The Students' Anxiety in English Speaking: Causes and Solutions

Maya Kholifatul Aisah[1*]
Slamet Utomo[2]
Titis Sulistyowati[3]

[1,2,3]Universitas Muria Kudus, Indonesia

Abstract
This research aimed to investigate the speaking anxiety level of Fourth-semester and Sixth-semester students of English Education Department at Universitas Muria Kudus. The research design of this study is quantitative research. The sample of this study were 70 students of fourth and sixth-semester students of English Education Department. The results of the study stated that: A moderate anxiety level was the highest among fourth and sixth-semester students, with 89% with a frequency of 62 students and the moderate anxiety level of fourth-semester students was higher than sixth-semester students with a percentage of 93%. The result of t-calculation indicates that the t-test is 0.922 while the t-table is 1.99. In this case, the t-test is lower than the t-table (0.922 > 1.99). This result means there is no significant difference in anxiety levels between fourth- and sixth-semester students of the English Education Department. The study concludes that the students' grade does not significantly influence students speaking anxiety.

Keywords: speaking, anxiety, negative evaluation and communication apprehension

1. INTRODUCTION

Many studies have been conducted to analyze the phenomenon often encountered in learning classes. Various factors can cause this anxiety in speaking. Rajitha and Alamelu (2020) found several factors that cause speaking anxiety, namely language factor, grammar and pronunciation factor, peer factor, stage fear factor, lack of confidence, and shyness.

The need for communication requires students to master speaking skills. By communicating, we can collect information, expand our relationships, and open other opportunities on a larger scale. In addition, as English is an international language, we can communicate with people worldwide by mastering English. Just as the ability to speak English is essential, it also affects students' anxiety levels. The feelings like worries, nervousness, and apprehension back up the anxiety, or they are the elements that appear when learning a language (Akramy & Tesol, 2020).

Badrasawi et al. (2020) emphasized that the level of L2 speaking anxiety among school teachers undertaking a master's degree at the International Islamic

University Malaysia. They sought to determine if the anxiety level would differ by gender, school location, and teaching subject. Adopting The Foreign Language Classroom Anxiety Scale (FLCAS) by Horwitz et al. (1986), the researcher found that the level of anxiety found caused by speaking apprehension, fear of negative evaluation, and fear of making mistakes. Teaching English was rated as the least anxious subject, followed by teaching Science, while teaching non-science subjects was rated as the most anxious subject.

Another study was carried out by Gursoy and Korkmaz (2018) to investigate the speaking anxiety levels of prospective Senior and freshman ELT teachers at a state university in Turkey. The results point out that prospective ELT teachers had a moderate level of speaking anxiety, and first-year students had a higher level of anxiety. It also found that proficiency levels significantly affected speaking anxiety, and there was a negative correlation between them. The two studies have similar problems, but the results are seen from the school teachers' perspective. Therefore, researcher want to know the comparison of speaking anxiety levels from the student's point of view.

Based on the researcher's observations, anxiety was found in the early semester students at English Education Department, whether because they were still adapting to the environment, had low self-confidence, or because of how the course lecturer taught them. However, this anxiety occurs in early-semester and final-semester students at EED who have studied speaking courses longer. This anxiety is usually due to the pressure to master speaking skills for thesis preparation, teaching program at school and many more. Seeing this, researcher are interested in researching the speaking anxiety level of early and final semester students. The researcher chose the fourth and sixth-semester students of the English Education Department Universitas Muria Kudus as the object of research so that researcher could compare anxiety levels between lower and upper-semester students in speaking. This study includes factors such as Communication Apprehension, Test Anxiety, and Fear of negative evaluation, Physiological Effects, Mental Difficulties, and Students' Strategy to Overcome Speaking Anxiety.

2.   LITERATURE REVIEW

Rajitha and Alamelu (2020) state that speaking skills are essential skills for all learners who wish to learn English to enhance their careers, improve business, build confidence levels, get better job opportunities, make public speeches, attend interviews, participate in debates, and group discussions, give presentations and many more. Moreover, students can express their emotions and ideas; tell stories; request; talk, discuss, and show the various functions of language (Leong & Ahmadi, 2017). With diligent practice, EFL learners can improve their speaking skills, increasing their confidence in making presentations, expressing opinions, discussing in groups, or conducting debates in-class activities.

Burns and Goh (2012) explain that to become competent speakers of English, a person must master three aspects: cognitive, social, and affective factors. Cognitive factors require speakers to plan what they will say, arrange what they will convey to describe thoughts, and describe them so that people will understand them. From a social perspective, it is also crucial for speakers to manage the social and pragmatic aspects of oral communication, which requires genre knowledge, sensitivity to register, and discourse and pragmatic abilities. Lastly, the affective factor refers to people's feelings, emotions, or psychological reactions to a situation.

