

SPEAKING ANXIETY EXPERIENCED BY JUNIOR HIGH SCHOOL STUDENTS AND THEIR STRATEGIES TO OVERCOME THE ANXIETY

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Abstrak

Keterampilan berbicara dipandang sebagai keterampilan yang sangat penting karena mampu berbicara dengan lancar dalam bahasa Inggris adalah salah satu poin objektif dalam pembelajaran bahasa Inggris. Meskipun bahasa Inggris sebagai lingua franca global sangat penting untuk dikuasai oleh siswa, kecemasan berbicara merupakan salah satu kendala besar yang dihadapi oleh siswa. Penelitian ini menggunakan desain kualitatif deskriptif untuk menjawab pertanyaan penelitian. Subjek penelitian adalah empat siswa SMP kelas 7 yang mengalami kecemasan berbicara menggunakan bahasa Inggris dan memiliki strategi untuk mengatasi kecemasan berbicara mereka. Subjek penelitian dipilih secara selektif menggunakan angket tertutup dari seluruh siswa kelas 7J di salah satu sekolah menengah pertama di Surabaya. Penelitian ini menggunakan instrumen wawancara. Temuan menunjukkan bahwa ada tiga jenis kecemasan yang dihadapi siswa yaitu ketakutan berkomunikasi, kecemasan ujian lisan, dan ketakutan terhadap evaluasi buruk. Siswa mengatasi kecemasan berbicara mereka menggunakan Strategi Sosial-Afektif yang terdiri dari bertanya, bekerja sama, berbicara sendiri, dan penguatan diri. Dengan demikian dapat disimpulkan bahwa kecemasan yang dialami oleh siswa kelas 7 SMP kemungkinan besar terjadi pada saat percakapan, ujian lisan, atau pada saat presentasi di kelas. Setiap siswa memiliki strategi yang berbeda untuk mengatasi kecemasan berbicara bahasa Inggris mereka.

Kata Kunci: Berbicara, kecemasan berbicara, strategi pembelajaran bahasa, strategi sosio-afektif.

Abstract

Speaking skill is considered as the most important skill because being able to speak fluently in English is one of the objective points in English learning. Although English as a global lingua franca is very important for students to master, speaking anxiety comes in a way as one major obstacle faced by students. This study uses a descriptive qualitative design to answer the research questions. The research subjects were four grade 7th junior high school students who experienced English speaking anxiety and had strategies to overcome their speaking anxiety. Research subjects were selected selectively using a closed questionnaire from all students in 7J class from one of the state junior high school in Surabaya. The instrument used in this research was interview. The findings show that there are three types of anxiety faced by students, namely apprehension of communication, test anxiety, and fear of negative or bad evaluation. The strategy used by students to overcome their speaking anxiety is the Social-Affective Strategy which consists of questioning, cooperating, self-talk, and self-reinforcement. Thus it can be concluded that the anxiety experienced by grade 7 junior high school students was most likely to occur during conversations, oral exams, or during class presentations. Each student has different strategies for dealing with their English speaking anxiety.

Keywords: speaking, speaking anxiety, language learning strategies, socio-affective strategies

INTRODUCTION

Since the late 19th century English language has been referred as the global lingua franca (Indrianty, 2016). Speaking skill oftenly considered as one of the significant aspect of English learning because speaking is a common activity but also a highly complex activity at the same time. Speaking is considered as the most important skills because being able to speak fluently in English is one of the objective points in English language learning. Previous statement is in line with Hanifa, (2018), that number one most important aspect in learning English language is the

mastery of speaking skill. Nunan (1995) in Leong & Ahmadi, (2017) defined speaking as an activity to perform words orally, to communicate as by talking, making request, and making speech. Damayanti & Listyani, (2020) stated that learning Speaking skill can be very challenging for students because it requires interaction. In line with this point, Indrianty, (2016) stated that in learning speaking skill students need to have someone to practice speaking English with.

Compared to the other English language skills, being able to master speaking skill is one of the main points in English learning. However, as stated by Price, (1991); Palacios, (1998) in Mukminin et al., (2015), speaking in

any language other than native language is the most anxiety-producing experience. In language learning speaking anxiety is clearly an issue and it can be said that anxiety is one out of many difficult problems that experienced by students in the English learning process (Woodrow, 2006). It is clear that the main aim of English language learning is to be able to speak fluently. However becoming orally adequate is not easy for students as it is influenced by many factors, including anxiety (Hanifa, 2018).

