Investigating Factors Causing Students' Anxiety in Speaking English

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Abstract

The study aimed at investigating the factors causing language anxiety of EFL learners in speaking English and how to overcome such problem. The researcher employed descriptive qualitative research by using interviews, and observations as techniques of data collection. The collected data were analyzed by using Miles and Huberman's model consisting of three steps, namely: data reduction, data display and conclusion drawing and verification. The research findings showed some factors causing students' anxiety in speaking English. The factors were classified into three main categories; they are psychological and linguistic factors, individual related factors, and socio-cultural factors. Psychological and linguistic factors include formal environment and classroom procedures, linguistic difficulties and the role of the instructors. Meanwhile, individual related factors consist of motivation and lack of speaking practices. Socio cultural factors include social environment and limited exposure to the target language, and self-status. This study also found some suggestions to cope with anxiety in speaking English, those are more friendly and less formal classroom, friendly and encouraging teachers/lecturers, and positive feedbacks. Many participants also recommended students to do more speaking practices outside the classroom to reduce language anxiety.

Keywords: Anxiety, language anxiety, speaking, component of language anxiety

Communication is a basic need for human beings since their existence on earth. Various ways have been used to equip this need, but throughout the ages, oral communication by using a language has been considered as the most effective and easiest way. In line with it, the ultimate goal of learning languages is to be able to communicate in the target language both oral and written. However, oral communication or speaking often considered as the most important aspect, since it allows people to express ideas, convey meaning and even transfer knowledge in more direct way. However, it is not an easy task to achieve speaking fluency in the target language.

Nowadays, although learners have learned English for years, many of them are still incapable of speaking English fluently and confidently. It is supported by Brown & Yule

who said that spoken language production is often considered one of the most difficult aspects of language learning (Brown & Yule, 1983).

In many cases, students' feeling of stress, anxiety or nervousness was the major cause. That feeling has become such a mental block that prevents them to succeed in speaking the target language. Ironically, this problem exist among the EFL learners not only the beginners who still have limited knowledge about language components such as, vocabulary, grammar and pronunciation but also the advanced level learners which are believed have been good at those aspects.

This study stemmed from the observation of the researcher since her joining at the class of English graduate program. In her class, the medium of instruction was mostly English even though some lecturers alternating English and Indonesian. Most of class assignments such as class discussions and presentations also must be presented in English. It was assumed that the students in the class should had been in advanced level of their learning English as in fact nearly all of them were English graduates who had been learning English for not less than ten years. Therefore, it was an interesting phenomenon when many of those students (based on the researcher observation) still felt unconfident in speaking English. Some of anxiety symptoms like trembling in voice, blushing, and the use of broken sentences often happened in the students' speaking performance when they were asking questions or giving presentations.

In short, it was assumed that anxiety phenomenon could be experienced by EFL learners from any levels of learning. Therefore, it would be essential to be taken into account since this phenomenon might be a serious threat for the language learners' successfulness regardless of their levels.

Research Problems

The expansion of English as an international language has automatically increased the demand to be able to communicate in English both, oral and written. Frequently, oral communication skill in English is the most important as well as challenging than its counterpart. Some previous researches indicated that anxiety is one of causes learner's failure to express their oral skill in the target language. This problem exists among the EFL learners from the beginning to the advanced levels. Thus, being an English learner and an English lecturer, the researcher had not only experienced but also observed this phenomenon among the students and her friends. In this extent, this study investigated the following questions:

1. What factors causing students' anxiety in speaking English?

2. How to overcome language anxiety based on participants' perspective?

Significant of the Study

Many researchers and teachers have given great concern on the issue of language anxiety, since its impacts on language learning are obviously visible. Therefore, this research hopefully would enrich the views about language anxiety and help English teachers to discover suitable strategies and methods to reduce or minimize anxiety in their classes. This research is also expected to be a useful reference for students in overcoming their anxiety in learning English especially in speaking.