Based on these theories, researchers can conclude that speaking is required to communicate orally. The ability to speak English is considered necessary in modern

life today. Everyone has various goals to master this ability to speak in English. In addition, several aspects need to master in order to become a competent English speaker.

Utari et al. (2022) state that anxiety is the feeling of being tense and nervous while doing a task in public. The excessive and exaggerated worry about everyday things is called generalized anxiety. There is an unrealistic or out-of-proportion concern that negatively impacts work, school, relationships, and daily social interactions (Salamah, 2019). Students often feel anxious about speaking in front of their class, especially when asked to do so (Ariani & Dewi, 2020). Speaking is considered the most challenging skill for students because, unlike writing, speaking skills are used spontaneously at certain times; lack of vocabulary, grammar, and self-confidence sometimes becomes an obstacle for students to speak in public.

In the opinion of Ariani & Dewi (2020), students feel anxious for three reasons: nervousness, worry, and fear. Because of these conditions, students suffer from a self-confidence crisis that affects their speaking ability. Another study by Horwitz et al. (1986) has identified the components of foreign language anxiety named:

1.   Communication apprehension.

Communication apprehension is associated with communicating, being in front of others, and talking in groups. Horwitz et al. (1986) explain that People who speak poorly in groups will likely experience even more difficulty speaking in a foreign language class where communication is limited and their performance is constantly monitored.

2.   Test anxiety.

Horwitz et al. (1986) defined Test anxiety as a type of performance anxiety stemming from a fear of failure. Test-anxious students often put unrealistic demands on themselves. Mahmoodzadeh (2012) stated that Test anxiety is likewise believed to be one of the essential aspects of negative motivation. Concerning test anxiety, many learners feel more pressure when asked to perform in a foreign/second language because they are challenged by the fact that they must recall and coordinate many grammar points simultaneously during the limited test period.

3.   Fear of negative evaluation.

Fear of negative evaluation is explained as the student's expectation to be evaluated negatively by others in situations such as oral exams or in-class presentations. Another study conducted by Mahmoodzadeh (2012) found out that in this sense, it seems that teachers' beliefs about language teaching may act as some obstacles for L2 learners and thus create language anxiety in them because the assumptions of teachers as to their role in the language classroom may not always correspond to the individual needs or expectations that L2 learners would consider for their teachers (Sulistyowati, 2023).

Many educators and researcher have suggested that FL anxiety can adversely affect learners' speaking ability. This phenomenon implies that students who are highly anxious about the English language usually display relatively low academic performance and vice versa (Badrasawi et al., 2020). A study by Halder (2018) found that students less anxious about English speaking have a higher academic achievement level than their highly anxious counterparts. The same effect was found by Badrasawi et al. (2020): The English-teaching participants were shown as the least anxious, followed by those teaching Sciences. In contrast, the participants teaching non-science subjects were indicated as the most anxious at speaking. Another study showed that students were uncomfortable and self-conscious about talking in the presence of their classmates. Moreover, the students felt unsure of themselves

because they presumed, they did not have adequate confidence when they wanted to speak the language in the foreign language class. Ultimately, these studies indicate that anxiety can affect students' communication strategies in language classes.

Reducing learners' speaking anxiety is important since it is a common problem in teaching, especially in foreign languages. The causes of this phenomenon are diverse, so researcher is trying to find effective solutions to reduce or eliminate student anxiety in speaking. Their study by Chen & Hwang (2020) sought to find out effective solutions that can be used to eliminate speaking anxiety in students by applying the mapping based flipped learning approach method. The post-test results indicated that concept mapping positively and significantly influences EFL learners' English-speaking performance and critical thinking awareness and can decrease their speaking anxiety.

Atas (2015) also conducted a study about the effectiveness of drama in reducing speech anxiety. After six weeks of language and drama training, the drama techniques significantly lowered the speaking anxiety of EFL learners. Based on this research, drama changes the attitudes and beliefs of students about learning a foreign language and speaking it in public or FL classroom atmosphere. In his research, other results were also found by Badrasawi et al. (2020). The level of L2 speaking anxiety among school teachers undertaking a master's degree at the International Islamic University Malaysia sought to determine if the anxiety level would differ by gender, school location, and teaching subject. The results imply that teachers need to be helped in confronting the factors that cause them to be anxious about speaking in English. To address this speaking anxiety issue, experts should work further on addressing the factors leading to speaking anxiety. Lecturers should also motivate students to use English in the classrooms and avoid intense criticism when responding to students' mistakes. Students are also encouraged to increase their use of the English language in different situations and build on their confidence, as this can lessen their speaking anxiety.

