

Linguistic and Paralinguistic Features of Speech Anxiety of High School Students

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Abstrak – Penelitian ini menganalisis fitur linguistik dan paralinguistik yang digunakan oleh siswa yang mengalami kecemasan berbicara bahasa Inggris di depan kelas di MA Al-Karimi Gresik. Kecemasan berbicara membuat siswa takut mengekspresikan diri karena merasa tidak kompeten dan takut membuat kesalahan. Tujuan penelitian adalah mengetahui fitur linguistik dan paralinguistik yang ditunjukkan saat siswa cemas berbicara. Metode kualitatif digunakan dengan data berupa transkrip perekam suara dan catatan. Untuk mengetahui Tingkat kecemasan siswa, pengambilan data selanjutnya dilakukan dengan menggunakan angket. Hasil temuan menunjukkan bahwa campur kode adalah fitur linguistik yang paling banyak ditunjukkan siswa. Mereka kerap melakukan alih kode ke Bahasa Jawa atau Indonesia ketika mengalami kecemasan akibat terbatasnya kosakata. Adapun menjeda di tengah kalimat menjadi yang paling banyak ditunjukkan sebagai fitur paralinguistik. Berdasarkan temuan penelitian ini, disarankan siswa kelas Bahasa Inggris untuk menambah kosakata agar mengurangi terjadinya alih kode. Lagipula, guru dapat meminta siswa mempersiapkan visual sebagai petunjuk agar mengurangi jeda dan memacu lebih fasih.

Kata Kunci: kecemasan berbicara,, fitur linguistik, fitur paralinguistik

Abstract - This study analyzes the linguistic and paralinguistic features used by students who experience English-speaking anxiety in front of the Islamic Senior High School of Al-Karimi Gresik class. Speaking anxiety makes students afraid to express themselves because they feel incompetent and afraid of making mistakes. The study aimed to discover the linguistic and paralinguistic features shown when students are anxious about speaking. A qualitative method was used with data from voice recorder transcripts and notes. Further data collection was carried out using questionnaires to determine each participant's anxiety level. The findings show that code-mixing is the linguistic feature that most students exhibit. They constantly switch languages to Javanese or Indonesian when they experience anxiety due to vocabulary limitations. Meanwhile, pausing in the middle of sentences is the most exhibited paralinguistic feature. Based on the findings, it is recommended that English class students increase their vocabulary to reduce the possibility of language switching. In addition, teachers can ask students to prepare visuals and prompts to eliminate pauses and boost fluency.

Keywords: speech anxiety, linguistic features, paralinguistic features

INTRODUCTION

Teenagers in the era of online communication show different social skills due to their self-confidence. Self-confidence is crucial because it allows teenagers to assess themselves and perform tasks effectively (Adawiyah, 2020). Teenagers today grow and develop with technology, which is also increasing. We often encounter teenagers in Indonesia who are very confident on social media, such as making vlogs to upload on YouTube, telling their daily stories on Instagram stories, or creating TikTok content by dubbing English songs. However, do high school teenagers have the same level of confidence when speaking in front of the class? Especially speaking English? As students in Indonesia, what is commonly referred to as EFL (English Foreign Language), English is a foreign language or second language that students learn in Indonesia. Therefore, they often feel anxious about learning to speak (Suciati, 2020). The anxiety of Indonesian students when speaking English can be studied by focusing on the scope of psycholinguistic research, where linguistic and paralinguistic characteristics are the primary research. In this case, linguistics results from a linguist's generalization of language, which is then used to examine language data that has never been studied before (Ramezani et al., 2016). At the same time, paralinguistics is also called



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message behaviour through verbal-vocal cues. Paralinguistics lies between verbal and nonverbal message behavior. Paralinguistics shows how a speaker organizes the application of vocals with kinesics and proxemics in interpersonal communication (Hikmah, 2018).

This study focuses on analyzing anxiety in speech through linguistic and paralinguistic features. In this case, linguistics is a scientific study of language, focusing on the properties of specific languages and language in general (Ashirova, 2023). In this study, linguistic features include difficulties in pronunciation and word choice. It can also be in the form of sentence structure and word order errors. Meanwhile, paralinguistics is a nonverbal communication where the conversation process plays a vital role in increasing the effectiveness of speech (Temirova, 2020). The paralinguistic features observed in this study cover the non-verbal elements such as rhythm and intonation characterized by slower or faster speech, several pauses reflecting hesitation, and a lot of body movements. It also includes facial expressions showing anxiety, such as fidgeting and rigid posture, and avoiding eye contact with the interlocutors. Linguistics and paralinguistics are interconnected in examining the characteristics of anxiety that occur in Indonesian students. This is because linguistics is the science of language, the science that studies, concerns, or general language, including local languages, Indonesian languages, or foreign languages (Effendi, 2012). Paralinguistics is the nonverbal or gesture characteristics of linguistic characteristics that EFL learners exhibit when experiencing anxiety when speaking English. Thus, by investigating linguistic and paralinguistic patterns in speech that reflect anxiety, paralinguistics can provide an effective tool for understanding the speech anxiety of EFL learners.

