied, this research investigated the causes of this phenomenon to happen to EFL students.

## II. RESEARCH METHODOLOGY

The descriptive case study is an ideal design for this research. It is set to describe the natural phenomena which occur within the data in question, for instance, what different strategies are used by a reader and how the reader uses them. The goal set by the researchers is to describe the data as they occur. As proposed by Bromley (1990), it is a “systematic inquiry into an event or a set of related events which aims to describe and explain the phenomenon of interest” (p. 302). In this study, the phenomena that occurred is that the use of a virtual platform, Facebook, aimed to help the students’ speaking confidence was not actually decreasing the anxiety. They can speak smoothly in the beginning, but when they realize their position and their surroundings, they start feeling

anxiety. Therefore, descriptive case study is suitable for this condition.

Two undergraduate students who have enrolled speaking courses are the participants of this research. They had to make four recorded videos that were uploaded to a Facebook group for Public Speaking subject in a semester. They had a consent form. We asked them to read through and sign off the form to ensure that all of the data would be kept confidential and be used for publication purposes. They agreed to sign the consent form as a legal document of their participation in the study.

The data taken for this research were through semi structured interviews. It is because an interview is an appropriate means of gathering information and it can deeply explore the participants’ perceptions about the subject which is being researched (Dilley, 2000). It is a more flexible version of the structured interview as “it allows depth to be achieved by providing the opportunity on the part of the interviewer to probe and expand the interviewee’s responses” (Rubin & Rubin, 2011). The interview was mixed between English and Indonesian Language to make participants comfortable and enjoy answering every question asked. Each participant has one-time recorded interview to ease the researchers manage and transcribe the data.

After transcribing the verbal data from the interview record, we translated some data in *Bahasa Indonesia* transcripts into English, familiarized with the data from the interview transcripts by reading an amount of time, repeatedly, and analyzed the data that can answer the research question.

## III. FINDINGS AND DISCUSSION

### *Cognitive Factor*

First, cognitive factors are gained from students’ background knowledge or skills. Lack of topical knowledge was reported by both participants that generated the speaking anxiety for they had no idea what to talk about. Especially for the first participant, she was confused about what to say and how to respond to the thing being discussed. Failure in communication has been reported to be anxiety-breeding by the participants.

### **Excerpt 1: Cognitive Factor**

#### *Participant 1*

*I am confused about starting a conversation. Before I started to record the video, my friend and I prepared but not too well, still lacking. So, when I started to record the conversation, in the beginning of the video, I was confused, confused to start what kind of saying and how to say it.*

#### **Participant 2**

*If I'm not mistaken, at that time, I suddenly forgot the text. Then, I realized that the video recording was ongoing, and I thought that my speaking skill was not good enough at that time. So, I was nervous. I had no idea what to talk about*

Before starting to record the video, they have already arranged everything from the setting and topic that they choose freely. They also had more time to do all kinds of preparations that would help them minimize their problems in starting the conversation. In fact, first, they were confused in choosing the suitable topic to talk about, followed by their confusion in starting what to say regarding the topic they chose. They did not know how to start a conversation. Dalkalic (2001) considered shyness and the lack of knowledge as the primary causes responsible for the increase of speaking anxiety among learners in foreign languages. Phillips (1991) stated that anxiety among foreign language learners also emerged due to deficiency in their speaking skills in the target language

### **Excerpt 2: Fear of Making Mistakes Factors**

#### **Participant 1**

*So, I did a lot of pauses to reduce my anxiety and not to make mistakes. Then, when I produce the "eee" sound, I am confused to choose a word because I am afraid to make mistakes.*

Besides having no idea, fear of making mistakes is one of the most important issues to be handled. Almost all the answers from participant 1 showed that she was afraid of making mistakes. As argued by many theorists, fear of making mistakes becomes one of the main factors of students' reluctance to speak English in the classroom (Robby, 2010). At first, she may explain things such as their lack in all factors causing anxiety which is ultimately followed by the "fear of making mistakes" at the end of her sentences. Another study conducted by Sato (2003) finds that English students are not highly competent in speaking because of

their fear of making mistakes.

#### **Linguistic Factor**

Second, the anxiety comes from linguistic factors such as lack of vocabulary and poor pronunciation. These factors made them anxious, so that they made pauses during their speaking. If students feel pressured by the difficulties they encounter and they feel uncomfortable learning to speak, they will feel anxious. When anxiety occurs and happens several times, the student will lose their interest in the second language.

