

**ANXIETY IN PUBLIC SPEAKING OF ENGLISH LITERATURE STUDENTS: A  
PSYCHOLINGUISTIC ANALYSIS**

**THESIS**

By:

**Muhammad Musabbih Al Hakim**

NIM: 200302110003



**DEPARTMENT OF ENGLISH LITERATURE  
FACULTY OF HUMANITIES  
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG  
2024**

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PSYCHOLINGUISTIC ANALYSIS**

**THESIS**

Presented to

Universitas Islam Negeri Maulana Malik Ibrahim Malang

In Partial of the Requirements for the Degree of Sarjana Sastra (S.S)

By:

**Muhammad Musabbih Al Hakim**

NIM 200302110003

Advisor:

**Dr. Rohmani Nur Indah, M.Pd.**

NIP 197609102003122011



**DEPARTMENT OF ENGLISH LITERATURE  
FACULTY OF HUMANITIES  
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG  
2024**


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Malang,

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Muhammad Musabbih Al Hakim

NIM 200302110003

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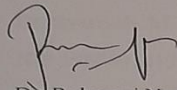
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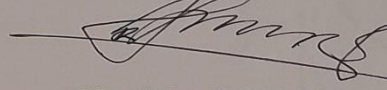
Advisor,



Dr. Rohmani Nur Indah, M.Pd.

NIP 197609102003122011

Head of Department English Literature,

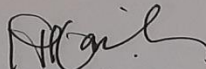


Ribut Wahyudi, M.Ed., Ph.D.

NIP 198112052011011007

Acknowledge by

Dean,



Dr. M. Faisol, M.Ag.

NIP 197411012003121003

## LEGITIMATION SHEET

### LEGITIMATION SHEET

This is to certify that Muhammad Musabbih Al Hakim's thesis entitled **Anxiety in Public Speaking of English Literature Students: A Psycholinguistic Analysis** has been approved by the board of examiners as one of the requirements for the degree of *Sarjana Sastra* (S.S) in Department of English Literature.

Malang, 30 November 2024

#### Board of Examiners

Dr. Rohmani Nur Indah, M.Pd. (Advisor)

NIP 197609102003122011

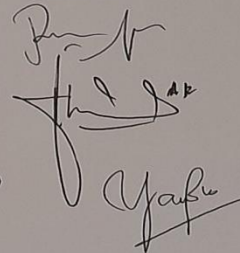
Dr. Syafiyah, M.A. (First Examiner)

NIP 196609101991032002

Dr. Yayuk Widyastuti Herawati, M.Pd. (Second Examiner)

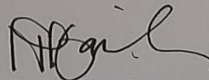
NIP 197705032014112002

#### Signatures



#### Acknowledge by

Dean,



Dr. M. Faisol, M.Ag.

NIP 197411012003121003

## MOTTO

“No pain no gain.”

Robert Herrick

“إِذِ الْفَتَى حَسَبَ اِعْتِقَادِهِ رُفِعَ \* وَكُلُّ مَنْ لَمْ يَعْتَقِدْ لَمْ يَنْتَفِعْ”

[A person is raised in stature based on their beliefs, and without belief, one gains no benefit]

Syekh Syarifuddin Yahya Al-Imrithy

## **DEDICATION**

This thesis is dedicated to:

My father, Marsudi, and my mother, Susminah

My dearest brothers, Misbah Arrusydi and Ahmad Musyafa' Huda

My dearest sisters, Eka Aprilia Rahmawati and Widyastika Ekayuli Lovianti

To all my family for the prayers and endless love

## ACKNOWLEDGMENT

*Bismillahirrahmanirrahim,*

I would like to give thanks to God Almighty for His mercies and graces, which have so far bestowed on me on me the strength and determination to complete this thesis. Indeed, this long process is not only filled with academic challenges but also colored with feelings of loneliness that often appear in difficult moments.

First, I would like to express my gratitude to my supervisor, Dr. Rohmani Nur Indah, M.Pd., who helped and motivated me to complete my thesis. Secondly, I would like to express my gratitude to my parents, Marsudi and Susminah, who have supported and always prayed for my studies and my brothers and sisters. Third, I would like to express my gratitude to all my friends, whom I cannot mention individually, because they have supported and helped me in any conditions. Lastly, I would like to express my gratitude to my roommates of Devil Room in Sabilurrosyad Islamic Boarding School and Kamasudra's friend for giving me a scholarship and being my home and learning place during my study in Malang. Once again, I would like to thank everyone who contributed to my life during this time. May Allah always make our journey easy.

Malang, 14 November 2024  
The Researcher,

Muhammad Musabbih Al Hakim  
NIM 200302110003



## ABSTRACT

**Hakim**, Muhammad Musabbih Al (2024). *Anxiety in Public Speaking of English Literature Students: A Psycholinguistic Analysis*. Undergraduate Thesis. Department of English Literature, Faculty of Humanities, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Advisor: Dr. Rohmani Nur Indah, M.Pd.

**Keywords:** Psycholinguistic, Anxiety, Public speaking

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This study aims to analyze the linguistic features and sign features of anxiety experienced in students public speaking during their speech in front of the class. The researcher observed students of English Literature Department, Faculty of Humanities, Maulana Malik Ibrahim University Malang. The two objectives of this study are first, to identify the linguistic features used by students when experiencing anxiety and second, the characteristics of their anxiety when speaking in front of the class. This study uses a qualitative research method to gain an in-depth understanding of the speaking anxiety experienced by the students. The data is in the form of verbal speech and non-verbal communication recorded in video and field notes. The researcher analyzed the utterances and gestures to find out the linguistic features and characteristics of students' speaking anxiety. The analysis on the linguistic features and traits of speaking anxiety are done based on Horwitz's (1986) theory. The findings of this study show that students who experience anxiety in speaking show linguistic features and traits of speaking anxiety. The use of inappropriate words and code-mixing belong to the type of linguistic features. Meanwhile avoiding direct eye contact, mumbling, moving limbs and trembling, filler words, pausing or stopping, clearing their throat, fear of mistakes, rapid speech, and difficulty focusing are types of speaking anxiety traits. Students experiencing speaking anxiety showed the most linguistic features of inappropriate word usage and avoiding direct eye contact on the anxiety traits of speaking anxiety. This study recommends a more in-depth examination of other factors that influence anxiety in public speaking.

## الخلاصة

تحليل لغوي: القلق في التحدث أمام الجمهور لدى طلاب الأدب الإنجليزي. (حكيم، محمد مصباح آل (2024) رسالة جامعية. قسم الأدب الإنجليزي، كلية العلوم الإنسانية، جامعة إسلام نيجيري مولانا مالك بنفسى إبراهيم مالانج. المشرف: د. رحمانى نور إنداه، ماجستير

نفسية لغوية، القلق، التحدث أمام الجمهور، الخطابة: الكلمات المفتاحية

تهدف هذه الدراسة إلى تحليل السمات اللغوية وعلامات القلق التي يعاني منها الطلاب أمام الفصل الدراسي. وقد قام الباحث بمراقبة طلاب تخصص الأدب الإنجليزي في كلية العلوم الإنسانية بجامعة مولانا مالك إبراهيم في مالانج. والهدفان من هذه الدراسة هما: أولاً، معرفة السمات اللغوية التي يستخدمها الطلاب عند الشعور بالقلق، وثانياً، خصائص القلق الذي يعاني منه الطلاب عند القلق عند التحدث أمام الصف. وتستخدم هذه الدراسة أسلوب البحث الكيفي لاكتساب فهم متعمق لقلق التحدث الذي يعاني منه الطلاب. وجاءت البيانات في شكل نصوص فيديو وصوتية تم تفرغها من قبل الباحث وملاحظات. قام الباحث بتحليل الألفاظ والإيماءات لمعرفة السمات والخصائص اللغوية لقلق التحدث لدى الطلاب. وقام الباحث بتحليل السمات والخصائص اللغوية لقلق التحدث استناداً إلى نظرية هورويتز (1986). أظهرت نتائج هذه الدراسة أن الطلاب الذين يعانون من القلق في التحدث تظهر لديهم سمات وسمات لغوية لقلق التحدث. وينتمي استخدام كلمات غير مناسبة ومزج الرموز إلى نوع السمات اللغوية. أما تجنب التواصل البصري المباشر، والتمتمة وتحريك الأطراف والارتجاف، وكلمات الحشو والتوقف أو التوقف، وتنقية الحلق، والخوف من الأخطاء، وسرعة الكلام، وصعوبة التركيز، فهي من أنواع سمات قلق التحدث. وقد أظهر الطلاب الذين عانوا من قلق التحدث أكثر السمات اللغوية لاستخدام الكلمات غير الملائمة وتجنب التواصل البصري المباشر في سمات قلق التحدث.

## ABSTRAK

**Hakim**, Muhammad Musabbih Al (2024). *Anxiety in Public Speaking of English Literature Students: A Psycholinguistic Analysis*. Undergraduate Thesis. Department of English Literature, Faculty of Humanities, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Advisor: Dr. Rohmani Nur Indah, M.Pd.

**Keywords:** Psikolinguistik, Kecemasan, Berbicara di depan umum

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Penelitian ini bertujuan untuk menganalisis fitur linguistik dan ciri-ciri tanda kecemasan yang dialami pada siswa di depan kelas. Peneliti mengamati siswa dari jurusan Sastra Inggris Fakultas Humaniora Universitas Maulana Malik Ibrahim Malang. Dua tujuan dari penelitian ini adalah pertama, untuk mengetahui fitur linguistik yang digunakan oleh siswa saat mengalami kecemasan dan kedua, ciri-ciri kecemasan yang dialami oleh siswa ketika cemas saat berbicara di depan kelas. Penelitian ini menggunakan metode penelitian berupa kualitatif untuk mendapatkan pemahaman yang mendalam mengenai kecemasan dalam berbicara yang dialami oleh siswa. Data berupa tutur verbal dan komunikasi non-verbal yang direkam di video dan hasil catatan. Peneliti menganalisis ujaran dan gestur untuk mengetahui fitur linguistik dan ciri-ciri kecemasan berbicara yang oleh siswa. Analisis fitur linguistik dan ciri-ciri kecemasan berbicara dilakukan berdasarkan teori Horwitz (1986). Temuan dari penelitian ini menunjukkan bahwa siswa yang mengalami kecemasan dalam berbicara menunjukkan fitur linguistik dan ciri-ciri kecemasan berbicara. Penggunaan kata yang tidak tepat dan campur kode termasuk ke dalam jenis fitur linguistik. Sementara itu menghindari kontak mata secara langsung, bergumam, menggerakkan anggota tubuh dan gemetar, kata filler, jeda atau berhenti, berdehem, takut akan kesalahan, pidato cepat, dan kesulitan berfokus adalah jenis ciri-ciri kecemasan berbicara. Siswa yang mengalami kecemasan berbicara menunjukkan fitur linguistik penggunaan kata yang tidak tepat yang paling banyak dan menghindari kontak mata secara langsung yang paling banyak pada ciri-ciri kecemasan berbicara. Penelitian ini merekomendasikan kajian lanjutan untuk mengetahui faktor lain yang menjadi pencetus kecemasan dalam berbicara di depan publik.

