

An Analysis to Students' Speaking Anxiety and Emotional Well-Being in English Language Teaching

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Abstract

English Foreign Language aspect, speaking anxiety is a major concern for students. According to the previous study, it gives negatively impact their whole educational experience. Furthermore, past study has paid little attention to the effect of speaking anxiety on students' emotional well-being by examining the relationship between speaking anxiety and emotional well-being. This library research seeks to better understand the connection between students' speaking anxiety and emotional well-being. The study makes use of a thorough analysis of the literature that has already been published on the subject, including studies looking at the emotional effects of speaking anxiety, its prevalence and causes, as well as how it affects language learning. Considering these results, the study provides a thorough understanding of the complex connection between speaking anxiety and emotional well-being in the context of ELT and looks into additional factors that might affect speaking anxiety from some aspect, such as language proficiency, the classroom setting, and cultural background. Research on students' speaking anxiety and emotional well-being has found that anxiety can have a negative impact on language learning. Students frequently worry about how others see them, which causes them to communicate less effectively. The study discovered that speaking anxiety, exam anxiety, and fear of bad grades were the primary causes of speaking anxiety in English-language classrooms. In conclusion, this library research intends to offer helpful insights into the difficulties faced by language learners in terms of speaking anxiety and its effects on emotional wellbeing to educators to support encourage positive language learning experiences and advance the well-being of students.

Keywords: *anxiety, English language teaching, emotional well-being, speaking.*

1. INTRODUCTION

Today's worldwide world makes effective English communication even more important. Examining the psychological factors that impact students' language acquisition is critical because English language instruction continues to play a significant role in education. Speaking anxiety, which can have a serious influence on students' emotional wellbeing and negatively affect their ability to speak English fluently, is a crucial element that affects this skill (Umisara et al., 2021). Within the framework of teaching English as a second language, the purpose of this article is to explore the connection between students' speaking fear and their emotional health.

Speaking anxiety describes the worry, anxiety, or concern people feel when speaking in a foreign language, especially when doing so orally. It is a typical occurrence among language learners and may hinder their advancement

in honing their speaking abilities (Chang & Tsai, 2022). Students could be worried about making errors, receiving negative feedback, or having difficulty expressing their ideas clearly. As a result, these fears may show up as physical symptoms and greatly affect their overall language acquisition process.

In the process of learning a language, students' emotional health is essential. Speaking anxiety can cause emotional distress, low self-esteem, and a lack of English language confidence. Due to their anxiety about speaking in English, students may purposefully avoid speaking during speaking exercises like presentations or conversations in the classroom. These strategies for avoidance can increase their anxiety, hinder their language acquisition, and have a negative impact on their emotional health.

Speaking anxiety describes the fear or apprehension people feel when they must speak in a foreign language, especially when doing it orally. It is a typical occurrence in language learners, and its repercussions can limit their capacity for successful communication. Students can worry about making mistakes, facing criticism, or having trouble expressing themselves clearly. Physical signs of this anxiousness include racing heart, perspiration, and trouble speaking clearly. Speaking anxiety, sometimes referred to as speech anxiety, is a frequent psychiatric condition marked by emotions of trepidation, fear, or anxiety when interacting orally with people (Parra et al., 2014). It relates especially to the nervousness or discomfort people feel when they must talk, present, or vocally communicate in a variety of social or public settings. Depending on the person and the situation in which they speak, speaking anxiety can take many various forms and range in severity from minor to severe. While many people feel some level of trepidation or anxiety before speaking in front of an audience, those who have speaking anxiety may have an overpowering fear that seriously impairs their ability to communicate.

Many different approaches, including practice, exposure to speaking situations gradually, reinforcement of good behavior, and supportive learning environments, are frequently used to combat speaking anxiety. Speaking anxiety can be addressed and managed, which can result in better communication abilities, greater confidence, and a more enjoyable learning environment (Raja, 2017). A type of shyness known as communication apprehension is characterized by fear or anxiety that arises when a person talks with others. The avoidance of evaluating situations and the anticipation that others would evaluate them adversely are the results of dread of a negative evaluation. Students that experience test anxiety hide their speaking performance because they fear failing the test.