3.   METHODS

This research uses a survey to collect the data. This study focused on finding out the students' level of anxiety in speaking English. The data presented would be in the form of numbers and statistics, therefore researcher considered quantitative methods suitable for this study. "The collection of information from a sample of individuals through their responses to questions" (Check & Schutt, 2012, p. 160). Many approaches to participant recruitment, data collection, and instrumentation are possible with this kind of research. Survey research can employ both qualitative and quantitative research methods, such as open-ended questions and numerically rated items on questionnaires, or a combination of the two (i.e., mixed methods). Surveys are widely employed in social and psychological research because they are a common tool for describing and examining human behaviour (Singleton & Straits, 2009).

The population in this study were the fourth and sixth-semester students of the English Education Departments at Universitas Muria Kudus academic year 2023/2024. Each semester consisted of three classes, namely classes A, B, and C. There are 166 students in total. The researcher take a sample from the existing population. As explained Sugiyono (2019), the sample represented the population's characteristics and number. Researcher used simple random sampling. Sugiyono (2019) said it was simple because sampling members from the population is carried out randomly without paying attention to the strata in that population. There are as many as 70 students who became samples in this study. In this quantitative study, questionnaire was used as the instrument. This study used a questionnaire instrument

to determine the level of anxiety students have when speaking, so the results would be statistical and numerical. Moreover, questionnaire was more appropriate for this study due to the large number of respondents. How did you collect the random sampling? Using lottery or what? If you are not sure, just change it to "convenient sampling"

After collecting the data, the researcher would analyze the data questionnaire. The researcher provided the results of the closed-ended questionnaire data as categorical data, which means that the percentages of the variables studied were provided as the results. There are 24 questions with positive and negative statements to determine students' speaking anxiety levels. There are several questionnaires for positive statements, namely numbers 1, 3, 6, 8, 12, 15, 19, 20, 21, 22, 23, and 24. There are questions 2, 4, 5, 7, 9, 10, 11, 13, 14, 16, 17, and 18 for the negative statement. The Likert scale would be applied to every statement in the questionnaire to calculate the percentage for each statement. It was recommended by Sugiyati & Indriani (2021) to switch from "Strongly Disagree" to "Strongly Agree" so the response "Strongly Disagree" receives a five instead of a one, and vice versa. For positive statement items, the scale ranged from 5 to 1, "Strongly Agree"; for negative statement items, it ranges from 5 to 1, "Strongly Disagree." The questionnaire contained 24 questions with some categories adopting from Sugiyati & Indriani (2021) it was based on the studies on the FLCAS (Foreign Language Classroom Anxiety Scale) questionnaire proposed by Horwitz et al. (1986) and Pabro-Maquidato (2021) with some modification.

4.   RESULTS AND DISCUSSION

The information was obtained from the survey responses. The questionnaire consists of twenty-four statements. The form said that the overall score was on a Likert scale between 24 and 120. Students with scores between 24 and 54 have minimal levels of anxiety. Scores ranging from 55 to 87 signify moderate anxiety, and scores from 88 to 120 signify significant anxiety. Two data outcomes for this study came from the questionnaires. These represent the speaking anxiety levels of students in the fourth and sixth semesters, respectively.

As a result of knowing the overall anxiety levels of the fourth and sixth-semester students, the researcher summarized the data results in the following table in order to make the findings more understandable.

Table 1. The Fourth and Sixth Semester Students' Speaking Anxiety Level

No	Semester	Level					
		Low		**Moderate**		**High**	
		%	f	%	f	%	f
1.	4th Semester	3%	1	92%	33	6%	2
2.	6th Semester	9%	3	85%	28	6%	2

4.1 FACTORS CAUSED ANXIETY

There are 12 statements in the questionnaire, which asked about communication apprehension, test anxiety, and fear of negative evaluations. The researcher surveyed 70 students from the English Education Department at Universitas Muria Kudus in the academic year 2023/2024.

The following table presented the responses of 4th and 6th-semester students at Universitas Muria Kudus regarding student anxiety, especially communication apprehension.

