Language Anxiety in Speaking: Causes and Strategies of Bachelor of Secondary Education Major in English

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Abstract—**This study investigated the causes of language anxiety and the coping mechanisms employed by Bachelor of Secondary Education (BSED) English majors at West Visayas State University, Himamaylan City Campus. As English was a widely used language for global communication, English majors were expected to exert a highly proficient level of language performance, which invited scrutiny that carried pressure. Thus, this study identified four main sources of language anxiety related to speaking, such as fear of judgment and making mistakes, number and nature of audience, preparation, and level of self-esteem, which considerably affected students' oral performance and resulted in emotional distress like stress or emotional strain for students in education and assessment settings. To better understand these factors, the researcher used an open-ended interview guide to conduct this study in six participants. Collection, analysis, and interpretation of the data were facilitated using Braun and Clarke's Thematic Analysis. Although the researchers found differences in both situations, the students all experienced anxiety as a normalizing outcome as students, expectations they put on themselves and that others placed on them, fear of negative evaluation, and lack of experiences with large audiences. However, the participants also shared effective coping mechanisms such as the importance of habitually and repeatedly practicing presentations, engaging in positive self-talk, utilizing acceptable systems of social support, gradually and systematically exposing oneself to larger audiences, and employing physical methods like deep breathing and strategic pauses. These strategies helped mitigate anxiety and fostered confidence. The study emphasized the importance of supportive environments that promote learning while minimizing the risk of failure. This research enabled teachers to understand the intricacies of experiences caused by different psychological and sociological factors and to develop teaching strategies that alleviate anxiety while encouraging healthy developmental progression on various fronts.**

Index Terms—Language Anxiety, Cause, Strategies

I. INTRODUCTION

In the recent globalized world, English was used as a "lingua franca" and became one of the most important languages in communication. It was utter in educational, commercial, and technological contexts. In the Philippines and some other countries, English was taught starting from primary education and became the medium of instruction at the tertiary education level. For this reason, a large proportion of students pursued a degree in English in college owing to the profound link English had with career opportunities where clear, coherent, and well-organized oral and written communication were essential. While endeavoring to use English, many students suffered from the emotion of anxiety, fear, or lack of confidence. Language anxiety refers to apprehension or anxiety; it is a stress that tends to harmonize someone's expectations with reality, particularly when the demand bounded expression by a language that a person cannot speak.

Relations placed other learners as English majors and expected worse performance than their counterparts. For anxious learners, this expectation is bound to elicit more anxiety than their primary-major counterparts who do not need evidence of mastery. Expecting high fluency may lead to feeling pressure or comparing oneself to peers who are more proficient in the language. That can lead to demotivation, poor academic performance, or even contemplating a change in their course or career. Language anxiety, therefore, was a much bigger problem than most others assume infantile when unaddressed, it intensely damages a person's life in various domains: personal, educational, and career advancement.

The sources of anxiety provided by Horwitz et al. (2015) and Zhang and Rahimi (2014) emphatically stated that anxiety arise from fear of receiving a negative judgment as well as communication apprehension. Additionally, a recent study by Alrabai (2022) linked anxiety to teaching methods and classroom environments. Moreover, the COVID-19 pandemic exacerbated these issues by shifting learning online, where students often experience technical challenges and emotional barriers.

Whether they have excellent English skills, a percentage of Bachelor of Secondary Education Major in English students at Laguna State Polytechnic University reported experiencing a high rate of fear in public speeches, according to Reyes and others (2023). It discussed that even speakers who are proficient enough in public speaking can be caught on guard by anxiety. The study highlighted that there is no relation found among speech anxiety and language mastery, supporting these results.

This finding outlined attention to the challenges that English majors faced and highlighted some techniques aimed at minimizing anxiety and increasing confidence when speaking.

