Communication students' anxiety in speaking skill practice

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Article Info

Abstract

Students majoring in communication believe that their nervousness when speaking will affect their lives. It will either limit their employment opportunities or cause them to perform poorly at work. In the digital era, English speaking is very important to communicate with other members of an organization. There are limited discussions about speaking anxiety in ESP class and students majoring in communication studies are expected to convey their messages persuasively in an organization. So, descriptive qualitative research was utilized by the researcher to describe speaking anxiety in ESP class; Types of Speaking Anxiety, Factors of Speaking Anxiety, Reducing Speaking Anxiety. Semi-structured interviews and observations were the sources in this study with 19 students involved. Three natural phenomena in speaking anxiety or research problems in speaking anxiety were analyzed using data reduction, data display, and conclusion. The results showed that Communication Apprehension, Fear of Negative Acceptance, and Test Anxiety existed among the students in speaking class. They can overcome it using YouTube videos as references and community supports (teacher and close-friends). This study also found that students majoring in communication studies experience trait anxiety (one person), state anxiety (ten students), and situation-specific anxiety (eight students). Based on this result, further researchers related to speaking anxiety are to revise the approach using the mixed method in ESP class. These suggestions are to enrich speaking anxiety for English Specific Purposes, such as midwife students and economic students.

INTRODUCTION

Whether there is a pandemic or not, everyone needs a job. To meet basic human needs, everyone requires work. Students majoring in communication studies will use the teachings and organizational experiences they receive at university to find work rapidly. They will no doubt learn to communicate well in both their tongue and English as an international language on campus. Language teachers will explore further into the level of anxiety in speaking English for improved language learning and to aid their jobs and academic subjects. Language skills help human beings to improve their communication skills (Rao, 2019).

English Speaking in the modern era is considered as part of existing fields. It is the core of business in the modern era, science, and technology. A business is a specific organization of making money and oral communication plays an important role inside. Oral communication is essential to manage teamwork and group energy. If the students majoring in communication studies at Islamic University of Balitar (UNISBA Blitar) have better English speaking skills in global business, they will make communication is not a script. The learners need to learn all the four skills in English (Listening, Speaking, Reading, and Writing) and Oral communication (productive skill) will prevent people to have scripted thoughts and ideas (Rao, 2019).

In the classroom, there are a lot of interactions to tackle educational tasks (English speaking contexts). Teachers can make interactive activities to make students understand how to use oral communication properly in the English language. For instance, the teachers can use competitions, use humor in the classroom, use a bonus system to motivate the students, use a simulation, use a picture to describe in front of a class, and use role-play in English Speaking class. Teaching is to convey a message and teaching strategies in speaking are the main factor of English Learning (Anggraeni et al., 2020). Besides, teaching is not about speaking out loud, but teaching is to convey a message. In doing so, it involves tools, techniques, and strategies to convey a message. Innovative learning strategies can motivate the students in ESP class, and it can help the learners to process the materials from the lecturer easily. A creative teacher is key in a language classroom and it will make the materials easy to understand (Iksan & Dirham, 2018). The students (ESP class) at UNISBA Blitar need a creative lecturer because English speaking can be a stressful activity. Speaking English may be a problematic practice since it is not used as the primary language of speech (Sinaga et al., 2020).

In learning English speaking, there is a challenge for students majoring in communication studies at UNISBA Blitar, namely speaking Anxiety. Speaking anxiety occurs in students' daily activities (Sinaga et al., 2020). Speech anxiety is better characterized by nervousness during a presentation. And it may occur before a presentation. Speaking anxiety will make the presenter experience a sweating palm and a shaky voice. Speaking anxiety is a normal situation that can occur in professional speakers, but the level of speaking anxiety varies. For example, a student who experienced an extreme level of speaking anxiety, that student will not dare to talk in public and prefer to be in a closed space. Anxiety experienced by the students at UNISBA Blitar is a widespread phenomenon (Sinaga et al., 2020).