Table 2. The Communication Apprehension Factors

No	Statement	SA %	A %	N %	D %	SD %
	a. Communication Apprehension					
1.	I feel confident when I speak in speaking class.	8.6%	34.3%	42.9%	14.3%	-
2.	It embarrasses me to volunteer answers in speaking class.	10%	3.9%	38.6%	15.7%	2%
3.	I would not be nervous speaking English with native speakers.	8.6%	18.6%	37.1%	35.7%	-
4.	I get nervous when I do not understand every word the language teacher says.	12.9%	40%	40%	7.1%	-

A person's fear or anxiety associated with either real or anticipated communication with another person or persons is referred to as communication apprehension (McCroskey, 2001). Essentially, anxiety during communication is a psychological reaction to assessment. Nevertheless, this psychological reaction turns into a physical one very rapidly as our body reacts to the perceived threat by the mind.

From the questionnaire, the researchers found that the factors causing students' apprehension are embarrassment and feeling nervous. These factors often experiences by Indonesian students, because they lack of English speaking exposure and fear of public speaking. Most students feel nervous when they need to speak with native speakers. They rarely meet native speaker and communicate. They might have difficulties in understanding native speaking, and giving appropriate response. Students may feel less confidence, because of speaking accents and afraid that their speaking is incomprehensible.

Previous research reports that students think that the main goal of language study should be comprehension rather than obtaining a native-sounding accent. Still, a lot of these students say that sounding more native is a personal objective. Additionally, the majority of students admit that they have at some point felt ashamed or anxious about their accents; the two main reasons for this were concern of receiving a poor grade from their peers and fear of future communication problems. It was determined that speaking anxiety among English language learners may arise from worries about the sound of non-native accents (Coppinger & Sheridan, 2022).

Table 4. The Test Anxiety Factors

No	Statement	SA %	A %	N %	D %	SD %
	a. Test Anxiety					
5.	I start to panic when I speak without preparation in speaking class.	30%	47.1%	11.4%	8.6%	2.9%
6.	I am usually at ease during tests in my speaking class.	8.6%	22.9%	40%	25.7%	2.9%
7.	I keep thinking that the other students are better at speaking English than I am.	32.9%	37.1%	20%	7.1%	2.9%
8.	I do not feel pressure to prepare very well for speaking class.	2.9%	30%	27.1%	34.3%	5.7%

In speaking practice students experience panic when they have to speak English without preparation. In the classroom they usually take some times to prepare with limited time and it is frustrating because they need to think of the topics and need

discussion with peers. Because of the limited preparation, it effect students' psychological pressure during the speaking test that finally leads to anxiety. In addition, students also think that they have poor performance compare to their peers indicating that they have low self-esteem and commonly experience by people who are lack experience in public speaking (Kumar et al., 2017).

Zan & Liu (2013) reported that test-anxiety influenced students' speaking performance. Oral test anxiety did exist during the oral English test and significantly hindered test performance and more proficient students tended to be significantly less anxious during the oral test. Speaking strategies were used to varying degrees during the oral English test, with more proficient students tending to use more effective speaking strategies significantly more frequently. Speaking strategies both improved and hindered students' oral test performance. Oral test anxiety was significantly correlated with the use of various speaking strategy categories. Overall, respondents felt that test anxiety was more facilitating than debilitating.

Table 4. The Fears of Negative Evaluation Factors

No	Statement	SA %	A %	N %	D %	SD %
	a. Fears of Negative Evaluation					
9.	I am afraid the other students will laugh at me when I speak English.	12.9%	30%	30%	21.4%	5.7%
10.	I am afraid that my speaking lecturer will correct every mistake I make.	8.6%	30%	35.7%	21.4%	4.3%
11.	I am afraid I'm wrong when I'm talked to by others.	14.3%	45.7%	18.3%	17.1%	4.3%
12.	I feel happy when given directions to speak by my lecturer.	20%	50%	27.1%	1.4%	1.4%

The fear of negative assessment element suggests that language learners are wary of hearing unfavourable comments from teachers or lecturers as well as from their peers. This causes them to feel self-conscious and fear making mistakes while also attempting to keep a straight face in front of their peers and teachers. Language learners find it difficult to succeed in class because of how other students, particularly professors and classmates, view them. They become more insecure and struggle to do well in class when they feel like others are watching them. Even in small groups, students may experience anxiety due to fear of receiving negative feedback from their peers, which could lead to severe anxiety. In addition, students are attempting to steer clear of potentially embarrassing circumstances in language classes, as the anxiety of receiving a poor grade mostly stems from the need to remedy mistakes. Students consequently grow increasingly irritated, particularly when the error repairs are completed before they have had a chance to fully compose an answer. In addition, learners are becoming distracted when forming answers due to pauses from incorrect corrections (Rafek et al., 2015).