Speech anxiety is a sign that someone is afraid of expressing himself freely because of the uncomfortable feeling about his competence and fear of making mistakes. According to Horwitz, (2001), English language anxiety consists of "self-perceptions, beliefs, feelings, and behaviors related to classroom learning arising from the uniqueness of the language learning process", with classroom learning arising from the uniqueness of the language learning process". In addition, it is related to various motivational, behavioral, learning, and performance aspects of foreign language learning impacted by English language anxiety (Papi & Khajavy, 2023). This statement suggests that the dynamic of speech anxiety during classroom learning is important to explore since it involves various types of self-perceptions, beliefs, feelings, and behavior. This current study describes how students experience English-speaking anxiety by detecting language and gestures. It concerns the linguistic features as well as the paralinguistic characteristics shown in their speech. Linguistics generally describes style as the selection of grammatical structures and vocabulary (Kumar, 2022). In this case, linguistic features are used as a theory to detect what style, design, grammar, and vocabulary Indonesian students use when speaking a foreign language. Linguistic features can form language or utterances, describing how language works, such as the inappropriate use of words and phrases. Those who experience anxiety while speaking may exhibit the following linguistic changes or signs, such as inappropriate use of words and phrases. Linguistic features can be identified using micro skills. Micro-skills produce small pieces of language, such as morphemes, phonemes, words, word sets, and phrase units. This skill plays at the sentence level, emphasizing the ability to produce sentences (Brown, 2003; Brown & Abeywickrama, 2019)

Even so with paralinguistics. Trager in Hikmah, (2018) divides message behavior through four cues consisting of four types: voice quality, vocal characteristics, vocal restrictions, and vocal separation. Voice quality includes the use of vowels based on cues such as the quality of stress and speed or rhythm. Vowel characteristics include the way sounds are made when laughing, crying, shouting, yawning, spitting, and sucking. Vowel restriction is a way of sounding out each word or phrase, which can be pronounced slowly and then progressively faster and stronger. Vowel separation refers to making sounds based on rhythm categories that contribute to conversation. In this case, the role of paralinguistics is to detect cues and the four types in students who experience anxiety when speaking English. Paralinguistic features are communication elements related to the voice and how a student speaks, not just words. They also include aspects of non-verbal communication that can provide additional information about the meaning or nuances the student is trying to convey, such as pauses, non-verbal cues, facial expressions, and body gestures. Paralinguistic features can be attributed to macro skills, which refer to the person speaking the language and focus on more prominent elements such as function, fluency, style, cohesion, discourse, nonverbal communication, and strategic choices. Indeed, these macro skills emphasize the speaker's (Brown, 2003).

In this study, psycholinguistics was chosen to help find the attributes of what students do when they are experiencing anxiety when speaking English in front of the class. Thus, this research can help more broadly understand the factors and characteristics often experienced by students when speaking English. Therefore, psycholinguistics theory can be integrated into researching Indonesian students who are experiencing anxiety when speaking English; on the other hand, linguistics examines the style, structure, and vocabulary of the language, while paralinguistics examines the gestures they use when experiencing anxiety. In paralinguistic analysis, the paralinguistic means that accompany linguistic units are critical. Paralinguistics has consistently been

recognized as a linguistic tool approach because it performs tasks such as conveying certain information in speech communication (Girsang et al., 2020).

Research has found that there is low confidence in students when speaking in front of the class, a lack of preparation, and it can also be through a lack of teacher appreciation for the performance (Jon et al., 2022; Suciati, 2020; Daud et al., 2019; Pohan & Nany Kusumawardany, 2023). So far, the research on anxiety in English-speaking students concerns how they cope with the decrease in anxiety. As in the longitudinal study of Robertson et al., (2021), students speak better to overcome this. It can be about preparing, understanding, and practising the topics they will convey regularly. In addition, teachers can also provide pronunciation and presentation classes at the beginning of the learning process, reducing students' anxiety and hesitation (Jon et al., 2022).

Puspitaningtyas (2012) found forms of linguistic features in the form of accuracy of speech, linguistic features in the form of accuracy of speech, appropriate placement of stress, tone and duration, diction or word choice, and accuracy of speech targets in his research. Apart from that, Noerjanah and Dhigayuka (2020) I also researched paralinguistic features such as non-verbal cues, such as nodding, shaking, or deliberate pauses. The language anxiety shown through verbal and non-verbal expression can occur during the class presentation without any significant difference related to gender (Femilia & Yusuf, 2023). However, there is still a need for an in-depth study on the linguistic and paralinguistic features experienced by students who are experiencing anxiety in speaking English since it has several implications. First, a better understanding of the structure, style, grammar, and vocabulary of the language used by anxiety learners is obtained. This study provides a clear picture of what linguistic structures spontaneously emerge from students who experience anxiety. This can help researchers and social observers better understand how EFL learners learn a foreign language and what language they use when experiencing stress.