By scrutinizing the causes and coping mechanisms for overcoming it, this study plans to delve into the experiences of English majors, specifically the anxiety they faced in doing public speaking. Both students and educators will gain benefits by having effective

coping mechanisms and enhancing teaching techniques in reducing language anxiety that can promote student well-being especially when they are performing or joining in any public speaking.

II. METHODS

Researchers used qualitative to identify sources of language anxiety among English majors and to determine the effective coping mechanism for overcoming it. Specifically, the study employed a Descriptive research design to understand the experiences of English majors with language anxiety in speaking. Data were collected through the purposive-convenience sampling method and thematic analysis (e.g., Braun & Clarke's method) to explore the causes and strategies of language anxiety.

The individual's involved in the study were the six (6) students of different year levels, ranging from first year to third year, taking up a Bachelor's degree in Secondary Education, Major in English, at West Visayas State University Himamaylan City Campus. The researcher selected a sample using purposive-sampling based on the relevance of participants' experiences, as they chose individuals considered to be most likely to provide rich, relevant, and diverse insights into language anxiety, specifically in speaking. The several criteria in choosing the participants of the study were the following: (1) they must be individuals pursuing a Bachelor's degree in Secondary Education, major in English, at West Visayas State University Himamaylan City Campus; (2) they had to be first-year to third-year level, as these students have had exposure to English language classes; (3) had to experience language anxiety about public speaking, class recitations, or oral presentations; (4) any gender who was able and willing to participate in an in-depth interview and share their personal experiences about language anxiety, specifically in speaking and coping strategies to overcome it.

To maintain the participants' confidentiality, moral implications, including securing informed consent and upholding secrecy, as well as using pseudonyms to preserve anonymity, were strictly observed throughout the study.

An open-ended interview was used in this research study as it meets the flexibility in getting answers and gathering extra information from the participants. To have a deeper insight into a participant's beliefs, feelings, and experiences related to language anxiety based on their background, language anxiety in speaking and strategies.

Data were analyzed thematically to test the gathered participant's perspectives, a general method was used for recognizing, critiquing, and clarifying patterns or themes in qualitative data (Braun, Clarke, & Weate, 2016). As seen in English language anxiety in the company of college students, the thematic method is more useful for qualitative research as it allows flexibility in the systematic process. To examine the data, the researchers employed the structured six-phase method of thematic analysis by Braun and Clarke (2006).

The first stage was the familiarization. The researchers studied the materials thoroughly to get the best understanding of the data.

Next was the coding. The researchers identified and label the specific features from the whole dataset.

Then, researchers proceed to the making of initial theme development that involves related grouping codes. These themes used were reviewed and checked thoroughly if they have met the clarity and cohesion.

After that, the themes were defined and named to ensure that the essence of each theme was captured.

Finally, researchers presented the findings by describing the themes and by including the relevant data. The completion of these steps made it easy to understand the complex data and experiences participants have related to English language anxiety.

III. RESULTS

The experiences of the participants were described as they emerged from the transcribed manuscript based on in-depth interviews conducted by the researchers. The actual words of the participants were used to provide a realistic and in-depth explanation of their experiences. Following the discovery of the themes, member checking was carried out to confirm the validity and reliability of the results.

The study's findings were taken by answering each research question. Interpretations were provided for each research question. The sample speech from the students' utterances was then given and extensively discussed.

Common Causes of Language Anxiety in Speaking of BSED English Majors:

Navigating Fear of Judgment or Making Errors

Fear is a dominant emotion that can silence even the most prepared speaker. It shakes one's confidence, affects self-expression, and challenges the courage to speak up (Jones & Smith, 2022). If something continues to hold you back, then it is fear. This implication has been part of Bogart's journey as a student speaker. When asked about the experiences in public speaking, Bogart elaborated the following:

"Those people that I am competing with, because, you know, the tension and the stress, the anxiety itself, you feel like you are about to question yourself. Am I able to do this at my pace, or am I to trip over and lose my path or my track in performing in front of the crowd, in public speaking, in the presence of those people that I am competing with. I feel like they were judging me, and they were waiting for me too; uhm, commit my mistakes, especially in speaking the letters R and L."