The data show that students are afraid of making mistakes and would feel discourage because of negative feedback. They are not ready being criticize and ridiculed by others. This negative emotion directly hinder students to practice and communicate using English. According to Tananuraksakul (2013), teaching and learning attitudes in a Thai EFL environment, as well as university students' confidence in oral communication, are impacted by an intervention in the English Listening and Speaking Class that reduces power distances and provides positive psychological reinforcement. In the speaking class, the teacher used both positive and negative reinforcement techniques. The observation results showed that the

teacher primarily provided the students with positive reinforcement. Additionally, the results demonstrated that when given reinforcement, students in speaking classes felt inspired and valued. Thus, the researcher draws the conclusion that reinforcement is crucial, particularly in speaking classes, based on the study's findings (Pertiwi, 2019).
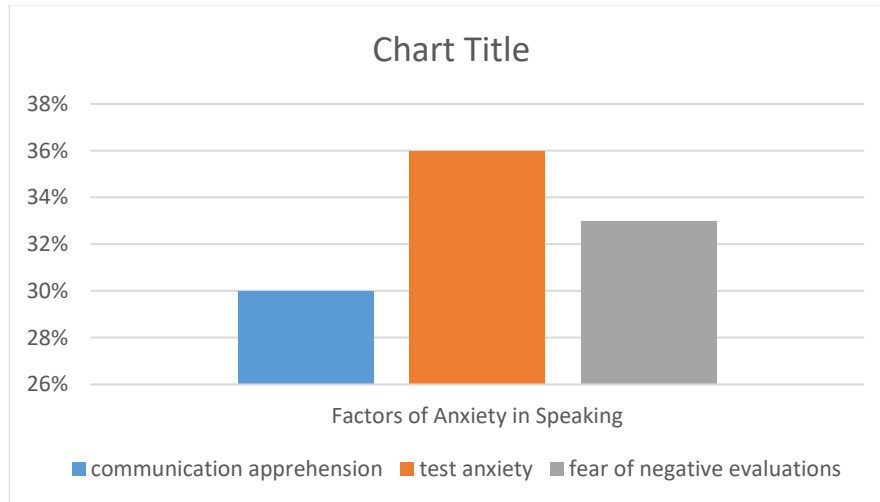

Figure 1. The Factors of Test Anxiety Faced by the Students

4.2   The Effect of Anxiety

Eight statements on the effects of anxiety, psychological effects, and mental difficulties were used to gather data for the questionnaire. Universitas Muria Kudus students in the English education department were given this questionnaire during the fourth and sixth semesters. Eight statements on the effects of anxiety, psychological effects, and mental difficulties were used to gather data for the questionnaire. The information was displayed in the following table regarding the reactions of students to student anxiety, including physiological effects.

Table 5. The Physiological Effect

No	Statement	SA	A	N	D	SD
		%	%	%	%	%
	b. Physiological Effect					
13.	I trembled when my lecturer called me to speak in front of the class.	21.4%	40%	28.6%	10%	-
14.	I stuttered when speaking a foreign language.	5.7%	32.9%	52.9%	8.6%	-
15.	I find it easy to speak English.	5.7%	15.7%	58.6%	18.6%	1.4%
16.	I tremble when seen by many people when speaking in front of the class.	15.7%	47.1%	27.1%	7.1%	2.9%

Physiological effects of the students' anxiety are shown below for each statement. They claim that they tremble when the teachers ask them to practice speaking in front of the class and feeling nervous when they become the centre of attention. There are many factors that caused public speaking anxiety including students' lack of English speaking exposure. Anxiety related to public speaking is believed to be primarily caused by a negative self-image. In addition, factors that contribute to public speaking anxiety include unfamiliarity with words, inexperience, a

new audience, a different status between speakers and listeners, the positioning of speakers and audiences, and more. A variety of general techniques have been proposed to reduce public speaking anxiety because it has been shown to have detrimental effects on speakers both physically and emotionally. These techniques include communication orientation motivation, cognitive restructuring, visualization, and systematic desensitization (Anandari, 2015; Li, 2020).

Information regarding how students responded to the effects of student anxiety, particularly mental health issues, was provided in the table below.

Table 6. The Mental Difficulties Effect

No	Statement	SA %	A %	N %	D %	SD %
	c. Mental Difficulties					
17.	Even if I am well prepared for speaking class, I feel anxious.	14.3%	58.6%	14.3%	10%	2.9%
18.	I sometimes forget what I want to say even though I have prepared myself.	24.3%	51.4%	21.4%	1.4%	1.4%
19.	I didn't beat around the bush to convey what I wanted.	10%	34.3%	45.7%	8.6%	1.4%
20.	I could easily spontaneously string together sentences when speaking.	2.9%	28.6%	42.9%	22.9%	2.9%

Previous research says that learning achievement is influenced by psychological factors pertaining to learning attitudes. Psychological issues also affect teachers in addition to students. In the classroom, low self-esteem, speech anxiety, and lack of confidence are almost universal issues that affect both teachers and students. Students with low self-esteem frequently struggle to maintain self-control when speaking in front of the class. Examples of this include controlling their behaviour based on what their peers think, losing faith in themselves, believing that their friends are criticizing them, being afraid of making mistakes, etc. On the other hand, teachers who lack confidence and (Listyaningrum Arifin, 2017).