In the last three decades language speaking anxiety has become significant interest in foreign language learning (Tien, 2018). Horwitz et al., (1986) argued that foreign language anxiety means the unease, worry, and nervousness feelings that experienced by students when learning foreign language. In line with statement before, anxiety appears as a compelling factor that has big effect on the students' oral performance. As stated by Hanifa, (2018) anxiety in foreign language learning sometimes influenced by students' own awareness. When students consciously know that they are will soon be evaluated for their speaking performance, some of them experience intense feeling of tension, apprehension, and also fear. This is what speaking anxiety is in language learning according to Horwitz et al., (1986). Those feelings are deemed to have negative effect on students' communications ability in their target language. Therefore, as stated by Hanifa, (2018) most of the foreign language learners likely to experience speaking anxiety. In line with statement that stated by Brown, (2015) in his book that students who going through foreign language anxiety appear to face more difficulties in mastering and concentrating to achieve learning goals than students who are not suffer from speaking anxiety.

In addition, related to this present study, there are several researchers that are in line with the topic being discussed in this study which is about students' English speaking anxiety. The first study is from Akkakoson, (2016) who conducted a research about "Speaking Anxiety in English Conversation Classrooms Among Thai Students". This study provides researchers and practitioners with great insights regarding the conception of English-speaking anxiety, attitudes towards speaking English in class, and perceived sources of the anxiety situation. Next, Suleimenova, (2013) conducting a research about "Speaking Anxiety in a Foreign Language Classroom in Kazakhtan". This study was discussing about negative experiences with speaking activities in a foreign language class for students. The result of this study was that there were many students experienced a feeling of apprehension and anxiety when having to speak in foreign language. However, there is still so little of previous studies conducted that aims to describe speaking

anxiety and the strategies used by Junior High School students, therefore this present study was conducted to fill the gaps.

In conclusion, anxiety can really affect students' speaking performance. Therefore, it leads this present research to describe about the types of speaking anxiety and what kind of strategies used by Junior High School students to overcome their English speaking anxiety. Therefore, the research questions were formulated as follows:

1. What types of speaking anxiety are experienced by 7th grade Junior High School students?
2. What strategies are used by 7th grade Junior High School students to overcome their English speaking anxiety?

METHODS

This research was conducted using Qualitative method. Ary & Jacobs, (2009) claimed that qualitative research explore a phenomenon seen from human's perspective in the natural setting. Cohen & Manion, (2018) explained that there are several objectives of qualitative research which are describing, explaining, reporting, creating key concepts, testing, and giving example. This study used a descriptive qualitative method, therefore the results of this study emphasize more toward the data interpretation found in the field.

This study was conducted in one of the state Junior High School in Surabaya, Indonesia precisely in 7J class. The research subjects were four students in 7J class who have strategies to reduce or overcome their speaking anxiety. A close-ended questionnaire was used to select the reserach subjects. To answer the research questions, the data were collected using an instument called semi-structured interview. After the data had been collected, the researcher analyzed the data gained from the interview. Ary & Jacobs, (2009) stated that in qualitative research, there are total three stages in analyzing data namely organizing, coding and reducing, also interpreting and representing the data.

RESULTS AND DISCUSSION

A. Types of Speaking Anxiety Experienced by 7th Grade Junior High school Students

The result shows that speaking anxiety appears as one big obstacle in English language learning that experienced by 7th grade Junior High School students. The previous statement supports the theory proposed by Hanifa, (2018) that many of foreign language learners likely to experience speaking anxiety. Horwitz et al., (1986) stated that there are three types of Speaking Anxiety which are; Communication Apprehension, Test Anxiety, and Fear of Negative Evaluation. Thus, the interview result shows that

the types of speaking anxiety experienced by 7th Grade Junior High school Students are shown as follows;

1. Apprehension of Verbal Communication

Communication apprehension appears as the most experienced type of anxiety by students compared to any other types of anxiety. Communication apprehension highly affect students' performance in the class because students felt anxious when suddenly asked to speak using English language in the class.

Student 1: *"Because every time I was asked to answer a question by the teacher I always felt panicked"*

Excerpt above showed that student 1 always panicked whenever the teacher ask him to answer questions because he believes that he will unable to answer it correctly. Student 1 also admit that he would rather kept silent during the class eventhough he knew the answer. This finding support the statement from Liu & Jane, (2008) which stated that many anxious students inactively participated in the class and would rather to keep silent during the class due to apprehensive speech.