Literature Review

Previous Studies

Language learning is a complex and complicated process which is not only influenced by linguistic characteristics of the language itself, but also some affective variables such as motivation, personality traits and anxiety. Among the affective variables, anxiety stands out

as the most important yet threatening factor that may impede language learning. Horwitz

stated that "researchers, language teachers, and even language learners themselves have been

interested in the possibility that anxiety inhibits language learning for quite some time"

(Horwitz, 2001, p.112).

Numerous research findings reported a negative relationship between language

anxiety and achievement, the higher anxiety, the lower the performance (Clement, Gardner,

& Smhyte, 1977, 1980, as cited in Tanveer, 2007, p.10). Horwitz stated "anxiety is indeed a

cause of poor language learning in some individuals", furthermore he considered some

possible source of anxiety, including difficulty in authentic self-presentation and various

language teaching practices (Horwitz 2001, p.112). Significant negative correlations between

language anxiety and course grades have been reported for language such as Japanese (Aida,

1994), Spanish (Horwitz, 1986), and French (MacIntyre & Gardner, 1991b), (MarcIntyre,

1995, p.91).

Language anxiety may interfere with four language skills learning however, various

researches argued that learning speaking skill is the most anxiety provoking situation learners

might face. MarcIntyre and Gardner (1994) in their study said that speaking is the main agent

of anxiety and students with high anxiety perform worse. They also found that in the three

stages of language acquisition that is input, processing and output, anxiety and learning

achievement are negatively correlated. Kim (1998) found that students in a conversation class

experienced higher anxiety levels than students in a reading class. In addition, Saito, Horwitz,

and Garza (1999) found that the students tended to experience lower levels of reading anxiety

than general foreign language learning (Horwitz 2001, p.220).

Some research on language anxiety in Indonesian context reported similar findings.

Padmadewi (1998) found out that students attending a speaking class often feel anxious due

to the pressure from the speaking tasks which require them to present individually and

spontaneously within limited time. Tutyandari (2005) mentioned in her research finding that students keep silent in the speaking class because they are lack of self-confidence, lack of prior knowledge about topics and because of poor teacher-learner relationship.

Other research on language anxiety was conducted by Na (2007) at senior high school in china which found that students indeed had comparatively high anxiety in English learning and they experienced more fear of negative evaluation. Tanveer (2007) carried out a study on the causes of language anxiety and it casts on communication skill with twenty participants in EFL Unit and Department of Education at the University of Glasgow UK found that language anxiety can originate from learners' own sense of 'self', their self-related cognitions, language learning difficulties, differences in learners' target language cultures, differences in social status of the speakers and interlocutor, and from the fear of losing self-identity.

More recently, Sila (2010) conducted a study to examine the foreign language anxiety of 160 Turkish young adolescent students in relation to language skills at different levels by the use of a modified version of the Foreign Language Classroom Anxiety Scale (FLCAS). The result of this study revealed that the foreign language anxiety experienced by young adolescent students differs in relation to levels of instruction and to basic language skills.

Some Pertinent Ideas

Definition and Type of Anxiety. "Anxiety is a psychological construct, commonly described by psychologists as a state of apprehension, a vague fear that only indirectly associated with an object" (Hilgard, Atkinson, & Atkinson, 1971, as cited in Tanveer, 1997, p.3). Anxiety can be described as a psychological condition when someone feels nervous, anxious or stressful in certain condition or situation. Horwitz states that Anxiety, as perceived intuitively by many language learners, negatively influences language learning and has been found to be one of the most highly examined variables in all of psychology and education (Horwitz, 2001, p.113).

Psychologists divided anxiety into three categories; those are trait anxiety, state anxiety and specific-situation anxiety. State anxiety is anxiety which is brought on by situations involving threat, meanwhile anxiety which is constantly felt by some individuals regardless of threats generated within their environment, is called trait anxiety. On the other hand, situation-specific anxiety, refers to the persistent and multi-faceted nature of some anxieties it is aroused by a specific type of situation or event such as public speaking, examinations, or class participation (MacIntyre & Gardner, 1991).

