

**AN ANALYSIS OF STUDENTS' ANXIETY
IN SPEAKING AT SMPN 4 METRO**

Undergraduate Thesis

By

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**ENGLISH EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
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ABSTRACT**AN ANALYSIS OF STUDENTS' ANXIETY
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Speaking is an important element to deliver ideas to other people, yet many students feel anxious frequently. The English teacher in SMPN 4 Metro stated that students have different types of anxiety when they deliver their speech. The objective of this research was to find out the factors caused the students' anxiety in speaking. The approach of this research was qualitative. There were 9 students chosen as the subject. Oral performance, observation, interview, and video recorder were used to collect the data. The data were analyzed through data reduction, data display, and conclusion drawing/verification. The result showed that the factors that influence students' anxiety in speaking were communication apprehension which including inaccurate grammar and speech fillers with a total of 4 students, test anxiety which including unnecessary body movements and excessive laugh with a total of 3 students, and fear of negative evaluation which including sweating more and avoiding eye contact with a total of 2 students.

Keywords: speaking, anxiety, speaking anxiety

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Menyatakan bahwa skripsi ini adalah karya saya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

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CURRICULUM VITAE

Amanda Putri Prillienia was born in Magelang, Central Java on April 29th, 2000. She is the second child from the captivating couple, Cavitri Harto Prabowo and Puspita Ningsih. She has an older brother and a younger sister, named Okky and Ocha.

In 2004, she moved to Sekayu, South Sumatera. Having done her education at TK Dharma Wanita Sekayu in 2004, she continued it at SDN 4 Sekayu in 2006. When she was in 2nd grade, her parents decided to move to Lampung; therefore, she continued her study at SDN 1 Sukaraja Tiga, East Lampung and graduated in 2012. In the same year, she moved to Kota Metro, Lampung and was accepted in SMPN 1 Metro and graduated in 2015. Then, she pursued her study in SMAN 4 Metro and graduated in 2018.

She was accepted in English Education Study Program of Teacher Training and Education Faculty in University of Lampung in 2018. She had to say goodbye to her old dream of getting into English Literature; however, she never regrets that she is going to be a teacher. During her study, she joined ESo (English Society) Unila and contributed as the Head of Secretarial Division at the National Scale Lampung Overland Various English Competition Online in 2020. Then, in 2021, she did the Community Service Program or *Kuliah Kerja Nyata* (KKN) at Desa Tejo Sari Kota Metro and Teaching Practice Program or *Pengenalan Lingkungan Persekolahan* (PLP) at SMPN 7 Metro. To accomplish her study at college, she did her research in SMPN 4 Metro.

MOTTO

“Long story short, it was a bad time. Long story short, I survived.”

- Taylor Swift -

DEDICATION

This thesis is proudly dedicated to my family who always support me, my friends who always help me to stay sane, and all my great teachers who always guide me with patience and love.

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Having done this work, the researcher realized that there are many individuals who have a generous suggestion for finishing this thesis; therefore, the researcher would like to express her sincere gratitude and respect to:

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Finally, the researcher believes that her writing is still distant from perfection. There might be flaws in this research. Thus, the researcher would like to expect any suggestions for the improvement of it. Somehow, the researcher hopes this research would give a positive contribution to the educational development, to the readers, and to those who want to conduct further research.

Bandar Lampung, 15 Juni 2023

Researcher

Amanda Putri Prillienia

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I. INTRODUCTION

This chapter provides a brief description of whole contents of the research including background, research questions, objectives of the research, the uses of the research, scope of the research, and definition of terms.

1.1 Background of the Research

When students learn English, there are four skills they need to master namely listening, reading, writing, and speaking. Among those four skills, speaking is important to be learned by the students because it is a language skill that is developed in child life (Tarigan, 1993). Speaking is an oral interaction where participants need to negotiate meaning of ideas, feeling, and information (H. D. Brown & Abeywickrama, 2010). It is also the most frequently used language skill.

However, students are significantly deficient in their ability to make oral presentations (Abdallah, 2005). Delivering an oral presentation, which is a form of speaking, is a way of sharing your ideas publicly (Lucas, 2009); it is a process, an act in delivering speeches before an audience (Nikitina, 2012) usually with preparation (Lightfoot, 2010) in a structured and planned manner that aims to inform, influence, or entertain the audience (Salim & Joy, 2018). Based on the syllabus, students in eighth grade must study speaking.