Another interviewee named Kiraman mentioned as well that:

"The feeling of fear every time you commit errors and the terror of looking at the eyes of the people that are watching you and the fear of being judged by them. So literally, if those mistakes or those judgements from people, if you would just let those come to you, you will never grow, and you will never progress in your life."

The fright of committing inaccuracy, especially in public speeches is a dominant cause of anxiety among students. Many individuals stated that when speaking in front of an audience they experience intense stress and self-doubt. Some have predicted that listeners only wait for them to make errors, such as mispronouncing words or mispronunciation specific sounds like "R" and "L." specifically on crowds composed by perceived competitors. Others were concerned about incorrect grammar and pronunciation that leads to fear of speaking in public. These experiences align with several empirical studies conducted from 2019 to 2025.

Another participant named Chris also added:

"I think the fear of being judged whenever I speak, especially if I have wrong grammar or pronunciation."

A study by Abbu and Panes (2023) at St. Paul University Surigao Stressed that public speaking anxiety (PSA) Discovered high levels of audience-related anxiety among female students. The research highlights that fear of being judged was one of the vital

causes of emotional barriers in public speaking, underscoring the link between anxiety and perceived social evaluation (Abbu & Panes, 2023). Similarly, Asio et al. (2023) studied third-year students in Olongapo City and reported significant anxiety rooted in the fear of making mistakes, especially in English grammar and pronunciation. The study stated that increasing students' confidence and self-esteem plays a vital role in overcoming public speaking anxiety (Asio et al., 2023). Furthermore, Formoso and Gallemit (2024) explored third-year college fear factors. They concluded that unfamiliar persons, especially during evaluative tasks, significantly influenced anxiety levels (Formoso & Gallemit, 2024). These findings are interconnected with global studies of foreign learners of English language, they emphasized that fear of negative evaluation worsen when students perceive themselves as linguistically incompetent (Yunus, Amin, & Faridawati, 2023). Fear of making mistakes—be it due to pronunciation issues, vocabulary limitations, or fear of embarrassment—has been shown to correlate with reduced oral performance and limited confidence (Anwari, 2019; Abbasi et al., 2019; Hasibuan & Irzawati, 2020).

In the Shadow of a Thousand Faces

Crowd size effect was defined as, the direct relationship between the quantity of people involved along with the anxiety level experienced by language speakers, with larger audiences eliciting significantly stronger physiological responses. Larger audiences often heighten public speaking anxiety due to a greater perceived risk of judgment or failure (Behnke and Sawyer, 2021). The type of crowd matters as much as the size. Students feel more pressure when presenting in front of teachers, principals, or professionals, as these individuals are perceived as more judgmental or evaluative. When asked about the experiences in public speaking, Ric stated that:

"I think when I am speaking in front of those who are superior to me. For example, way back in my experience, I was tasked to practice and prepare my valedictory speech during our secondary school graduation, I delivered it first in front of our senior high coordinator and principal before delivering it on stage. Moreover, at that moment, I felt the pressure of being a public speaker because there is someone superior in front of you who is watching you and is ready to critique whatever mistakes you commit."

On the other hand, Bogart also stated:

"Well, the truth is I am never fond of performing speeches in public. I don't think I am just comfortable speaking in public where there are audience watching me"

A huge amount of people can significantly influence language anxiety, particularly in speaking situations. This phenomenon is closely similar with the case of glossophobia. It is the fear of doing speeches in a large number of people which affects approximately 75% of individuals to some extent.

Ric also stated that:

"I feel enormous stress while practicing a valedictory speech for the school's officials such as school principals or coordinators, and surveys they associate with such audiences."