The focus of this study concerns speech anxiety produced by Indonesian EFL students. Accordingly, this research presents a novel approach to understanding speaking anxiety by combining linguistic and paralinguistic analysis. Previous studies tend to focus on the underlying reasons causing Indonesian students to experience anxiety in speaking English in front of the class such as cognitive, affective and performance factors (Aryadillah, 2017; Daud et al., 2017; Suciati, 2020). Another finding also focuses on the student's perception of speech anxiety (Pohan & Nany Kusumawardany, 2023), or the teachers' strategies to deal with learners' anxiety (Noerjanah & Dhigayuka, 2020). Meanwhile, this study provides a more in-depth insight into how anxiety affects communication when speaking both verbally and non-verbally. Thus, this study not only detects patterns of anxiety but also provides insight and understanding of the social impact of speaking anxiety experienced by EFL learners. Among thousands of languages, English is the most widely spoken worldwide because it is an international language. It is widespread for students in Indonesia to learn English. In this case, this study chose adolescents for its research for some reasons. First, teenagers have high self-confidence by dubbing in English and making vlogs with English vocabulary inserts to look more relaxed. However, the reality is that teenagers, generally learners who look very confident on social media, will have much anxiety when asked to speak English in front of the class. Based on preliminary observation of students of MA Al Karimi Gresik, speech anxiety is often found during EFL courses. Therefore, this Islamic high school is chosen for this study. This research departs from an assumption that linguistic and paralinguistic analysis will be able to reveal what speech is produced by high school students who learn foreign languages. Accordingly, the purpose of this study is to gain a deeper understanding of EFL learners' experience when having English-speaking anxiety. It deciphers the linguistic and paralinguistic features demonstrated in the speech when the students had anxiety.

RESEARCH METHOD

Qualitative methods were used to look more deeply and answer the problems in this research. Qualitative research uses observation methods and note-taking to get the primary data on speech anxiety. Therefore, for this research, the data source comes from words, sentences or body movements carried out spontaneously by participants at the Islamic Senior High School of Al-Karimi Gresik. The linguistic and paralinguistic features taken as the data are based on the criteria mentioned by (2001) and Brown. Data collection was carried out by observing students when speaking in front of the class to obtain in-depth data about spontaneous behavior. Observations were carried out in the first three meetings of the tenth grade. It is based on the reason that during the first three meetings as freshmen, there can occur various types of speech anxiety when students are asked to speak in front of the class. Researchers recorded students' voices and recorded sentences or words spoken spontaneously when experiencing English language anxiety, as well as noting body movements, pauses, non-verbal cues and facial expressions. This study did not use video recordings due to ethical concerns, the school only allowed audio recordings. After taking notes and recording, the researcher organizes the data for analysis. In this data, speaking anxiety is used in Horwitz's theory. Meanwhile, for linguistic and paralinguistic features, Brown, (2003) theory is used.

To determine the anxiety level of each participant, the researchers also distributed a questionnaire using a Likert scale (always - almost always - rarely - never) in Indonesian. It is used to confirm speech anxiety using an anonymous questionnaire so that the participants feel free to express themselves. Prior to distribution, the questionnaire was validated by experts to ensure readability, accuracy of language, and suitability of items. The questionnaire results were categorized into three: high (46-60), medium (31-45), and low (15-30) anxiety levels. The respondents for this study were only students with high and moderate anxiety scores.

RESULTS AND DISCUSSION

After analyzing the recorded audio data and list data, there were at least 13 data participants confirmed by the result of the questionnaire that they demonstrated high anxiety levels. With several types of linguistic features such as mixed codes, inappropriate use of words, inappropriate tone/speed, unstable voices, and wrong checking. Meanwhile, several types of paralinguistic features such as pauses, fillers, facial expressions, and non-verbal cues. The summary of the types of linguistic and paralinguistic features is listed in Table 1.

Table 1. The Occurrence of Linguistic and Paralinguistic Features

Features	Categories	Occurrence	Percentage
Linguistic	Inappropriate use of words	6	10%
	Mixed codes	11	18%
	Wrong checking	1	2%
Paralinguistic	Pauses	11	18%
	Filler	4	7%
	Non-verb cues	6	10%
	Facial expressions	9	15%
	Inappropriate tone/speed	6	10%
	Unstable voices	6	10%

Datum 1 (LNH):

[03:06 - 03:15] my name is LNH, LNH ... My Hobby is watching TV, **saya dari...** (*teacher asks: from?*)... Im from Sukodono **[whispering]**.

Analysis: When asked to introduce herself in front of the class, LNH spoke in a slow tone and took long pauses. She uses incorrect phrases such as "watch TV" without the "ing" gerund and mixes up Indonesian because she has difficulty finding equivalent words in English. LNH paralinguistic features include inappropriate tone and speed, inappropriate use of words, and mixed codes. Paralinguistically, LNH shows a long pause before mentioning a subject, such as "...my hobby is" after saying its name. This helps show a lack of self-confidence, dependence on the teacher, and reluctance to develop sentences further.