Speaking has many types, some of them namely debate, speech, and storytelling. Debate is a speaking situation in which people take up positions to expound on their opinions on a range or matters (R. Carter & McCarthy, 1997). On the other hand, speech is the process of verbal presentation to a group of listeners

so that they are able to accept the ideas conveyed (Budiyanti, 2015). While, storytelling is defined as the oral delivery of folktales and other kinds of stories (Romney & Mama, 2018). In this study, type of speaking that researcher wants to focus is speech because according to Asparanita (2020), speech is the most suitable one to analyze students' anxiety in speaking.

As mentioned above, speaking strikes fear in many students. Davidson (2003) states that speaking basically becomes top 10 lists of things people would prefer to avoid. Most people list speaking as one of their biggest fears in life. Surely most of students are not ready yet to do speaking because they will experience emotions such as nervous and fear. Furthermore, there is another thing that makes them reluctant to speak, namely anxiety.

Anxiety is a reaction which can be felt by those who feel afraid of something. According to Raja (2017), anxiety is defined as a state of uneasiness and apprehension of fear caused by the anticipation of something threatening. Sarason (1978) explains anxiety is a type of cognitive response marked by self-doubt, feelings of inadequacy, and self-blame. When students deliver their speech, they will feel anxious about the bad possibilities that will occur. The things that can make them mentally down are anxious of making mistakes and anxious of not being able to convey information.

The study of anxiety in speaking skill has become an important aspect of investigation in recent years. A research by Akkakoson (2016), Mak (2011), Subagiah (2018), Toubot et al. (2018), and Zhiping & Paramasivam (2013) found the factors that influence students' anxiety in speaking skill. According to Ellis

(1994), there are three causes of anxiety namely communication apprehension, test anxiety, and fear of negative evaluation. Communication apprehension occurs because students feel embarrassed when speaking in front of class, test anxiety is a fear of academic evaluation, and fear of negative evaluation happens when students want to get positive reaction.

It is common that students have anxiety when they do speaking (see, for example, Akkakoson, 2016; Mak, 2011; Subagiah, 2018; Toubot et al., 2018; Zhiping & Paramasivam, 2013). But it is still rare to conduct a research which aims to find out the factors that influence junior high school students' anxiety in speaking. Therefore, the researcher is interested to conduct the present research with the title "An Analysis of Students' Anxiety in Speaking at SMPN 4 Metro".

1.2 Research Questions

In line with the background explained above, the researcher formulates one research question as the main problem:

1. What are the factors that influence students' anxiety in speaking at SMPN 4 Metro?

1.3 Objective of the Research

The objective of this research is to find out the factors caused the students' anxiety in speaking at SMPN 4 Metro.

1.4 The Uses of the Research

The findings of the study are expected to be beneficial both theoretically and practically:

1. Theoretically, the result of this study is expected to confirm the previous research about students' anxiety in speaking.
2. Practically, it can be advantageous for the English teachers to find a good way in helping students to master their speaking in English.

1.5 Scope of the Research

This study is a qualitative research which deals with investigating the factors caused the students' anxiety in speaking at SMPN 4 Metro. Furthermore, the type of speaking that will be focused is speech and the subject of this research is the second year students of SMPN 4 Metro.

1.6 Definition of Terms

There are some terms that are used by the researcher to give the basic of the understanding related to the concept, the researcher gives the definition as follows:

1. Speaking

According to Tarigan (1993), speaking is really important considering it is a language skill that is developed in child life.

2. Anxiety

According to Raja (2017), anxiety is defined as a state of uneasiness and apprehension of fear caused by the anticipation of something threatening.

This chapter has discussed about background, research problems, objectives of the research, uses of the research, scope of the research and the definition of terms used in the research. For the strong theories and some previous research which support this research are discussed in the next chapter

II. LITERATURE REVIEW

Associated with many things in the previous chapter, this chapter is ahead of some theories which are discussed in a framework. It consists of speaking, anxiety, the anxiety in speaking, theoretical assumption, and previous studies.