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# CHAPTER I

## INTRODUCTION

This chapter explain the background of the research, the research questions, the significance of the study, the scope and limitation, and the definition of key terms on anxiety in public speaking, especially in English Literature students at Maulana Malik Ibrahim Islamic University.

### **A. Background of The Study**

The problem of anxiety when speaking English in students is still rampant today. Anxiety is also referred to as unusual fear and is often characterized by physiological signs, such as sweating and increased pulse rate (Horwitz, 1986). According to psychology, anxiety is a normal symptom when facing events that the self thinks are very important (Fitriani et al, 2015). It is also not uncommon for anxiety to occur when English language learners become tied up or at a loss for words in unexpected situations, which often leads to immediate despair and feelings of failure, especially in public speaking. One of the reasons why students feel difficult or easily feel anxious when speaking English is because English is a foreign language.

English is neither the official nor primary language of Indonesia, therefore it is regarded as a foreign language (EFL) there. English as a foreign language, or EFL, is the status of English language learning in Indonesia, claims Cahyaningrum (2023). English-speaking individuals are frequently encountered in

classrooms or learning environments in Indonesia. Due to a lack of speaking expertise, it is still absent in communal life. speaking expertise. For locals, speaking a foreign language can be difficult. Because using English in authentic circumstances is just as important as knowing grammar when speaking a foreign language like English. According to Mustika and Lestari (2020), speaking is choosing the right words and sentences according to the social setting, listener, situation, and topic according to the social setting, audience, situation, and topic of conversation.

English has a very important role, especially in the current era of globalization because of its status English is a means of communication between countries, both written and spoken. English is also used in many documents related to global products and services. English is definitely a mandatory subject taught at all levels of education from elementary to high school. Even at the higher educational level, all study programs offer English courses lasting one or two semesters even if the subsequent subjects are not related to English. This shows the importance of mastering foreign languages, especially English, to begin academic success and maintain a career in the world of work (Sinaga & Oktaviani, 2020).

Learning English speaking is a very important aspect in higher education, especially for students majoring in English literature. English speaking skills have a key role in communication, both in academic and professional contexts. As stated by Clark and Clark (in Nunan, 2003), speaking is basically an instrumental action. The success in speaking is measured by one's ability to carry on a

conversation in the language. Thus, speaking skill is very important in language practice and can be described as success in language learning. Speaking is considered one of the most important and crucial language skills in language learning (Rao, 2019).

For students, struggling with public speaking is common. This is in line with Richard's statement that "When people meet, they exchange greetings, engage in small talk, recount recent experiences, and so on, because they want to be friendly and establish a comfortable zone of interaction with others" (in Fitriani et al., 2015). According to this assertion, oral communication fluency or quality is a crucial component of interpersonal connection maintenance. Since language is a means of communication, learning a language should not prevent a person from speaking the language they are learning, particularly for students at UIN Malang.

The problem caused by public speaking, namely anxiety, still occurs in students at UIN Malang. At UIN Malang, students majoring in English literature follow a curriculum designed to develop their speaking skills over time. In the fourth semester, students are expected to have a better understanding of English and be able to apply it in speaking. However, as has been observed in recent years, some students in the fourth semester still have some difficulties in learning to speak English. In the process of learning English, a student certainly experiences obstacles or difficulties. Some of the fourth semester students taking public speaking courses still feel pressured to practice their oral language (Horwitz et al., 1986). There are also some students who have higher scores in



practicing their oral language that sometimes also have equally high levels of anxiety (Brown in Fitriani et al., 2015).

When students learn a foreign language, they can be affected by a number of emotional or affective factors, such as attitude to learning, motivation, anxiety, and beliefs (Trang et al, 2012). The anxiety factor can be a major obstacle in the foreign language learning process as it can hinder students' ability to actively participate, communicate fluently, and feel confident in using the language being learned. In the context of foreign language learning, not only language skills should be considered, but also students' emotional and psychological conditions that can affect their learning process, especially when feeling anxiety.

These obstacles or difficulties can lessen the optimal student learning outcomes. This difficulty is experienced by students who take Public Speaking courses at UIN Malang, for example, giving a presentation in English, writing a diary in English, and others. Hasan (2010) states that the difficulty that many learners of English as a foreign language encounter is the inability to understand English pronunciation delivered at a normal speed through listening materials.

To explore anxiety in Public Speaking class, it is necessary to approach it through Psycholinguistics, because according to Ferdinand's theory (in Judge et al., 2016) the pieces of each brain organ add to the psychological interaction itself including anxiety. Through psycholinguistic, this study identifies the problems that make students still have difficulty in speaking in public fluently, caused by feeling anxious and lack of confidence.

Some researchers concern anxiety in English as a foreign language for them as found by Ahmed (2019), Hayat (2020), and Hussein et al. (2019). In their research, it was found that there were difficulties in public speaking. They found several effective ways to overcome problems in public speaking for those who use English as a foreign language.

In the context of English as second language, Lamis (2021) has found that Arabic speaking learners find it difficult to learn English speaking. This is because MT (machine translation) has not completely closed the existing gap in vocabulary use by L2 learners. It cannot serve as a strategy reliable for language learning, particularly on speaking with correct vocabulary.

Some other studies also found that public speaking is difficult among university student. In research conducted by Aras (2021), Katarina et al. (2016), Fitriani et al. (2015) and Rochelle et al. (2011), they focused on public speaking among university students. They found that even students who are already at university level still struggle with English public speaking.

In the context of linguistic features of speech anxiety, Puspitaningtyas (2012) discovered linguistic features such as precision of speech, diction or word choice, tone and duration, proper placement of emphasis, and accuracy of speech targets. This study has two broad findings, namely anxiety in linguistic and non-linguistic forms and factors that can affect anxiety in speaking. Which the researcher uses high school students who experience anxiety in speaking in front of the class as the object of his research.

This study stems from the assumption that students often feel anxious during public speaking due to lack of experience or uncertainty in delivering the material well. In addition, the pressure of evaluation from teachers or classmates can be an additional anxiety trigger due to fear of others' judgment of the student's ability. This study aims to investigate public speaking anxiety in students. It analyzes the impact of anxiety levels on students learning public speaking. The results of this study are expected to provide a foundation for the development of public speaking skills that can help students reduce their anxiety.

#### **B. Research Question:**

Based on the background of the study above, this study is intended to answer the following problem:

1. What are the linguistic features associated with anxiety in the public speaking performance of English literature students?
2. How does public speaking anxiety affect English Literature student's linguistic and non-linguistic characteristics when speaking?

#### **C. Significance of the Study**

The researcher conducted this study to be able to help identifying in detail the psycholinguistic barriers and understand what students experience when speaking in English. In addition, this study can make an important contribution to the field of education by evaluating the impact of anxiety on student learning in public speaking.

#### **D. Scope and Limitations**

This study focuses on fourth semester students of academic year 2023/2024 who experience anxiety in public speaking English course at Maulana Malik Ibrahim Islamic University. The theory used is Horwitz (1986) to identify the anxiety speech. This study is also limited by the cultural context and habits of a person that may affect the level of anxiety in public speaking.

#### **E. Definition of Key Terms**

##### **Psycholinguistic analysis**

Psycholinguistics analysis is the study as a branch of linguistics that combines psychology and linguistics concerning language behavior or language process that in this study is related to speech anxiety

##### **Speech anxiety**

Speech anxiety is a sign that someone is afraid of expressing him/herself freely because of the uncomfortable feeling about his/her competence and afraid of making mistakes.

##### **Public speaking**

Public speaking is a course taught in the fourth semester of English literature at UIN Malang focusing on delivering speech, story-telling, being a reporter, news anchor, and being a Master of Ceremony (MC).

## **Linguistic features**

Linguistic features of spoken language refers to patterns like code-mixing, the blending of languages within speech, and inappropriate use of words, which occurs when vocabulary or grammar is misused due to anxiety or limited proficiency.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter reviews the related theories of the study. They include psycholinguistic analysis, communication anxiety model, speech anxiety, and public speaking.

#### **A. Psycholinguistics**

Psycholinguistics is one of the branches of linguistics. According to Maftoon and Shakouri (2012), psycholinguistics can be defined as the study of the relationship between the human mind and human language. In a study conducted by Purba (2018), it was found that psycholinguistics can help explain student errors in language learning.

In the limitation given by Tamaji (2020), psycholinguistics discusses the relationship between language and the brain in processing and producing speech and language acquisition. By combining aspects of psychology and linguistics, psycholinguistics forms an in-depth discipline and details the mental processes involved when humans speak. The main focus of psycholinguistics includes four key aspects, namely comprehension, production, biological and neurological foundations, and language acquisition. The close relationship between psychology and linguistics, which was originally known as linguistic psychology or psychology of language with different emphases on both, developed into a more structured and systematic discipline, namely Psycholinguistics.

Based on the previously mentioned definitions, it can be concluded that psycholinguistics is an interdisciplinary field of study that combines psychology and linguistics. The main focus of psycholinguistics is to understand the mental processes that occur when humans speak, by examining aspects such as comprehension, production, biological basis, and language acquisition. Psycholinguistics has also played an important role in explaining student errors in language learning as well as addressing brain disorders that can affect language learning ability, such as aphasia. As such, psycholinguistics contributes to understanding the complex relationship between the human mind and language, and plays a role in the context of language learning and understanding language-related brain disorders.

## **B. Speech Anxiety**

Anxiety is a sense of discomfort that a person has. Schwartz et al (2000) explains that the term anxiety is derived from the Latin word *anxius*, which meaning strangulation or constriction. Anxiety and fear are comparable, but anxiety is less focused. While fear is typically a reaction to an impending threat, anxiety is defined by concern over potential future threats.

High levels of anxiety have a serious impact on the language learning process. Horwitz (1986) defined anxiety as a subjective experience of tension, fear, trepidation, and uneasiness linked to autonomic nervous system activity. Many people find it natural to believe that anxiety impedes language acquisition, and this is understandable as anxiety has been demonstrated to impede multiple

learning modalities and is one of the most researched elements in psychology and education.

Anxiety is an unpleasant feeling, accompanied by bodily sensations that signal danger (Freud in Rosyidi, 2012). In addition, anxiety is an ego function that aims to warn individuals of possible dangers, so that they can prepare appropriate adaptive reactions (Freud in Alwisol, 2011). Thus, anxiety can arise at any time when feeling nervous and feeling noticed by the public.