All communication students agree that speaking skill is important, especially in English. It can be used in a formal situation and non-formal meetings, for example attending English courses. students majoring in communication studies at UNISBA Blitar believe that English Speaking skill is important to master because it will be useful in their career, for instance, Being a member of an Organization and Public Relations. All organization activities start with communication, such as giving a report and task and deciding long-term or short-term goals or objectives of a project (Mulyana et al., 2011).

Each student at Islamic University of Balitar has his problems in speaking and it affects students' performance. Horwitz et al. (1986) mention that there are three categories in speaking anxiety Communication Anxiety, Fear Of Negative Evaluation, and Test Anxiety are all factors that contribute to the speaking problems in public (Horwitz et al., 1986). The performace Debreli & Demirkan (2015) state in their study that speaking anxiety can be categorized into low, moderate, and high levels of speaking anxiety according to Horwitz et al.'s (1986) perspective. Those categories are the factors of speaking anxiety to students at UNISBA Blitar and those factors affect EFL and ESL students (Sari, 2017).

Students majoring in communication studies need to speak English properly to enhance their message. communicate is the soul of an organization (Purba et al., 2020). And there are many challenges to communicating in an organization, such as the Sender and Receiver having different meanings of a message and the Sender and Receiver having different perceptions toward a message

because of the different backgrounds and interests (Mulyana et al., 2011). Based on preliminary study, the students have good knowledge in making an English sentence and they can understand the lecturer's material can follow the lecturer's instructions. When it comes to speaking in performance, they become speechless, the students barely want to speak in front of a class, they have shaky hands, and mostly they have redundancy in English speaking. On the other hand, people who are involved in public relations activities, need to speak effectively to have better planning (Mulyana et al., 2011).

Many professionals in the classroom have emphasized the importance of the oral involvement of students in the classroom. First, Rafada and Madini (2017) believed that numerous studies to tackle speaking anxiety were not enough. They explored the causes of speaking anxiety using a mixed-method design with 126 participants of the English Language Institute involved. This study about speaking anxiety at King Abdul Aziz University used descriptive statistics and thematic analysis. The result showed that vocabulary, educational system, teacher's role, and peer anxiety contributed to qualitative data and classroom atmosphere was one of the contributions in quantitative data.

Second, Anggraeni et al. (2020) argued that the lecturer needed to know speaking anxiety factors so further researcher or lecturer who was interested in this study could overcome foreign langue anxiety, especially in English speaking class. This study utilized a qualitative approach, and this study was not conducted in ESP class but English Department. It involved the second year of the English Department as the participants by doing semi-structured interviews and questionnaires. The result showed that pronunciation, vocabulary, and grammar contributed to speaking anxiety.

Third, Damayanti & Listyani (2020) stated that speaking anxiety was a major problem in their study. They used a qualitative method with an open-ended and closed questionnaire and interviews with fifty-two students of English Education Program in their speaking class. The result showed that vocabulary and preparation caused speaking anxiety in the classroom. They also found that making mistakes, lack of confidence and shame were other factors that can cause speaking anxiety.

Then, Erdiana et al. (2020) used a quantitative approach in their study to know the level of speaking anxiety. They used Horwitz's (1986) FLCAS questionnaires which involved twenty-nine students of Junior High School. The result showed that 38% or 11 students experienced low-level anxiety, 59% or 17 students experienced moderate level, and 3.4% or 1 student experienced high-level anxiety.

Based on related studies above, language anxiety has an impact on student progress and this phenomenon is caused by communication anxiety, fear of negative evaluation, and test anxiety. However, there is limited discussion on speaking anxiety in ESP class. To be more specific, this research aims to investigate the types of speaking anxiety experienced by students majoring in communication studies, as well as the reasons that contribute to speaking anxiety and how they overcome speaking anxiety in ESP class.

