


Factors Contributing to Students' Speaking Anxiety: A Case Study at Students' Junior High School

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Abstract

This article aimed of investigating the causes of students' speaking anxiety at a Private Junior High School at Salatiga, Central Java. The method used case study. This study used a set of questionnaires distributed to sixty-six participants from grade 7 to grade 9. The participants were asked to choose the causes of their speaking anxiety offered in the questionnaire items according to their personal opinions. The questionnaire items were developed based on the literature used in this study. After that, the quantitative data were presented and then the data were described and interpreted. The results of this study revealed that the major factor contributing to the participants' speaking anxiety was the concern about accuracy and grammar. Interestingly, the quantitative data of this study showed that a significant number of participants were less anxious especially when dealing with classroom settings and activities, and teachers. The result of the study was expected to contribute to student teachers and language teachers in general. This study helped them to be aware that speaking anxiety may exist among EFL students, hence they could develop their teaching methods and approaches in teaching speaking to minimize their students' anxiety and to give more exposure to English for their students.

Keywords: Speaking Anxiety, Factor Contributing Speaking, English Language Learning

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INTRODUCTION

Communicating in a foreign language can be challenging for students as they have limited opportunities to practise their speaking skills outside the classrooms. Some researchers have found negative connections between anxiety and performance in learning a language. For example, due to the fear of performing in a foreign language, anxiety can occur as a factor which can hamper achievement in language learning (Zhiping & Paramasivan (2013). Some studies have also found that speaking anxiety may result in negative attitudes, language barriers, and intercultural communication apprehension (Amiri & Puteh, 2018; Azarfam & Baki, 2012; Yang, Salzman, & Yang, 2015; Zhiping & Paramasivam, 2013). Moreover, such anxiety makes learners "dwells on their personal deficiencies and the obstacle they encounter rather than concentrating on how to perform the task successfully" (Dornyei, 2005). In other words, they tend to stay steady without making any progress in their learning. It can be seen from the explanation that the effect of speaking anxiety on the students' internal factors may have a correlation with learners' performance. Students who experience the speaking anxiety may not be able to make sufficient progress in their learning since they focus more on their

weaknesses rather than on their performance. Consequently, they tend to show a poor performance and even to give up the learning process.

Several researchers have conducted studies on the speaking anxiety in a classroom situation. A study on anxiety in an Iranian University carried out by Ebrahimi (2013) revealed that a large number of students experienced the speaking anxiety in the class due to the lack of vocabulary, low English proficiency, and speaking activities, such as speaking English and delivering presentations at the front. Subasi's (2010) study at Anadolu University confirmed that a fear of negative evaluation and a self-perception of the oral ability were the causes of anxiety. Also, a study was conducted by Kayaoglu & Saglamel (2013) at a state university in north-eastern Turkey. The result of the study indicated that some of the speaking anxiety sources were "linguistic difficulties, fear of failure, and competitiveness" (Kayaoglu & Saglamel, 2013). These studies, however, have focused on the university level. The gap of the existing literature has shown that secondary school settings have rarely gained attention. In fact, these students have been exposed to English and experiencing speaking anxiety due to numerous reasons. This study, thus, aims to investigate the causes of Indonesian junior high school students' speaking anxiety.

This study is expected to contribute to enhancing the understanding of student teachers and English language teachers in general regarding the possible factors of students' speaking anxiety. The results of this study may also raise their awareness of this phenomenon, so that, they can improve their teaching techniques to help students reduce their speaking anxiety. They may also develop their approaches and practices in teaching speaking to minimise their students' anxiety in class.

Speaking Anxiety

Anxiety in general has been defined as "... feelings of frustration, dissatisfaction and worry" (Rajanthran, Prakash, & Husin, 2013, p. 2042). Similarly, Pappamihel (2002) argues that anxiety can be associated with "threats to self-efficacy and appraisals of situations as threatening" (p.331). Haskin, Smith, & Racine (2003) also note that anxiety happens when a person doubts his or her abilities to do something and therefore it results in fear and a lack of self-esteem. Haskin's view is supported by Tseng (2012) who states that the term self-esteem is strongly associated with anxiety. Also, Dornyei (2005) has a strong belief of anxiety in a classroom context. He asserts that if students do not feel secure about themselves due to anxiety, they will unlikely improve their performance in a learning process. The upshot of all this is that the anxiety is a threat to the learning process because it may trigger a feeling of apprehension to learners. Consequently, they unlikely feel content with their performance in classrooms due to the presence of discomfort, stress, and nervousness.