Second or Foreign Language Anxiety. Anxiety may appear in many types of learning, but when it deals with language learning, it is called 'second or foreign language anxiety'. MacIntyre & Gardner (1994, as cited in Tanveer, 2007, p.4) defined language anxiety as "a subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the automatic nervous system". While Horwitz added that the feelings of tension or nervousness center on the two basic task requirements of foreign language learning: listening and speaking because, in interaction, both the skills cannot be separated.

Horwitz, Horwitz, and Cope (1986) defined foreign language anxiety as "a distinct complex set of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process" (Horwitz, Horwitz, and Cope 1986, p. 128). According to Horwitz, in Horwitz and Cope (1986, p. 29), foreign language education is a complex process, which involves learners' self-perceptions, beliefs, and behaviors particular to environments of foreign language learning. Some learners who do not find difficulties in expressing themselves in their native language may get themselves in trouble doing the same thing in the foreign language.

MacIntyre on the other hand, elaborated a type of anxiety called situation specific anxiety which is experienced only in a particular and specific situation. Furthermore, MacIntyre argued that foreign language anxiety is a situation specific anxiety that relates to

environments of foreign language learning, and that is felt when one is required to use a foreign language.

Component of Language Anxiety and Related Causal. Language anxiety which has relation to performance evaluation within academic and social settings classified into performance anxieties, namely, communication apprehension, test anxiety and fear of negative evaluation. Communication Apprehension (CA) often becomes the major discussion in language anxiety since it appears when the learner speaking activities in the target language. Horwitz et all. (1986, p.128) defined communication apprehension as "a type of shyness characterized by fear or anxiety about communicating with people". While according to McCroskey communication apprehension is "an individual's level of fear or anxiety associated with either real or anticipated communication with another person or persons" (McCroskey's 1997a, p.78). Communication anxiety may be specific to just a few settings (e.g., public speaking) or may exist in most everyday communication situations, or may even be part of a general anxiety trait that arises in many facets of an individual's life. (Friedman, 1980, as cited in Tanveer, 2007, p. 12).

Some Learners' personality traits such as shyness, quietness, and reticence are frequently referred as factors that provoke Communication Apprehension (CA). The level these feelings are various from individual to individual, and from situation to situation (Tanveer 2007 , p. 120). On the other hand, test anxiety specifically happens when learners face language tests, more often oral language test. Test anxiety, as explained by Horwitz, "refers to a type of performance anxiety stemming from a fear of failure" (Horwitz 1986, p. 129).

Another type of language anxiety classified as performance anxieties is fear of negative evaluation. Horwitz stated that fear of negative evaluation is an extension of the second component (*test anxiety)* of second/foreign language anxiety because it is not limited

to test-taking situations; rather, it may occur in any social, evaluative situation, such as interviewing for a job or speaking in second/foreign language class. It is also broader in the sense that it pertains not only to the teacher's evaluation of the students but also to the perceived reaction of other students as well (Shamas, 2006, p. 10).

The Methodology

Research Method & Data analysis

This study focuses on the investigation of factors causing students anxiety in speaking English and how to overcome such problem. Language Anxiety is a subjective feeling which varies from individual to individual. To capture diverse range of such individual experiences, descriptive qualitative was considered as the suitable method. The data were analyzed based on Miles and Huberman's theory which involved three stages: data reduction, data display and conclusion drawing/verification.

The participants

The participants of this study were 20 graduate students of English education department in the state university of Makassar. Nine (9) of them were men and eleven (11) were women. They were in the first semester of the graduate program and they had been learning English for approximately nine or ten years. Their levels of English ranged from intermediate to advanced levels with TOEFL score ranged from 4.5 to 5.5.

The instruments

The instruments used in this study were observation and semi-structured interview. These two instruments were considered appropriate and beneficial to reach the core matter. The researcher acted as a participant observer. Observation was carried out around six months when the researcher was joining the same class with the participants in English graduate program. It lasted in every process of delivering subject matters in the classroom, as

aforementioned above that most of students' assignments were presented in English. Weekly

individual and group presentations were the primary source for the observation. Then, in

daily students activities in which after the lecturers giving the material the students usually

addressed questions, there was also a significant manifestation of anxiety by the students who

asked questions.