### **Excerpt 3: Linguistic Difficulties**

#### **Participant 1**

- *I was thinking, choosing the right words to say. Then, my breath becomes heavy when I'm making a pause as I cannot produce words and continue into sentences directly and continuously because I'm talking in English, and I realize that I often make mistakes.*
- *At that time, my friend was explaining something, so I listened carefully while thinking and translating words into English in my brain to respond to the topic that my friend is talking about.*
- *Actually, I felt the same. I am confused about the topic of the conversation, and I re-find words that are difficult to translate. In my mind, I always think hard "what is the right English word for this word?" like that. (pronunciation)*
- *Because of the nervousness, I made a mistake that made me have to repeat the words several times.*
- *I'm very afraid of making pronunciation errors that make me talk in a low voice.*

#### **Participant 2**

- *Then, every time I speak English, I take a long time to translate words in my brain, I think hard about what I will say.*
- *Before starting to make a video, we made preparations, planned scenarios, and so forth. So, my focus was divided into two, between what should I say and translate the sentence into English at the same time. (pronunciation)*
- *Yes, if it is about anxiety, I certainly feel anxious, because when I speak in English, I'm not too fluent. As I said before, I am not good enough in English, especially in pronunciation and fluency.*

- *Because I cannot speak fluently, because it's not my native language either.*

According to the findings, vocabulary was reported to have a remarkable share in these linguistic difficulties. Participants described that they were not confident with their English proficiency. Most of the participants revealed that it was vocabulary that made a difference when speaking in English because lack of sufficient vocabulary reported to be a great trap to achieve a fluent speech.

The first and second participants have similar difficulties. They are equally difficult to choose the right words. Additionally, they do not know some vocabularies that make them have to think hard to find the similar one. It is enough to make them feel anxious, sometimes their anxiety increases because they think about the vocabulary to be spoken. The same finding is also shared by another research conducted by Januariza and Hendriani (2016) who finds that students fail to join in the English discussion because of their vocabulary problems and fear of making mistakes resulting in their inability to speak English well. In addition, she said that students find speaking English is a stressful activity especially if they have to perform something using English.

Therefore, the problem with vocabulary is twofold: insufficiency of enough words and retrieval of the vocabulary. In making sentences, strict obsession with a particular word could pose a challenge for participants. McIntyre and Gardner's (1994) experimental study of the effects of induced anxiety on vocabulary learning tasks could be referred to in support of these findings. They put an anxiety provoking object –camera– and indicated that the group exposed to camera experienced more vocabulary deficits than their counterparts.

High anxiety of students in speaking produces longer texts and smaller amounts of continuous speech, have longer mid-clause pauses, make fewer repetitions, and make more false starts (Djgunovic, 2006). In addition, lack of vocabulary and grammar knowledge is much related to personal factors of the participants (Young, 1991). Also, the finding of the study is consistent with what Liu and Seide (2007) found that lack of vocabulary, low English proficiency and memory dissociation were the sources leading to English language speaking anxiety. Poor pronunciation is also a constraint for the participants in this study. Several times, they

find it is difficult to say a few difficult words. They realize that their pronunciation is not too good. It disturbs them every time they speak English and makes them feel anxious whenever they are using English. Phillips (1991) shows that learners seem to be particularly worried about ridiculing themselves by mispronouncing words or generally by the way they sound in the target FL.

#### ***Affective Factors***

Third, affective factors include the behavioral traits such as feelings, interests, attitudes, emotions, and values were reported to have an impact on speaking anxiety. The most prevalent factors causing anxiety in the peers' judgement towards their conversation from their friends.