Datum 2 (AR) :

[00:51 - 00:58] eeee My name is AR **[shaky voice while grin].... heheheh hehehe** Im from tebuwung dukun gresik my Hobby playing football, (*teacher said: use is*), **{justifies his cap and scratches his head}** My Hobby is playing football **[shaky voice] ngono ta mister?**

Analysis: When asked to introduce himself in front of the class, AR said his name in an unstable and shaking voice. AR used the wrong phrase in the sentence "my hobby is playing football" by omitting the word "is" and mixing Javanese to ensure the correctness of the sentence. The paralinguistic features of AR speech include the use of inappropriate use of words, mixed codes, and unstable voices. In addition, AR shows a short pause after saying a name, often adjusts the hat, scratches the head, laughs, and says "Hehehe" when speaking. AR paralinguistic features include pauses, non-verbal cues, and facial expressions. This shows that AR lacks confidence and needs the teacher's help to be more relaxed when speaking in front of the class.

Datum 3 (ADM) :

[01:19 - 01:45] My name Is ADM **{while a grin}, dari...** (*teacher ask:im from?*) im from gresik..... **ummm My Hobby is** (*teacher ask: whats your Hobby?*). **Badminton mister,** (*teacher ask: oke then, my hobbie is..?*) **eeee...** my Hobby is playing badminton **[whispering]**.

Analysis: When asked to introduce himself in front of the class, ADM spoke in a low voice that was barely audible and switched to Indonesian when stating his origin. Linguistic features of ADM speech include inappropriate tone/pace and mixed codes. Paralinguistically, ADM often stops after predicates and subjects with long pauses and uses fillers such as "emmm" and "eeee". He also laughs when his friends laugh at him. The paralinguistic features demonstrated by ADM include pauses, fillers, and facial expressions. This shows that ADM is afraid of being evaluated negatively and needs teacher support to reduce his anxiety when speaking in front of the class.

Datum 4 (FBI) :

[07:17 - 07:30] My name is FBI [louder], (*teacher asks: read the question first*). What is your least favorite subject at school and why? Mathematic, why? **because the.....**

[07:31 - 07:32] **loh kok di guyu se,**(*teacher ask: ayo lanjut!*)... **{held her skirt} because the subject make me dizzy [quiet].**

Analysis: When the FBI was asked to name her least favourite subject in front of the class, her voice was irregular, sometimes soft and sometimes loud. She also used words incorrectly by adding an "s" to "make" which should be "makes" in the sentence "makes me dizzy". The FBI's linguistic features include inappropriate use of words and unstable voices. Paralinguistically, FBI shows a short pause in the middle of the sentence after the conjunction "because the..." and she also holds her skirt while speaking. This shows paralinguistic features in the form of pauses and non-verbal cues. The FBI was afraid of being evaluated negatively, as proven when she said, "loh kok di guyu se" because his friends laughed at him. FBI needs teacher support to reduce nervousness when speaking in front of the class.

Datum 5 (MDAF) :

[03:29 – 03:38] My name is MDAF **eeehhh...** opo mau oh im from Tebuwung dukun Gresik **terus my Hobby is sleeping [whispering].**

Analysis: When asked to introduce himself in front of the class, MDAF spoke in a very low voice and often slipped into Javanese such as "opo mau" and "terus" because he was unsure about the words he would say. Linguistic features of MDAF include inappropriate tone/speed and code-mixing. Paralinguistically, MDAF indicates a pause after mentioning the origin, such as "opomau oh iam from...", as well as adding the filler "ehhh..." before the predicate. This shows a lack of confidence and requires the teacher's attention to help develop the sentence.

Datum 6 (MF):

[05:47 - 05:59] (*the teacher said: Eh MF standup please*), **gaiso enggres aku hehehe**

[06:05 – 06:40] **{while a grin} my name is MF [dragged] im formmm,** (*teacher said:im from*), **im from gresik, sampon mister,**(*teacher ask: loh your Hobby?*) **Hobby jalan jalan.**(*teacher asks: travelling?*) yes yes, My Hobby travelling **[dragged].**

Analysis: When MF was asked to introduce himself in front of the class, his voice sounded slow and hesitant. In the sentence "my hobby traveling," he did not add "is" which should connect the subject and activity. He also frequently switches to Indonesian and Javanese. Linguistic features of MF speech include unstable voices, inappropriate use of words, and mixed codes. Paralinguistically, MF shows a pause before sentences after the subject, such as "I am from..... Gresik," and always grins when speaking in front of his friends. This shows a lack of self-confidence, as evidenced when he says "gaiso enggres aku hehe" when asked to come forward by the teacher. MF needs encouragement from his teacher to be more confident in his English skills.