Student 1: *"I felt panicked because I can't speak English. I always choose to keep silent even though I know the answer."*

Student 1: *"I would rather not asking or convey anything in the class"*

In addition, when asked about her feelings toward sudden request from teacher to speak English infront of the class, student 4 admit that she felt panicked when she had no preparation in advance. Hanifa, (2018) proposed on her study that having adequate preparation is undeniably essential.

Student 4: *"... because I'm not good at speaking, I felt more panic because there was no preparation in advance."*

According to the excerpt above, student 4 believes that she will do better in spoken activity only when she had some preparation regarding the materials in advance. She believes that material understanding is important for every speaking activities. Previous findings are in line with theory from Indrianty, (2016) on her study which she claimed that preparation could build up students' determination to speak in foreign language.

In line with previous lines, during interview one of the participant also admit that she tends to get so nervous to the point she could forget everything she had learnt before due to her nervousness. This finding support theory from Indrianty, (2016) about communication of verbal communication in learnng foreign language can form a physical effect such as being forgetful due to nervousness

Student 3: *"... because of being overpowered by my nervousness and fear, what I have been learning all this time, and what I have memorized all this time are all gone. I felt there is no point in continuing to learn*

and practice but in the end I got nervous and forget everything."

Looking more closely, the outcome of the interview also showed that most of the students are afraid of making mistakes when speaking in the target language. He, (2013) on his study stated that afraid of making mistakes may be a lot happened in the EFL teaching traditions for students. The above statement may happen because of students' mental barrier or cultural issues. One of the student admitted that she was never volunteering herself to answer teacher's question. She believes that speaking in front of the class makes her really nervous.

Student 4: *"Yes, that's because I am afraid of making mistakes again. If I am wrong, I feel ashamed."*

Student 4: *"Because there is no guarantee that I can answer the questions (correctly), and if I'm asked to read (texts) from textbook I am also afraid of being wrong."*

From the excerts above, it showed that student 4 shows incapability to accept mistakes that she might have in the learning process. In line with student 4, student 2 was also afraid of making mistakes in terms of lexical cohesion. This finding support theory proposed by Damayanti & Listyani, (2020) about students' difficulty in expressing themselves orally due to their lack in vocabulary.

Student 2: *"A little worried. Because I can only speak a few words. I'm just a little doubtful whether my answer is correct or not."*

Student 2: *"I'm not ashamed, I'm just afraid of being wrong, I just understand (the material) but can't convey it in the spoken form."*

It proves that 7th grade Junior High school students tend to lack in their vocabulary enrichment resulting difficulties for students when they are under condition that require them perform speaking activity in the class. Akkakoson, (2016) on his study reported that lack of vocabulary was found as the major issue of speaking anxiety that experienced by students.

In the excerpt bellow, when asked about embarrassing feeling to volunteer answering teacher's questions, student 1 admit that he was afraid of making mistakes when speaking in English due to his accent. The study from Indrianty, (2016) also found that students are embarrassed to speak in English because their friends would laugh at their thick accent.

Student 1: *"Because I feel like my English accent is very difficult to understand by people."*

The interview result also shows that student felt embarrassed when suddenly asked to speak in target language in the class. There are many reasons behind embarrassment feeling that experienced by students which mainly was because of the English components and also students' fear of making mistakes.

Student 3: *"Uhh, nervous and very, very scared and embarrassed because I feel like my English is really bad. I also prefer to be silent because if I speak the answer I am afraid that my English, the words or sentences will not pronounced properly."*

Student 4: *"Yes, being embarrassed is an under statement, I am afraid that my friend will laugh, I am afraid that the way I pronounce it is also wrong and I don't really understand how to read it, so I'm embarrassed if I'm wrong and I'm afraid I will be wrong."*

From the excerpts above, it can be concluded that those anxious students felt embarrassed to speak in target language. Tridinanti, (2018) also stated that most students feel uncomfortable in speaking in front of the class because they are shy and have a low self-esteem. Students were embarrassed because they were incapable to speak in front of other people. Students were at lost of words everytime suddenly asked to speak because they didn't know the English meaning of the words that they want to utter. This problem led them to incapability to perform speaking activity perfectly which was one of the reasons of their speaking anxiety. Therefore, communication apprehension may engender negatively in speaking the target language

2. Test Anxiety

Test anxiety is one of the source that indicate the existence of students' English speaking anxiety. Test anxiety is a common types of anxiety that experienced by students in order to master the target language. When asked about their feeling towards spoken test, one of the participant admit that he felt really worried. This finding supports the theory that proposed by He, (2013) which was about test anxiety that could negatively influence students' performance in the target language.