METHODS

To understand the phenomenon that occurs in ESP class, the researcher believed the qualitative approach was to solve speaking issues at UNISBA Blitar and it was very useful for the researcher to get a better insight into speaking anxiety in ESP Class. Sinaga et al.'s (2020) study emphasized that speaking anxiety to students at UNISBA Blitar was a natural phenomenon. The characteristic of this approach would unveil the factors of speaking anxiety as a natural phenomenon and it would answer the other research problems. The researcher was the main instrument to unveil speaking anxiety as a natural phenomenon to the student at UNISBA Blitar (Anggito & Setiawan, 2018). Anggito & Setiawan (2018) stated that this approach would be a comprehension about their speaking anxiety and the result was not from the statistical procedure.

Sugiyono (2008) explained that there were primary data and secondary data in the speaking class. In this particular study, the researcher was the main instrument. The subjects were nineteen second-semester students majoring in communication studies in speaking class, and the primary data came from their interview results. The secondary data source came from the relevant journal and observation. Also, the interview guidelines, the observation sheets, and observation guidelines were modified from Akramy's (2020) study. Such as modifying checklist symbol, omitting background questions about how long the students learn English because it has the same meaning as the second question related to student's background, increasing the time limit of interview because it will give the students more time to answer the question, and adding a specific question about specific worries

during speaking and deep breathing technique to know their effort to relieve speech anxiety. In addition, each student had a 25-minute interview.

In collecting data, there was a semi-structured interview in this study. The researcher made the issue equal to all participants and they. Then, the researcher made the participant answer the questions related to research problems in this study. And to enhance the validity of this approach, the researcher had made sure that students majoring in communication studies at UNISBA Blitar comprehend the questions by elucidating the various terms that exist. There are a variety of methods for ensuring the data's validity. The researcher used HyperResearch (version 4.5.0) for coding (for example, to know the same keyword), two colleagues contributed to check the paper's weaknesses so the researcher had a good understanding of the three types of speaking anxiety in this study, the researcher used source triangulation in this research, and there was participant observation. In addition, source triangulation was the process of gathering information through observation and interviews.

In data analysis, this study consists of a data reduction process and displaying data. Then, it is followed by the conclusion process. The first step, selecting the interview transcriptions and simplifying them. One of the approaches in a qualitative approach was transcription and simplifying meant to be readable content (Wekke, 2020). It was to select relevant data sources and omit irrelevant ones. The researcher could start to omit the word "uh", "ah", and "e". There was a correction about the incorrect introduction by highlighting the words, for example using slang words. There was no need for the researcher to correct the sentences from interview data. In terms of simplifying data, there would be a handwritten comment will be included regarding any existing regional or particular terminology. The researcher also had personal notes (personal notes, table, and diagram). All of these steps will make it easier for the researcher to revisit the data in the future.

The second step of data analysis was data reduction. Reducing data was also useful to distinguish relevant answers and the redundancy utterances or even the hyperbole sentences. Then, the interview results were categorized into some short items (trait anxiety, state anxiety, and Situation-specific anxiety) based on research problems in this study, for example, the researcher categorized student answers based on test anxiety-related questions.

And the last step was the researcher gave a discussion about theory and the interview results. It includes the comparison between interview results and notes taking during the interview process. The comparison was called triangulation data (source). Source triangulation was a method of gathering data in several ways (Samsu, 2017).

FINDINGS AND DISCUSSION
Source of speaking anxiety in communication students
There were three types of speaking anxiety in Language learners at UNISBA Blitar (Ningsih & Fatimah, 2020). Indrianty (2016) elaborated it as three main sources of foreign language anxiety; Communication Apprehension, Fear of Negative Acceptance, and Test Anxiety.

First of all, communication apprehension in this study refers to students' fear or anxiety. In general, lack of confidence is the main factor. Some noticeable effects are shyness and quietness in English speaking. Anxiety or fear in communicating with others was the signal of communication apprehension (Yuliana, 2017). Communication apprehension was simply students' shyness (Akkaş et al., 2020). The detailed information of Communication Apprehension is as follows.