Datum 7 (MMA):

[06:21 – 06:31] My name is MMA Im from Lamongan **{straightens his hair and cap} My Hobby is Mengaji,** (*teacher ask:What mengaji in English?*) **Opo,{shake his body} (told by his friends:Reading Al Qur'an).** My Hobby is Reading Al – Qur'an **[shaky voice while laughing].**

Analysis: When MMA was asked to introduce himself in front of the class, his voice was loud but shaking. He switched to Indonesian because he was nervous, and replaced the words "Reading the Qur'an" with "mengaji". Linguistic features of MMA speech include unstable voices and mixed codes. Paralinguistically, MMA smiles, chuckles, grins, and cannot keep still. He shakes his body and continues to straighten his hair and hat. This shows

a lack of self-confidence, so teachers must continue encouraging MMA to speak English more quickly and confidently.

Datum 8 (AFS):

[00:34 - 00:47] My name is...[louder] **panggilan gak? {play his finger}** (*the teacher said:No, full name!*) ,My name is AFS. I'm from Sukodono. My Hobby is **coking,{shake his body}** [louder] (*the teacher said: cooking not coking, repeat! my Hobby is...?*) My Hobby is cooking [quiet].

Analysis: When AFS was asked to introduce himself, his voice was unstable and neither too loud nor soft. He mispronounced the word "cooking" as "coking" and switched to Javanese to ask the teacher about using nicknames or full names. Linguistic features of AFS speech include unstable voices and mixed codes. Paralinguistically, AFS often shakes his body with his hands folded behind his back and his fingers cannot stay still. He also shows short pauses after subjects, such as "My name is...". This shows a lack of self-confidence, so AFS needs teacher guidance to avoid pronunciation errors in English.

Datum 9 (KAN):

[10:21 - 10:31] My name is KAN. What is your least favourite subject at school? **matematika sama kimia..** (*teacher said:in English please!*), **mathematic and kimia.....**(*teacher ask: why?*) **Yoo ewo pakkk...** (*teacher said : loh susah Bahasa Inggris nya apa?*) **Nggak tahu hehehe.....** (*teacher said: because this lesson is very difficult*) because this lesson is very difficult [whispering while her forehead is wrinkled] {always looking down along her speak}.

Analysis: KAN looked very nervous when asked to show a lesson she didn't like. Her voice was very low and her head was bowed. She often switches to Javanese and Indonesian due to her limited English vocabulary. The teacher finally helped her by showing her English words. KAN's linguistic features include the use of inappropriate tone/speed and mixed codes. Paralinguistically, KAN always looks down and looks like her forehead is furrowed in anxiety. She also often stops after conjunctions, such as "matematic and kimia...". This shows that KAN lacks self-confidence, so she needs the teacher's help to develop her English sentences and reduce her anxiety.

Datum 10 (SWS):

[11:20 - 11:31] My name is SWS..... What, what is your least favourite subject at school? Mathematic, kimia, sosiologi..... **eee** because this subject pusing, (*teacher said:hem, in English!*), (*told by her friends:dizzy dizzy*), this subject dizzy, (*teacher said: made me?*) Makes me dizzy, (*the teacher said: repeat!*) {while avoiding her eye contact} These subject makes me dizzy [whispering].

Analysis: When asked to name a lesson she doesn't like, SWS's voice is passive and she pauses for a long time before starting a sentence. She also switched to Indonesian with the word "pusing". Linguistic features of SWS include inappropriate tone/speed and mixed codes. Paralinguistically, SWS avoids eye contact with teachers or friends, use "eee..." after the subject, and stop before starting another sentence, such as "eee... because this subject" and after predicates or conjunctions, such as "mathematics, kimia, sociology...". The paralinguistic features of SWS are facial expressions, fillers, and pauses. This shows a lack of self-confidence, so SWS needs more guidance from teachers to be more confident in speaking English.

Datum 11 (ALA):

[00:50 - 00:57]My name is ALA Im from Lamongan, My Hobby is [shaky voice] Reding, (*teacher said: reading!*) Reading, (*teacher said:repeat!*) **My Hobby is reading [shaky voice and avoids eye contact]**.

Analysis: When ALA was asked to introduce herself in front of the class, she stopped for a long time before starting her sentence. Her voice was passive and unstable, and she trembled like she was choking throughout her speech. ALA also mispronounced the word "reading" as "reding". Linguistic features of ALA include unstable voices. Paralinguistically, ALA often pauses before the subject, such as "...My name is ALA", and avoids eye contact with friends and teachers. This shows paralinguistic features in the form of facial expressions. ALA lacks confidence and often stops when speaking, so teachers need to train and develop her speaking skills to reduce her anxiety.

Datum 12 (ADSR):

[00:14 - 00:22] My name is Dany, and eee..... my name is ADSR I'm from tebuwung my Hobby is **mancing** eh fishing {**while avoids eye contact**}..... **hehehehe**

Analysis: When asked to introduce himself in front of the class, ADSR accidentally switched to Indonesian by saying "*mancing*" before realizing and changing it to "*fishing*". The linguistic features of ADSR are mixed codes. Paralinguistically, ADSR often stops in the middle of a sentence and uses fillers such as "eee..." before the subject and "eh" before the predicate. She also makes eye contact with her teachers and friends. This shows that ADSR lacks confidence and needs support from the teacher to overcome her anxiety when speaking in English in front of the class.