The experience of anxiety is often described as a subjective condition that is unpleasant, and filled with tension and worry. Mariah et al (2020) describe anxiety as an unpleasant subjective experience related to tension or worry, which can appear in the form of feelings of anxiety, tension, and emotions felt by a person. Hawari (2011) classifies anxiety as a disorder of deep and sustained feelings of fear or worry, without experiencing disturbances in the assessment of reality, with a personality that remains intact, and behavior that may be disturbed, but still within normal limits.

Anxiety is a common condition experienced by every individual, and can be a motivation to move towards progress and success in life when within normal anxiety levels. However, if anxiety levels rise beyond normal limits and are uncontrollable, it can have a negative impact on one's personality. One common example is anxiety when speaking in public. According to Susanti and Supriyantini (2013), public speaking anxiety is defined as tension and fear associated with public speaking situations, whether they are real situations or only



in the imagination. Ririn et al (2013) added that anxiety is accompanied by physiological symptoms such as sweating during presentation, palpitations, and body trembling.

A person who experienced social anxiety, especially a fear of public speaking, often feels anxious because they are worried about feeling embarrassed and being judged negatively by others (Yee & Abidin, 2014). A person tends to avoid situations that are considered dangerous and feels unable to overcome these challenges. Therefore, one tends to avoid public speaking for fear of criticism and insults from others.

When someone faces the challenge of public speaking, there are several ways to measure their response, including based on what they self-report, how they actually act (behavioral), and their bodily responses (physiological) (Attia, et al., 2022). Each of these measures may capture a different aspect of the speaking experience, such as anxiety levels, communication skills or the ability to manage stress.

Based on the previously mentioned definitions, it can be concluded that anxiety is a feeling of discomfort derived from the Latin "anxius", which describes constriction or strangulation. Unlike fear, anxiety is less specific and more focused on worrying about unforeseen dangers in the future. High levels of anxiety can affect the language learning process, as it causes tension, fear and nervousness associated with the autonomic nervous system. Anxiety is also an ego function aimed at alerting individuals to possible danger, although it can arise

unexpectedly when feeling nervous or in the public eye. The experience of anxiety is often described as an unpleasant subjective condition, filled with tension and worry, which can affect a person's feelings of anxiety, tension, and emotion. Although considered an emotional disorder, anxiety does not interfere with the assessment of reality, and individuals retain an intact personality, although their behavior may be impaired within normal limits.

### **C. Foreign Language Anxiety**

In addition to being consistent, anxiety in language learning includes two distinct aspects. According to Alpert and Harber (1960), there are two categories of linguistic anxiety: enabling (beneficial) anxiety and exhausting (destructive) anxiety. Horwitz et al (1986), on the other hand, characterize foreign language anxiety as a multifaceted construct that encompasses actions, attitudes, feelings, and self-perceptions that are specific to the language learning environment. A crucial part of learning a foreign language is communication anxiety, which can be a barrier for many learners, particularly when it comes to utilizing the language. This type of anxiety is referred to as foreign language anxiety.

Foreign language anxiety involves an individual's complex perceptions, beliefs, feelings and attitudes related to language learning in the classroom, which arise due to the uniqueness of the language learning process. Studies related to language anxiety often show its relationship with speaking skills (Horwitz, et al., 1986). Iskandar and Sunedar (2008) suggest that speaking is the ability to reproduce sounds and articulations to convey will, needs, feelings, and desires to

others, which is often the focus when communicating for foreign language learners.

Communication, as an exchange of content or information with a specific purpose, is often faced with obstacles such as anxiety, where the process of information exchange can be disrupted. Most studies of anxiety in language learning show an association with the spoken aspect (Horwitz et al., 1986), signaling that speaking may be considered the most stressful aspect for foreign language learners. Anandari (2015) stated that foreign language speaking anxiety arises among students, and self-reflection helps them realize strengths and weaknesses, and assists in solving problems to improve public speaking performance. Thus, it can be concluded that foreign language public speaking anxiety includes discomfort when speaking a foreign language that is not persistent in individuals, either in imaginative situations or in public, which is characterized by psychological and physiological reactions.

Foreign language anxiety is a complex construct that includes self-perceptions, beliefs, feelings, and behavior associated with language learning in the classroom (Horwitz, 1986). This anxiety arises as a result of the uniqueness of the language learning process. Horwitz's (1986) studies often point out the linkage of foreign language anxiety with speaking skills. In this case, speaking in a foreign language is often considered the most stressful aspect for learners. This can include barriers such as communication apprehension, where the process of information exchange can be disrupted by discomfort and anxiety.

The studies mentioned above provide a theoretical basis for a better understanding of how foreign language anxiety can affect the learning process and language skills. This understanding is important in designing learning strategies that can help overcome such anxiety, so that learners can be more effective and confident in using a foreign language. Thus, Horwitz's (1986) contribution to the study of foreign language anxiety has paved the way for the development of approaches and interventions in foreign language learning, taking into account the psychological aspects that play an important role in the process. Based on Horwitz (1986), anxiety consists of three namely; Communication apprehension, Fear of negative evaluation, and Test anxiety. Verbal traits when feeling anxious during public speaking that are often seen are the use of filler words, stammering or pauses mid-sentence when speaking, mispronunciation of words, and speaking in a tone that is too fast or too slow.

A complicated construct encompassing self-perceptions, attitudes, feelings, and behavior related to studying a foreign language in a classroom, foreign language anxiety can be summed up as follows. This anxiety is related to language acquisition since the process is distinct from other learning processes. Speaking a foreign language can have an impact on a person's psychological and physical health, particularly when it comes to public speaking. Anxiety related to speaking a foreign language can cause pain and hinder communication, however anxiety facilitation can assist students in overcoming these obstacles and improving their performance. The non-verbal features reflecting anxiety according to Horwitz (1986) cover seven. They are: restlessness, unsteady eye contact,

defensive body movements, change in tone or speed of speech, excessive sweating, flushed or pale face, and trembling hands.

According to Horwitz (1986), there are two ways to classify anxiety, namely verbal and non-verbal. For the verbal part, there are communication apprehension, fear of negative evaluation, and test anxiety. While in the non-verbal part, there are restlessness, unsteady eye contact, defensive body movements, change in tone or speed of speech, excessive sweating, flushed or pale face, and trembling hands. To analyze students who use English as a foreign language can use non-verbal aspects of Horwitz's theory. Verbal aspects are commonly used to examine students whose primary language is English..

#### **D. Public Speaking**

Public speaking is a communication skill that involves delivering a message or idea to a group of people with the aim of informing, influencing or entertaining the audience. As explained by Ollie (2008), public speaking places attention on how you speak and deliver your message so that it can be understood and well received by the audience. Public speaking can also be defined as a deliberately structured speaking process, intended to achieve certain goals in communication (Dewi, 2022).

Public speaking activities include the ability to speak in front of a number of people, and can occur in the form of direct communication or through the media, depending on the number and type of audience being targeted (Swestin et al, 2011). The communication process in public speaking must be well organized,

following a mature structure, especially since it is often limited by time. Listeners also have limitations in giving comments and questions, because the time has been set and carefully organized (Swestin et al, 2011). Therefore, the success of public speaking lies not only in the ability to speak, but also in the ability to organize and deliver messages effectively in a particular context.

Based on the descriptions given, public speaking is a communication skill that involves delivering a message or idea to a group of people with the aim of informing, influencing or entertaining the audience. This process places attention on how to speak and deliver the message so that it can be well understood by the audience. Public speaking is also a structured and deliberate communication process, intended to achieve specific goals in a communication context. Public speaking activities include the ability to speak in front of a number of people, either through direct communication or through the media, and is often limited by time. The success of public speaking depends not only on the ability to speak, but also on the ability to organize and deliver messages effectively according to a particular context.

## **CHAPTER III**

### **RESEARCH METHOD**

This chapter consists of the explanation of the study's research design, data and data source, data collection, and data analysis.

#### **A. Research Design**

This study used a qualitative method to gather and analyze non-numerical data in order to comprehend student's speech anxiety during public speaking. This type of study uses observations method to get richly contextualized data. Qualitative research is employed to explore intricate occurrences or comprehend student's viewpoints and encounters regarding a speech anxiety. A qualitative approach is a developing, interpretive, inductive, naturalistic, and evolving methodology for researching the student and processes in their natural environments during the public speaking course. According to Yilmaz (2013), a qualitative method was employed in this study to improve the researchers' comprehension of psycholinguistic techniques. This study adopts an interpretive paradigm in the context of English language anxiety, which focuses on an in-depth understanding of individuals' psychological experiences of speaking English.

#### **B. Data and Data Source**

The data is in the form of sentences or gestures that contain speech anxiety shown spontaneously students who experience anxiety in class. The data source

are the utterances spoken in the Public Speaking class of the fourth semester students of English Literature at UIN Malang.

### **C. Data Collection**

Data from the object of research was collected by using several stages. To identify psycholinguistic phenomena occurring in the classroom, the first step was to make observations in a class of fourth-semester students. In addition, the researcher recorded videos of students' activities during public speaking. The researcher also conducts field notes on non-verbal communication or the traits showing the speech anxiety, by observing students' expression or mimic, tones, and language style for supporting data. Then the researcher transcribed the video into text to make it easier to classify the data. Through the collection of various data, the researcher can obtain a complete picture of the research subject.

### **D. Data Analysis**

The researcher answered the research questions using research framework about the characteristics of anxiety in public speaking. The researcher analyzed the data collected according to the theory of Horwitz's theory (in Fitriani et al, 2022) which classifies that characteristics of anxiety are divided into verbal and non-verbal. For this reason, this study adapts Fitriani's research framework (2022). After both research questions are answered, the researcher makes conclusions from the data analysis.



## CHAPTER IV

### FINDING AND DISCUSSIONS

This chapter discusses the findings and discussions that answer the problem formulation and summary of findings.

#### A. Research Findings

This section explains the linguistic anxiety data based on the field research conducted. The researcher found twenty data of English anxiety in the speech produced by the students of the Universitas Islam Negeri Maulana Malik Ibrahim. The following are the analysis of each datum. This study involved three students showing severe anxiety in speech. The analysis of the first speaker is presented in datum 1-2. The second speaker's anxiety speech is analyzed in datum 3-8. The analysis of the third speaker is in datum 9-20.

##### **Datum 1:**

*"I want to tell you about a topic that a significant implications for public health"*  
(The speaker is reading the text without making any eye contact to the audience. His hands were moving a lot. He seemed nervous, gesticulating a lot and occasionally putting his hands in his pockets and then taking them out again.)

The sentence above includes a sign of anxiety, because when speaking the speaker experiences behavioral signs in the form of avoidance of eye contact. According to the field data, while the speaker was talking he moved his hands and body a lot and did not dare to look directly at the lecturer but looked at the text on the paper and looked at the surroundings.