Another claim was stated by Bogart that;

"I am uncomfortable around large groups stemming from a lack of exposure to such situations. Yet later on I manage to face my public speaking anxiety by having a preparation."

Being well-prepared helps speakers feel more in control, which directly lessens their anxiety when facing an audience. Thorough preparation significantly reduces public speaking anxiety by increasing confidence and familiarity with the material.

Dwyer and Davidson (2020) define preparation as "a structured process of rehearsing and refining speech delivery, which significantly contributes to reducing speaker anxiety and increasing confidence during actual performance". They also highlighted a focus on preparation and rehearsal, claiming that structured practice resulted in reduced anxiety for almost all participants. This finding reinforces the idea that confidence develops with increased familiarity and preparedness.

A Plan Unformed is a Battle half Lost: Lack of Preparation

Lack of preparation is the inadequate planning or readiness that leads to raise the anxiety and unsatisfactory performances during public speaking. This can result in disorganization, forgetfulness, and lack of self-trust (Beebe, S. A., Beebe, S. J.). Lack of preparation is a factor that hinders performers in public speaking to deliver their performance very well. When the participants of this study are asked about their experiences in speaking that cause them to have an anxiety, Maria, responded as follows:

"And maybe lack of preparation and practice at some point because practice and self-trust are essential, especially in working on public speaking."

Another interviewee named Ric mentioned as well that:

"Preparedness… the more that I am not prepared, the more that I get anxious about when I am speaking in front…"

A common issue shared by students with anxiety regarding public speaking is the lack of preparation. People confess that lacking preparation and practice means their anxiety levels worsen before speaking events. The absence of adequate preparation often translates to anxiety, particularly when they lack self-trust or confidence in their verbal abilities.

Many studies have covered the gaps in the public-speaking anxiety theory that support the linear relationship between insufficient preparation and an increase in anxiety about public speaking. A study by Halimah and Nuraida (2023) in West Java, Indonesia, indicated that among first-year college students, 18% suffered high public speaking anxiety, and 63% reported moderate levels. The research indicated that both process anxiety (worrying before the doing stage) and performance anxiety (nervousness in doing) were greatly influenced in one way or another by students' preparation. An examination conducted in 2024 of senior high school students found that physiological signs, such as trembling and heart palpitations during speeches, were associated with low self-belief and poor preparation. As a result, the researchers claimed that public speaking anxiety had a negative correlation with the performance of the examination, meaning the greater the anxiety, the lower the ability to speak (Al-Kindi Publisher, 2024).

Chris admitted that:

"While I attempts to rely on the so-called "impromptu" style to cultivate my speaking skills, I rarely prepares beyond some basic research."

Claiming that she was either too lazy or believes that "off-the-cuff" talking promotes skill development. Those tendencies can increase anxiety, however, especially when someone is under pressure or in formal surroundings.

Bogart also stated that:

"I do not usually prepare for public speaking because I love to improvise. Since I am not good at public speaking, I tend to be lazy, and it is a great way to practice my communication skills. I usually do not prepare extensively except for thorough research."

Moreover, English as Foreign Language (EFL) students at the university level found that not being prepared was one of the reasons that contributed to speech anxiety. Insufficient practice, combined with language-related challenges and fear of judgment, significantly impacts fluency and delivery. To resolve the issue, students adopted techniques that involved calming their minds, rehearsing their material, and performing in front of mirrors highlighting that anxiety can be mitigated through structured preparation (Yunus, Amin, & Faridawati, 2023).

Whispers of Doubt: Low Inner Conviction

Self- confidence is not about being able to do everything without having fear at all-it is about believing in yourself that despite failures, you can do things on your own, worthy and enough to finish what you have started. Abbasi et al. (2019) explore the factors that cause language anxiety in second-language acquisition, it highlights fear of making mistakes in pronouncing words and it results in increasing low self-trust. When asked about the experience in language anxiety, Bogart, stated as follows:

"Speaking in a second language is quite challenging, especially if you are self-aware that you are not really into it. For instance, you are aware that you are not fully committed to using your second language overall. I can be confident if I want to, but in general or daily, I am not sure. So, when I talk about my confidence in my second language, which is English, if I were going to rate it, it would probably be 7 or 8 because there are still (Uhm) areas that I am lacking. For example, most of the time, I stutter. Usually, I forgot what I was going to say."