"Eee, I am not confident, Sir. In my opinion, when I stand in front of a class, everything has changed" (Respondent 1)

"I have prepared a lot before I speak in front of the class. I practice it at home and outside of class before English Class Starts. It does not make me comfortable because I just feel more anxious." (Respondent 7)

"Thanks to God that I have warmly classmates, but I get nervous and confused when I have to speak English in front of the class." (Respondent 2)

"I am unconformable to speak in front of the class because I just need more and more preparation, that is it." (Respondent 12)

"Now, my heart is racing and I have sweaty palm, Sir and it is different when I practicing on my bench" (Respondent 19)

The interview result shows that the students have confidence problems speaking in public. Respondent 1 has an opinion that his pronunciation skill is inferior to his friend in Speaking class. Other students also struggle with feeling confident to speak English about Advertisement as a theme. Sari (2017) explained that most students were not confident to talk English in front of the lecturer or even in front of the class where everyone was watching and this phenomenon was called Communication Apprehension. Not all of student experience these problems, but less confident students have some signals, for example, Respondent 19 admits that the heart rate rising (based on the interview) and the student repeatedly wipe his palm under his pants (based on observation). Physical manifestations of communication anxiety were a racing heart, sweaty palms, and shaking knees (Bragg, 2017).

When the students lack confidence in speaking, they will have difficulty speaking in public. For example, Respondent 2 has the struggles to speak in front of the class. Yuliana (2017) stated students will have difficulty speaking in groups or in public if the students have the type of shyness.

One of the factors that cause communication apprehension in ESP Class is lack of preparation. Respondent 7 has preparation Speaking, but a lack of confidence disturbs his performance. Respondent 7 feels more anxious because of avoiding talking too much in English. Aeni et al. (2017) stated that some students will try to avoid talking too much to overcome their fear of the foreign language. And respondent 12 also indicates a lack of preparation. Based on the interview result, some students only need preparation before the class start, and some of them need preparation inside and outside the campus. It indicates the students have different background knowledge of one another. Aeni et al.'s (2017) study showed lack of preparation and lack of background knowledge will cause communication apprehension.

Based on the previous studies, this category leads communication to spend more time thinking and worrying about their friends' perception than their speaking. Damayanti & Listyani's (2020) claimed that this anxiety has made the students feel the uncertainty of their ability and based on their study, most students (53%) experienced it. To overcome this, the lecturer can provide engaging activities in speaking class, such as games or storytelling, to help students overcome challenges associated with communication apprehension anxiousness. It is quite beneficial to their mood. Anggraeni et al. (2020) suggested using storytelling, describing a picture, and playing ice ball as strategies in teaching speaking. The lecturer can start to make a discussion with students about their progress and how to overcome a lack of confidence. The second thing is the lecturer does not compare one student to another, so each student can receive a personal suggestion based on his ability. Communication apprehension was determined by the class atmosphere (Aeni et al., 2017).

Moreover, the second type is Fear of Negative Acceptance. One of the reasons why the students can develop their English Speaking is their Lecturer. Students majoring in communication studies at UNISBA Blitar need constant evaluation throw-out the class to master English speaking. The students' perception about over evaluation will make them insecure. This anxiety was related to evaluation in the community (Akkaş et al., 2020). The following are their response:

"I love to see someone speak English fluently, it is like a superstar. On the other hand, lack of vocabulary has restricted me to say something more." (Respondent 8)

"I may be able to read English sentences, but my grammar is worst one. It is hard to understand 16 sentences." (Respondent 18)

"I believe I can pronounce some words correctly, but others words are different. I need you to pronounce it for me." (Respondent 16)

"I think, my pronunciation is bad and I believe they think of me as Comedian." (Respondent 17)

Based on observation, they have poor grammatical performance in terms of expressing the grammar in conveying an advertisement. According to Hutabarat & Simanjuntak's (2019) study, 80% of the participants struggled with grammar.

Respondent 8 believes that vocabulary is vital for expressing an advertisement since they wish to engage with customers via the internet. The student wants to master a lot of vocabulary in the advertisement because she wants to make an alive expression about it. Mastering vocabulary is very useful to answer her friends' questions about it, for example how to avoid fake endorsement. Hutabarat & Simanjuntak's (2019) study showed lack of vocabulary means students have limited access to expression and it only makes the learners feel anxious in speaking.