The sentence “I want to tell you about a topic that has significant implications for public health” has grammatical errors that must be corrected. The main error lies in the use of the article “a” in front of “significant implications.” The word “a” is used for singular objects, while “implications” is plural, so the article is unnecessary. Also, the verb “has” should be used to express the relationship between the singular subject “topic” and the phrase “significant implications.” Therefore, the correct sentence is: “I want to tell you about a topic that has significant implications for public health.” Then there is an error in grammar called subject-verb agreement. This happens when the verb does not match the form of the subject. In the sentence the speaker speaks, the subject “a topic” is singular, so the correct verb is “has”. In this sentence, “has” is used as the verb form that matches the singular subject, while “significant implications” indicates that the topic has a major impact on public health. This correction is important so that the sentence has correct grammar and clear meaning.

The above speech phenomena are interrelated in terms of anxiety gestures and the quality of speakers' language. Speakers show signs of anxiety such as avoiding eye contact and shaking, which affects the way they speak in front of the lecturer. Gestures such as gesticulating a lot and focusing on the text on the paper reflect discomfort. This anxiety has an impact on language quality, such as in the sentence “I want to tell you about a topic that has significant implications for public health,” where there is an incorrect use of articles and omission of the verb “has” which is called subject-verb agreement. This shows that tension affects not

only physical gestures but also sentence structure, leading to less effective delivery.

**Datum 2:**

*“Nicotine, the addictive substance in tobacco, hook users quickly and....makes quitting challenging”*

(The speaker avoided making eye contact with the audience, keeping his gaze fixed on the text in his hands. He appeared focused on the paper throughout the presentation, rarely looking up to engage with the listeners)

The sentence above includes a sign of anxiety because when speaking the speaker experiences a behavioral sign in the form of avoidance of eye contact. According to the field data, the speaker does not dare to look directly at the lecturer but looks at the text on the paper and looks at the surroundings. From this it appears that the symptoms of anxiety are starting to decrease because trembling no longer appears.

The sentence “Nicotine, the addictive substance in tobacco, hooks users quickly and makes quitting challenging” contains a grammatical error in the use of the verb “hook.” Since the subject of this clause is “Nicotine,” which is a singular noun, the corresponding verb should be in the singular form, that is, with the addition of “-s” at the end of the verb. Therefore, the correct word is “hooks.” The correct sentence is: “Nicotine, the addictive substance in tobacco, hooks users quickly and makes quitting challenging.” The addition of “-s” to the verb “hooks” is necessary to ensure subject (singular) and verb agreement, according to the

subject-verb agreement rule in English grammar. This correction is important to make the sentence structure correct and easier to understand.

The above speech phenomenon shows the relationship between gestures of anxiety in communication and grammatical errors made by speakers. Based on the field data, the speaker avoided eye contact with the lecturer, but physical symptoms such as trembling began to decrease, indicating that anxiety was still present although in a lower intensity. However, this anxiety still affects the quality of language, seen in the sentence “Nicotine, the addictive substance in tobacco, hooks users quickly and makes quitting challenging,” where “hooks” should be “hook” to match the singular subject “Nicotine.” Anxiety symptoms may make speakers less focused on subject-verb agreement, suggesting that the impact on message delivery persists despite the alleviation of physical symptoms.

### **Datum 3:**

*“We can selecting um... the type of tea”*

(The speaker avoided making eye contact with the audience, keeping his eyes glued to the text in his hands while visibly trembling. His speech was interrupted frequently by filler words like "um" reflecting his nervousness and lack of confidence during the presentation)

The sentence above is a sign of anxiety because when speaking the speaker experiences behavioral signs in the form of avoidance of eye contact and filler words. In addition, physical symptoms in the form of shaking or trembling are visible. According to field data, while speaking, he had said the word “um” for a

while and moved his hands a lot and did not dare to look directly at the lecturer but looked at the text on the paper and looked at his surroundings.

The sentence “We can selecting the type of tea” contains an error in the use of verb tense. The verb “selecting” is inappropriate because after the modal auxiliary “can,” it should be followed by the infinitive form of the verb, which is “select.” Modal verbs like “can” are always followed by a verb without the addition of “-ing” or any other form. This error in sentence structure is called verb form error or incorrect verb form after modal, which means that the wrong verb form is used after the modal verb. Therefore, the correct sentence is: “We can select the type of tea.” By correcting this error, the sentence becomes more grammatically correct and follows the correct rule for modal verb usage, which is to connect the modal verb with the base verb without affixes.

The above speech phenomenon shows the relationship between communication anxiety and grammatical errors made by speakers. Signs of anxiety can be seen in the avoidance of eye contact, the use of filler words such as “um,” and physical symptoms such as trembling and excessive hand movements. Field data shows that speakers dare not look at the lecturer and focus more on the text on the paper or around them. This anxiety has an impact on language quality, as in the sentence “We can select the type of tea,” which is wrong because it uses the form “-ing” after the modal verb “can” and should be followed by the basic form “select” which is called a verb form error or incorrect verb form after modal. This shows that anxiety affects speakers' focus and control over sentence structure, thus impacting on the quality of grammar used.

**Datum 4:**

*“if steeping time is too long we will become bitter”*

(The speaker avoided making eye contact with the audience, keeping his eyes fixed on the text in his hands while visibly trembling. Despite the nervousness evident in his shaking, he maintained steady speech without adding filler words.)

The sentence above includes a sign of anxiety because when speaking the speaker experiences a behavioral sign in the form of avoidance of eye contact. And there are also physical symptoms in the form of shaking or trembling that are happening. Which according to field data, while the speaker was talking, he moved his hands a lot and did not dare to look directly at the lecturer but looked at the text on the paper and looked at his surroundings. Both symptoms are also present in datum 5, where the speaker still experiences anxiety symptoms when speaking.

The sentence “If steeping time is too long, we will become bitter” contains an error because the subject “we” refers to the speaker or the person speaking, whereas the context of the sentence should be talking about tea. This error is called subject misreference, which is when the subject used does not match the meaning of the sentence. In this case, the correct subject should be “the tea,” because what will become bitter if the brewing time is too long is tea, not people. In addition, there is a logical meaning error, because humans literally cannot

become bitter. The bitter taste referred to in the sentence refers to tea. Therefore, the correct sentence is: “If the steeping time is too long, the tea will become bitter.” Thus, the meaning and subject of the sentence become appropriate and logical.

These speech phenomena are related in terms of observing signs of anxiety when communicating, both through gestures and errors in language use. In the first paragraph, the speaker shows symptoms of anxiety, such as avoiding eye contact and trembling, which are evident from physical behavior and excessive hand movements. The inability to look directly at the lecturer and focus on the surrounding text reinforces this indication of anxiety. The second paragraph discusses an error in grammar, where the subject “we” is used inappropriately, indicating a logical error in conveying intent. Just as physical symptoms interfere with effective message delivery, these language errors show how anxiety can affect the quality of communication. So, whether through gestures or language, anxiety can lead to inefficiencies in conveying ideas, as seen in both examples.

**Datum 5:**

*“For the black tea ehm... the steeping time is 3 until 5 minutes”*

(The speaker avoided making eye contact with the audience, keeping his eyes fixed on the text in his hands while visibly trembling. Occasionally, he cleared his throat, further highlighting his nervousness, but he managed to maintain steady speech without adding filler words)

The sentence above is a sign of anxiety because when speaking the speaker experiences behavioral signs in the form of avoidance of eye contact. In addition, there are also physical symptoms in the form of shaking or trembling and

tightening of the throat that are happening. According to field data, when the speaker was talking, he had cleared his throat and moved his hands a lot so that he did not dare to look directly at the lecturer but looked at the text on the paper and looked at his surroundings. In this datum, the speaker had cleared his throat which meant that the speaker intended to reduce his anxiety, which was still continuing.

The sentence “For the black tea the steeping time is 3 to 5 minutes” contains an error in the use of words that indicate a time span. The word “until” is not appropriate in this context, as “until” is more suitable for indicating the final limit of a time, while “to” is used to indicate the range or interval between two numbers. Therefore, the correct phrase is “3 to 5 minutes.” The error is referred to as incorrect preposition usage, because the conjunction “until” is used incorrectly to express a time span. In the context of time duration, the correct preposition is “to.” With this correction, the correct sentence becomes: “For the black tea, the steeping time is 3 to 5 minutes.” The use of “to” helps explain that the steeping time for black tea falls within that range, providing more accurate and clear information about the time required.

The above speech phenomenon shows the relationship between signs of anxiety in communication and grammatical errors produced by speakers. Speakers show anxiety through behavior such as avoiding eye contact, shaking, and clearing their throat to reduce anxiety while speaking. Field data noted that speakers tended to look at the text rather than looking at the lecturer, indicating that the anxiety still persisted. The grammatical error is seen in the sentence “For the black tea the steeping time is 3 to 5 minutes,” which should use “to” to



become “3 to 5 minutes” to indicate the time range, the error is named as incorrect preposition usage. This connection shows that anxiety can disrupt speakers' focus, affecting both their physical behavior and their ability to convey information clearly.

**Datum 6:**

*“2 until 3 minutes um... for the cream tea”*

(The speaker avoided making eye contact with the audience, keeping his eyes glued to the text in his hands while visibly trembling. His speech was interrupted frequently by filler words like "um" reflecting his nervousness and lack of confidence during the presentation)

The sentence above is a sign of anxiety because when speaking the speaker experiences behavioral signs in the form of avoidance of eye contact and filler words. In addition, there are also physical symptoms in the form of shaking or trembling that are happening. According to field data, when the speaker was talking, he moved his hands a lot and did not dare to look directly at the lecturer but looked at the text on the paper and looked at his surroundings. In this datum, the speaker had said a filler word in the form of “um” which meant that the speaker still felt anxiety in speaking.

The sentence “2 to 3 minutes is for the cream tea” contains an error in the use of words that indicate a time span. In this context, the word “until” is not appropriate because “until” is used to indicate the final limit of a time, while “to” is used to indicate the range or interval between two numbers. Therefore, the correct phrase is “2 to 3 minutes.” The error is called incorrect preposition usage, because the conjunction “until” is used incorrectly to express a time span. In the

context of time duration, the correct preposition is “to.” With this correction, the correct sentence becomes: “2 to 3 minutes is for the cream tea.” The use of “to” clearly states that the brewing time for the cream tea is between 2 and 3 minutes, providing more accurate and understandable information. In addition, paying attention to the appropriateness of words and sentence structure helps improve the clarity of communication.

The above speech phenomena are interrelated in showing how signs of anxiety affect speakers' communication and language quality. Speakers show anxiety through behaviors such as avoiding eye contact, using filler words like “um,” and experiencing physical symptoms such as trembling. For example, speakers look at the text more often than they look at the lecturer, which impacts the clarity of the language used. In the sentence “2 to 3 minutes is for the cream tea,” the use of “until” is incorrect and should be replaced with “to” to become “2 to 3 minutes.” The error is called incorrect preposition usage, because the conjunction “until” is used incorrectly to express a time span. This correction helps speakers convey information more clearly, showing that anxiety affects not only physical behavior but also the ability to form proper sentences, thus affecting listeners' understanding.