Another interviewee named Marian answers that:

"Before speaking in public, I feel very nervous, especially because I cannot speak well; I cannot speak comfortably in front of people. As a result, I often stutter, particularly when I am speaking in English."

Many learners lack self-confidence and self-trust when it comes to speaking a second language, and English is no exception. They noted experiencing a fluctuating sense of confidence, asserting that while they can be confident at times, a general feeling of uncertainty prevails daily. Anwari (2019) noted some factors that also contributed to speaking anxiety, including fear of being judged in making errors, resulting in re-fluency, oral self-esteem, and self-trust. The review related literature indicates that there are some barriers from the learners' point of view; it is really dominant in second language acquisition that gives concerns regarding efficient communication. Similarly, Hasibuan and Irzawati's (2020) study found that Language speaking anxiety affects EFL learners' speaking performances, as it is often paired by fear and nervousness that hinder their performance to go well.

Common Strategies to Cope with Language Anxiety

Practice and preparation play a vital role in coping the anxiety in speaking, especially for second-language learners. Learners opened-up about some strategies to overcome it, practice and preparation are one of them. They also highlight the relevance of believing in themselves to push through doubts and fears to complete their performance well. Another learner highlighted their preparation methods, such as writing key points on paper, compiling them into a folder, and reviewing them repeatedly at night to fully absorb the information.

Taylor noted that:

"Training and practice will always be the best preparation," reinforcing the idea that consistent effort builds confidence.

Several research studies support these personal insights. A recent survey of public speaking anxiety among EDSA English Study Club members found that being well-prepared was the most effective coping strategy, with 90.9% of participants reporting a reduction in anxiety as a result of preparation and practice (Coping Strategies for Public Speaking Anxiety in EFL Learners, 2025). Similarly, another study identified preparation, positive thinking, and audience engagement as key strategies students used to overcome oral presentation anxiety, highlighting that practice not only reduces fear but also improves performance (Public Speaking Anxiety during Oral Presentation, 2024). Additionally, research focused on senior high school students developed a training design that included preparation and repeated practice, which was shown to be highly essential in easing public speeches anxiety (A Training Design for Public Speeches Anxiety, 2021).

"Voices Within: Constructive Self- affirmation and Attitude Shifts"

Constructive Self- affirmation and a shift in attitude are crucial in lowering public speaking anxiety and increasing self-assurance for second-language students.

Chris stated that:

"Convincing you that you can do it and you do not have to hesitate…"

Another participant named Maria supported:

"Always take the risk and never be afraid of yourself."

Kiraman also added that:

"Do not fear mistakes; they can help us improve our public speaking skills."

Students complained about the importance of internal motivation and internal encouragement, indicating a need to "convince yourself that you can do it and you do not need to hesitate." One student also proved that risk-taking is helpful to manage fear, "always take the risk and never be afraid of (them) self." A third highlighted that it is unnecessary to fear mistakes for they can help us "with our skills development when it comes to public speaking." All of these discussions show how a positive mindset can occasionally change fear into power.

Research studies support these personal observations. For instance, Shadinger et al. (2019) discovered that reciting positive self-affirmation statements before public speaking notably lessens a learner's performance anxiety and emphasized a connection linking the result experience and the perspective they embraced. Adiprabowo (2020) also indicated that talking to you positively is effective in enhancing self-confidence among students. The researchers concluded that using positive self-talk in ways similar to affirming themselves is useful when trying to lighten public speaking anxiety.