Respondents 17 and 16 admit that they can pronounce some words in English correctly, others cannot. They need some clue first from the lecturer or friends to start it. Based on observation, they mostly stress individual words about advertisements incorrectly. It means they cannot pronounce vowel sounds and consonant sounds correctly. They also admit that they have been through pronunciation class, but they are hard to express mouth movement, such as the word *think*, *she,* and *first.* Hutabarat & Simanjuntak's (2019) study showed that the speech was hard to understand by the audience because the pronunciation was unclear.

And the third is about communication students' Text Anxiety. The upcoming test is the real problem for students at UNISBA Blitar. The students will experience uncomfortable situations before taking a test and it will affect their performance. Therefore, most students try to avoid it by having preparation. It includes test anticipation and test preparation. For example, if the students lack speaking preparation, they will feel anxious in front of the class. Because of lack of preparation for English speaking, the students will have frustration when they have to speak in a foreign language. As a consequence, the student is unable to fully convey all facts linked to mass media due to a lack of precise information. Also, lack of Speaking preparation will realize students' prediction or evaluation, such as the prediction of many friends will laugh during the presentation (speaking) or the prediction of the score is falling. Test anxiety would affect students' achievement and students' motivation in English speaking (Yuliana, 2017). And specifically, this anxiety related to low academic scores in higher education (Akkaş et al., 2020). And most students in a foreign language would experience fear of failure (Indrianty, 2016).

> *"I believe English will help my career in future, but my English Score is my concern. I think, I have bad English speaking."* (Respondent 3)

> *"I have preparation about it, but when the lecturer points me, all is shattered into pieces."* (Respondent 15)

Based on interview data, students majoring in communication studies show fear of failure. They believe English is very useful in their career, but their lack of speaking ability makes them concerned about their future. They believe English Speaking will increase their individual or group skill. Mulyana et al. (2011) argued that communication skill is a nerve in an organization; individual or group. The interview data also reveal that this phenomenon starts when the lecturer calls the student's name to make a presentation about an advertisement. Istiqomah's (2019) study emphasized that test anxiety mostly happens when the teacher calls the students' name. Also, most of the students or ten ESP students will think of English as a medium to have a brighter career in the future, but they cannot deny that English tests will measure how great their motivation in learning a foreign language. Indrianty's (2016) study showed that ESP students will think English will help their career, but English tests will make them anxious.

Based on the related literature above, preparation is one of the ways to avoid low scores in speaking. The students can prepare a lot of things based on their ability (Damayanti & Listyani, 2020). Damayanti and Listyani's (2020) study strengthened that most of the students or 63% will panic if they do not have preparation. And if they failed, the students would feel depressed (Hammad Rafada & Ahmad Madini, 2017).

The types of communication students anxiety
Based on observation, students majoring in communication studies can perform English speaking skills in front of the class. It happens because the selected participants have been through some basic English courses before the researcher conduct the research. There is speaking anxiety in ESP class, but the forms of language anxiety are various.

This study concludes that there are three types of Students Anxiety. It includes momentary anxiety or state anxiety, trait anxiety or specified anxiety, and situational or behavior anxiety that occurs because of a student's participation.

First, trait anxiety. It refers to communication student's personality traits. Indrianty (2016) stated that it refers to an aspect of personality in speaking anxiety. The following excerpt of the interview is an example of Trait anxiety.