In relation to speaking anxiety, some scholars have proposed its definition. Samuelsson (2011) points out that speaking anxiety is the difficulty to deliver ideas in a group or before a group of people. Moreover, Basic (2011) gives a more precise definition of speaking anxiety. She states that it is one's fear to communicate orally which is usually expressed through the physiological signs. It is also argued these signs may distract one's capability to speak because he or she will not be able to concentrate fully on the speaking process. To put bluntly the definitions mentioned previously, speaking anxiety refers to a barrier of expressing oneself orally.

Some studies have revealed the causes of speaking anxiety in various contexts. Tanveer (2007) suggests that it is the internal factors of students in particular that provoke anxiety situations. This is to say that students' opinions and beliefs of language learning and the fear of losing self-identity may lead to a higher level of anxiety. Liu & Chen (2013) emphasizes that worries can contribute significantly to students' anxiety. The kinds of worries can be the feeling that their peers have a better English speaking ability and performance. In addition, students may have several kinds of worries when they speak in foreign language, for example, they are usually worried about one's language is understandable or not, pronunciation, and grammar. This shows that the speaking anxiety can appear due to a lack of self-confidence which may result in such worries. Shyness also plays a role in arousing the speaking anxiety to students

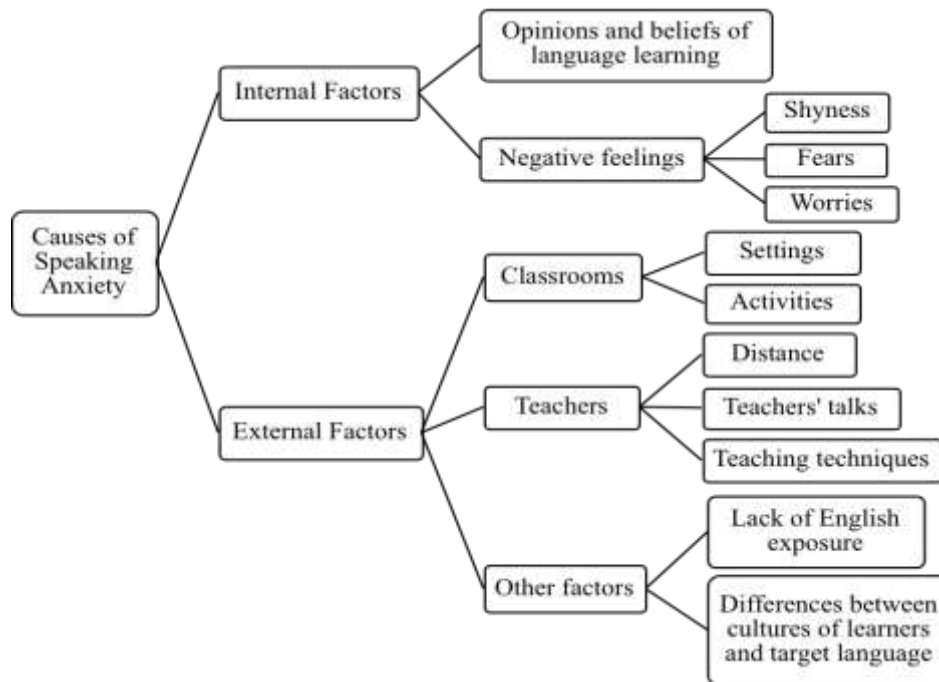
(Zhiping & Paramasivan, 2013). Agata, et al. (2019) also demonstrates that fear of negative evaluation can be a factor which makes students feel anxious about speaking English. To sum up, there are numerous internal factors which may provoke the speaking anxiety to students, such as their beliefs about language learning, fears, shyness, and worries.

In addition to the internal factors contributing to students' speaking anxiety, some studies have also highlighted the external factors of students that contribute to their speaking anxiety. Aguila and Harjanto (2016) state that the differences between cultures of learners and target language can make learners anxious in their language learning. Lightbown & Spada (2006) argue that a lack of exposure to English in their home countries may inhibit students' communicative skills. Ultimately, EFL settings can affect their speaking competence since they do not have many opportunities to practice their oral communication skills. Hence, minimum speaking practice will likely make them feel stress and frustrated when it comes to speaking English in a classroom.