2.1 Speaking

Speaking can be defined as the main skill in communication and it is needed in every activity including in classroom. According to Efrizal (2012), speaking is one way to communicate ideas and messages orally. It is also a media of communication and makes it easier for people from different countries to engage in interaction and communication. On the other hand, G. Brown & Yule (1999) stated that speaking depends on the complexity of the information to be communicated; however, the speaker occasionally finds it difficult to clarify what they want to say.

In summary, it is concluded that speaking is one way to communicate or speech with several purposes of having interaction between speaker and receiver to recognize the interactions of those whose ideas are orally to clarify what the speaker is saying.

2.1.1 Elements of Speaking

There are many elements of speaking that must be mastered by students in order to be good. According to Bahdi (2014), there are five elements of speaking, namely: accuracy and pronunciation, grammar, vocabulary, comprehension, and fluency.

a. Accuracy and Pronunciation

Unquestionably, accuracy is one of the most important elements to measure one's linguistic ability. According to Richards (2002), accuracy is the ability to produce correct sentences grammatically. To speak English accurately means not only doing any errors on grammar, but also on pronunciation as well.

Pronunciation is one of the basic skills and the foundation of oral communication for EFL learners. Without pronunciation, there would be no spoken language and no oral communication (Julia, 2002). It is important for English learners to speak understandable language; not just like native English speakers, but well enough to understand (Gilakjani & Sabouri, 2016).

In conclusion, accuracy and pronunciation are closely related to each other because without proper pronunciation, there will be no accuracy in speaking English.

b. Grammar

According to Bahdi (2014), grammar is an internal linguistic form that operates in the production and recognition of structured expressions. It is a need for students to arrange correct sentence in conversation; therefore, grammar is one of the major language elements. There is not language without grammar, and none can be mastered without assimilation grammar (Subasini & Kokilavani, 2013).

That is, a good understanding of grammar enables students to produce correct grammatical sentences. If a speaker makes a grammatical error in communication, the listener will also make mistakes of interpreting the meaning of speech.

c. Vocabulary

According to Grambs (1984), vocabulary is a list of words usually defined and arranged alphabetically as a dictionary or a special glossary of the complete word of a language. Mastering vocabulary is a must for the students who learn English as a foreign language since mastering vocabulary can support the students in speaking when they communicate to people and able to write and translate the meaning of words. However, students often find difficulty when they try to express what they want to say, they lack the correct vocabulary, and sometimes they use wrong words as in synonyms cases that do not have the same meaning in all contexts.

Thus, based on the explanation above, it shows vocabulary is a list of words that are difficult for students to master but very important in communication because they can adjust the word to the existing context.

d. Comprehension

Comprehensibility is the process of understanding of the utterances sent by the speaker done by listener (Bahdi, 2014). Students who have strong comprehension are able to draw conclusions when they

do English conversation to each other. The activity of speaking should be understood by the speaker and listener.

As we know, the function of speaking is to transfer ideas from speakers to listeners. Therefore, the speaker must have a good way to make the listener understand with their speech through comprehension.

e. Fluency

Fluency can be defined as the ability to speak in English expressively in order to deliver the core message intended by the speaker. According to Kusumawardani & Mardiyani (2018), fluency is the ability to speak without stopping and many pauses. This can be done through experience so that communication materials can be captured between the speaker and the listener. Meanwhile, Matthews et al. (1985) stated that fluency is speaking at a normal speed without hesitation, repetition and use of harmonious compound statements. It deals with the way students speaking fluently.

2.1.2 Types of Speaking

There are many types of speaking, some of them are debate, speech, and storytelling.

a. Debate

Debate is a speaking situation in which opposite points of view are presented and argued (Dale & Wolf, 2006). In addition, debate is an activity in which the students take up positions on issue and defend their position. Debate is varied in use, sometimes used according to the

number of students in class or student level. Mostly, debate consists of three members in each team, although at times four members in many debates (Firmansyah & Valatansa vegian, 2019).

b. Speech

Speech is conveying and instilling thoughts, information or ideas from the speaker to the public and intends to convince the listener (Arsjad, 1998). Speech is usually delivered by someone who gives speeches, and statements about an important thing or event that deserves to be discussed.

c. Storytelling

Zaro and Saberry (1998) cited in Akhyak & Indramawan (2013) explains storytelling is an activity that requires a certain kind of interaction between storyteller and audience. The storyteller usually stands in front of the class to tell a story and involves gestures to make the story interesting.