From the data, it can be concluded that students experience severe anxious even though they already prepare for speaking. They claim that they often forget about what they are going to say. In addition they have difficulties in composing the comprehensive utterance indicating lack of speaking fluency. Krismanti & Siregar (2017) reported that although five psychological issues were found, it was discovered that the students' main speaking issues were limited to four: (1) lack of confidence, (2) fear of making mistakes, (3) shyness, and (4) anxiety. The majority of students don't struggle with motivation (Krismanti & Siregar, 2017). In this case, students have high motivation but they need to overcome negative emotions.

In order to provide a more precise and comprehensible description of the finding, the following column diagram is present.
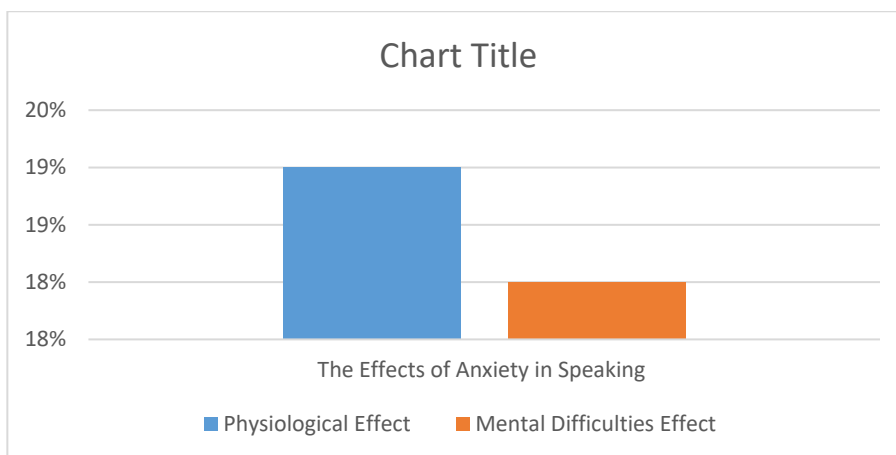
Figure 4.1 The Effects of Anxiety in Speaking

4.3 The Students' Strategy in Overcoming Their Anxiety

Four statements in a questionnaire about the students' methods for overcoming anxiety were used to gather data. Four statements from the questionnaires presents the findings.

Table 7. The Students' Strategy in Overcoming Anxiety in Speaking by the Fourth and Sixth Semester Students

No	Statement	SA %	A %	N %	D %	SD %
f. Students' Strategy to Overcome Speaking Anxiety						
21.	Doing the preparation makes me feel calmer and more confident before speaking.	44.3%	34.3%	20%	1.4%	-
22.	Relaxed and not tense learning makes me more comfortable attending speaking classes.	37.1%	45.7%	17.1%		-
23.	Setting a mind-set also affects my performance in speaking.	37.1%	50%	10%	2.9%	-
24.	I feel calmer when working in a group than individually.	20%	31.4%	31,4%	12.9%	4.3%

Following is a table showing the results of the students' strategy for overcoming anxiety for each statement. Well preparation, relaxation, and positive mind-set are chosen by the student to overcome their speaking anxiety. Other research suggest that students could also do reflection to overcome their anxiety. Three factors are linked to foreign language anxiety, according to the research findings: discomfort, shyness, and fear. The findings also show that self-reflections assisted students in overcoming their anxiety related to learning a foreign language by assisting them in identifying their strengths and weaknesses, tackling problems, and building confidence (Anandari, 2015).

Due to public speaking, there exist straightforward techniques that can aid in mitigating anxiety, the majority of which align with the origins or triggers of public speaking apprehension. Giving oneself encouraging psychological cues, for instance, can help the speaker's mental health by reducing the impact of their negative self-image. One effective strategy to prevent the triggers of public speaking anxiety, such as unfamiliarity with the material and lack of experience, is to practice before the

speech. Ignoring the audience and concentrating only on the speeches can also help lower public speaking anxiety because the presence of an audience frequently puts pressure on the speakers (Li, 2020).