Several experts have also investigated the external causes of speaking anxiety in EFL classroom settings and activities. Sato (2003) notes that large class sizes are not effective for learners to practice their speaking competence and promote the teacher-centered environment. As a result, students are often reluctant to speak since they probably feel insecure due to the dominance of the teacher in class. Also, a strict and formal classroom environment can trigger students to feel stressed when they are required to practice their speaking skills (Tseng, 2012). Besides, Woodrow (2006) finds the most anxiety-provoking activities in speaking classes are performing in front of the class, such as oral presentations, role plays, and formal discussions. To put the experts' ideas above in short, the ineffective class situations and speaking activities which require students perform their skills before others may become possible factors generating the anxiety.

Interestingly, some experts indicate that teachers can be the external sources of students' speaking anxiety. The improper way teachers teach learners and their reluctance to build a relationship with their students can also arouse students' anxiety in their foreign language learning (Worde, 1998). In another study, Worde (2003) adds that the way teachers correct their students' errors will possibly cause speaking anxiety to them. It is found that students were frustrated when the teacher would interrupt them by correcting their speaking errors even before they finished making a response. As a result, these interruptions will likely make them lose their focus when they practice speaking. Likewise, Williams & Andrade (2008) states that the difficulty to respond to teachers' questions is one of the factors that make students anxious although they actually understand the meaning of the questions. Moreover, Gregersen (2003) admits that teachers do not always eager to recognize anxious students. It follows, then, they "attribute their unwillingness to engage in speaking tasks" (Gregersen, 2003, p.30). Sato (2003) demonstrates that the primary focus on forms rather than content in the teaching method can make students reluctant to practice speaking in the class. This may hinder their confidence in speaking since they concern more about their accuracy. Therefore, their unwillingness to blend with peers, that can impede their progress on speaking, may appear. Considering the ideas of the experts mentioned previously, it seems that teachers need to take an active part to help their students reduce their speaking anxiety because they may have significant roles in contributing their learners' speaking anxiety. This study focuses primarily on the causes of speaking anxiety presented in the following chart. This chart is made based on the theories that are mentioned previously in this literature review.

Figure1. Causes of Speaking Anxiety



Previous studies (e.g. Kayaoglu & Saglamel, 2013; Liu, 2007; Subasi, 2010) have investigated this issue in higher education. This study has attempted to fill in the gap by focusing on the secondary school setting as the students, particularly in this current research context, have been exposed to English in numerous speaking activities. Thus, they may also experience speaking anxiety due to several factors.

METHODS

This research used a case study methodology that aims to understand the complexity of a phenomenon in its contexts (Robson, 2013). The case study was used for several reasons: (1) it facilitates in-depth investigation of the phenomenon of the speaking anxiety experienced by junior high school students; (2) it allows for the utilisation of multiple methods of data collection; and (3) it enhances the researcher's understanding of the problem under scrutiny in its own setting.

This study was conducted at a private junior high school in Salatiga, Central Java. This school not only offers comprehensive learning of reading and writing, which is commonly emphasized in junior high schools, but also supports the use of communicative learning in the English lesson. Moreover, each meeting should be able to facilitate the students to practice their speaking skills through various activities and tasks. These are, for instance, conversations, group discussions, role plays, and pronunciation practice. Thus, they are able not only to comprehend, but also to perform the target language communicatively.

The participants of this study were sixty-six students from seven up to nine grade, aged 13-15 years old. This aimed at providing enough samples to represent the phenomenon of speaking anxiety in SMP Kristen Satya Wacana. Purposive sampling was used to recruit the participants. This sampling method focuses on selecting participants that are accessible to the researcher (Dornyei, 2007) and determining the criteria of the participants that are appropriate for this study. The consideration of choosing these participants was that they were exposed to the communicative learning environment of English at the school through a variety of speaking activities. Therefore, they may experience the phenomenon of speaking anxiety.

A set of questionnaire items was used to collect quantitative data. The first part contained closed-questionnaire items which were given to the participants. There were 5 closed-ended questions and each of the questions had 6 up to 10 options to be chosen by the participants based on their personal opinions. The questionnaire items and their options were made according to the literature review used in this study. Finally, the second part of the questionnaires asked for the demographical information of the students such as gender, age, and the length of studying English.