2.2 Anxiety

Anxiety generally arises from the human body in response to certain situations which makes human feel afraid and creates chaos in human's mind. Commonly anxiety can be identified as a feeling of being threatened, apprehension, tension, or worry (Juwitawati & Pratiwi, 2018). According to Horwitz et al. (1986), anxiety is the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system. That is, the society of students in particular is naturally anxious when threatened.

Based on the several theories above, it can be concluded that the researcher tells about the definition of anxiety. So, anxiety is an expression that one can do anything under normal circumstances, such as: loss of mind, overacting, panic, and much more.

2.2.1 Causes of Anxiety

According to Ellis (1994), there are three general sources of anxiety: (1) communication apprehension, (2) test anxiety, and (3) fear of negative evaluation. This description will be used to investigate the factors that influence students' anxiety in speaking English.

a. Communication Apprehension

When students have personality traits like shyness and quietness, they are considered frequently precipitate CA. According to Holbrook (1987), the consequences of CA are emotional, educational, and social. Shy students tend to limit their career aspirations to vocations that require little oral communication. There are seven factors which could result in a quiet students have been identified (Bond 1984; McCroskey 1986): (1) low intellectual skills, (2) speech skill deficiencies, (3) voluntary social introversion, (4) social alienation, (5) communication anxiety, (6) low social self-esteem, and (7) ethnic/cultural divergence in communication norms.

b. Test Anxiety

Students take many tests throughout their school years. However, many students experience test anxiety. According to McDonald (2001), test anxiety is a specific form of a wider group of problems characterized

by feelings of anxiety, problems in their severest form are diagnosable as psychological disorders. Students with test anxiety experience high levels of stress, nervousness, and apprehension during testing and evaluative situations that significantly interfere with their performance, emotional and behavioral wellbeing, and attitudes toward school (Salend, 2011).

c. Fear of Negative Evaluation

Fear of negative evaluation, which is a similar but broader concept than test anxiety, refers to the anxiety originating from various appraisal situations (Papi, 2010). According to Horwitz et al. (1986), fear of negative evaluation, defined as “apprehension about others' evaluations, avoidance of evaluative situations, and the expectation that others would evaluate oneself negatively.” It means, fear of negative evaluation consists of a feeling to apprehension related to other people's evaluations, refraining from the situations that need evaluation and false perception that they will always be evaluated in a negative way.

2.3 The Anxiety in Speaking

Commonly, the emergence of anxiety in students due to their lack of ability in English class such as vocabulary, grammar, and word choice. It will certainly reduce their confidence in speaking English in front of the public, which will reduce their ability in speaking. (Tiyas et al., 2020). Therefore, students who have experienced failure in speaking would rather be silent than risk failing again. They were afraid of being ridiculed by classmates and eventually lessened their confidence.

In conclusion, anxiety is a serious problem that can threaten skills of students, especially speaking which is the important element to communicate with other people. Therefore, creating an effective and pleasant classroom atmosphere is a must, so that students feel comfort and not feeling depressed.

2.4 Theoretical Assumption

The frame of theories elaborated above indicates there are three factors that influence anxiety in students when they speak in front of the class. They are communication apprehensive, test anxiety, and fear of negative evaluation (Ellis, 1994). Firstly, communication apprehensive happens because students feel embarrassed when speaking in public (Tiyas et al., 2020). Secondly, test anxiety is an apprehension about academic evaluation (Sutarsyah, 2017). Lastly, fear of negative evaluation occurs when students want to get positive reaction from teacher and also the other students (Asparanita, 2020).

Based on the explanation above, the researcher assumes that the study of the students' anxiety is important to be analyzed. Thus, there is an assumption that during pandemic the students in SMPN 4 Metro mostly learn English from their home. The students also have an English class in once a week. It is believed that students have different factors of anxiety when they do speaking and it needs to be analyzed.

2.5 Previous Studies

There are several studies concerned with an analysis of students' anxiety factors in speaking skill. Here is a few of previous studies related to the factors that influence anxiety on students.