The interviews were undertaken in English by using semi-structured interview with

ten pre-determined questions. However, the answers of the interviews some were in

Indonesian and some were in English. This preference was offered by the researcher to the

participants in avoiding the possibility of limited expression revealed by the participants

because of the language difficulties, as all of the participants are Indonesian native speakers.

Findings and discussion

The findings of this study are discussed based on the two research questions; they are

the factors causing language anxiety in speaking English and how to overcome such problem.

**Research Question 1: What factors causing students' anxiety in speaking English and
how to overcome such problem.**

The first research question can be elaborated in term of three main areas, namely

linguistic and psychological factors, individual related factors and socio-cultural factors.

A. Linguistic and Psychological Factors. This section discusses the findings in

relation to some psychological and linguistic factors that may cause language anxiety for EFL

learners which is divided into three sub areas, they are formal environment and classroom

procedures, linguistic difficulties and the role of the instructors.

Formal Environment and Classroom Procedures. Various activities in the

classroom, particularly those that require students to speak in front of the whole class, have

been found to be the most anxiety provoking. For instance, Koch and Terrell (1991, as cited

in Horwitz, 2001, p. 119) found within their Natural Approach classes – language teaching method designed specifically to reduce learners anxiety - felt more comfortable participating in activities such as pair work and personalized discussions than others. Young (1990, as cited in Horwitz, 2001, p. 119) found that American secondary language students generally preferred and felt more comfortable participating in oral activities in small groups rather than in front of the whole class. Padmadewi (1998) found out that students attending a speaking class often feel anxious due to the pressure from the speaking tasks which require them to present individually and spontaneously within limited time.

Consistent to those previous researches, the participants seemed to blame any classroom activities as a significant cause of their anxiety. The view that classroom is a place where they have to speak in front of the whole class or public and where their mistakes will be evaluated. Some class activities such as giving presentation, asking and answering lecturer's question were the events where the feeling of anxiety spontaneously emerges. In the regard of this matter, some participants expressed:

> "The situation that makes me anxious and stressful is when I am required to speak in front of many people in the classroom." (Ms. Andria)

> " I feel nervous, anxious when I speak in front of the whole class." (Mr. ardi)

> "I feel nervous in the classroom, especially when I am asked to answer a question and I don't know what the answer is." (Ms. Asni)

> "Speaking English in formal situations makes me anxious and stressful." (Mr. Arfan)

Ms. Sari expressed more dramatically, she said:

> "I don't know, I'm like a foolish when required to speak in front of class or public, I always get nervous and it seems like I lose all ideas even though I have so many ideas before." (Ms. Sari)

A similar view was expressed by Ms.Nani, Ms. Umi, Ms. Ina, and Ms. Ida who said that they usually got nervous when speaking English in front of the whole class or public. Mr. Mansur stressed that giving presentation provoke his anxiety:

"It is when I'm giving presentation, I usually get nervous." (Mr. Mansur)

On the other hand, Ms. Lena who usually felt confident in classroom activities admitted that in more formal situation like chairing a seminar she couldn't prevent feeling anxious, she expressed:

> "Frankly, I always try to be better than others and support myself to be confident in the classroom. But, in more formal situation still I can't avoid such feeling. For example, recently when I was a moderator in a seminar, I faced so many audiences, I really got nervous." (Ms. Lena).

Such expressions of the fear of being negatively evaluated under formal classroom environment corroborate to the previous researches that learners feel more anxious in highly evaluative situations, particularly in the Foreign Language classroom where their performance is constantly monitored by both their teacher and peers (Daly, 1991, as cited in Tanveer 2007, p. 40). Thus, these perceptions, can be considered a clear indication that the teachers should recognize that the language classroom could become a highly anxiety-provoking environment for students (Tsui, 1996, as cited in Tanveer 2007, p. 40).