Datum 13 (HNM):

[06:01 – 06:08] My name is HNM im from Ujungpangkah gresik, **terus opo iku?oh Hobby, {looking down and avoids eye contact}** my Hobby is **Cook...ing!** [whispering].

Analysis: When HNM introduced herself in front of the class, her voice was not loud, and she seemed to be in a hurry. She also switches to Javanese when she forgets words in her sentences. When mentioning her cooking hobby, HNM hesitated to add the word "*ing*", so she paused momentarily before continuing with "*Cook...ing!*". Linguistic features of HNM include inappropriate tone/speed, mixed codes, and wrong checking. Paralinguistically, HNM always avoids eye contact and often lowers her head. It shows facial expressions and non-verbal cues. HNM lack self-confidence and need support from teachers to reduce their anxiety.

Discussion

1. Linguistic features

Research findings show that all participants who experience speaking anxiety always show linguistic characteristics when speaking. Data from 1 to 13 shows that all participants experienced speaking anxiety and showed linguistic characteristics when speaking in front of the class. The most dominant type in these findings is code-mixing, which is shown by the data (1, 2, 3, 5, 6, 7, 8, 9, 10, 12, and 13). The second position is an unstable sound, seen from the data (2, 4, 6, 7, 8, and 11), and the third position is an incorrect pitch/speed, seen from the data (1, 3, 5, 9, 10, and 13). The next position is inappropriate use of words, as shown by data (1, 2, 4, 6, 8, and 11), and the last is errors in pronunciation, as seen from data (13). Researchers classify these types of linguistic features based on the theory proposed by Brown (2003), which explains that micro-skills produce small parts of language such as morphemes, phonemes, words, word sequences, and phrases.

a. Mixed codes

Research findings show that mixed codes or language switching is a linguistic feature that is always shown by all data (1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12, and 13) when they experience speaking anxiety. This study shows that what is most often used by participants is the addition of sentence fragments such as "*ngono ta mister?*", "*opo mau sampon mister*", "*gaiso enggres aku*", "*panggilan gak?*" "*nggak tahu*", and "*terus opo iku?*", which are always used in different contexts, either to ask questions or to confirm what they are saying, and always in Javanese. Apart from that, what is most often seen in the linguistic features of mixed codes is the switching of nouns when mentioning their hobbies, such as "*jalan - jalan*", "*mengaji*", and "*mancing*". There is also a phenomenon where participants make language switches in the predicate, such as when stating their origin with sentences such as "*saya dari*" and "*dari*". It can be concluded that what always appears in the linguistic features of mixed codes carried out by participants is the addition of sentence fragments and switching nouns, especially when mentioning their hobbies. This shows that English words such as "hobby" are difficult for participants to access and need to be included in their English vocabulary. The use of code mix as a strategy chosen during speech anxiety is also performed by university students in EFL context (Rezaee & Fathi, 2021).

b. Inappropriate use of word.

Using inappropriate words is one of the third types that participants always do, as shown in the datum (1,2,4,6). What most often appears among participants in the inappropriate use of words is omitting the tense, such as in the sentences "*my hobby is playing football*" and "*my hobby is travelling*". In this phenomenon, participants omit the tense "*is*" in their sentences. Then, another phenomenon in the word "*make me*" participant is seen eliminating the additional tense "*s*" in the word. Then, apart from eliminating the tense, the participant in datum one is seen

removing the gerund in her words, such as "*watch TV*", which should be "*watching TV*". This shows that the phenomenon that participants in the inappropriate type always show is omitting tenses such as "*is*" in data 2 and 6 in the context, they will mention their hobby without adding the tense "*is*" in the middle of the sentence.

c. Wrong checking

Wrong check is where there is a pause when saying one word. If, in other phenomena, participants stop their speech when they want to say one sentence, then the findings in this study in datum (13) stop their speech at one word. For example, in datum 13 (HNM), she mentions her Hobby of cooking; she seems to have an element of whether she should add "*ing*" to the word or not, which makes her stop for a moment in her sentence and continue by adding "*ing*" which will sound like "*cooking*".