**Datum 7:**

*“And 5 until 7 minutes is for the herbal tea”*

(The speaker avoided making eye contact with the audience, focusing solely on the text in his hands while visibly trembling. His hands shook slightly as he read, indicating his nervousness throughout the presentation)

The sentence above shows a sign of anxiety, because when speaking, the speaker shows behavioral signs in the form of avoidance of eye contact. As well as experiencing physical symptoms in the form of shaking or trembling that is happening. Based on field data, when the speaker speaks, he tends to move his hands a lot and does not dare to look directly at the lecturer, but more often looks at the text on the paper and looks at his surroundings. In this datum, the speaker had the courage to look directly at the lecturer for a moment.

The sentence “And 5 to 7 minutes is for the herbal tea” contains an error in the use of words that indicate a time span. In this context, the use of the word “until” is inappropriate because “until” is more appropriately used to indicate the final limit of a time, while “to” is used to indicate the range or interval between two numbers. Therefore, the correct phrase is “5 to 7 minutes.” The error is called incorrect preposition usage, because the conjunction “until” is used incorrectly to express a range of time. With this correction, the correct sentence becomes: “5 to 7 minutes is for the herbal tea.” The use of “to” clearly indicates that the brewing time for herbal tea is within the range of 5 to 7 minutes, providing more accurate and understandable information. In addition, the simplification of this phrase helps to improve the clarity and flow of the sentence, so that the reader or listener can easily understand the information conveyed.

The above speech phenomenon reflects signs of speaker anxiety, which can be seen from the behavior of avoiding eye contact and physical symptoms

such as shivering while speaking. In the field data, speakers tend to gesticulate and look at the text more often than at the lecturer, although they occasionally dare to make eye contact. This anxiety has an impact on the quality of her communication, as in the sentence “And 5 to 7 minutes is for the herbal tea,” which incorrectly uses “until” instead of “to.” The error is called incorrect preposition usage. By correcting it to “5 to 7 minutes is for the herbal tea,” speakers can convey information more clearly. The link between anxiety symptoms and language use shows that anxiety affects both physical behavior and communication clarity.

**Datum 8:**

*“For the last step is serving so the tea in a pre-warm cup to maintain its temperature”*

(The speaker began by trembling slightly as he spoke, his nervousness apparent. However, as he continued, he gradually became more confident and started making occasional eye contact with the lecturer, despite still feeling the lingering nervousness)

The sentence above includes a sign of anxiety because when speaking the speaker experiences physical symptoms in the form of shaking or trembling that is happening. According to field data, when the speaker is talking, he moves his hands a lot. In this datum, the speaker began to have the courage to look at the lecturer directly, although the speaker still moved his hands a lot. And in this datum too, the anxiety symptoms of the speaker began to decrease.

In the sentence “For the last step is serving so the tea in a pre-warm cup to maintain its temperature,” there are several grammatical errors. First, the phrase

“For the last step is serving” becomes a sentence fragment because it has no clear subject; it should be changed to “to serve.” In addition, the use of the word “so” is inappropriate and creates confusion, so it is better to delete it to clarify the meaning. With the correction, the correct sentence becomes: “The last step is to serve the tea in a pre-warmed cup to maintain its temperature.” This improvement clarifies the subject and predicate and conveys the idea more directly, so the error falls into the category of sentence fragment and incorrect conjunction usage.

The speech phenomenon shows the relationship between signs of anxiety in communication and the quality of language used. In the first paragraph, the speaker experiences physical symptoms such as trembling and gesticulating a lot, reflecting anxiety when speaking, although she begins to have the courage to look at the lecturer directly. The second paragraph explains the grammatical error in the sentence “For the last step is serving so the tea in a pre-warm cup to maintain its temperature,” which becomes a sentence fragment and uses the word “so” inappropriately, reflecting the impact of anxiety on communication clarity. By correcting the sentence to “The last step is to serve the tea in a pre-warmed cup to maintain its temperature,” the subject and predicate become clear, showing that anxiety can interfere with communication effectiveness, both in gesture and language use.

**Datum 9:**

*“Take a moment to impare hmmm opo mau...”*

(The speaker avoided making eye contact with the audience, keeping his gaze fixed on the text in his hands while visibly trembling. He struggled to focus, until mixing languages, which further disrupted his flow and added to his nervousness)

The sentence above is a sign of anxiety because when speaking the speaker experiences behavioral signs in the form of avoidance of eye contact and physical symptoms in the form of shaking or trembling that are happening. In addition, there are emotional and cognitive signs in the form of difficulty focussing. Which according to field data, when the speaker was talking, he had difficulty explaining what he was going to talk about, so he used code-mixing and moved his hands a lot and did not dare to look directly at the lecturer but looked at the text on the paper and looked at his surroundings. In this datum, the speaker just started talking immediately felt the symptoms of anxiety.

The sentence “Take a moment to impare *hmMMM opo mau...*” shows a situation where the speaker experiences anxiety or confusion when communicating. The word “impare” seems to be a typo or improper usage, perhaps it should be “prepare” or another word that is more appropriate in the context. When speakers insert “*hmMMM*” and “*opo mau,*” it shows that they are thinking or searching for the right words to continue the sentence. The use of a mixture of languages, called “code-mixing,” between English and Javanese, reflects the confusion or uncertainty experienced by the speaker. This can occur in situations where someone feels pressured to give the correct answer or when they are unsure of what they want to say. The error in speech is incorrect word choice or misuse of vocabulary, where the word used does not match the intended meaning. In addition, the phrase “*hmMMM opo mau...*” is unclear and can be

considered as informal language or vague expression that is not in line with formal sentences.

The above speech phenomenon connects the anxiety experienced by speakers with the quality of communication produced. Speakers show signs of anxiety, such as avoiding eye contact and experiencing shaking, as well as difficulty focusing when speaking. This can be seen from the difficulty in explaining the topic which makes him use code-mixing and prefer to look at the text rather than looking at the lecturer. In the sentence “Take a moment to impare *hmmmm opo mau*,” the misuse of the word “impare” and the insertion of “hmmmm” as well as the mixed phrase “*opo mau*” reflect the speaker's confusion. Some of the errors in speech are incorrect word choice or misuse of vocabulary and informal language or vague expression. This situation highlights how anxiety can affect physical gestures and language structures, hindering clear communication.

**Datum 10:**

*“People prefer to choose e-book for tourism”*

(The speaker avoided making eye contact with the audience, focusing intently on the text in his hands. He mumbled quietly to himself, speaking so softly that it became difficult for others to hear, reflecting his fear of receiving negative judgment)

The sentence above includes anxiety signs because when speaking the speaker experiences behavioral signs in the form of avoidance of eye contact and mumbling. As well as appearing emotional and cognitive signs in the form of fear

of judgment. Where the speaker speaks slowly and does not dare to look directly at the lecturer but looks at the text on the paper and looks around. In this datum, the speaker began to speak slowly because he was afraid of speaking mistakes.

The sentence “People prefer to choose e-books for tourism” contains an error in the use of the plural form of the word “e-book.” In this context, the word “e-books” should be written in the plural form “e-books” because the sentence refers to the general choice made by people, not just one type of e-book. Therefore, the correct sentence is: “People prefer to choose e-books for tourism.” The use of the plural reflects the fact that many people tend to choose different types of e-books available for tourism purposes, such as travel guides, storybooks, or other reference books. This error also falls under the category of noun number error, which is the use of the singular form “e-books” when it should use the plural form “e-books” to reflect a more general meaning. This correction not only improves grammatical accuracy, but also provides a more accurate picture of people's preferences in using technology to support their travel experience.

The above speech phenomenon shows how anxiety affects speakers' communication and language quality. The speaker showed signs of anxiety such as avoiding eye contact, mumbling, and fear of judgment, which made her speak slowly and focus more on the text. In addition, there is an error in the sentence “People prefer to choose e-books for tourism,” which should use the plural form “e-books” which is referred to as a noun number error. These corrections show that anxiety not only affects the physical gestures of speakers, but also affects grammatical accuracy, hindering the clear and accurate delivery of information.



**Datum 11:**

*“However, e-book is still deep down below in terms of health eye and reading comprehension”*

(The speaker avoided making eye contact with the audience, keeping his focus on the text in his hands. He mumbled to himself, his voice barely audible, while visibly trembling, indicating his nervousness and discomfort during the presentation)

The sentence above includes a sign of anxiety because when speaking the speaker experiences behavioral signs in the form of avoidance of eye contact and mumbling. As well as visible physical symptoms in the form of shaking or trembling. Where the speaker speaks slowly and moves his hands a lot, so he does not dare to look directly at the lecturer, but looks at the text on the paper and looks at his surroundings. In this datum, the speaker still feels the symptoms of anxiety that still persist in him.

The sentence “However, e-book is still deep down below in terms of eye health and reading comprehension” contains several grammatical errors. First, it should use the plural form “e-books” to reflect a more general context. In addition, the phrase “deep down below in terms of eye health” is incorrect and should be changed to “in terms of eye health” for clarity. With the correction, the correct sentence is: “However, e-books are still lower in terms of eye health and reading comprehension.” This error belongs to the category of noun number error, prepositional phrase error, and sentence structure error.

The speech phenomenon shows the relationship between signs of anxiety in communication and the quality of language used. In the first paragraph, the speaker experiences anxiety symptoms such as avoiding eye contact and trembling, which interferes with her ability to communicate effectively. In the second paragraph, the grammatical error in the sentence “However, e-book is still deep down below in terms of eye health and reading comprehension” reflects the impact of anxiety on communication clarity. The use of the singular “e-books” should be “e-books,” and the phrase “eye health” needs to be changed to “eye health.” The correction to “However, e-books are still lower in terms of eye health and reading comprehension” makes the communication clearer. Thus, anxiety affects both gesture and language use, both of which can interfere with effective communication.

**Datum 12:**

*“E-book is a digital device ee... as a medium before it can be read”*

(The speaker avoided making eye contact with the audience, keeping his focus on the text in his hands. He frequently added filler words like "ee" as he spoke, clearly struggling with his nerves and trying to gather his thoughts during the presentation)

The sentence above reflects signs of anxiety, where the speaker experiences behavioral signs in the form of avoidance of eye contact and mumbling. In addition, there is also the use of filler words that indicate nervousness. The speaker speaks slowly and occasionally makes an “ee” sound, so he cannot look directly at the lecturer and prefers to look at the text on the paper

and look around him. In this datum, the speaker still feels the symptoms of her anxiety.

The sentence “E-book is a digital device ee... as a medium before it can be read” contains several grammatical errors. First, the phrase “digital device” is incorrect; it is better to use “digital format” or “digital medium” to describe an e-book. Also, the sentence structure is awkward and unclear, especially in the phrase “before it can be read,” which does not explain the proper relationship between the e-book and the reading process. A better sentence would be “E-books are digital formats that can be read.” This error falls under the category of word choice error and sentence structure error.