Student 1: *"I'm really worried because my accent is not really understandable."*

Student 1 admit that the reason he felt worried was because he believes his English accent is bad. Can be seen from the excerpts bellow that students were also felt scared when facing spoken test.

Student 2: *"Yes, I'm afraid. I'm afraid that my answer is correct or not, or maybe lacking something, so when I get home, I make sure whether my answer is correct or not."*

Student 3: *"I was afraid, so afraid and also so nervous. I was like so scared and really nervous, because I also didn't have any preparation before."*

Student 3: *"I'm really, really scared, I don't know what to do anymore. Sometimes I feel dizzy all the time to the point it felt tight in my chest."*

There are many reasons why students felt scared when facing spoken test, but above all is the pressure that comes

from their need to get a perfect score. This finding is in line with the finding from Indrianty, (2016) about the preassure to get a perfect score. The next reason is students' preparation for the test.

Student 4: *"I don't mind if there is a sudden speaking test only if I really understand the learning material for the test. But if I don't understand the materials, I felt panicked, afraid that I will make mistakes and afraid of getting a bad grades."*

Based on the excerpt above, it can be concluded that preparation is very important for students in facing speaking test. Student 3 even admit that she could get super worried to the point her head get dizzy due to the fear of failure in the speaking test. This finding is in line with the theory proposed by Indrianty, (2016) about test anxiety which refers to performance anxiety that resulted from students' fear of failure in test taking situations.

3. Fear of Negative Evaluation

Fear of negative evaluation is frequently occurred among EFL students. Fear of negative evaluation mostly occurred in evaluative situation which in this context happened in the classroom. This outcome is consistent with theory about fear of negative evaluation that happened in any social and interactive situation proposed by Horwitz et al., (1986). The interview result shows that all participants experiencing fear of negative evaluation. The fear coming from various reasons which also includes both the teacher and the other students. When asked about her feelings when the teacher asks her to speak using English in front of the class, student 2 answered that she felt worried.

Student 2: *"Just once, I always worried that people would think of me as the Mr. Know-it-all or anything like that."*

In the excerpt above, it shows that student 2 was worried of people's assumption towards her. She wants to perform spoken English in the class, but the fear of negative evaluation from people in the class becomes an obstacle. In addition, Damayanti & Listyani, (2020) on their study discover that students were afraid if they spoke in English, the other students will laugh at them. The following excerpts is where one of the student confirm that she is afraid to speak in front of the class because her peers would laugh at her speaking skill.

Student 3: *"Yes, I'm embarrassed because I feel like my English is too poor. I afraid that later my friends would laughed at me."*

Student 3 admit that he was afraid his friends would laugh at him when he speaks in target language. Supporting previous statement, Damayanti & Listyani, (2020) also claimed on their study that students worried about getting left behind and feeling afraid of being ashamed when speaking English. In the excerpt bellow

student 4 stated that her friends tend to making fun of her speaking skill by continuously talking about it.

Student 4: *"Friend. Because friend will keep talking about my English even when the English class was over. Few moments later they will still making fun of me like "you must have been like this at that time, right? It is really embarrassing for me."*

Student 4 added that compared to the teacher, she was more scared by her friends' judgement and evaluation.

Student 4: *"Mostly to friends, because if I ask questions to the teacher I am afraid that my friends think that I am just looking for teacher's attention or something."*

Student 4: *"Yes, because I am embarrassed to ask. If I ask too many questions, I'm afraid that people will find it annoying that I ask too many questions or something like that."*

As mentioned in the previous passage, fear of negative evaluation may occur in any social setting and in this context was happened in the classroom. Previous statement is in line with the finding in Indrianty, (2016) about the students' fear that occurs in situation where they have to speak in front of a familiar audience. She also stated that Learners may be sensitive to the evaluations from their peers and teacher. Bad evaluation not only comes from peers as shown in the previous excerpts, but can also comes from the teacher. The following excerpts is where the students admit that they are scared of getting bad assumption from the teacher in the class.