For comparison of the anxiety level of students from fourth and sixth-semester students in speaking, the data showed that the moderate anxiety level of fourth-semester students was higher than sixth-semester students with a percentage of 93% (33 students from 36 students). In comparison, sixth-semester students' anxiety level is lower than fourth-semester students, with a percentage of 9% (3 students from 34 students). The total score of fourth- and sixth-semester students shows that 62 students have medium anxiety levels, and four have low and high anxiety levels. This research showed that most fourth- and sixth-semester students had moderate anxiety. This result is similar to the findings of Gursoy & Korkmaz (2018) regarding anxiety-provoking factors between first-year students and seniors. First-year students are more anxious than senior students because of their self-confidence, language proficiency, error correction skills, and fear of negative perceptions from others.

Table 8. Independent Sample T-test

Independent Samples Test									
		Levene's Test for Equality of Variances		t-test for Equality of Means					
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Speaking Anxiety Level	Equal variances assumed	3.929	.051	.932	68	.355	2.18137	2.34157	-2.49115	6.85390
	Equal variances not assumed			.922	58.740	.360	2.18137	2.36494	-2.55130	6.91404

Based on Table 4.12, sig (2-tailed) is (0.355) higher than sigα (0.05). This result means there is no significant difference in anxiety levels between fourth- and sixth-semester students of the English Education Department at Universitas Muria Kudus. In conclusion, students in fourth semester and sixth semester do not show significant level of anxiety.

6.   CONCLUSION

When comparing the speaking anxiety levels of fourth and sixth semester students, the data revealed that, with a percentage of 93%, fourth semester students had a moderately higher anxiety level than sixth semester students. By contrast, the percentage of anxiety among sixth-semester students is 9%, which is lower than that of fourth-semester students. Sixty-two students have medium anxiety levels, and four have low and high anxiety levels, according to the combined scores of fourth and sixth semester students. According to this study, the majority of students in the fourth and sixth semesters experienced mild anxiety. Studies show that students in the English Education Department in the fourth semester experience more speech anxiety than students in the sixth semester. Additionally, this study compared the speaking anxiety levels of fourth- and sixth-semester students, looking at the causes, effects, and strategies used by the students to deal with their anxiety without going into great detail about any of these topics.

REFERENCES
Anandari, C. L. (2015). Indonesian EFL students' anxiety in speech production: possible causes and remedy. *TEFLIN Journal - A Publication on the Teaching*

and Learning of English, *26*(1), 1. https://doi.org/10.15639/teflinjournal.v26i1/1-16

Akramy, S. A., & Tesol, M. E. (2020). Speaking anxiety in an Afghan EFL setting: A case study of an Afghan University (Vol. 20). https://www.researchgate.net/publication/349312713

Ariani, Y., & Prima Dewi, M. (2020). Speaking anxiety level of EFL students at tenth grade of senior high school 2 Lubuk Sikaping. *Journal of English Language Pedagogy*, *5*(2), 45–50.

Atas, M. (2015). The reduction of speaking anxiety in EFL learners through drama techniques. *Procedia - Social and Behavioral Sciences*, *176*, 961–969. https://doi.org/10.1016/j.sbspro.2015.01.565

Badrasawi, K. J. I., Solihu, A., & Tunku Ahmad, T. B. (2020). Second language speaking anxiety among Malaysian postgraduate students at a faculty of education. *International Journal of Education and Literacy Studies*, *8*(2), 54. https://doi.org/10.7575/aiac.ijels.v.8n.2p.54

Burns, A., & Goh, C. (2012). Teaching speaking: towards a holistic approach. https://www.researchgate.net/publication/314545785_Teaching_speaking_Towards_a_holistic_approach?

Chen, M. R. A., & Hwang, G. J. (2020). Effects of a concept mapping-based flipped learning approach on EFL students' English speaking performance, critical thinking awareness and speaking anxiety. *British Journal of Educational Technology*, *51*(3), 817–834. https://doi.org/10.1111/bjet.12887

Coppinger, L., & Sheridan, S. (2022). Accent anxiety: an exploration of non-native accent as a source of speaking anxiety among English as a foreign language (EFL) students. *Journal for the Psychology of Language Learning*, *4*(2), 1–20. https://doi.org/10.52598/jpll/4/2/6

Goertzen, M. (2017). Applying quantitative methods to e-book collections (P. Hogan, Ed.; 53rd ed., Vol. 53). *American Library Association TechSource*.