In order to properly manage this issue, it is crucial to comprehend the causes of speaking fear. One of the main causes of students' speaking anxiety is the worry of receiving a poor grade, along with low self-confidence and a lack of speaking opportunities (Palmgren et al., 2021). Furthermore, high-stakes

evaluation techniques that place a focus on speaking performance may amplify these worries, further compromising students' emotional health. It is essential for teachers to put these issues into action in order to develop a healthy learning environment that promotes emotional health and reduces speaking fear. Teachers can assist students in overcoming their anxiety and developing confidence in their speaking skills by creating a supportive learning environment, exposing them to speaking assignments gradually, and promoting plenty of speaking chances. Teaching students how to control their stress and anxiety as well as provide them with tailored support will further improve their mental health and overall language ability.

Therefore, speaking anxiety can significantly impact students' emotional well-being and hinder their progress in English language teaching. By examining the relationship between speaking anxiety and emotional well-being, educators can implement strategies that create a supportive learning environment, empower students to overcome their anxieties, and enhance their language learning experience. By addressing these psychological aspects, we can foster students' confidence, self-esteem, and proficiency in speaking English, ultimately equipping them with the necessary skills to succeed in an increasingly interconnected world (Beach, 2010).

Emotional wellbeing is the capacity to recognize, comprehend, and accept one's feelings as well as the ability to deal with change and difficulty successfully. Overwhelming thoughts and uncomfortable or painful feelings can impair a person's ability to operate and give them the impression that they are losing control of their lives. Emotional health is significant since it has an impact on how people behave and perform daily activities. It may also have an impact on how well people are able to cope with difficulties and problems, how they adjust to change, and how they handle challenging life events (Parra et al., 2014). Relationships, employment, and general mental and physical health can all be impacted by emotional well-being. Issues with emotional well-being can also have an impact on physical health and may include a weakened immune system, higher blood pressure, and increased illness. Students' emotional health has a big impact on their language learning process. Emotional pain, low self-esteem, and a lack of confidence can result from speaking anxiety. Due to their anxiety about speaking in English, students may avoid taking part in class discussions, speaking exercises, or even interacting with their peers. These avoidance techniques may exacerbate their anxiety and impede their language learning (Bai et al., 2021).

This study aims to investigate the prevalence and impact of speaking anxiety among English language learners as well as the relationship between speaking anxiety and emotional well-being. This situation push student to have verbal communication skills. Verbal communication skills are essential and speaking anxiety can impede students' language progress, speaking anxiety is a

significant hurdle for many language learners. Students may find it difficult to deal with their fear if they do not receive enough practice or assistance in improving their speaking abilities. Anxiety levels might also be raised in classroom settings that do not foster comfortable environment for language practice. To create a positive learning environment that nurtures emotional well-being and helps alleviate speaking anxiety, educators can implement various strategies. Here are some suggestions to make positive learning environment: create an inclusive and non-judgmental environment where students feel safe to express themselves, encourage peer collaboration, cooperative learning, and constructive feedback, start with low-pressure speaking activities and gradually increase the complexity (Palmgren et al., 2021). This approach allows students to build confidence over time and reduces anxiety, incorporate speaking tasks regularly into the curriculum. Offer a variety of activities such as role-plays, discussions, presentations, and debates. This exposure will help students become more comfortable with speaking English and recognize that each student has unique needs. Provide personalized guidance and support to help students overcome their specific anxieties and build their speaking skills.

At this point, the extensive usage of English over the world has had a considerable impact on people. Numerous researches have been undertaken, primarily in the field of education, to identify the problems with English training. Additionally, English teachers in Indonesia were strongly urged to determine the best teaching strategy and deal with any issues the students might face in order to get the best learning results. Additionally, the government has made every effort to adapt the curriculum to the demands of the globalization age. The adoption of English language teaching was accompanied by diverse points of view held by teachers and, therefore the outcomes were not always as anticipated.

It is crucial to conduct research on students' speaking anxiety and emotional wellbeing because it can improve language education and promote the emotional wellbeing of language learners. Educators can also improve the learning environment by making it more encouraging and conducive to effective learning and personal development. Speaking anxiety in students learning English can be caused by a variety of circumstances. The dread of criticism is a significant contributing factor. Students are afraid to make mistakes because they fear judgment from their teachers or peers. This nervousness may worsen as a result of high-stakes evaluation techniques that place a strong emphasis on speaking ability (Sinaga et al., 2020).