Student 1: *"Judgment from the teacher is scarier. Friends might only make fun or laughing at me, but teacher's judgment will affect my grades."*

Student 2: *"Because I was afraid of being looked down upon by the teacher. Although later the teacher will correct me, giving me the right answer, but still, i am still scared."*

Student 3: *"Because, even though I have practiced several times, I still feel that my English still not quite good therefore I am scared of the teacher's reaction."*

Student 4: *"Still scared because the teacher is little mean. If there are students who do not understand usually would immediately be reprimanded. I became afraid to speak, afraid to say the wrong thing."*

The statements above are based on the interview results which indicate that teachers can also be the reason of students' English speaking anxiety. Anxious students are afraid of being negatively evaluated by anyone including both their peers and the teacher. A plausible explanation for this as proposed by Horwitz et al., (1986) is due to students' uncertainty about themselves and what they are saying. Thus, they may believe that they are not able to make appropriate social impressions, which means their classmates or teachers' judgments in the case of the present study. Therefore, it can be concluded that speaking anxiety

due to students' fear of negative evaluation can affect EFL learners' speaking performance.

B. Types of Socio-Affective Strategies used by 7th Grade Junior High school Students

O'Malley & Chamot, (1990) proposed that in socio-affective strategy there are four types of strategies used by students to overcome anxiety. Based on the interview results, it shows that students apply all types of Socio-Affective strategies based on their own needs and perspectives. These strategies are different from one student with another. The strategies used by 7th grade Junior High School students are explained as follows:

1. Questioning

Questioning is one of the strategy in social-affective strategy according to Prof & Altunay, (2014). The interview result shows that student 1 and student 4 used questioning strategy to help overcome their speaking anxiety. When asked about what kind of efforts that they did in order to overcome their speaking anxiety, both of them answered with asking to friends.

Student 4: *"So far I'm just asking to my friends."*

Another thing that student 4 did as an effort to overcome her speaking anxiety is by told her friends to ask the teacher questions when both of them do not understand about the material. This type of questioning is done by students to get clarification.

Student 4: *"I will ask my friends, if my friends don't know the answer as well, I told my friends to ask the teacher."*

In addition, student 1 admit that his strategy to not feels anxious too much is by making sure that his answer is correct. Therefore he verifies his answer by asking his friends in advance about his answer and after being sure of it he goes to answer the question in front of the class. This is in row with statement from Richard, (2008) about asking question can be used as transacting in order to give benefit to each others.

Student 2: *"Usually I ask my friend first, "is this answer correct?" and if my friend say "yes, just try it" then I try to raise my hand."*

Based on the excerpts above, students believe that asking questions to their friends was effective to help them reduce their speaking anxiety. This finding is in row with the theory proposed by Prabawa, (2016) about asking question in socio-affective strategy can be either to aim clarification or verification.

2. Cooperation

Cooperating or working with others in order to share information, obtain new feedbacks, and also completing task is the definition of cooperation strategy according to O'Malley & Chamot, (1990). The following quotation shows statement from student 2 and student 4 about the

use of cooperation strategy to reduce their speaking anxiety.

Student 2: *"Yes, I have, I often discuss with my friends."*

Student 4: *"Once, I discussed (with my friend) how to read it because I don't really understand English very well. Although I understand what it means, but I do not know how to speak."*

Based on the excerpts above, the participants believe that cooperating with other students through discussion about the learning materials or any other matters, will be able to help them to do some preparation before speaking in front of the class. This finding supports the finding from Yalçın & İnceçay, (2014) where students agreed that group activities like cooperation and solidarity were able to decrease students' foreign language speaking anxiety.

3. Self-Talk

Maquidato, (2021) on his study claimed that the cause of students' speaking anxiety were emotional tension, physiological effects, and mental difficulties. Supporting previous statement, the interview result found that Junior High School students using Self-Talk strategy to overcome their speaking anxiety. According to O'Malley & Chamot, (1990), Self-Talk means reducing anxiety using mental approach. The quotation below shows how the research subjects use self-talk strategy to reduce their anxiety using mental approach.

Student 4: *"By taking a deep breath or pretend that everyone is not there (in front of me), and screaming. Even though it is just a little screaming, but already a relief to my heart."*

Student 1: *"Usually I ask permission from the teacher to drink water so I can calm down a bit."*

Student 3: *"I usually drink a little of water while recite Istighfar when feeling afraid."*

Eventually, although students have something to say and a lot of ideas in mind, they are unable to do so because of their mental block (Tanveer, 2007). These experiences hampered their focus, and their ability to compose their thoughts, and communicate what they have in mind. Thus, when students experiencing mental block, they used Self-Talk strategy to reduce their English speaking anxiety.