Data collection took place during the second semester of the academic session 2014/2015. Before distributing the questionnaires to the students, they were informed that their names and responses to the questions would be kept confidential and not affect their grades in any way. Eventually, sixty-six students were asked to fill in the closed-ended questionnaires.

To analyze the data, firstly the students' responses to the closed-ended questionnaires were classified based on the chart that had been shown previously. Then, in order to present the quantitative data, the frequency and the percentage of each answer were counted to find out the common causes which contributed to their speaking anxiety. Afterward, the data was described and interpreted according to their classification as presented in the chart.

RESULT AND DISCUSSION

Even though many students mentioned that accuracy and grammar were important factors contributing to speaking anxiety, more students were less anxious, especially when dealing with classroom settings and activities, and teachers. Negative feelings and other factors also caused anxiety, but not as much as the previous factor. The following is the discussions of the results.

Opinions and Beliefs of Language Learning

In this study, opinions and beliefs of language learning related to accuracy and grammar played an important role in contributing to the participants' speaking anxiety. However, the other factors were less significant in causing the anxiety. The results are presented in the following table.

Table 1. Opinions and Beliefs of Language Learning

Rank	Opinions and beliefs of language learning	Yes	Percentage	No	Percentage
1	Accuracy in speaking English is important.	47	71.21%	19	28.79%
2	Grammar is one of the most important aspects of speaking English.	43	65.15%	23	34.85%
3	Pronunciation is one of the most important aspects of speaking English.	32	48.48%	34	51.52%
4	My pronunciation is weird.	27	40.91%	39	59.09%
5	Speaking English is difficult.	24	36.36%	42	63.64%
6	I should be able to speak English like native speakers.	23	34.85%	43	65.15%
7	I should not use unfamiliar words in speaking English.	9	13.64%	57	86.36%
8	Although I have worked hard, I still cannot speak English.	4	6.06%	62	93.94%

The data shows that the major factor contributing to their anxiety was the belief that accuracy and grammar were essential in speaking English. This also got the highest rank among all possible causes of speaking anxiety discussed in this study. This is in line with Gregersen's (2003) and Tsiplakides & Keramida's (2009) finding showing that students experiencing anxiety tend to attempt to produce perfect sentences and to pay attention more to grammar rather than content.

The use of the curriculum which is no longer focusing on grammar but functions should be able to facilitate the students to learn English better since they can speak English without paying too much attention to the accuracy. However, this study revealed that the majority of the students still considered grammar and accuracy as important aspects of speaking English. One of the possibilities why this happened could be the impact of the previous curriculum. Putra (2014) states that most teachers do not really concern about teaching productive skills in implementing the curriculum. The participants may be accustomed to the way of teaching English with the focus on form as one of the impacts of the previous curriculum. In other words, viewing accuracy and grammar as important aspects of speaking English has possibly become the students' habit because they might have experienced the learning process which focuses on the form for a certain period of time. Therefore, they tend to pay attention more to grammar although the teachers may have efforts to promote the communicative learning in the classroom. The rest of the findings in Table 1 will be discussed in the next section.

Negative Feelings

The data revealed that a fear of making mistakes was one of the causes of speaking anxiety. However, actually many of the participants did not show a great deal of anxiety in that case (see Table 2 questions 4-10). The following table is the results of this study.

Table 2. Negative Feelings

Rank	Negative feelings	Yes	Percentage	No	Percentage
1	I am afraid of making mistakes in speaking English.	45	68.18%	21	31.82%
2	I worry if my grammar is messy in speaking English.	34	51.52%	32	48.48%
3	I worry if my utterances are not understandable.	33	50.00%	33	50.00%
4	I worry if my pronunciation is not good enough in speaking English.	28	42.42%	38	57.58%
5	I am afraid I do not look fluent in speaking English.	27	40.91%	39	59.09%
6	I am shy to speak English in front of my friends.	26	39.39%	40	60.61%
7	I am afraid if my teacher and my friends evaluate me in speaking English.	23	34.85%	43	65.15%
8	I am shy to speak English in front of my teachers.	19	28.79%	47	71.21%
9	I worry if my English is not as good as my friends'.	19	28.79%	47	71.21%
10	I am afraid I do not look like an Indonesian if I speak English a lot.	3	4.55%	63	95.45%

Despite the fact that many students were less anxious to make mistakes on pronunciation, fluency, and negative evaluation (see Table 2 questions 4-10), there were still some who were anxious about it. Nevertheless, similar to Jones's (2004) finding, many of the participants still worried if their grammar was messy. In other words, they might be afraid of making mistakes in terms of grammar. The teachers' concern about grammar may not be one of the possible reasons why it happens because the data (see Table 4) shows that more students did not feel that way. This could be caused by the participants' concern about grammar as shown in Table 1. By paying attention more to grammar, it could make the students anxious to make mistakes on it in their learning process.