2. RESEARCH METHODOLOGY

The research methodology for this article is library research. Library research is a type of qualitative research which is generally carried out by not going into the field in searching for data sources. Some resource was used for this article. The study's articles were located using online search engines like Google Scholar and Mendeley. Through the analysis of relevant academic papers, empirical investigations, and relevant literature. Multiple literature searches were chosen using inclusion and exclusion criteria in order to accomplish the paper's objective. Below is the step of the requirements for the articles:

1. Find Sources: Search library for books and other physical materials, use electronic databases to access academic journals, articles, and e-books, and look for rare or unusual materials in specialist resources and archives.
2. Evaluate Sources: evaluate the reliability, relevancy, and accuracy of the sources; evaluate whether they are scholarly or peer-reviewed; and check the publication date to ensure the information is current.
3. Organize and Take Notes: Take thorough notes on the sources and material they give, categorize them by subject, subtopic, or research question, and use citation management software to keep track of references.
4. Synthesize Information: Combine results from multiple sources to gain a thorough grasp of the subject, looking for patterns, trends, and gaps.

3. RESULT AND DISCUSSION

Result

Many research investigations have been done on students' speaking anxiety and emotional well-being. There are also a lot of outcomes. The research done by Khusnia on 2017, the findings of those investigations have some common conclusions. Students that are anxious frequently worry about the perceptions that others have of them. Such students could decide to skip out on an activity when they are placed in an uncomfortable learning scenario in a classroom. Some students have unfavorable expectations about their ability to succeed in English, which causes them to put up less effort and shun opportunities to practice their communication abilities. The results of this study tend to support those of other studies in that they show that anxiety can have a variety of detrimental effects on language learning and that reducing anxiety appears to improve language acquisition, retention, and learner motivation. It is advised that both teachers and students raise their knowledge of and take seriously foreign language anxiety (Khusnia, 2017).

The research done by Damayanti on 2020, the results showed that communication anxiety, exam anxiety, and fear of receiving a poor grade were the three main sources of students' speaking anxiety in English-language classes. The purpose of the study was to learn more about the causes of students' anxiety and the circumstances that led to that anxiety during academic speaking class. Additionally, students' anxiety in speaking had been exacerbated by a lack of vocabulary, an underestimation of their abilities, a lack of preparation, a fear of making mistakes, and a concern about being embarrassed in front of friends. These results imply that the function of the teachers in this situation is crucial. To get over their nervousness, students and teachers could create a positive learning environment in the classroom (Damayanti & Listyani, 2020).

In a basic spoken English lesson, this study sought to examine the causes of students' speaking anxiety as well as the students' coping mechanisms. The research done by Rahmah on 2022, the results showed that several elements sparked by both internal and external issues contributed to the students' speaking anxiety in basic spoken English. Speaking anxiety has an impact on emotional well-being, students are hesitant to speak up in class because they think their environment does not support speaking English and expressing themselves in English. The type of task was the first factor. If the students were required to present the activities to the class, the activity turned into a source of concern. The second was a concern with error. When they committed mistakes, all of the students had the same level of anxiety. The third was the part that language instructors play. It had to do with how instructors set up a conducive learning environment in the classroom. Self-perception, which in this instance refers to a perception that has a negative impact on students, was the fourth component. The final element was limited English exposure. Their limited ambient exposure to English hinders the growth of their communication competence. The findings of this study revealed that participants used effective ways to lessen anxiety. The first was getting ready to learn English; this made pupils feel better because they had resources at their disposal. Thinking positively was the second tactic. It took positive thinking as a psychological tool to overcome linguistic anxiety and get over a phobia of being nervous in class. Peer seeking was the last tactic they employed (Rahmah & Azhimia, 2022).

Speaking anxiety coping mechanisms employed in presentations have an impact on how well ESL students perform during presentations. The research done by Chen on 2015, higher anxiety students can successfully manage their nervous sensations to get excellent grades in presentations and form efficient language learning habits by implementing effective coping strategies. Students are afraid to speak up in class because they believe their environment does not promote speaking English and expressing themselves in English, which has an influence on their mental well-being.