The speech phenomenon shows the relationship between signs of anxiety in communication and language quality. In the first paragraph, the speaker experiences anxiety which can be seen from avoiding eye contact, mumbling, and using filler words such as “ee,” which interferes with her ability to communicate clearly. The second paragraph discusses the sentence “E-book is a digital device ee... as a medium before it can be read,” which contains language errors, such as inappropriate use of the term “digital device” and awkward sentence structure. These errors reflect the impact of anxiety on communication clarity. By correcting the sentence to “E-books are digital formats that can be read,” the quality of communication is improved. Hence, anxiety gestures and language errors mutually affect communication effectiveness.

### **Datum 13:**

*“Those digital devices has a tiny business called pixel which if ehem... we too much first of all do is steronic it will be bad for our eyes”*

(The speaker avoided making eye contact with the audience, focusing on the text in his hands. He cleared his throat several times and appeared confused, pausing frequently as he tried to collect his thoughts during the presentation)

The sentence above includes a sign of anxiety because when speaking the speaker experiences behavioral signs in the form of avoidance of eye contact and mumbling. And there are also physical symptoms in the form of tightening of the throat. The speaker spoke slowly and occasionally cleared his throat, so he did not dare to look directly at the lecturer and preferred to look at the text on the paper and look around him. In this datum, the speaker's anxiety symptoms are still felt and have not subsided.

The sentence “Those digital devices has a tiny business called pixel which if ehem... we too much first of all do is steronic it will be bad for our eyes” contains several grammatical errors. First, there is an error in subject-verb agreement because it should be written “Those digital devices have.” In addition, the sentence structure feels awkward and confusing, especially the phrase “which if ehem... we too much first of all do is steronic.” The use of the word “steronic” also seems to be a misspelling; it probably means “staring.” A better sentence would be “Those digital devices have a tiny component called pixels, which, if we stare at them too much, can be bad for our eyes.” These errors include subject-verb agreement errors, awkward sentence structure, and word choice errors.

The speech phenomenon connects signs of anxiety in communication and language quality. In the first paragraph, the speaker shows anxiety through avoiding eye contact, mumbling, and throat tension, which makes her speak slowly and prefer to look at the text on the paper. This interferes with her communication skills. The second paragraph discusses the sentence “Those digital devices have a tiny business called pixel which if ehem... we too much first of all do is steronic it will be bad for our eyes,” which contains grammatical errors such as subject-verb agreement error and awkward sentence structure, reflecting the impact of anxiety on the clarity of message delivery. With the correction to “Those digital devices have a tiny component called pixels, which, if we stare at them too much, can be bad for our eyes,” the quality of communication is improved. So, both anxiety gestures and language errors can affect the overall effectiveness of communication.

**Datum 14:**

*“Moreover, another threat such as poor vision, dry eyes and aaa... headache will damage”*

(The speaker avoided making eye contact with the audience, keeping his focus on the text in his hands. He frequently added filler words like "aa" as he spoke, pausing occasionally, clearly struggling with his nerves and trying to organize his thoughts during the presentation)

The sentence above reflects signs of anxiety, where the speaker experiences behavioral signs in the form of avoidance of eye contact and mumbling. In addition, there is also the use of filler words that indicate nervousness. The speaker speaks slowly and occasionally makes an “aaa” sound, which makes him unable to look directly at the lecturer. Instead, he prefers to look

at the text on the paper and stare at his surroundings. In this datum, the symptoms experienced by the speaker are the same as in datum 15.

The sentence “Moreover, another threat such as poor vision, dry eyes and aaa... headache will damage” contains several errors. First, the use of “another” should be replaced with “other” to reflect that there is more than one threat. Also, the sentence needs to add the conjunction “and” before “headache” to make it clearer that all the elements are part of the same list. Although “aaa...” is considered a filler word, its presence can make the sentence feel less formal. With improvements, a better sentence could be written as “Moreover, other threats such as poor vision, dry eyes, and headaches will damage.” This error name belongs to the category of subject-verb agreement error and missing conjunction error.

The speech phenomenon shows the relationship between signs of anxiety in communication and language quality. In the first paragraph, the speaker experiences anxiety as seen from the behavior of avoiding eye contact, mumbling, and the use of filler words such as “aaa,” which interferes with his communication skills. In the second paragraph, the sentence “Moreover, another threat such as poor vision, dry eyes and aaa... headache will damage” contains errors, such as the use of “another” which should be replaced with “other” and the need for the conjunction “and” before “headache.” Although “aaa...” is a filler word, its presence makes the sentence less formal. With the improvement to “Moreover, other threats such as poor vision, dry eyes, and headaches will damage,” the quality of communication improves. So, both anxiety gestures and language errors affect communication effectiveness.

**Datum 15:**

*“So we are free from those any kind of threats”*

(The speaker kept his gaze fixed on the text in his hands, avoiding looking at the audience. He spoke rapidly, his words tumbling out in a hurried pace, while occasionally mumbling to himself, indicating his anxiety and difficulty in maintaining control over his speech)

The sentence above includes a sign of anxiety because when speaking the speaker experiences a behavioral sign in the form of rapid speech. It also appears that the speaker is mumbling. The speaker has a low voice, but he speaks quickly. In this datum, the speaker began to dare to look directly at the lecturer, but with a low voice and spoke quickly because he was nervous.

The sentence “So we are free from those any kind of threats” contains several grammatical errors. First, the phrase “those any kind of threats” is grammatically incorrect. You should be able to remove “those” to make the sentence clearer, or replace “any kind of” with “all kinds of” to create a more natural structure. If the intention is to express freedom from various threats, a better sentence would be “So we are free from all kinds of threats.” This error falls under the category of awkward phrasing and word choice errors, which can affect the clarity of the message conveyed.

The speech phenomenon shows signs of anxiety, where the speaker experiences behavior such as speaking quickly and mumbling, even though he starts to dare to look at the lecturer. This anxiety resulted in the speaker speaking in a low and fast voice, reflecting his nervousness. On the other hand, the sentence

“So we are free from those any kind of threats” contains grammatical errors, especially in the phrase “those any kind of threats,” which should be clearer if written as “all kinds of threats.” These errors include awkward phrasing and word choice errors, which can reduce the clarity of communication. They reflect how anxiety in communication can affect the quality of language used, hindering effective message delivery.

**Datum 16:**

*“However, a bit of reading a book will not raise many threats of our eyes”*

(The speaker kept his eyes on the text while occasionally glancing around the class, avoiding direct eye contact with the audience. He mumbled to himself, his voice barely audible, as he seemed nervous about being negatively judged)

The sentence above includes anxiety signs because when speaking the speaker experiences behavioral signs in the form of avoidance of eye contact and mumbling. It shows emotional and cognitive signs in the form of fear of judgment. The speaker speaks slowly and no longer dares to look directly at the lecturer but looks at the text on the paper and looks around because he is worried about his speaking mistakes. In this datum, the speaker began to feel the symptoms of anxiety again after the speaker dared to look directly at the lecturer.

The sentence “However, a bit of reading a book will not raise many threats of our eyes” contains an error in the use of the preposition “of.” In this context, the more appropriate preposition is “to,” which is used to show the relationship or impact on something. Therefore, the correct sentence is: “However, a bit of



reading a book will not raise many threats to our eyes.” The error in the use of the preposition is called a prepositional phrase error. The use of “threats to our eyes” is more correct as it indicates that the threats have a direct impact on the health of our eyes. This correction not only improves grammatical accuracy but also clarifies the meaning of the sentence, so that readers or listeners can more easily understand that a little reading will not pose much threat to eye health.

The speaker shows signs of anxiety through avoidance of eye contact and mumbling, as well as fear of judgment. After briefly daring to look at the lecturer, his anxiety increased again, making him speak slowly and focus more on the text on the paper. This is reflected in the sentence error “However, a bit of reading a book will not raise many threats of our eyes,” where the preposition “of” is incorrect. The use of “to” is more appropriate to show impact, so the correct sentence is “However, a bit of reading a book will not raise many threats to our eyes.” The speaker's anxiety affects the quality of the language and conveys a less clear message.

**Datum 17:**

*“The experience and feeling of reading a book... somehow act different with reading from the screen”*

(The speaker kept his eyes on the text while occasionally glancing around the class, avoiding direct eye contact with the audience. He hesitated and paused frequently, mumbling to himself as he seemed unsure and uncertain during the presentation)

The sentence above includes anxiety signs because when speaking the speaker experiences behavioral signs in the form of avoidance of eye contact and mumbling. It reflected behavioral signs in the form of hesitation or pauses where the speaker speaks slowly but there is hesitation or pause when speaking. He does not dare to look directly at the lecturer but looks at the text on the paper and looks at the surroundings. In this datum, speakers are still experiencing symptoms of anxiety, which had stopped for a moment because they were thinking about the next sentence.

The sentence “The experience and feeling of reading a book somehow acts different from reading from the screen” contains several errors in word usage. First, the word “act” should be changed to “acts” because the subject “The experience and feeling” is considered as a singular. The phrase “act differently” should be changed to “act differently,” as “differently” is the correct adverb form to describe how the experience functions. And the word “with” should be replaced with “than” to show a comparison between two different things. Therefore, the correct sentence becomes: “The experience and feeling of reading a book somehow acts differently than reading from the screen.” Some of these errors fall under the categories of subject-verb agreement error, adverb usage error, and prepositional error. These corrections improve the clarity and precision of communication, making the reader or listener better understand that the two reading activities provide different experiences.

The first sentence reflects signs of anxiety, where the speaker exhibits behavior such as avoiding eye contact, mumbling, and experiencing pauses and

hesitations while speaking. This makes speakers not dare to look directly at the lecturer and prefer to look at the text on the paper. In this context, the sentence “The experience and feeling of reading a book somehow acts different from reading from the screen” contains grammatical errors that can affect the quality of communication. The errors include subject-verb agreement, proper use of adverbs, and choice of prepositions, so a better sentence would be “The experience and feeling of reading a book somehow acts differently than reading from the screen.” Both show how anxiety in communication can interfere with the clarity of the language used, hindering effective message delivery.

**Datum 18:**

*“Besides includes the eye, reading a physical book also includes the hands”*

(The speaker avoided eye contact by focusing on the text in his hands. His hands were shaking as he spoke, and he occasionally mumbled to himself, showing clear signs of nervousness and uncertainty during the presentation)

The sentence above includes a sign of anxiety because when speaking the speaker experiences behavioral signs in the form of avoidance of eye contact and mumbling. It identifies physical symptoms in the form of shaking or trembling. The speaker speaks slowly and move his hands a lot while speaking. Instead of looking at the lecturer, he often looked at the text on the paper and stare at their surroundings.