2. Paralinguistic Features

The results showed that all participants showed paralinguistic features such as intentional pauses as in the data (1, 2, 3, 4, 5, 6, 8, 9, 10, 11, 12). This includes facial expressions such as smiling, grinning or avoiding eye contact, which contribute significantly to the message conveyed, as seen in the data (2, 3, 6, 7, 9, 10, 11, 12, 13). Additionally, non-verbal cues and nuances in communication beyond words or gestures add depth, as seen in the data (2, 4, 7, 8, 9, 13). And finally, fillers where there are additional words such as "*um..*" or "*eh..*" in the sentence utterance, as seen in the data (3, 5, 9, 10). Researchers attribute the paralinguistic characteristics shown by participants when experiencing anxiety about speaking English in front of the class as a type that follows the theory proposed by (Brown, 2003). Paralinguistic traits can be related to macro skills that refer to the person speaking the language and focus on larger elements such as function, fluency, style, coherence, discourse, nonverbal communication, and strategic choices.

a. Pauses

This study found that intentional pauses were one of the types of paralinguistic features most frequently demonstrated by participants with speech anxiety. Judging from the data (1, 2, 3, 4, 5, 6, 8, 9, 10, 11, 12), five of them show a pause in the sentence before the subject as in the data (1, 3, 5, 11, 12), they tend to pause before starting with words like "*...my hobby*", "*...opomane mau oh iam from*", "*...my name*". They think about the words they will say next which makes them pause before their sentence is spoken deliberately. It can be concluded that the most dominant paralinguistic feature is the pause that waits before mentioning the subject or focus of the sentence. The occurrence of silent pauses as the dominant feature of speech anxiety is found in not only the speech of high school freshmen but also in the freshmen students of the English department (Sitorus, 2021).

b. Facial Expressions

This research found that facial expressions appear when experiencing speaking anxiety. This is the most common type performed by participants after the break. It can be seen in the data (2, 3, 6, 7, 9, 10, 11, 12, and 13), but the facial expressions shown by this data vary. However, what is most often shown is smiling and avoiding eye contact with the audience, as in data (2, 3, 6, 7), where when speaking in front of the class, they show smiling expressions and even laugh to hide their anxiety.

c. Non-verbal cues

Participants who experienced speaking anxiety (data 2, 4, 7, 8, 9, and 13) showed many non-verbal signs. They find it difficult to keep their hands, body, and head still because they experience anxiety. Some participants used their hands to adjust hats or hold skirts tightly. There are also those who straighten their hair, scratch their heads, or tickle their fingers. The body movement that often occurs is shaking the body to the right and left. In addition, some participants bowed their heads when speaking, rarely lifting them upwards. These non-verbal signs indicate participants' efforts to manage their anxiety when speaking in public.

d. Unstable voices

The linguistic characteristic "unstable voices" is one that participants exhibit when they experience speaking anxiety. In contrast to using inappropriate tone/speed, unstable voice refers more to the volume of the participant's voice when speaking. In data (2, 4, 6, 7, 8, and 11), participants show unstable linguistic features of sound. For example, in data (2, 7, and 11), their voices trembled when speaking in front of the class, such as after saying names or when they did not know or made mistakes in English words. For example, in data (2), their voices started

to tremble after saying their name, and when there were inaccuracies in their sentences, they trembled again when asked to repeat by the teacher. The same thing happened in data (7), where their voice trembled when he did not know the English word for "mengaji"; the same thing happened in data 11, who mentioned the word "reading" and then was asked by the teacher to correct it as "reading" her voice sounded shaky.

e. Inappropriate tone/speed.

Inappropriate tone/speed is one type of finding shown by participants when experiencing anxiety. As in the datums (1,3,5,9,10, and 11), they consistently slow down the sound tone at a consistent speed in this phenomenon. In datums (1,3,5,9,10, and 11), the researchers gave the label [whispering], where the tone and speed were languid throughout their sentences. So, it can be concluded that in this study, participants who experienced anxiety spoke in a consistently slow tone and speed.

f. Filler

This study found that participants who were anxious about speaking English often used filler words such as "eee...", "emmm...", "eh" in the middle of sentences. Different from linguistic fillers are actual words or phrases that are part of the language having meaning such as "you know", "basically" etc., in this study the paralinguistic fillers are sounds that do not have specific meanings. They most often add filler before the subject and rarely after the subject or before/after the predicate. For example, in data (3 and 12), they use fillers such as "eee... my hobby is badminton mister" and "eh... my name is ADSR". Data (10) shows filler after mentioning disliked subjects such as "Mathematics, chemistry, sociology..... eeee". In general, the addition of filler most often occurs before the subject. The paralinguistic fillers here had the communicative function of conveying hesitation, thinking, or uncertainty through sound rather than structured words.

This research is the same as that found (Suciati, 2020), that Indonesian EFL students experience anxiety speaking in front of the class. However, different from Suciati's (2020) research at the English language education department college level, this research is still at the high school level. In this study, the questionnaire results show that lack of confidence is also a reasonably dominant factor caused by a lack of motivation, learning environment and self-confidence, as found by (Jon et al., 2022). In addition to a lack of confidence, this study also found from the questionnaire results that the most minor participants experienced fear of negative evaluation. This differs from a study by Pohan and Kusumawardany (2023), who found fear of failure and high pressure in their English classes. Pohan & Kusumawardany's study was on English exam sessions, while this study focuses on students' speaking in front of the class.