Guebba, B. (2021). The Nature of Speaking in the Classroom: An Overview. https://doi.org/10.32996/bjpsh

Gursoy, E., & Korkmaz, H. (2018). Speaking anxiety of freshmen and senior prospective ELT teachers. *Eğitimde Kuram ve Uygulama*, *14*(1), 48–60. https://doi.org/10.17244/eku.346886

Halder, U. K. (2018). English language anxiety and academic achievement. In *North Asian International Research Journal of Social Science & Humanities Index Copernicus* (Vol. 4). www.nairjc.com

Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). Foreign language classroom anxiety. in *source: The Modern Language Journal* (Vol. 70, Issue 2).

Khreisat, M. N. (2022). Investigating foreign language speaking anxiety levels among Saudi tertiary students: gender and year level differences. *The Journal of AsiaTEFL*, *19*(2), 451–468. https://doi.org/10.18823/asiatefl.2022.19.2.4.451

Krismanti, N., & Siregar, M. M. (2017). Students' psychological problems in speaking: a case study on speaking II class of STKIP PGRI Banjarmasin. *Lentera: Jurnal Pendidikan*, *12*(2), 62–73. https://doi.org/10.33654/jpl.v12i2.356

Kumar, M., Kalakbandi, V., Prashar, S., Neelu, & Parashar, A. (2017). Overcoming the effect of low self-esteem on public speaking anxiety with mindfulness-based interventions. *DECISION*, *44*(4), 287–296. https://doi.org/10.1007/s40622-017-0166-4

Leong, L.-M., & Ahmadi, S. M. (2017). An analysis of factors influencing learners' English speaking skill. *International Journal of Research in English Education*, *2*(1), 34–41. https://doi.org/10.18869/acadpub.ijree.2.1.34

Li, T. (2020). *Analysis on the causes and treatment of public speaking anxiety*. *466*(Isemss), 514–518. https://doi.org/10.2991/assehr.k.200826.103

Listyaningrum Arifin, W. (2017). Psychological problems and challenge in EFL speaking classroom. *Register Journal*, *10*(1), 29. https://doi.org/10.18326/rgt.v10i1.874

Mahmoodzadeh, M. (2012). Investigating foreign language speaking anxiety within the EFL learner's interlanguage system: The case of Iranian learners. *Journal of Language Teaching and Research*, *3*(3). https://doi.org/10.4304/jltr.3.3.466-476

Nur Hayati, S., & Kaniadewi, N. (2022). Analyzing types and levels of students' English-speaking anxiety. *ELLTER Journal*, *3*(1), 25–35. https://doi.org/10.22236/ellter.v3i1.8832

Pabro-Maquidato, I. M. (2021). The experience of English speaking anxiety and coping strategies: A transcendental phenomenological study. In *Transcendental Phenomenological Study. International Journal of TESOL & Education* (Vol. 1, Issue 2).

Pertiwi, Y. S. (2019). Reinforcement in speaking class to motivate students. *Retain*, *7*(2), 114–121.

Putri, N. M., & Marlina, L. (2019). An analysis of students' speaking anxiety faced by the EFL freshman students at English department of Universitas Negeri Padang. *Journal of English Language Teaching*, *8*(4). http://ejournal.unp.ac.id/index.php/jelt

Rajitha, K., & Alamelu, C. (2020). A study of factors affecting and causing speaking anxiety. *Procedia Computer Science*, *172*, 1053–1058. https://doi.org/10.1016/j.procs.2020.05.154

Rao, P. S. (2019). The importance of speaking skills in English classrooms. www.acielj.com

Rafek, M., Karim, R. B. A., & Awaludin, F. A. B. (2015). Fear of negative evaluation in second language learning. *4th Social Development and Environmental Studies International Conference*, *March 2013*.

Salamah, S. (2019). An analysis of students' speaking anxiety in young learner classroom through small group discussion a case study of grade VII students of SMP Muhammadiyah 1 Semarang in the English Department Faculty of Languages and Arts Universitas Negeri Semarang 2019. http://lib.unnes.ac.id/34260/1/2201415003_optimized.pdf

Sugiyati, K., & Indriani, L. (2021). Exploring the level and primary causes of public speaking anxiety among English Department Students. *Journal of Research on Language Education (JoRLE)* (Vol. 2, Issue 1). https://ejurnal.teknokrat.ac.id/index.php/JoRLE/index

Sugiyono. (2019). Metode Penelititan Kuantitatif*, Kualitatif dan R&D*.

Sulistyowati, T. (2023). Factors causing English speaking anxiety (ESA) in EFL context: A case study among post-graduate students in Indonesia. *Applied Research in English Education* (Vol. 1, Issue 1). https://jurnal.unimus.ac.id/index.php/AREE

Widia Utari, L., Salam, U., Ikhsanudin, I., & Rosnija, E. (2022). Speaking anxiety in oral presentation of EFL students. *JEFLE* (Vol. 3, Issue 2).