The sentence “Besides includes the eye, reading a physical book also includes the hands” contains an error in the use of the word “includes.” In this

context, the word “includes” should be changed to the “-ing” form, namely “including,” to match the phrase “besides,” which requires a gerund form to indicate the addition of information. The phrase “Besides includes the eye” lacks a clear subject. It should use “Besides including the eye” to show that it is part of the reading activity. Therefore, the correct sentence is: “Besides including the eye, reading a physical book also includes the hands.” The error in the sentence's speech is referred to as missing subject. This correction helps clarify the meaning that reading a physical book is an activity that involves several senses and body parts, thus providing a more comprehensive understanding of the reading experience.

The speaker showed signs of anxiety while speaking, by avoiding eye contact, speaking slowly and vaguely, and experiencing anxiety symptoms such as trembling and moving her hands a lot. Instead of looking at the lecturer, she focused on the text on the paper and looked around. This reflected her nervousness in speaking. Similar errors can also be seen in the word usage in the sentence “Besides including the eye, reading a physical book also includes the hands.” The word “includes” should be changed to “including” to be more grammatically correct. This fix makes it clear that reading a physical book involves not only the eyes, but also the hands, similar to the way the speaker shifts her focus when speaking due to anxiety.

**Datum 19:**

*“In conclusion, comparing to e-book, physical book is more beneficial in terms of eye health and reading comprehension”*

(The speaker avoided eye contact by focusing on the text in his hands. His hands were shaking as he spoke, and he occasionally mumbled to himself, showing clear signs of nervousness and uncertainty during the presentation)

The sentence above includes a sign of anxiety because when speaking the speaker experiences a behavioral sign in the form of mumbling. The speaker speaks slowly again, but begins to dare to look directly at the lecturer rather than looking at the text on the paper. In this datum, the speaker began to dare to look directly at the lecturer. Although his voice was again faint and quiet.

The sentence “In conclusion, comparing to e-books, physical books are more beneficial in terms of eye health and reading comprehension” contains an error in the use of the phrase “comparing to.” In this context, the speaker should have used the past tense “compared to” to show a more precise comparison between e-books and physical books. The correct phrase is “Compared to e-books,” so the correct sentence becomes: “In conclusion, compared to e-books, physical books are more beneficial in terms of eye health and reading comprehension”, which is called a comparative phrase error. By using “compared,” this sentence becomes clearer and grammatically correct, showing that physical books have advantages over e-books in terms of eye health and reading comprehension. This improvement also helps clarify the meaning of the sentence, so that readers or listeners can easily understand that there is a significant difference in the benefits of the two media.

The speaker showed signs of anxiety through mumbling, speaking slowly although this time he began to dare to look directly at the lecturer instead of just looking at the text on the paper. In this datum, although his voice remained low, the courage to look at the lecturer increased. This can also be seen in the sentence “In conclusion, comparing to e-books, physical books are more beneficial in terms of eye health and reading comprehension,” where the use of “comparing to” is incorrect, which is a comparative phrase error. The correct sentence is: “In conclusion, compared to e-books, physical books are more beneficial in terms of eye health and reading comprehension.” With this correction, in addition to showing grammatical accuracy, it also reflects the speaker's increased courage, although anxiety in speaking still affects the voice.

**Datum 20:**

*“The technologies tries to make a new form of the book, which is e-book... in order to make the reading activity more practical”*

(The speaker gradually started making eye contact with the lecturer but continued to mumble throughout the presentation. He frequently hesitated and paused, clearly unsure and nervous, as he struggled to maintain confidence until the end of the presentation)

The above sentence is a sign of anxiety because when speaking, the speaker exhibits behavioral signs such as hesitation or pauses. Other behavioral signs such as mumbling are also evident which the speaker still speaks slowly and vaguely, but there is doubt or hesitation while speaking. At this last datum, the

speaker still experiences anxiety symptoms in the form of mumbling, although they occasionally stop or pause briefly.

The sentence "The technologies tries to make a new form of the book, which is e-book, in order to make the reading activity more practical" contains an error in the use of the verb "tries." In this context, the subject "technologies" is plural, so the verb used should also be in the plural form, which is "try." Therefore, the correct sentence is: "The technologies try to make a new form of the book, which is e-book, in order to make the reading activity more practical." This error in sentence structure is called a Subject-Verb Agreement Error. By using "try," the sentence becomes grammatically consistent and conveys the idea that various technologies are striving to create a new form of the book, namely the e-book, to enhance the practicality of reading activities. This improvement not only enhances language accuracy but also reinforces the purpose of technological innovation in the world of reading.

The speaker shows signs of anxiety through hesitation or pauses, as well as mumbling. Although still speaking softly and vaguely, there is doubt that makes the speaker often pause briefly before continuing. On the last datum, the speaker still showed the same anxiety symptoms, with mumbling and pauses while speaking. This is similar to the sentence "The technologies tries to make a new form of the book, which is e-book, in order to make the reading activity more practical," where the error occurs in the use of the verb "tries." The subject "technologies," which is plural, should use the verb "try," which is called a Subject-Verb Agreement Error. With this improvement, the sentence becomes

more accurate and shows that various technologies are striving to create a new form of book, namely e-books, in order to enhance practicality. Just as the speaker tries to overcome their anxiety, technology continues to innovate to make the reading experience easier.

The summary of the analysis of all the data in this study is presented in Table 1, showing the types of linguistic and non-linguistic features of speech anxiety.

Table 1. Summary of linguistic and non-linguistic features of speech anxiety

<b>Speakers</b>	<b>Linguistic features</b>	<b>Features of anxiety in speech</b>
first speaker	- inappropriate use of words	- avoidance of eye contact - shaking or trembling
second speaker	- inappropriate use of words	- avoidance of eye contact - shaking or trembling - filler words - tightening of the throat
third speaker	- inappropriate use of words - mix code	- avoidance of eye contact - mumbling - shaking or trembling - filler words - hesitation or pauses - tightening of the throat - fear of judgement - rapid speech - difficulty focussing

Table 1 is a summary of research that identified linguistic features and features of anxiety in speaking in three speakers. The table shows the relationship between the use of certain linguistic features, such as inappropriate word usage and code-mixing, and verbal and non-verbal signs of anxiety, such as avoidance of



eye contact, hesitation in speaking, and physical restlessness such as trembling or rapid voice.

## **B. Discussions**

In this section, the researcher reviews and analyzes the findings discussed in the previous section. The first analysis is on the linguistic features of the speech produced by participants who experience anxiety speaking English when performing in front of the class.

### **1. Linguistic features**

The findings showed that participants who experienced speaking anxiety always showed linguistic features when they spoke. In datums 1-20, it was seen that all participants experienced speaking anxiety and showed linguistic features when speaking in front of the class. The most dominant type in the findings of this study always appears in participants who experience anxiety when speaking, showing linguistic features; first is inappropriate words shown by most of all of data. Only one data shows mix-code. The researcher classified the types of linguistic features according to the theory proposed by Brown (2003).

#### **A. Inappropriate use of words**

Using inappropriate words is one of the third types that participants always do, as shown in almost all of data. What most often appears among participants in the inappropriate use of words is subject-verb agreement, such as in the sentences "*Those digital devices has a tiny business*". In this phenomenon, the speaker incorrectly uses the plural object "have" but uses the singular "has." Then, another

phenomenon in the word "hook" where the speaker omits the tense "s" in the word. Then, in the sentence "The technologies tries" spoken by the speaker, the verb is incorrect and should be "try" because the subject has a plural meaning "The technologies."

As stated by Mustika and Lestari (2020), speaking is choosing the right words and sentences according to the social setting, listener, situation, and topic of conversation. Choosing the right words and adjusting your speaking style to the audience is not just about ethics, but also an effective way to create clear and meaningful communication. Just like in formal situations, speakers might choose more standard and polite language. Meanwhile, in informal situations, relaxed language can create a more familiar atmosphere.

## **B. Mixed codes**

Code mixing or language switching is one linguistic feature always shown by datum 9 when they experience speaking anxiety. This study shows that the most frequent language switch participant use is additional sentence fragments such as "*opo mau?*" used by participant with different context, whether the participant asking or confirming his speech, and participants also add these sentence fragments using Javanese. The addition of this phrase can reflect the anxiety experienced by the participants, where they seek certainty or validation in their communication. Anxiety often drives individuals to use familiar expressions and strengthen social interactions. In this case, the use of the Javanese language is not only a means of communication but also a way to ease tensions.

According to Tarigan, et al. (2024), code-mixing is the process of incorporating words, phrases, or sentences from one language's linguistic units into the structure of another. The use of code-mixing can be caused by various factors, such as the desire to convey certain concepts more easily or accurately in another language. However, although code-mixing can provide flexibility in delivering messages, excessive use can also make it difficult to understand, especially if the audience does not master both languages well.

## **2. Features of anxiety in speech**

Then, in this finding, it was also discovered that participants who experience speaking anxiety always show signs of anxiety when they speak. In data 1-20, the participants have shown that they exhibit signs of anxiety when speaking in front of the class. And the most dominant signs of anxiety are first avoiding direct eye contact, which has been found in all data except 8, 15, 19, 20. Then there is mumbling found in data 10-20. Next, there is shaking or trembling found in data 1, 3, 4, 5, 6, 7, 8, 9, 11, 18. Anxiety signs such as the use of filler words were found in data 3, 6, 12, 14. Then, there are hesitation or pauses found in 17 & 20. There is also tightening of the throat found in data 5 & 13. Anxiety signs such as fear of judgment were found in data 10 & 16. Then rapid speech was also found in data 15. And anxiety signs such as difficulty focusing were found in data 9.

### **A. Avoidance of eye contact.**

In this study, it was found that many avoid direct eye contact with the lecturer when speaking or presenting in front of the class. Because if they look directly at the lecturer, their concentration on what they want to discuss will easily fade. Or it can be described as feeling anxious when looking directly at the lecturer. As in datum (3-7), the speaker feels nervous and anxious when standing in front of the class. Therefore, the speaker does not dare to look directly at the lecturer and instead looks at the text on the paper they are holding. Then, in datum 8, the speaker begins to dare to look directly at the lecturer, even if only for a moment. This is because the speaker feels nervous from the moment they start speaking in front of the class, and their nervousness begins to subside as their turn at the front comes to an end.

Then in the third speaker, namely in datum (9-20), there are several data points that do not involve avoiding direct eye contact. In datum (9-14), the speaker feels anxious by avoiding direct eye contact. But in datum (15), the speaker tries to muster the courage to look directly at the lecturer, even if only for a moment. Then in datum (19,20), the speaker again musters the courage to look directly at the lecturer, as it is almost the speaker's turn to speak in front of the class. So, in conclusion, someone who shows signs of anxiety by avoiding direct eye contact will feel relieved when it is their turn to speak. This is as stated by Franklin, et al. (2011) that someone with social anxiety disorder shows fewer eye fixations on faces displayed for a few seconds.