> *"I am always nervous when I speak English in front of the class. I have this situation in another subject, for example, mass communication."* (Respondent 1)

This study shows that only one student experienced trait anxiety. The observation shows that respondent 1 uses the words "uh" and "eh" frequently. And based on the interview result, the selected participant explains that nervousness is his real problem in English Speaking and Mass Communication subjects. The signal was student always feels afraid and stressed in the classroom (Yuliana, 2017). And the participant does not follow the class instruction in other subjects. Indrianty (2016) stated that it happens because the student did not participate actively during lecturing. Moreover, the participants have an experience in their life and it will affect their performance in front of the class. It happens because some of them experienced a traumatic event or being overly criticized in early life. The traumatic event leads participants to experience negative emotions such as fears and worries in many situations. A lecturer could guest easily the expression of nervousness during the presentation and this input can make the lecturer decide the best teaching strategy in speaking (Indrianty, 2016).

Second, state anxiety. State anxiety is temporal anxiety and it happens because of outside factors that lead the students at UNISBA Blitar to become more sensitive. Yuliana (2017) stated state anxiety can make a person being unmotivated to learn the English language (speaking). The following is an interview excerpt.

> *"my heart rate is racing. My friend will laugh at me if I speak English."* (Respondent 9)

The statement above indicates that this anxiety effect student's behavior (Respondent 9). The observation indicates that respondent 9 always held the handout and always smiled. It indicates that the students tend to avoid lecturer instruction to speak in front of the class by doing an unimportant thing. The interview result shows the respondent emphasizes that presentation is no easy task, especially performing a speech in front of the class. Indrianty (2016) stated that state or situational anxiety can affect the students' presentation. Moreover, the respondent shows over-evaluation by having a perception that classmates will laugh during a presentation. Over evaluation was a signal of behavior-changing in state anxiety (Yuliana, 2017). And examples of physical effects of behavior-changing are having elevated heart rates and having sweaty palms. Elevated heart rate was the signal of state anxiety because this type of anxiety affects student's behavior (Yuliana, 2017).

The last, Situation-specific anxiety in students majoring in communication studies. It means English Speaking class can cause anxiety to the students. The following is an interview excerpt.

> *"I want to share something in English language. Suddenly, my lips are closed. And I think, I don't want all of my friends to laugh at me because of my pronunciation. Then, my real action is just smiling and waiting for a clue"* (respondent 10)

The statement above implies that there is evidence of situational speaking anxiety. Based on observation, the student stays silent and waits for a clue (friends or lecturer). The student does not remain silent all the time during the presentation, but the student's voice is getting softer. Based on the interview, the student is very uncomfortable because of a lack of pronunciation. So, the student tries to lower the voice to minimize pronunciation errors. This situation only happens in Speaking class, not in another subject. According to Indrianty (2016), some students were uncomfortable when they were the star of the show and they expressed signals of anxiety by smiling or being silent. Not all students experience this situation. There are only eight students who experienced it. They believe that a good introduction (opening) will motivate the rest of their speech. When they are in front of the class, they are sometimes influenced by their classmates, resulting in a poor introduction. They will

benefit greatly from having a quick note in their pocket. According to Yuliana (2017), certain classroom environments during speaking could make students uncomfortable, but not all of them.

The students' strategies to reduce speaking anxiety

In the modern era, this study believes that technology and learning support have a role to reduce speaking anxiety in ESP class, especially for students majoring in communication studies. These strategies in line with Hutabarat & Simanjuntak's (2019) perspective to reduce speaking anxiety; media intervention and learning support. Moreover, presentation skill is not an easy task because there are a lot of efforts to achieve it. And each student has different background knowledge in English speaking. Therefore, each student has a unique way to achieve it.

First thing first, media intervention. This is mass media in the digital era to communication students at UNISBA Blitar. And the participants in this study believe YouTube is one of the strategies to reduce speaking anxiety. This strategy offers an innovative approach to achieve better English speaking than conventional strategies. This strategy promises easy access with great benefits inside. The students will use the internet to access it and they will get tons of resources of English speaking easily. Hutabarat & Simanjuntak's (2019) study claimed that YouTube can improve speaking skill. Twelve students find YouTube is a supportive teacher and the following are the results. First thing first, media intervention. This is mass media in the digital era to students at UNISBA Blitar. And the participants believe YouTube is one of the strategies to reduce speaking anxiety. This strategy offers an innovative approach to achieve better English speaking than conventional strategies. This strategy promises easy access with great benefits inside. The students will use the internet to access it and they will get tons of resources of English speaking easily. Hutabarat & Simanjuntak's (2019) study claimed that YouTube can improve speaking skill. Twelve students find YouTube is a supportive teacher and the following are the results.