In a general psychological sense, Huang and Zhang (2021) found that continuous use of self-affirmation statements supports learners in feeling more comfortable and less anxious during public speaking. Together, these findings confirm that in order to ease anxiety in speaking and enhance public speaking performance. It is essential to foster a mindset built on self-affirmation, taking risks, and learning from mistakes.

Another interviewee named Ric mentioned as well that:

"Believing in yourself and those who trust you helps. Those of your friends and families can give a big help with that."
Maria stated that:

"Ask someone who can provide constructive criticism to help you improve and change whatever you wish to change."

Having a strong support system is a crucial factor in reducing public speaking anxiety and building self-confidence. It shows that it helps with the social and emotional support system of the learners that will refrain them to feel the anxiety in public speaking.

Moreover, it aligns with the findings confirmed in the literature. Liu et al. (2023) stated that the support system provided by family, stakeholders, peers as well as their perception of every supports importantly lessen students' level of anxiety during the COVID-19 control time. This anxiety depletion was connected with the increases in student's belief in their ability and the strength to face adversity, which give importance to the psychological role in peer, familial, and institutional relationships. Similarly, Abbasi et al. (2025) highlighted in their study with EFL learners that while awareness and ease were the were the foresee strategies for with speaking anxiety, preparedness and support system (for example, friends, group clubs) played an important role in helping learners in handling their fears in public speaking.

Lastly, Arifin (2024) found that qualifications in public speaking skill training, which include elements such as peer feedback and mentorship as part of a support network, resulted in significant declines in speaking anxiety. This finding indicates the potential value of creating a supportive environment through skill development to reduce the fear associated with public speaking. The summary of these studies suggests that social and emotional well-being, in the form of social or emotional support systems, can be beneficial, not only as a means of comfort but also in improving performance compared to previous performances and reducing anxiety.

The Gradual Unfolding of Cognition

Gradual exposure to public speaking situations is a viable way to decrease anxiety and positively impact confidence over time. One of the learners described their method of continually exposing themselves to public speaking experiences, even when they felt uncomfortable. The learners thought that practicing would make them more comfortable. This approach was an early version of systematic or progressive exposure to the stimuli of public speaking. When asked about the strategies in coping language anxiety, Taylor, stated as follows:

"I immerse myself in more public speaking even though I feel uncomfortable because I believe that over time, I will just get used to it."

The literature is in strong support of gradual exposure to combat public speaking anxiety. Recently, a feasibility study was published on a single-session exposure intervention using virtual reality (VR), where participants gradually interacted with a virtual audience. The study also exhibited important moderation in anxiety and demonstrated that even a low and manageable revelation can make a difference (Shiban et al., 2024). Moreover, Bouchard et al. (2020) discovered through their investigation on the use of VR subjection therapy in the clinical field that when students joined in a solo three-hour session, they underwent a notable drop in public speaking anxiety. This proof facilitates further the efficacy of a restrained exposure procedure in fighting the fear. Simultaneously, these studies indicate that, either traditional desensitization or VR-based methods, restrained exposure to the stimuli connected with public speaking is an important way to combat public speaking fears.

The Art of Precision: Physical Techniques Unveiled

Physical strategies like breathing and pausing are one of the effective techniques to manage public speaking anxiety. The participant named Bogart discussed the value of breathing deeply before entering the public speaking stage, purposefully soothing her words, and using those routines to settle herself. She stated that:

"Before I speak, I take a deep breath and bless the force I put in the letter. I still do that."

Another participant named Chris expressed that when he is out of words and encountered an anxiety attack, he could pause for a second and utilize that time to recover focus and come up with new ideas. He also stated that:

"I give myself time to pause whenever (Uhm) I feel...like I am at a loss for words (Uhm) to redeem myself and come up with new ideas."