On the other hand, using inefficient coping mechanisms may lessen speaking anxiety in L2 students, but students risk performing poorly in presentations. Although coping mechanisms can help students with their speaking anxiety, L2 teachers must also establish a low-anxiety environment in speaking classes, especially for in-class presentations. The current study closes this gap by exploring the relationships between speaking anxiety in ESL students and presenting performances, as well as the causes of in-class presentation anxiety and the coping mechanisms used by students (Chen, 2015).

Speaking anxiety can significantly affect students' emotional well-being and hinder their progress in English language teaching. By understanding the factors contributing to speaking anxiety and implementing strategies to address it, educators can create a supportive learning environment that promotes students' emotional well-being and facilitates effective language learning. By empowering students to overcome their anxieties and develop their speaking skills, we can enhance their confidence, self-esteem, and overall language proficiency. Research on students' speaking anxiety and emotional well-being has shown that anxiety can have detrimental effects on language learning. Students often worry about others' perceptions of them, leading to missed activities and reduced effort in communication.

Discussion

The study found that communication anxiety, exam anxiety, and fear of poor grades were the main sources of speaking anxiety in English-language classes. Factors such as lack of vocabulary, underestimation of abilities, lack of preparation, fear of mistakes, and embarrassment in front of friends exacerbate anxiety. Teachers play a crucial role in addressing these issues and creating a positive learning environment for both students and teachers. This study looked at the reasons and coping mechanisms of students' speaking anxiety in basic spoken English sessions. It was discovered that a number of variables, such as the nature of the work, worries about making mistakes, the role of language instructors, self-perception, and insufficient English exposure, contributed to students' anxiety. In order to reduce their worry, the participants made preparations for learning English, adopted a positive outlook, and sought out their peers. Effective coping strategies in presentations have an impact on how well ESL students do, with more anxious students performing better academically and developing effective language learning habits. Poor presentational performance, however, may result from ineffective coping strategies. In addition to examining the reasons of in-class presentation anxiety and students' coping strategies, the study aims to examine the connections between speaking anxiety in ESL students and presentation performances.

4. CONCLUSION

The study by Khusnia, Damayanti, Rahmah, and Chen clarifies the topic of speaking anxiety in students and its effects on their emotional health and language acquisition. These investigations have produced some common conclusions:

Sources of Speaking Anxiety: In English language classes, speaking anxiety is most commonly caused by students' worries about how other people will view them, communication anxiety and exam anxiety. These anxiety-provoking factors may have a negative impact on their performance and general well-being.

Teacher's Role: Teachers play a critical role in helping pupils overcome their fear of public speaking. To assist students in overcoming their anxieties and gaining confidence, it is crucial to establish a good and low-anxiety learning atmosphere in the classroom. Also the role of the teacher in reducing anxiety, although coping strategies are crucial, teachers must also play a substantial part in reducing speaking anxiety. For pupils to succeed, it is essential to create a helpful and calm learning atmosphere.

Coping Strategies: Students use a variety of coping strategies to control their speaking fear. Adequate planning, positive thinking, and getting peer support are examples of effective tactics. These coping techniques can aid students in giving strong presentations and forming effective study habits.

Assignment and Error Concerns: Speaking anxiety is also influenced by the nature of the speaking assignment and the worry about making mistakes. The amount of nervousness tends to rise when pupils are expected to deliver in front of their classmates.

Self-Perception and English Exposure: Speaking anxiety may be made worse by a bad self-perception in particular. The kids' limited exposure to English in daily life hinders their language development and increases their anxiety.

These research results highlight the value of managing students' speaking anxiety in English-language classrooms, in conclusion. Teachers and students can collaborate to lessen anxiety, improve language learning outcomes, and minimize anxiety by identifying the causes of anxiety, encouraging appropriate coping mechanisms, and creating a supportive learning environment. These studies provide insightful information on the complicated problem of speaking anxiety and offer suggestions for teachers and students on how to successfully handle and reduce this difficulty.

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AUTHOR CONTRIBUTION STATEMENT

Every writer has made an important contribution to the preparation and research of this article. NG has works on find out the theme and the concept of this research and collecting the sources. She also reviewed many article that fits into the article. YG and RE have work together in check a whole article and give best suggestion and support to NG. YG and RE also provide some source that support this research.

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