

## STUDENTS' SPEAKING ANXIETY IN AN EFL CLASSROOM

### ABSTRACT

This research was designed to investigate students' speaking anxiety in EFL classroom in a junior high school. There were 32 students of a junior high school in Bandung who participated in this research. This qualitative research investigated the levels of students' anxiety, the sources of their speaking anxiety and their anxiety coping strategies. The data were collected using Foreign Language Classroom Anxiety Scale (designed by Horwitz et al., 1986) and an open-ended questionnaire. The research found most of the students were mildly anxious (43.8%). In addition, there were three very anxious students (9.4%), seven anxious students (21.9%) and eight relaxed students (25%). The findings show that the sources of students' anxiety in speaking English were personal and interpersonal anxiety, learner's beliefs about language learning, instructor-learner interactions, classroom procedures and perceived levels of English proficiency. Most of the students applied positive thinking strategy followed by preparation, relaxation and resignation strategy. The findings show that anxiety affects students' performance in learning English, especially in speaking. Thus, it is important to pay attention and reduce it. Therefore, further research on speaking anxiety and its solutions are needed to help EFL students to learn English better.

**Key words:** speaking, speaking anxiety