These experiences show an increasing comprehension of the distinctions of the mind-body connection in combating anxiety. There is academic proof to support such physical perspectives. A randomized controlled trial published by Yüksel and Yilmaz (2020) showed that breathing therapy and Emotional Freedom Techniques (EFT) were both valid and effective in addressing public speeches anxiety among Turkish nursing students, with EFT exhibiting an extremely large effect size. Additionally, a new study discovered that day-to-day mindful breathing exercises that lasts up to ten and fifteen minutes could aid the rapid increase in test anxiety among university students. A recent Spanish study also showed that progressive muscle relaxation methods could also be effective for anxiety among students during an extended academic panic due to COVID-19 (Fernández-Martínez et al., 2020). In August 2025, a Cambridge University report included a free online resource that combined virtual reality exposure with breathing and stress-reducing techniques for treating public speaking anxiety, suggesting the potential to manage anxiety effectively using such immersive experiences rather than traditional panic scenarios (The Guardian, 2025).

These studies illustrate how various physical techniques, including deep breathing, controlled breathing, and regular breathing pauses, can provide opportunities for managing the challenges associated with taking the test.

IV. DISCCUSION

The study's prominent findings regarding language anxiety relate to four primary contributing factors: (1) fear of being judged or making mistakes, (2) audience size/type, (3) insufficient preparation, and (4) low self-confidence. The most common cause was, by far, the fear of judgment, which can be particularly stressful during public speaking. Students described worrying about mistakes possibly more about pronunciation, grammar, or fluency mistakes than about speaking mistakes. Many feel as if audiences are anticipating their mistakes. At this time in history, these emotional reactions are well-founded, as research indicates anxiety related to language stems from the psychological pressure associated with social evaluation, fears of negative feedback, public speaking, and performance situations (where poor performance will be evaluated). For example, the disconnect between the classroom and a competent linguistic rendering of the language, as well as what the public may be experiencing at that moment, creates unique stress and anxiety that inhibits or limits the student's willingness to participate in speaking situations.

Another important consideration is audience dynamics, where size and hierarchy are most relevant. Some students reported that large audiences create difficulties, especially when the audience is large, partly due to anxiety about being evaluated by authority figures such as principals and teachers. Feelings of discomfort about speaking grew with more exposure to the audience size, particularly if they had not practiced enough beforehand. Important research has shown that there are physical symptoms of anxiety linked directly to the audience size. These can be offset by sustained and consistent exposure as well as structured preparation practice. Students referenced audiences whom they were not accustomed to speaking in front of or who may have perceived the audience as evaluative, thereby heightening their sense of stress by decreasing their experience in certain speaking contexts. Therefore, desensitization and gradual letting go are also necessary in this situation.

Lack of preparation is also an obvious source of trouble, and several learners admitted or implied that they either did not prepare properly or relied too heavily on impromptu speaking. The lack of structure will ultimately work against self-trust, leading to feelings of nervousness and, eventually, mind chatter or feelings of inadequacy. These claims are supported by research that establishes a connection between inadequate preparation and performance anxiety. Many participants says that if they are not well prepared to perform they experienced physical and mental symptoms of stress, which can affect their ability to speak fluently and clearly while performing. Participants claims that with proper rehearsal and planning well their performance can increased their confidence and speaking performance, with that a well-planned preparation is to alleviate public speaking anxiety.

Lastly, low self-efficacy in speaking the second language has also a great impact on the speaking abilities of the students. They described their experience of stuttering, feeling certain about what to say, or hardship in particularly in their thoughts while using the English language. Most of the cases, low self-trust are their great limitations- in speaking fluently and to make mistakes in front of others. It has been seen in research that second-language acquisition, self-efficacy is an indicator of a successful speaking performance. Those who have low self-efficacy tend to withdraw from speaking performances that leads to higher level of anxiety. To develop self-efficacy students must practice positive self-appreciation, and must exposed to environment where in they would feel that they are not judge and willing to accept their mistakes, with these learners will most likely to engage in the communicative process.

V. ACKNOWLEDGMENT

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