Linguistic Difficulties. Besides formal environment and classroom procedure, linguistic difficulty was identified as another factor strongly contributed to students' anxiety. Most participants uncovered their anxiety feeling caused by the linguistic problems, such as difficulties in recalling and remembering vocabulary; and applying grammatical rules.

The finding is consistent with Macintyre and Gardner's (1991b, as cited Tanveer, 2007, p. 50) research, which found a significant correlation between language anxiety and the ability to recall vocabulary items.

> "The problem I find when speaking English is I feel difficult to learn and remember vocabulary and how it's pronounced." (Ms. Umi)

> "It is about vocabulary. I lack vocabulary. So it leads me to get nervous when I don't know the correct words to express my idea." (Ms. Ika)

> ."I get nervous when I don't know the meaning of words when I'm speaking in front of class." (Mr. Ardi)

Other students, Ms.Asni and Ms. Ina similarly stated that the lack of vocabulary becomes an obstacle to speak English fluently and confidently. On the other hand, some participants responded that their difficulties in learning speaking English had correlation with grammatical rules. Most of them agreed that English has complex grammatical rules which make it different from their native language; hence it is more difficult to learn. Mr. Acha for example said that he always thinks about grammatical rules whenever he speaks, he always feels anxious whether his grammar is correct or not.

> "My first difficulty is about grammar. It's confusing, when I'm speaking I always think whether I use correct grammar or not, and this is my major source of nervousness."
> (Mr. Acha)

The same problem was faced my Ms. Dani, she expressed that grammar not only made her stressful in speaking but also in another reproductive activity like writing.

> "My problem is grammar, I fear of making mistake in grammatical rules when I'm writing and speaking English, and it makes me afraid to do such activities." (Ms. Dani)

Ms. Rose and Mr.Arman expressed the same that they do have difficulty in grammar when learn to speak English. In other words, Ms. Nani specifically reported tenses of English language causes trouble for her.

> "I find difficulty in grammar, specifically the tenses, English has so many form of tenses which difficult to remember, sometimes in speaking I'm not sure what tenses should be used." (Mr. Arman)

Role of Language Instructors. Based on the result of interview, most of the participants agreed that teachers or lecturers have an important role in creating or reducing the anxiety. Unfriendly, very serious lecturers and embarrassing attitude of the lecturers particularly when the students make mistakes were reported as a source of students' anxiety and their unwillingness to communicate in the classroom.

> "If the lecturer is very serious, it will make us nervous to express our idea." (Mr. Arman)

The same opinions were expressed by Ms. Andria, Ms. Ina, Ms.Dani, Ms. Rose, Mr.yudith, and many others. Mr. Arfan, specifically suggested that the lecturer have an important rule on reducing anxiety.

> "It's important to the lecturers to have good strategies in the classroom for example by taking into account on the students' psychological aspects, so they can create conducive learning and supported classroom to reduce students' anxiety." (Mr. Arfan)

The participants have different opinions regarding to the teacher or lecturer evaluation on their mistakes. Some of them expressed that teacher evaluation regarding to their mistakes will improve their competency in the target language. Some said that lecturer correction make them feel embarrassed that provoke their anxiety. Ms. Ika expressed that a very serious lecturer may provoke her anxiety but lecturer correction on her mistakes make her be more interesting in English, she said:

> "If the lecturer is so serious…it makes me nervous, because he makes me think that he or she is very perfect in English and will expect the students to be perfect too. But if the lecturer corrects my mistakes, it makes me more interested in English."(Ms. Ika).

On the other hand Ms. Nani and Ms. Ummul said that a lecturer who corrects the mistakes all the time make her more anxious.