Furthermore, the study revealed that a half of the participants were worried if their utterances were not understandable. This result corresponds to Yahya's (2013) suggestion that anxious students tend to be afraid that others do not understand what they are talking about in the second language. Horwitz, Horwitz, & Cope (1986) also states that anxiety can appear when it is hard to make ourselves understood in a foreign language. This may happen since most of the participants concern more about grammar. Additionally, this worry may be affected by the

partners to whom the participants speak. If the participants feel secure and comfortable with the partners, they may not be too worried if their language is quite hard to understand. That is because they will probably feel more comfortable to repair their utterances during conversations.

Classroom Settings and Activities

Many of the participants did not consider classroom settings and activities as the major causes of the anxiety. However, there were still some participants who found those factors make them anxious. The findings are presented in the following table.

Table 3. Classroom Settings and Activities

Rank	Classroom settings and activities	Yes	Percentage	No	Percentage
1	I rarely use English in group discussions.	26	39.39%	40	60.61%
2	My class is too noisy so that I can hardly practice speaking English.	19	28.79%	47	71.21%
3	Presentation makes me anxious to speak English in front of the classroom.	11	16.67%	55	83.33%
4	Role play makes me anxious to speak English in front of the classroom.	10	15.15%	56	84.85%
5	The classroom is strict and formal.	6	9.09%	60	90.91%
6	My teacher speaks too much so that I do not have many opportunities to speak English.	5	7.58%	61	92.42%

Generally, the findings in Table 3 are unique because they show that many students were not anxious about it. However, some of the students still considered group discussions and the classroom situation as two of the factors contributing to the anxiety. Even though the classroom activity, such as group discussions may not be significant to contribute the anxiety, several participants still found it make them anxious. This is similar to Woodrow's (2006) findings that the classroom activity, such as group discussions, may contribute to the anxiety. The participants' English proficiency can be one of the factors why they were anxious while performing their speaking skills in group discussions. They who have lower English proficiency may think that these activities are stressful since they may not be confident enough to perform their abilities.

Although many of the participants did not feel that noisy classrooms could affect their speaking anxiety, some of them still admitted that it made them anxious. This is also in line with Sato's (2003) suggestion that such classrooms may not provide sufficient opportunities for students to practice speaking. The number of students in each class at Satya Wacana Junior High School which is approximately thirty students may not support them to practice speaking English effectively. One of the possible reasons could be the teachers may not be able to assist each of the students intensively by giving a more personal feedback when they are in a big classroom. The teachers' assistance in the classroom may be important because the students often need comprehensive feedback to improve their abilities in speaking. Additionally, since noisy classrooms might make the students difficult to practice speaking English and not support a comfortable classroom situation, they could be anxious to speak English in the classroom.

Teachers

The result of this study showed that many of the participants did not feel that teachers were one of the significant sources of the participants' speaking anxiety. Nonetheless, there were some of the participants who still considered teachers as one of the causes of the anxiety. The findings are presented in the following table.

Table 4. Teachers

Rank	Teachers	Yes	Percentage	No	Percentage
1	The teacher often asks me to answer questions suddenly.	22	33.33%	44	66.67%
2	I often do not understand what the teacher is talking about in English.	21	31.82%	45	68.18%
3	I rarely talk to my English teacher.	14	21.21%	52	78.79%
4	I am uncomfortable because the teacher concerns more about grammar.	11	16.67%	55	83.33%
5	The teacher rarely helps me when I find difficulties in speaking English.	7	10.61%	59	89.39%
6	I do not have a close relationship with my English teacher.	6	9.09%	60	90.91%
7	The teacher often shows my mistakes in front of my friends.	5	7.58%	61	92.42%
8	The teacher often stops me while I am speaking English to correct my mistakes.	3	4.55%	63	95.45%

Similar to the finding of Williams & Andrade (2008), several students still thought that the way the teachers asked questions made them anxious. This can happen because the teachers might tend to choose the students randomly to answer questions. Therefore, they might feel that they are unprepared to answer questions. Another possibility is that the teachers may not allow them to use their mother tongue to answer questions. Pappamihel's (2002) finding indicated that if the teacher allows the use of mother tongue in the classroom, it can make the students less anxious. From this finding, it can be seen that the use of mother tongue to some extent in the classroom may need to be taken into account. For some reasons, students may feel at ease when teachers permit them to use their mother tongue to some extent during the conversation with their teachers. Thus, they can reduce the anxiety when they deal with the teacher's questions and even other speaking activities.