#### **Excerpt 4: Affective Factors**

##### ***Participant 1***

- *By coincidence, the friend who is becoming my partner in that video has better English skills, more fluent. So, I am afraid to make mistakes or to burden her because the video has been running very long.*
- *When I am silent, in fact, I'm afraid to make mistakes in speaking as the time has been running for quite a while. So, I think if I make a mistake, then the video recording will start again from scratch.*
- *Although I was only with my friend, I still feel anxious if I see the camera considering it being seen by many people. Then, when I remember about the assignment, it must be related to value, and this video will be seen by many people as well. And then, it's a conversation between two people, it is automatic, its value will also count as a team value, my friend is demanding me to get a good score. While here, my position as someone who is not very good in english, not too fluent, mediocre, so, sometimes, I make some mistakes. So, if I am required to get an above average score, I get a little stressed out.*

##### ***Participant 2***

- *Yes, because my weakness makes me embarrassed and less confident when I have to speak English in front of my friends.*
- *Because it will be done together that automatically the value obtained will be a team value.*

Participant 1 showed that she was afraid

of making mistakes that would result in failure of her work with her partner. She also did not want to burden her partner with mistakes that she might have made. By coincidence, the friend who became her partner in that video has better English skills, more fluent, so she was afraid to make mistakes or become a burden. Furthermore, she does not feel anxious when she speaks regularly. When she has to speak to do a task together with her friend or peer judgement, she lacks confidence and becomes nervous if she is with her close friend. In China, FLA results from a lack of vocabulary, not being confident with him/herself, and helplessness (Liu, 2007). Another research result revealed that FLA existed among the Indonesian students due to insufficient preparation, not enough confidence, and fear of not passing the class (Marwan, 2008). Participants are sometimes more focused on things such as they want to have the same level of skill as their partner. Sometimes, this becomes a driving force for them but sometimes having lower skill than peers lead them to feel anxious.

Not much different from participant 1, participant 2 faced the same problem. However, apparently participant 2 is not too concerned about the value of the group work. She was more concerned with the fear of making mistakes, Aftat, (2008) added that this fear is linked to the issue of correction and negative evaluation. In addition, this is also much influenced by the students' fear of being laughed at by other students or being criticized by the teacher. As a result, students commonly stop participating in the speaking activity (Hieu, 2011). In this regard, all participants expressed that holding good relationships with classmates can sometimes reduce and increase their anxiety level and it has an influence on their performances and judgments.

Performing spoken English in front of other people can be a very difficult task for some students as they may experience anxiety, which hinders them from giving a successful oral performance. When such anxiety is experienced by students majoring in English Language Education, the stakes are higher since they are future teachers. In this profession, they are required to have confidence to demonstrate their skills to the audience: their students. Therefore, anxiety can pose a serious problem for these participants

### **Family Factor**

In addition to cognitive, linguistic, and affective, family factors are found to be the reasons why the participants are still experiencing anxiety because these factors are still covered at the microsystem level. Most of the Indonesian students who take the college course are not based on their own will, but it is because of others' desires such as their parents who prioritize their future that goes beyond the children's abilities, interests, desires and wishes. As well as the participants, in this study, they are experiencing the same thing.

### **Excerpt 5: Family Factors**

#### **Participant 1**

*No. I chose the English department because of my parent's orders. I do not really enjoy this option because I feel this is not my passion. It does not mean I hate English. I like it but only as a hobby. In essence, I became a student of the English department because of the demands of my parents. So, now, here I am as an English student of Siliwangi University.*

#### **Participant 2**

*I chose to study English not because of my own wishes, but it was because of my parents' wishes and because my parents wanted me to be a teacher. Whereas my real ambition is I wanted to be a bank employee and I wanted to major in economics.*

To enroll and choose an English education major is not based on their will, it is based on their parents will and circumstances in which they did not get their first choices. Therefore, as they begin their life as an English education student, neither they can freely develop their talents and abilities nor the desire to improve and develop their English skills. As stated by Butler, (2013), the parents' child-specific beliefs refer to the parents' beliefs about their children's abilities and expectations for their success (p.6). It means their parents just think about their children's future based on their visualization only without knowing what will really happen later because the one who will experience and survive the processes to get what they want is their children themselves, not the parents.

### **Learning Experience Factor**

The first thing asked to the participants was: "How long have you been learning English

and how do you feel about your experience of learning English?" The answers for this question are the same. Participants said that they had been learning English since elementary school. Participants asserted that the attempts to learn English in primary until secondary schools were not fruitful. Therefore, participants considered only the learning experience in the university as it was their first serious endeavor to learn English. Then, this is the time where they realize that there are major obstacles in learning English.