> "I feel more anxious when the lecturer corrects the mistakes all the time." (Ms.nani)

> "When the teacher or lecturer corrects the mistakes directly, it makes me more nervous." (Ms. Ummul)

B. Individuals-related Factors (Low motivation and lack of practice). Another reported factor as the cause of anxiety is individual factor such as low motivation and lack of practice. Some participants were fully aware that their low motivation caused troubles in learning speaking English. Motivation is identified as a fundamental aspect of learning (Brewer & Burgess, 2005). The highly motivated student will do many efforts to gain their competence. The less motivated ones will do in the opposed way. The finding in this study

suggested that the low motivation influenced the students' performance in learning English

specifically in speaking. Their laziness or lack of practice contributes to the poor English

performance.

> "My problem in learning speaking English is my laziness to practice it and I have low motivation." (Ms. Hasni)

> "What disturbs me is my laziness, it's about myself because I can't throw away my laziness." (Ms. Ika)

> Meanwhile, Ms.Andria stated that her lack of practice make her worse in her English

speaking performance, hence make her more anxious. Like a saying "practices make perfect",

it works with language. Speaking as one of reproductive skills needs not only understanding

of the concepts or theories but also more practical applications.

C. **Socio-cultural Factors**. Some socio-cultural factors includes social environment

and limited exposure to the target language and self-status.

Social Environment and Limited Exposure to the Target Language. The

participants expressed that limited exposure to English in their home environment is a serious

obstacle in the development of their communicative competence, which is troubling when

required to speak. The unsupported environment also contributes to reduce students'

motivation to improve their speaking skill. Ms.Dani and Mr. Muhtar admitted their fear of

negative perceptions.

> "What be a problem in learning speaking English for me is my unsupported environment. Most of my friends are not English students and don't have a good knowledge about English, so I can't practice with them and I fear of their negative perceptions if I doing so." (Ms. Dani)

> "My environment is not conducive to support me learning and improving my spoken English because most of people around me never speak English, and they use their native language for daily interactions. It makes me difficult to speak English." Further he said. "It's difficult to improve my speaking skill because I don't have partner to practice and learn together." (Mr. Muhtar)

Ms. Ida expressed the same that the unsupported home environment makes her couldn't improve her English even though she was supported by her family. Ms. Sari expressed that cultural factor may play important role on the learning speaking.

> "I think, study a language needs cultural supports, I mean when people around us familiar with the language or at least they don't humiliate us when we use the language, moreover if they can be our partners, there will be a good atmosphere to learn and improve our ability in the language specifically in speaking, because to be good at oral skill needs more practices, hence the frequent practices would reduce our anxiety in speaking the target language." (Ms. Sari)

Social environment where the students live and grow give significant influence on the language learning process. Conducive and supported learning environment enables student to find partners to learn and practice the language. This way, obviously will help them improve their communication skill in the target language that would contribute to reduce anxiety when using the language. Language has its natural function as tool of communication; it means that study a language should enable learners to communicate in the target language. In the other hand, exposure to the target language is identical to exposure to the inputs of language, which is very important in language learning process. Language exposure would enrich students vocabulary, and allow them to recognize the pattern of sentences or grammatical rules and pronunciations through either learning or acquisition process.

Self -Status. Supporting the previous research on the impact of social status on speakers' language and his behavior (Giles, Bourhis, & Taylor, 1977 as cited in Tanveer, 2007, p. 52), the study also found that social status or social distance between interlocutors have a considerable influence on communication. Speakers' sense of inferiority while speaking with someone higher in status may cause stress or anxiety for them.

> "Speaking in front of teacher drives my anxiety because they know more than the student, so they will recognize my mistakes." (Mr. Arman).

> "When speaking in front of teacher, I can't feel relaxed." (Ms. Dani)

> "Speaking in front of people higher in status makes me nervous because I must consider expression and manner in speaking, not only the fluency." (Mr. Muhtar)

"Speaking in front of people who status is higher than me drives my anxiety".
(Ms. Rose)

It explains the source of communication apprehension where unequal status makes the communication event stressful.

Research Question 2: How to Overcome Anxiety based on participants' perspective?