4. Self-Reinforcement

Self-reinforcement means providing encouragement for students (O'Malley & Chamot, 1990). The encouragement can be done by the students themselves or done by the teacher. Anxious is a negative feeling and it is only right to fight the negative feeling using positive reinforcement and affirmations. The following excerpts show the use of Self-Reinforcement strategy to reduce students' English speaking anxiety.

Student 2: *"Worried, but I will convince myself that I (definitely) can."*

Student 3: *"Keep repeating it, keep taking notes and reading it. These things keep happens continuously."*

Student 2: *"Telling myself that if God is willing, I will be able to do it"*

In the excerpts above, it shows that student 2 and student 3 kept encouraging themselves by convincing positive affirmations. This finding is not in line with theory that proposed by He, (2013) about teacher must also provide positive reinforcement for students. The finding shows that students give the positive affirmation and positive comments by themselves without the support from teacher. Thus, self-reinforcement is a study skill that able to improve students' motivations to overcome their English speaking strategy.

Therefore it can be concluded that the findings support the grand theory proposed by Horwitz et al., (1986) about speaking anxiety appear as the biggest obstacle that faced by the students in English language learning.

CONCLUSION

It can be concluded that 7th grade junior high school students felt anxious in performing speaking activities in the classroom and actually have strategies to overcome their speaking anxiety. The first type of anxiety that experienced by the sample students is communication apprehension. Communication apprehension defined as uneasiness feeling when one is speaking in any language that is not his native language (Horwitz et al., 1986). Communication apprehension would likely to happen during conversation. The next type is test anxiety, Test anxiety is the type of anxiety that happens because of students' fear of failure in test taking situations. Horwitz et al., (1986) stated that test anxiety refers to the discomfort feeling that experienced by students when facing English test. What student fear the most is when they did not prepare anything for the test, the possibility to fail in the test, and also bad test scores. There are several conditions that can reduce students' fear, such as when they had learnt about the materials, practice and make preparation in advance. Fear of negative evaluation is the last type of anxiety that experienced by students. Fear of negative evaluation happens when students felt scared about how other people might evaluate their speaking skill negatively. Fear of negative evaluation may happen in any social and interactive situation (Horwitz et al., 1986). It can be seen from the interview result that students are always afraid of negative evaluation and bad assumption from both the teacher and peers. Students always scared that their friends will make fun of them and they also lacking in the terms of confidence. Students felt very panicked when suddenly asked to speak using English in front of the class.

The interview results shows that students apply all four types of Socio-Affective Strategies in order to overcome their speaking anxiety. The first type of Socio-Affective strategies is questioning. Questioning means students asking questions and open discussion with each other in order to discuss the materials to deepen their understanding. The second category is cooperation strategy where students are cooperating in order to help each other. According to the interview results students are cooperating to discuss the learning materials together and also the correct way to pronounce certain words. The next strategy is self-talk strategy which means students are using mental approach to reduce their speaking anxiety. Self-talk strategy that students did to overcome their English speaking anxiety are; drink water, recite istighfar, take a deep breath, and giving themselves positive affirmations to ease their mind. The last type of strategy is self-reinforcement where students are providing personal encouragement for themselves.

Suggestions

The study has several suggestions for the English teachers and future researchers. First, the teachers could provide or create supportive teaching and learning environment that will be able to help student reduce their speaking anxiety. Teachers can also be more appreciative towards students and praise them when they have the courage to speak in front of the class to boost students' self confidence. Teacher should paid extra attention to the uneven participation of students and the cause of their inactivity in the class. Teacher should be able to reduce domination in the class and treat each and every one of the students equally. Teacher must also able to create non judgemental learning environment where students able to speak in English language freely without having to worry about negative evaluation from others.

Next, The future researchers would be able to conducting new studies that mainly focus on students' language anxiety. it could be for other English language skills beside speaking which are listening, reading, and writing. Future researcher can also conduct new study with in depth study investigations related to socio-affective strategies to overcome other problems. In addition, this research used 7th grade Junior High School students as the subject of the study. Therefore, future researchers could conduct new research with different grade or different educational levels.

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