1. Analysis of 8th B Grade Students' Speaking Anxiety in SMPN 11 Yogyakarta Academic Year 2017/2018.

This research was undertaken by Subagiah (2018). This study was aimed to investigate the factors that cause students 8th B grade anxiety when speaking English. This study used three tools to collect data. These tools were observation, interview, and documentation. The research finding revealed that fear of negative evaluation seems to be problematic for students in SMPN 11 Yogyakarta.

2. Anxiety of Speaking English in Class Among International Students in A Malaysian University.

A research by Zhiping & Paramasivam (2013) found the factors that influence students' anxiety in Malaysian University. Data collection involves observations and interviews of 8 international postgraduate students of a Malaysian university and data was analyzed through discourse analysis.

The results of this research found that Nigerians generally are not anxious of speaking. Differently, Iranians and Algerians suffer more from anxiety as a result of fearing negative evaluation and communication apprehension.

3. Speaking Anxiety in English Conversation Classrooms Among Thai Students.

A research by Akkakoson (2016) took a sample of Thai university students who registered for English Conversation course. Totally, 282 responded to the questionnaires and 88 students responded to the semi-structured interview forms. The aim of this research was to investigate students' sources of speaking-in-class anxiety. The result showed that test-anxiety and fear of negative evaluation became more frequent performance anxieties than communication apprehension.

4. Examining Levels and Factors of Speaking Anxiety among EFL Libyan English Undergraduate Students.

This study deals with the main factors that contribute to increasing speaking anxiety among EFL learners. Toubot et al. (2018) took a sample of 300 fourth-year English Department students at three universities in Libya (Al-Asmarya University for Islamic Sciences, Azzaytuna University and Al-Mergib University). The researcher used The Foreign Language Speaking Anxiety Scale (FLSAS) to collect the data. The result of this research found that there are two factors that cause speaking anxiety among EFL Libyan undergraduate students namely communication apprehension and fear of negative evaluation.

5. An Exploration of Speaking-in-Class Anxiety with Chinese ESL Learners.

This research was undertaken by Mak (2011) which the aim was to investigate factors contributing to the speaking-in-class anxiety of a group of 313 Chinese ESL first-year university students in Hong Kong. The research finding revealed that fear of negative evaluation seems to be the most problematic for the students.

III. METHODOLOGY

This chapter focuses on research design, population and sample, instrument of the research, data collecting technique, and data analysis of students' anxiety in speaking.

3.1 Research Design

The researcher uses qualitative research to conduct her study about what kinds of factors are experienced by students in speaking. The researcher chooses descriptive qualitative approach to provide qualitative data regarding speaking anxiety of the students. According to Espenschade & Rarick (1973), descriptive research is essentially a fact-finding procedure with an interpretation of how the facts relate to the problem under investigation. In order to collect the data, the researcher will ask students to do oral performance, record their performance using video recorder, observe their performance by checklist sheet, ask them to be interviewed and record their answers using audio recorder.

3.2 Subjects of the Research

Due to the pandemic situation, there were only 9 students of the second grade in SMPN 4 Metro chosen as the subject. However, the small number of students helped the researcher to be more focus on analyzing each student in more detail.

3.3 Instruments of the Research

This study required instrument to gain the data which then to be collected. The instruments used in this study are oral performance, observation, interview, and video recorder.

3.3.1 Oral Performance

Oral performance refers to an act of presenting something from a student's mouth (Palm, 2008). It is used so the researcher will be able to analyze the students' speaking anxiety. They have to choose one topic provided by the researcher and perform it in front of the class. The topics that they will choose are future goals, friendship, and social media. The researcher will record students' performance and analyze it through an observation sheet. The oral performance instruction can be seen in Appendix 1.

3.3.2 Observation

The observation is conducted to collect the data through oral performance. It aims to see and understand how the anxiety appears during the speaking performance. The observation sheet can be seen in Appendix 2.

3.3.3 Interview

Interview guidelines are used to find out the factors that influence students' speaking anxiety and also to confirm the observation result. The students will be asked 4 questions with open-ended questions so the students can express an opinion without being influenced by the researcher. The interview guideline can be seen in Appendix 3.

3.3.4 Video Recorder

Video recorder is used to record the students' speaking performance.

It aims to analyze the students' performance visually. The camera was put on the front table so it will record the students clearly.