> *"I prefer to use YouTube than to talk to my English teacher. YouTube help me how to use grammar correctly. This channel also gives me common mistakes in grammar at the end of the video."* (Respondent 4)

> *"I learn speaking from YouTube. I can learn many vocabularies while I am in my bed."* (Respondent 6)

The data above indicates that YouTube motivates the students to learn English speaking in various ways. YouTube gives freedom to use it in their leisure time or during the learning process as preparation to speak. Respondent 4 states give the student the best preparation in speaking because it can be accessed by the student everywhere. Respondent 6 states YouTube gives a quick solution in speaking. respondent 6 adds that short time learning increase motivation or mood to learn more and more rather than long session in speaking. Respondent 6 has found a music channel that has clear lyrics to learn speaking. YouTube was a supportive friend because YouTube would not laugh at a student if they made mistakes or errors (Hutabarat & Simanjuntak, 2019).

Based on related literature, YouTube is important for students majoring in communication studies because they can select or customize learning practices based on their needs. YouTube could be a supportive teacher because the students only need a teacher who understands their needs (Hammad Rafada & Ahmad Madini, 2017). YouTube can make students relaxed because the students can learn short learning via YouTube. Short-term projects or short learning in speaking could reduce speaking anxiety (Erdiana et al., 2020).

The second thing is learning support to the students at UNISBA Blitar. It means the students or five students need a safe environment to learn English speaking and they also need a teacher to support the learning process. This particular strategy was in line with Hutabarat & Simanjuntak's (2019) study, the students needed a teacher and close friends to master English speaking. Here are some excerpts from students' interview:

> *"I have an English teacher in junior high school. He inspires me a lot in English speaking. he has taught me a lot of things and he is my inspiration to speak in front of the public."* (Respondent 9)

"I have a friend who has good speaking skills. He has contributed to my English-speaking skill because he is a person who introduces me to how to speak in front of other friends. And I am more comfortable to ask him about my problem in English rather than my English teacher" (Respondent 10)

The interview results show teacher's role is an irreplaceable person in the learning process and close friends can be a teacher's substitution. Respondent 9 states that the teacher is a motivator in speaking. Respondent 9 claims that the English teacher always gives various solutions based on his condition in learning progress. And respondent number 10 states a close-friend always become a rescuer in every situation during learning speaking. The student can learn a foreign language together and can ask a question with no hesitation. The teacher could be a facilitator in learning a foreign language, the close friends do too (Hutabarat & Simanjuntak, 2019).

Based on related literature, the students need a community to develop their speaking skills. Erdiana et al. (2020) study has shown 65.52% of students will have low speaking anxiety if the teacher corrects students' mistakes. If the teacher gave the students appreciation, the student would have low language anxiety (Anggraeni et al., 2020). In addition, some students who practiced pronunciation in front of their friends could overcome language anxiety (Anggraeny et al., 2020).

CONCLUSION

Throughout this study, speaking anxiety considerably exists among the students majoring in communication studies at UNISBA Blitar. The researcher draw conclusion that three main factors in English speaking anxiety exist; Communication Apprehension, Fear of Negative Acceptance, and Test Anxiety. Despite many obstacles in English speaking, some students have found that YouTube is a supportive medium in learning to speak, such as learning grammar and learning vocabulary. Others have found that teacher is the main factor in speaking skills and close friends can be the teacher's substitution. As shown in the findings, one student has trait anxiety, ten students have state anxiety, and the remaining eight students have situation-specific anxiety.

Furthermore, the researcher hopes that the description of speaking anxiety to UNISBA Blitar students will be useful to other researchers interested in this topic. To fill the gap in this study, the researcher advises employing a mixed strategy in ESP class.

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