Many studies on language anxiety have suggested variety of ways to cope with this psychological problem, and this study follows the same pattern. Interestingly, this study found valuable thoughts as ways of reducing language anxiety. The most frequent suggestion from the participants was to make language classroom more friendly and less formal, where the students can make mistakes without looking or sounding incompetent.

"Friendly classroom environment is very important to increase students' self confidence to speak". (Mr.Arman)

Many other participants suggested the same. In order to make the classroom a safe and less anxiety-provoking place, the friendly and encouraging teachers was also stated as a crucial factor. Some participant admitted that they would feel more comfortable if the instructor acting like a friend helping them to learn.

"The role of instructor is very significant, the instructors who create no distance with the students and act like friend, will help and encourage students to gain their language competence as well as their self confidence". (Ms. Ida)

Another suggestion was positive feedbacks. Teachers' positive way in providing corrective and constructive feedbacks on errors was highly recommended. Some participants stated that the evaluation without pointing out the mistake maker will not cause stressful situation for the anxious students. They remarked that evaluation especially in grammar or vocabulary will be useful for students if given wisely.

"I think the students should be given positive feedback and motivation, they should be encouraged to speak and not get worry about the mistakes". (Mr. Mansur)

Some participants suggested that making more practices outside classroom will foster language competency and self-confidence. It was also asserted that students' self-related cognitions and beliefs should be taken into account in order to successfully cope with language anxiety (Tanveer, 2007, p. 56), for example by constructing self-belief that making mistakes is a part of progress, that they should not be afraid of making the mistakes. Ms. Ika and Mr. Arfan in this regard said:

> "Not get worry about the mistakes especially in grammatical rules. It's highly tolerable to make mistakes since English is a foreign language for us. Don't judge or blame students who make mistakes, motivate them to speak regardless of all the deficiencies." (Ms. Ika)

> "Just let it flows; mistakes will shape us be a better learner if we want to evaluate and take a positive side of it." (Mr. Arfan)

Conclusion

Based on the finding and discussion in the previous part, it can be concluded that this study found some factors causing students' anxiety in speaking English which can be classified into three main categories; they are psychological and linguistic factors, individual related factors, and socio-cultural factors. Psychological and linguistic factors include formal environment and classroom procedures, linguistic difficulties and the role of the instructors. Meanwhile, individual related factors consist of motivation and lack of practices. Socio cultural factors include social environment and limited exposure to the target language, and self-status. This study also found some suggestions to cope with students' anxiety in speaking English, those are more friendly and less formal classroom, friendly and encouraging teachers/lecturers, and positive feedbacks. Many participants also recommend students to do more speaking practices outside the classroom to reduce language anxiety.

Language anxiety, it may be concluded, demands the cautious attitude of the language instructors with a view to apprehend and to efficaciously diagnose this phenomenon in the

learners. Then, it requires the employment of contemporary approaches that put emphasis on improving learning opportunities in a conducive environment.

Recommendations

Based on the findings of this study, the following are some recommendations:

1. It is important for language instructors to not only recognize that anxiety is a major cause of students' lack of success in foreign language speaking but also assist them to overcome such feeling, for example by having informal discussion in the class and affirming that being uncomfortable, uneasy and anxious while speaking is a very common for students, then inviting students' thoughts about the reasons as well as its possible solutions. The discussion however, is expected to heighten their awareness that the feelings of anxiety are common in most of the learners and to give them some enlightenment to minimize such feeling.

2. It was also found that the feelings of anxiety become more threatening when the language instructors' ways of correction is rigid and humiliating On the other hand, giving corrections on the errors certainly will be beneficial for students. However, it needs good and wise strategies from the teachers to give the corrections without creating worse situation for the anxious students. By giving corrections in the end of the class without pointing out who makes the mistakes will possibly make the students not feel embarrassed; therefore, it would reduce students' anxiety.

3. Furthermore, students' lack of speaking practice in the target language was also identified as a significant cause of their anxiety in speaking English; therefore, a communicative language teaching approach should be adopted to provide students with more chances to practice their speaking.

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