Additionally, the result of this study is in line with Kayaoglu & Saglamel's (2013) finding. Although many of the participants did not find difficulties in understanding the teachers' explanations, some were still anxious about it. One of the possibilities why this happened could be the fast pace of the teachers while speaking to the students. Moreover, the level of English proficiency may affect their understanding of teachers' explanations. If the teachers, for instance, use vocabulary that are not suitable with the students' level proficiency, they could have higher anxiety since they might have no idea how to respond to the teachers' explanations.

Other Factors

Other factors, such as the EFL setting and a lack of vocabulary had a role in contributing to the participants' speaking anxiety. Nevertheless, the others were less significant in causing the anxiety. The results are presented in the following table.

Table 5. Other Factors

Rank	Other factors	Yes	Percentage	No	Percentage
1	The surroundings (parents, siblings, neighbors) do not speak English, so that I do not need to speak English a lot.	39	59.09%	27	40.91%
2	I do not know many vocabulary/words in English.	35	53.03%	31	46.97%
3	I am not accustomed to speaking English.	34	51.52%	32	48.48%
4	I only speak English when the teacher asks me to do so.	18	27.27%	48	72.73%
5	I have just studied English. Thus, I have not been able to speak English.	8	12.12%	58	87.88%
6	English subject does not involve many conversations in English.	5	7.58%	61	92.42%

Similar to Lightbown & Spada's (2006) suggestion, the finding revealed that EFL setting had an impact on the participants' speaking anxiety. Many of them chose that their surroundings did not support them to speak English, and some of them acknowledged that they were not accustomed to speaking English (see Table 5). Furthermore, in accordance with Kayaoglu & Saglamel's (2013) finding, the data revealed that approximately a half of the participants selected that lack of vocabulary was the cause of their speaking anxiety. Biemiller (2003) notes that the success of reading can be measured by the amount of vocabulary that one has. Actually, the use of text-based teaching at the school in which the teaching process relies on kinds of reading texts (Intansari, 2013) should be able to facilitate students to encounter new vocabulary. However, according to the data, there are still students who found themselves lack of vocabulary. One of the possibilities why this happened could be the kinds of texts provided by the teachers might contain some difficult vocabulary. Thus, the students may find it difficult to comprehend the vocabulary given by the teachers. Another possible reason is that sometimes the teachers might not be able to provide adequate follow-up vocabulary activities after reading sections. Failure to do that could possibly make the students not able to gain comprehensible vocabulary input from the texts given.

More Students are Less Anxious

This section aims at discussing the findings which interestingly revealed that more participants were less anxious due to some factors. There could be several possibilities why this phenomenon happened in this study. One of them could be their abilities to cope with the limited vocabulary. Even though one of the data in this study revealed that there were still students who have limited vocabulary (see Table 5), more students did not mind using an unfamiliar vocabulary (see Table 1). These findings were different from Blachnowicz and Fisher's (2000) study that students might be less successful in applying strategies for learning words if they had an inadequate amount of vocabulary. Although the participants feel that they have limited vocabulary, they may still be able to use strategies to learn new words. One of the strategies they use could be through the use of unfamiliar words. When they put the words into contexts, they may be able to infer the meanings of the words.

In addition, nowadays the roles of media such as movies, songs, and Internet, could be one of the possibilities why more students were less anxious. Even though the EFL setting may have a role to limit their opportunities to speak English (see Table 5), through the media they can get more exposure to English based on their interests. When they learn English through the media, they could probably guess the meanings of the unfamiliar words from the contexts, listen to various English recordings, and even have a conversation with English speakers around the world. Therefore, although they live in the EFL setting, they may still be able to get exposure to English through the media.