#### Excerpt 6: Learning Experience Factors

##### Participant 1

*I have been learning English since grade 4 elementary school, about 8 years. I used to learn English because it was fun to learn just about the basic things that are liked such as songs, simple everyday vocabulary. Different from the current situation, I am learning English and there must be demands, such as tasks, reading journals that have a difficult language style to understand with just once reading.*

##### Participant 2

*I learned English when I was five years old, at that moment I was in school RA. Then, what distinguishes between learning English then and now is that a long time ago, I used to just learn things about daily and/or simple vocabulary but when I became a student in university, the lesson learned is more specific, All kinds of things concerned to English are discussed like grammar, speaking and listening as well, more complex.*

This showed that participants' past learning experience exerted a significant effect on their speaking anxiety. Both participants felt that it was fun learning English. Meanwhile, after becoming a real student of the English department, it is not as fun as when they were young. The more they know English, the more they learn English, the more complex English is being learned. Their past learning experiences of the English language has a great difference, and they are not used to learning English in such a way. It was shown that their English learning experience affects them now as they have become a real English student (Shizuka, 2007). It can be said that their basic knowledge in English is still far from enough.

#### Habit

Participants' habits are another factor causing anxiety. The two participants revealed that their usual way of speaking becoming one of the anxieties.

#### Excerpt 7: Habit Factors

##### Participant 1

- *Yes, I am nervous because I was thinking and digesting what my friend was talking about. That 's ( gaze upward) beca me my habit when I'm thinking.*
- *Actually, my voice is not as low as in the video, it's because I lack confidence and I'm very afraid of making pronunciation errors that make me talk in low voice.*
- *If I speak regularly I do n't feel anxious. But when I get speaking tasks together with my friend, I am always nervous if I'm with her.*
- *in fact I often do it (refers to make body movement), but I do it to reduce my anxiety*

##### Participant 2

- *It 's because I'm the type of person who is a lw a ys looking at the text, whereas when in this video I can't see the text, then every time I speak English I take a long time to translate words in my brain, I think hard about what I will talk about it.*
- *Well, those moves, I actually have a habit of moving my body even though I'm not talking in L2 like when I'm teaching, I do those moves so I can reduce my anxiety, I can be somewhat calmer.*
- *So, in English conversation, whenever I speak English, my hands are trembling, other than that I'm being recorded in the video, so I think that this video will be watched by many people, so I am keeping it up while holding the scoop so that my hand doesn't look shaky.*

Voice volume was another cause of foreign language anxiety. Participant 1 does not feel anxious, and her voice is not as low as in the video when she speaks regularly. However, she was not accustomed to using the appropriate voice volume needed in communicating in the video. She was supposed to make this speaking video smoothly to avoid misunderstanding by the audience who will see the video later. However, she failed to do so. Although she might have realized that speaking voice volume was one of the most important elements in a successful speaking performance, she was unable to perform that way. It was caused by

many factors such as lack of confidence and fear of making mistakes. Hence, participant 1 felt that her voice volume was not yet appropriate for such performance.

Moreover, participant 1 expressed that she has habits such as gaze upward when she is thinking, produce a low voice when doing a performance using English, become nervous whenever she must work with her close friend and make body movements to reduce her anxiety. In addition, she often produces a low voice whenever she speaks in English both in class and out-of-class activities, such as when doing group work because she lacks confidence, and she is very afraid of making mistakes in pronouncing words.

Participant 2 said that she is the type of person who is always looking at the text, so when she faces a situation such as a video recording, she cannot do the usual things she does. Moreover, her weaknesses make participant 2 less confident in front of her friends. In addition, she has a habit of moving her body even though she is not talking in L2 with people around her. When participant 2 spoke in L2, she did so many movements to reduce her anxiety, so she can be, somewhat, calmer. Someone's habits in learning and someone's habits in facing something were quite influential. As said by Ormrod (1995) regardless of the type of anxiety, it is often accepted that it affects an individual's three functioning systems: cognitive, physical, and behavioral. Supported by Young (1999) summarizes these shifts as transitions from body to mind and to emotions referring to behaviorism, cognitive science and affect respectively.

### **Virtual Environment**

The virtual environment where they take place to start recording the video of conversation seems to affect their anxiety quite enough, whether it is the circumstances and conditions of the environment.