## **B. Mumbling**

In this study, signs of anxiety in the form of mumbling were also found. In the third speaker, namely in datum (10-20), the speaker exhibits signs of anxiety by mumbling from beginning to end. The speaker mumbles when speaking in front of the class because they feel anxious and afraid of making mistakes with their sentences. So when the speaker mumbles, the lecturer must listen carefully. It is true that mumbling can mask mistakes while speaking, but indirectly, mumbling is a sign of anxiety experienced by the speaker.

According to Varcoe (2008), mumbling is considered an indication of increasing frustration. This is sometimes associated with unclear or incoherent speech. Muttering often occurs when someone finds it difficult to express their thoughts directly or when experiencing emotional confusion. In such situations, a person may feel unable to clearly articulate their feelings, making muttering a spontaneous form of release. When frustration increases, the frequency of mumbling also tends to increase, which may worsen the perception of ambiguity in communication, both in the eyes of the speaker and the listener.

## **C. Shaking or Trembling**

In this study, signs of anxiety in the form of shaking or trembling were also found. This sign of anxiety is found in all speakers, but not all data. Only in datum (1,3,4,5,6,7,8,9,11,18). In the first speaker, in datum (1), the speaker exhibits signs of anxiety by excessively moving their hands while speaking in

front of the class. The speaker experiences these signs of anxiety without being aware of it, which then begins to subside when their turn to speak in front of the class is about to end. Then, in the second speaker, these signs of anxiety are present from the beginning to the end of their speech. As indicated in datum (3-8), the second speaker experiences anxiety by excessively moving their hands until the end.

Then in the third speaker, the speaker experienced this sign of anxiety, but only for a short while. In datum (9) when the speaker just started speaking in front of the class, the speaker unconsciously experienced this sign of anxiety. Then in datum (11,18) the speaker experienced it again, which involved scratching the head a lot while speaking due to feeling anxious. According to Hulu (2018), when experiencing panic, a person may feel a trembling sensation, especially in the arms, legs, hands, and feet. This tremor is often difficult to control. Especially when the level of panic is very high and can make someone feel helpless or even more anxious.

#### **D. Filler Words**

Then this study also found signs of anxiety in the form of filler word usage, as indicated in datum (3,6,12,14). In the second speaker at datum (3,6), the speaker unconsciously said the word "um." The speaker said that word because they were confused about the continuation of their sentence. Then in the third speaker, namely in datum (12,14), the speaker also unconsciously said the words

"aa and ee." The speaker also says this word to express confusion about what sentence to say next when speaking in front of the class.

According to Mahendra & Bram (2019) in Nugraha & Tarmini (2023), fillers can help create a unique communication style and emphasize the strategic function of communication in a constructive manner, but on the other hand, they can also indicate doubt. Filler, or filler words, such as "aa" or "ee," are often used in conversations to give the speaker time to think or find the right word. On the other hand, the presence of fillers can also indicate uncertainty or doubt, especially if used excessively.

#### **E. Hesitation or Pauses**

In this study, signs of anxiety in the form of hesitation or pauses were also found. This sign of anxiety was found in the third speaker, namely in datum (17,20). When the speaker shows signs of anxiety, they experience hesitation while speaking and pause momentarily. During the pause, the speaker reflects on what they want to say at that moment. As in datum (17) in the sentence "feeling of reading a book... somehow act different," the speaker takes a brief pause to recall what they want to express.

According to Duez (1982), a pause can have different functions (hesitation, grammatical marking, and catching one's breath). Conversely, a pause can be realized in various ways; for example, a hesitation pause often indicates that the speaker is searching for a word or considering how to convey an idea

accurately. Pausing to take a breath also allows the speaker to regulate intonation and rhythm, maintaining energy in sustained communication.

#### **F. Tightening of the Throat**

Then, signs of anxiety in the form of coughing were also found. These signs of anxiety were found in the second and third speakers. As stated in datum (5), the second speaker said the sentence "black tea ehm... the steeping time" while clearing their throat. This sign of anxiety, in the form of throat clearing, was experienced by the speaker when they felt tension in their throat area and while buying time to remember what sentence they wanted to convey next. And in datum (13), the third speaker said "which if ehem... we too much" while clearing their throat. The speaker is deliberately experiencing these signs of anxiety. Because when the speaker coughs, they feel a bit of relief from the tension in the throat area, also to buy time while recalling the next sentence to be spoken.

According to Safai (2024) When a person feels anxious, some people experience a tightness in the throat. This is often due to the body's response to stress which causes muscle contractions as a form of protection. In addition, anxiety can also trigger other physical symptoms such as dry mouth, increased heart rate, or dizziness, all of which make the sensation more uncomfortable. Physical symptoms such as tightness in the throat are often accompanied by feelings of tension or panic that continue to increase if not managed properly.



## **G. Fear of Judgement**

In this study, signs of anxiety in the form of fear of judgment were also found. As stated in datum (10,16), the speaker feels afraid of the mistakes they have made. This sign of anxiety is accompanied by another sign of anxiety in the form of mumbling. This sign of anxiety is only experienced by the third speaker. When the speaker was mumbling, he also felt afraid of making mistakes in the sentence he was saying.

Fear of judgment can be generated by communication anxiety or fear of public speaking. According to Marinho et al. (2017) fear of public speaking is one of the things that prevents people from communicating effectively. Fear of speaking causes communication problems that affect a person's social, emotional, and personal lives. Fear of public speaking can also create barriers that affect a person's ability to express themselves openly and confidently. According to Horwitz et al. (1986), this fear, known as communication anxiety can lead to avoidance behavior, where a person may refuse to participate in social interactions or avoid public speaking situations.

## **H. Rapid Speech**

In this study, signs of anxiety were also found in the form of changes in speaking speed. This sign of anxiety is only experienced by third-party speakers. As stated in datum (15), the third speaker experiences this sign of anxiety when the speaker feels wrong about a sentence that they are not sure is correct. The

speaker experiences this accompanied by another sign of anxiety in the form of mumbling. The speaker talks in a low voice but with a fast intonation.

According to Amali & Rahmawati (2020), anxious behaviors that appear in public speaking situations are often performed without the speaker being aware that they are feeling anxious, such as playing with a pen, touching and adjusting their hair, speaking quickly, pacing back and forth, being restless, and so on. Such actions, when done repeatedly, may seem trivial, but they are actually the body's way of responding to intense feelings of anxiety. Additionally, speaking quickly can also be a sign that the speaker wants to quickly end a situation they find uncomfortable. However, this behavior actually reinforces the impression that the speaker is not confident.

### **I. Difficulty Focussing**

In this study, signs of anxiety were also found in the form of difficulty concentrating. As stated in datum (9), the speaker is confused about explaining the next sentence. The speaker showed signs of anxiety when they said "hmmmm opo mau...". Unintentionally, the speaker used Javanese. This made it difficult for the speaker to explain the next sentence, causing them to struggle to focus on what they were going to say.

Based on the results of this study, it appears that features of anxiety in speech are dominated by avoiding eye contact, which occurs as an effect of anxiety when speaking English in students. According to Horwitz, anxiety when speaking in front of the class is generally accompanied by sweating and increased

pulse rate (Horwitz, 1986). This is generally found considering they are still in the learning stage, as mentioned by Fitriani et al. (2015). It is additionally not exceptional for uneasiness to happen when English dialect learners gotten to be tied up or at a misfortune for words in unforeseen circumstances, which frequently leads to quick lose hope and sentiments of disappointment, particularly in open talking. One of the reasons why student feel troublesome or effectively feel on edge when talking English is because English could be a foreign language.

This research is almost the same as that conducted by Fadhilah (2022), where the researcher only found factors of student anxiety in speaking in front of the class. Whereas this study finds signs of anxiety and its linguistic markers. The striking difference between the research conducted by Fadhilah (2022) and this study is that this study was conducted in the classroom and directly observed students experiencing anxiety. Meanwhile, Fadhilah (2022) conducted the interview via WhatsApp.

One of the most common types of social anxiety is public speaking anxiety, which can have a significant impact on a person. This anxiety, which physically manifests as sweating, trembling, and an increased heart rate, is often caused by the fear of being judged negatively, criticized, or making mistakes in front of an audience. (Horwitz, 1986). According to Susanti and Supriyantini (2013), public speaking anxiety is defined as tension and fear associated with public speaking situations, whether they are real situations or only in the imagination. People who suffer from social anxiety, particularly a fear of public

speaking, may feel nervous because they dread embarrassment and unfavorable opinions from others (Yee & Abidin, 2014).

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter consist of conclusions and suggestions given by the researcher. The conclusions are based on the data analysis from the previous chapter. Based on the conclusions, the researcher provides suggestions for future research.

#### **A. Conclusion**

In this study, linguistic signs and signs of anxiety in speaking have been found, as demonstrated by students when speaking in front of the class. The most dominant linguistic sign experienced by all speakers is the inappropriate use of a word. All speakers often do this because they feel anxious when in front of the class. Therefore, all speakers often use incorrect grammar because English is a foreign language for them. This study also found that, in addition to the use of incorrect words, speakers often show errors in sentence structure and pronunciation, which further highlight their level of anxiety. This happens because when speakers feel anxious, their cognitive ability to choose words and construct sentences is disrupted, especially in a foreign language. This condition also demonstrates the significant impact of anxiety on foreign language speaking ability, which affects students' confidence and communication effectiveness in front of the class.

Regarding signs of anxiety in speaking, this study found that the most dominant one is avoidance of eye contact. The speakers exhibit signs of anxiety,

as they tend to avoid direct eye contact with the lecturer in an effort to reduce the tension felt when speaking in front of the class. Avoiding eye contact becomes a natural way to divert attention from feelings of anxiety, as staring directly at the lecturer can increase self-awareness and fear of negative judgment. This avoidance of eye contact is often accompanied by gazing at the text on the paper and looking in directions other than the lecturer. This research also shows that a lack of eye contact can affect the lecturer's perception of the speaker, as eye contact is considered a sign of confidence.

## **B. Suggestion**

Based on the results of this study, several suggestions can be provided as recommendations. First, for educators, it is recommended to pay more attention to the signs of anxiety experienced by students when speaking in front of the class. Because in this study, the most common sign of anxiety was avoidance of eye contact. Therefore, teachers must be more sensitive to these signs. By understanding these signs, educators can provide additional support and use calming teaching techniques so that students feel more comfortable and confident. Additionally, gradual and structured speaking practice can help students become accustomed to speaking in a foreign language without too much pressure.

Secondly, this study found that the most frequent linguistic feature is inappropriate use of words. Therefore, for students, it is recommended to continuously improve their foreign language skills through vocabulary, grammar, and pronunciation exercises to minimize speaking errors. Additionally, using

strategies to manage anxiety, such as slow breathing techniques or visualizing a positive outcome before speaking, can help students feel calmer and may reduce anxious behavior like avoiding eye contact.

Lastly, because this study only involved three participants in one class, it was not enough. And then for future researchers, this study recommends a more in-depth examination of other factors that influence anxiety in public speaking, such as cultural factors or language proficiency levels and in a larger number of participations.

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