The decreasing concern about native-like pronunciation could be one of the possibilities why more students were less anxious. Although some participants worried that their pronunciation was not good, more students were less anxious since they did not really concern about it (see Table 1 & 2). This finding was different from Gynan's (1989) as cited in Yahya (2013) which revealed that students tended to pay attention to pronunciation. Moreover, many of the participants did not believe that they should be able to speak English like native speakers (see Table 1). These findings may imply that native speakers are no longer the role models in speaking English for more students. The teachers could have a significant role in building the students' confidence of their pronunciation through encouragements since, in fact, native speakers' competence, including flawless pronunciation, is rarely achievable (Cook, 1999). Additionally, as World Englishes begin to emerge, the shift from native-like pronunciation to varieties of English might happen among the students. Since technology offers many kinds of media such as news, songs, films of English speakers from different places, the students could have a chance to enrich their repertoire (Jindapitak & Teo, 2013). That could be one of the possibilities why more students did not worry if their pronunciation is not as good as native speakers.

The way the teachers gave feedback might contribute to making the majority of the participants less anxious. The data showed that a number of students still found negative evaluation from the teachers and friends make them anxious. However, different from Na's (2007) & Zhiping & Paramasivan's (2013) studies, this study revealed that more students did not anxious about negative evaluations (see Table 2 & 4). William & Andrade (2008) found that teachers had 50.61% probability to make their students anxious while in this study, they only had 28.79% (see Table 2). The distinction between these findings may happen due to the different contexts in which the studies were administered. Na (2007) argued that Chinese people concerned much about their faces. Thus, they tend to dislike negative evaluations addressed to themselves. Meanwhile, although Indonesian people may do the same thing, the school where this study was conducted may have a lower pressure learning environment in which the teachers have more effective ways of giving feedback to the students, such as appreciating the good things they have done in their performances and giving suggestions for improvements in less tense ways. Another possibility is the teachers may use effective teaching techniques to let the students practice speaking so that they can overcome their anxiety while speaking in front of their teachers and friends.

One of the factors resulting more students were less anxious could be the low sense of competition the classroom might have. The finding revealed that some students were still worried if their performance was worse than their peers'. Nevertheless, different from Kitano's (2001) study, the majority of them were not anxious about it. This could be caused by the low sense of competition the classroom might have. In this study, the sense of competition tends to be less significant since most of the participants may not have low self-esteem and be discouraged when they have to perform their speaking abilities in in-class activities.

The proper role of teachers as facilitators of speaking tasks might contribute to making more students less anxious. Although the data revealed that some students still thought that strict and classrooms made them anxious, many of the participants were less anxious about it (see Table 3). Also, the majority of the participants acknowledged that the teachers gave them opportunities to practice speaking (see Table 3) and provided communicative learning for them (see Table 5). According to Tseng (2012) classrooms which apply "the constructivist theories of

learning” can create less stressful environment for students and make them less anxious due to the use of collaborative tasks in the classroom (p.82). In reference to the findings, they may imply that the teachers are able to create a more relaxed situation in the classroom. They may be able to manage their roles as facilitators of speaking activities as well by promoting student-centered environment and giving the students more time to speak English in the classroom.

CONCLUSION

The results of the study revealed that the major factor contributing to the participants' speaking anxiety was the concern about accuracy and grammar. However, this study showed that a significant number of participants were less anxious, especially when dealing with classroom settings and activities, and teachers. The results of this study are not to generalize the causes of speaking anxiety experienced by learners in common since other studies may have different findings due to different contexts in terms of settings and participants.

The results of this study suggest that teachers should take parts in overcoming their students' speaking anxiety in grammar. It is advisable for teachers to facilitate students to acquire grammar from texts in the text-based teaching activities and to provide vocabulary building to help them to learn new vocabulary. By doing so, it is hoped students can be more encouraged to speak English since they may be able to cope with the anxiety. In addition, teachers can use some media in teaching such as videos and songs to provide students with more exposure to English. Further research on the causes of students' speaking anxiety in bilingual schools may need to be set out since they are exposed to English in most of the school subjects. Hence, they may experience speaking anxiety due to other causes of the anxiety. Also, a study to question whether nowadays students in a particular context still experience speaking anxiety can be conducted to provide current literature on the speaking anxiety.

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AUTHOR CONTRIBUTION STATEMENT

This research was conducted by the researcher herself, started from the construction of the literature review, the data collection and the data analysis processes, and the research conclusion.

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