3.4 Data Collecting Technique

In this research, the researcher uses oral performance, observation, interview, and video recorder. First of all, the oral performance will be conducted starting by the researcher giving oral performance instruction sheets to the students and asking them to read carefully. The students have to choose one topic provided in the oral performance instruction and deliver their speech in the next meeting so they can prepare themselves. The researcher will record students' performance by using video recorder and analyze students' performance by using observation sheet which consists of the indicators of speaking anxiety derived from some theories by Horwitz et al. (1986), Occhipinti (2009), and Szyszka (2017) which become the points of measurement on the observation sheet.

The last step is interview. The interview is conducted to gain stronger evidence through the statements included in the observation. Before the researcher conducts the interview, the researcher analyzes the observation. All the participants will be interviewed and their answers will be compared with the observation. The researcher also compare how they speak in front of the class with how they speak in interview. It will show whether the students experience communication apprehension, test anxiety, or fear of negative evaluation.

3.5 Data Analysis Technique

After collecting the data, those test results should be analyzed and processed. According to Miles & Huberman (1994), analysis consists of three activities that occur simultaneously: data reduction, data display, conclusion drawing/verification.

a. Data Reduction

The first step in analyzing qualitative data involves data reduction. The researcher collects data through oral performance, observation, and interview then the data will be transcribed. The irrelevant data which is not related to research question will be discarded. After collecting and reducing the data, the researcher displays those data in the form of descriptive.

b. Data Display

The second step is data display. The researcher displays the data that have been reduced in order to facilitate for data interpretation. This step provides an organized and composed assembly of information that permits for conclusion drawing.

c. Conclusion Drawing and Verification

The last step is conclusion. Conclusion drawing involves stepping back to consider what analyzed data mean and to assess their implication for the research question. The data have to be checked for their sturdiness and confirmability through validity.

3.6 Data Accuracy

In this research the researcher will use the source of triangulation which refers to the use of multiple methods or data sources in qualitative research to develop a comprehensive understanding of phenomena (Patton, 1999). Triangulation has been viewed as a strategy to test validity through the convergence of information from different sources (N. Carter et al., 2014). It means triangulation is a technique to compare different equipment in qualitative research that can get the answer through oral performance, observation, and interview. Triangulation can be done by:

1. Comparing between the observation sheet with the interview.
2. Comparing about how students speak in front of the class with how they speak in interview.
3. Comparing between video recording and observation.

Those are the explanations of this chapter which are concerned with research design, population and sample, instrument of the research, data collecting technique, and data analysis of students' anxiety in speaking.

V. CONCLUSIONS AND SUGGESTIONS

This chapter specifically presents the conclusions of the research results and the suggestions for further researchers who want to conduct some related studies and English teachers who want to find a good method and technique in helping the students to master their speaking.

5.1 Conclusions

In line with the research finding and discussion provided in the previous chapter, it can be concluded that the second grade students in SMPN 4 Metro had different factors of anxiety in speaking, those were communication apprehension which include inaccurate grammar and speech fillers with a total of 4 students, test anxiety which include unnecessary body movements and excessive laugh with a total of 3 students, and fear of negative evaluation which include sweating more and avoiding eye contact with a total of 2 students.

5.2 Suggestions

After doing this research, some suggestions were proposed as follows:

1. For the English Teacher

The English teachers should have serious concern on students' speaking, especially in their anxiety. The teachers should be able to understand students' characteristics to analyze their problem related to anxiety before finding the way to reduce it. Different characters of students need different treatments to deal with. Most importantly, the teachers should be able to create an effective and pleasant classroom atmosphere, so that students feel comfort and not feeling depressed.

2. For the Future Researcher

Since this study was conducted during pandemic, the students in the class were only 9 students. Therefore, the future researchers ought to ensure the right time to conduct the research in order to have more sample. The future researcher should explain the instruction clearly to the students so they would prepare themselves to deliver their speech in front of the class. Also, the study of students' anxiety in speaking was rarely conducted; thus, future researchers are suggested to figure out the various data analysis or data accuracy to get better data result.

Finally, those statements above represent the conclusion of this study during the research of students' anxiety in speaking. Moreover, the suggestion above can be considered to conduct a better future research with respect to this study.

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