### **Excerpt 8: Circumstance and Situation Factors**

#### **Participant 1:**

- *Then, when I made uncomfortable movements, because the situation was downpour, I had difficulty focusing on the topic being discussed. Besides, at that time the situation was noisy.*
- *Actually if at that time, in the video, the*

*situation makes such a task only, if I speak regularly I don't feel anxiety. But when I get a speaking task to get her with my friend, I always nervous if I'm in the situation.*

- *Actually, it depends on the situation, what kind of situation I faced. If the situation while having a daily conversation, nothing to do with my lecture, I have no problem. But if the situation is concerned with the value of college, especially for group tasks, if I make mistakes it will bother others, especially this task of making a video, if I make a mistake it must be re-recorded from the beginning.*
- *how should I say it, umm you might think this is just being recorded in the video and just for the task. Although I was only with my friend, I still feel that I am being seen by many people if I see the camera.*

#### **Participant 2**

- *There are some, who are actually watching the conversation. There are about five people. The rest of the people are passing by. More precisely because of embarrassment, from the embarrassment I became anxious.*
- *The situation is umm my friend keeps looking at me which in the end makes me so embarrassed, so I just smile, and sometimes my friends do silly things that make me want to laugh but I hold it with a smile, so this video recording session doesn't fail.*
- *In English conversation, whenever I speak English, my hands are trembling, other than that I'm being recorded in the video, so I think that this video will be watched by many people, so I am keeping it up while holding the scoop so that my hand doesn't look shaky.*

Participant 1 stated that since they had the conversation in her friend's dormitory, it was hard for her to focus on the conversation because the situation was noisy and downpour. As Larsen -Freeman had said, they asserted that the components of ecology are not only the agents, that is, the teacher and the students (and all of their accompanying thoughts, embodied actions, emotions, behaviors, dispositions, identities, social capital, etc.), but they also include properties of the physical and temporal environment as well. For instance, the configuration of the desks, the size of the room,

its orientation, its temperature, the time of the day/week/year at which the lesson is conducted, and so on (2016. p.378). Participant 1 added that because of the noisy and downpour situation, she hardly focused and was too afraid to make mistakes rather than thinking about the topic discussed. Indeed, it turns out what is going on around someone, what is felt by someone and everything that is around someone can give effect to that person, whether it is inanimate object, ambience, or weather on a certain day. It sees the learners 'surrounding context stimulating in learners' states of anxiety (Drew & Heritage, 1992).

Participant 2 experiencing a different situation, she said that she and her friend had a conversation in the yard of her friend's house and at that moment, some people were watching their process of recording the conversation video. Some people who see the process of recording her video, make her embarrassed. Young (1991) found about the most anxiety-provoking factor-talking in front of others. As Dalkalic had said about shyness as the primary causes responsible for the increase of speaking anxiety among learners in foreign languages. (2011)

Besides, some visible changes become apparent when learners get anxious. Here, it is referred to as a "change" because participants do not feel what they normally do. In this line, all participants reported that they had experienced physical and physiological changes, rather than the others. Research into language anxiety has consistently shown that anxiety could have a detrimental effect on L2 performance (Aida, 1994; Horwitz, Horwitz, & Cope, 1986; MacIntyre, 1999; MacIntyre & Gardner, 1994; Liu & Jackson, 2008). In line with this hindrance, learners are reported to demonstrate a worse performance than usual (Hewitt & Stephenson, 2012).

Participants revealed that they are subject to failure especially in front of their friends. This failure usually occurs when participants happen to make a performance. Daly (1991) concludes a chain of reasoning why the people who fail in front of others, or to put it differently, who suffer from stage fright. He argues that being self-focused might result in a lower concentration on the audience and the surrounding, which is replaced by a reduction in speech performance.

In daily life, we are inundated with a wealth of decision-making situations. Some of

these decisions coincide with the expected targets and lead to success, but some might, though not on purpose, deviate from the expected route leading to mistakes. Being judged, rejected and humiliated are some key terms associated with mistakes. A considerable number of learners stated that they were afraid of mistakes while some believed that it was worth experimenting with mistakes as they were opportunities for learning.

## CONCLUSION

The student's speaking anxiety is contributing to their speaking performance whether they are in the face to face or virtual speaking. They tend to show specific signs and symptoms when experiencing it, such as shaky voice, sweating, blushing, etc. The causes are varied started from the students cognitive, linguistic and affective, learning experiences, activities and habits, and environments.

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