This study also found that participants' most common linguistic features were mixed codes or language switching, unstable voice, and inappropriate tone/speed. This is in line with the findings of research conducted by Puspitaningtyas (2012), which states that students often code-mix, namely Javanese with Indonesian. This includes linguistic features such as speech accuracy, placement of appropriate pressure, tone and duration, diction or word choice, and accuracy of the target of the conversation. In addition, this research also found the linguistic feature of inappropriate use of words where the participants in this study chose words or phrases in the sentences they uttered inappropriately. This is the same as the study conducted by (Brown, 2003), which explains that those who experience anxiety when speaking can show linguistic changes or signs such as inappropriate use of words and phrases. This can be identified with micro-skills that produce small pieces of language, such as morphemes, phonemes, words, word strings, and phrase units.

This study found that the most shown by participants was pausing sentences when they were speaking. This is the same as what (Noerjanah & Dhigayuka, 2020) found in their study: students who experience speaking anxiety tend to pause their sentences too often, thus disrupting the smoothness of their communication. In paralinguistic features, this study also found that the type of facial expressions that are dominant and often done by students who experience anxiety speaking English are grinning and avoiding eye contact with their friends and teachers. This is in line with research conducted by Aryadilla (2017) that students who experience anxiety when presenting in front of the class also avoid eye contact with their listeners, which can indicate insecurity or discomfort in speaking situations.

In this study, non-verbal cues were also found in hands that could not stay still and kept moving by playing with something or something they were wearing, such as justifying the cap, holding tightly to the skirt, randomly shaking the hair, playing fingers, and scratching the head. This aligns with research conducted by Verdial, (2014) where participants also showed non-verbal cues but with different types in this study. Finally, the researcher found the presence of fillers or additional "eh" "emm" "umm" in the rest who experienced speaking anxiety in the middle of their speech, and this is also the same as research conducted by Verdial, (2014) that students who experience

speaking anxiety tend to repeat certain words repeatedly and use too many filler words such as "uh" or "um", which can interfere with the smoothness of communication.

CONCLUSION

This research aims to find linguistic features and paralinguistic features shown by students who experience speaking anxiety when speaking in front of the class. The results show that the most dominant linguistic feature demonstrated by the participants is language code-switching or mixing (18%). They constantly switch languages to Javanese or Indonesian when they experience anxiety, so they make blanks or words they have not mastered in English. It occurs due to the need for more English vocabulary possessed by participants as EFL Students, resulting in mixed codes or language switching. Meanwhile, the least found in this research needed to be corrected checking, where participants checked to doubt the truth or accuracy of what had been said or would be said in one word. Wrong checking was rarely found in this study because many participants checked to doubt the truth and accuracy of what they said in the middle of speaking, and only one datum was found to check and doubt what was said in one word by pausing briefly in that one word. Regarding paralinguistic features, this research found that the most dominant ones were pauses in the middle of speaking, both short and long pauses (18%). Pauses can occur because participants who experience speaking anxiety have a fear of making mistakes. Pauses may occur because participants stop to recheck the sentence they are about to say, ensuring that what they will say next is accurate. Meanwhile, the least found in this research on paralinguistic features was filler or adding affixes such as "eh" and "um". It was the least frequently found in this research because when experiencing anxiety, participants tended to be silent and pause. Only a few datums in this study added fillers when they spoke.

Because this research found that the most dominant type of linguistic feature was mixed codes, students' vocabulary still needs to be more extensive, so they are forced to replace words that are less familiar with Indonesian or Javanese. Thus, it is recommended that English class students increase their vocabulary by improving their practice because having more vocabulary mastered by the participants will reduce the possibility of language switching. Meanwhile, the most dominant paralinguistic feature found was pauses; participants who experienced anxiety in speaking by pausing in the middle of their speech needed prompts when speaking, such as teachers can ask students to prepare visuals, for example, during introductions, bring photos of themselves, bring pictures to introduce hobbies so they can point photographs and do not need to think about what words or sentences to say next because they are helped by the visuals they bring. This research found that participants who experienced anxiety about speaking in front of the class showed dominant linguistic features in the form of language switching or mixed codes. They often switch to Javanese or Indonesian due to a lack of English vocabulary, resulting in gaps in words or the use of words they have not yet mastered. Wrong checking that needed to be corrected was rare, indicating participants were less likely to doubt the correctness of their sentences. Paralinguistically, pauses in the middle of speaking are the dominant feature, indicating the participant's caution in expressing the right words. Meanwhile, the use of fillers such as "eh" and "um" was rarely found because participants were more likely to be silent and pause for a moment when experiencing anxiety. Since the findings in this study are only specific to the introductory context, subsequent research should examine in more detail the types of linguistic and paralinguistic features in a wider variety of conversation topics. It includes not only introductory topics and monologues in front of the class but also dialogues with the teacher or classmates in a role-playing manner. They were, alternatively, discussing the material taught in class by having reciprocal conversations between students and teachers or students and their classmates. So that it can be identified if the conversation is in the form of a role play, whether the types of linguistic and paralinguistic features of anxiety are the same or different, that is the task of the next researcher.

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