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ON THEIR SPEAKING WILLINGNESS

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INTERNATIONAL WEBINAR
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THE INFLUENCE OF EFL UNIVERSITY STUDENTS' SPEAKING ANXIETY ON THEIR SPEAKING WILLINGNESS

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Abstract: In foreign language learning situation, speaking is the core of essential skill. Related to this, students need to this, students need to have their best efforts to speak up, especially, in the classroom situation, meanwhile some factors affect students' speaking willingness. One of the factors is speaking anxiety. This research was conducted to investigate the significant influence of EFL university students' speaking anxiety on their speaking willingness. The quantitative research was applied for the 141 respondents of EFL university students participating in this study. The questionnaires of speaking anxiety and speaking willingness were validated into validity and reliability tests as the instruments. Simple linear regression was used to analyse the data. The research findings showed that most EFL university students have the sufficient desire to speak in the classroom situation. Moreover, the findings also showed that most of them had speaking anxieties in several situations caused by some factors which influenced students' speaking willingness.

Keywords: *EFL University Students, Speaking Anxiety, Speaking Willingness*

INTRODUCTION

In the classroom situation, EFL students tend to do some activities that help them to improve their English skills. One of the activities they do in the class is a speaking activity. Hence, since they are learning to speak a foreign language, EFL students need to have the desire to do it in front of their classmates and their lecturers. Not only to speak in front of the class but also to have conversations with their classmates or lecturers. This desire is called the willingness to communicate or specifically speaking willingness. MacIntyre et. al., (1998), cited in Macintyre and Wang, (2021) stated that EFL students' willingness to communicate has been defined conceptually as intentional behavior that delineates interactions on the occasion of an internal psychological communication process. Thus, language learners can improve as speakers of the language. Furthermore, willingness to communicate or speaking willingness is an essential process to do in the EFL learning activity because it can help EFL students to increase their desire to speak and to have conversations in class.

In the literature, some factors influence willingness to communicate, which are distinguished as individual and situational factors. The individual factors are classified into the personality of the learners, the motivation of the intergroup, self-esteem, the competence of communication, and other factors. On the other hand, situational factors are classified into an inclination to speak to someone, topic knowledge, etc (MacIntyre et al., 1998 cited in

Azwar, et. al., 2021). There have been research studies about how willingness to communicate and interaction factors create a significant meaning of L2 communication (MacIntyre et.al., 2020 cited in Macintyre & Wang, 2021). Barrios and Manzanos (2021) stated that the importance of willingness to communicate is mainly connected with the determining role which interactions have been proposed to play in the development of the language based on the different views or perspectives. Furthermore, willingness to communicate itself aims to predict, describe, and explain L2 communication. Thus, willingness to communicate in the field of language learning is necessary due to its role in L2 and EFL contexts. In addition, some researchers have argued that willingness to communicate in language learning needs to encourage the L2 context of education. It is because the willingness to communicate is aimed at providing language learning to increase the facility for practicing the L2 context (Riasati & Rahimi, 2018).

For example, a study conducted by Riasati (2018) examined speaking willingness and its relationship with language learning anxiety, motivation, and the ability to speak. Conducting data from 156 EFL learners of Iran, the study showed that learners are willing to speak English in class but at a fair and not high level. Furthermore, the study revealed several factors affecting English-speaking willingness in the language classroom. To emphasize, one of the variables that affect willingness to speak is the anxiety of language learning, specifically the speaking activity.

The authors have conducted preliminary research about one Indonesian EFL university student's speaking anxiety, and the result has shown that the student has speaking anxiety, especially because she is obligated to speak in the classroom situation. She stated her anxiety when the lecturer commands her to speak in English due to the opinion of making mistakes and getting judged by her classmates. Thus, she tends to be passive and quiet in class. Furthermore, it makes her feel a lack of speaking in English, and sometimes avoids speaking activities during class. This occasion seems to have a big impact on her speaking willingness, especially in the English context. From this occasion, the writer is interested in research to investigate the influence of EFL university students' speaking anxiety on their speaking willingness. The research question is formulated as follows: "Is there any significant influence of EFL university students' speaking anxiety on their speaking willingness?".

LITERATURE REVIEW

Foreign Language Anxiety

In the foreign language field, students often feel anxious in the classroom. Horwitz, Horwitz, and Cope (1986) mentioned that foreign language anxiety is a different concern of perceptions of self, trust, feelings, and behavior related to the language learning situation inside the classroom. Those complexes occur due to the uniqueness of the learning process of language. Hence, the language learning process has affected factors such as how students define their selves, students' beliefs about the things related to language learning, students'

feelings about the situation of language learning, and students' attitudes and behavior inside the classroom.

A study that has been conducted by McIntyre and Gardner (1991) and the result exposed that one of the factor that affects language learning process is anxiety. The effect is negatively happened to the students especially when they are learning a foreign language learning. From the study, it can be concluded that foreign language anxiety occurs when students are learning a language, especially in the foreign language field.

Speaking Anxiety

In the field of foreign language learning, anxiety usually occurs during speaking activities. Speaking anxiety in foreign language learners usually happens when the learners are assigned to do some activities in front of the class or instantaneous during the on-the-spot performance (Price, 1991 cited in Bashori et al., 2022). Addison et. al., (2003 cited in Bozkirli, 2019) define speaking anxiety as a psychological obstacle that impede someone from speaking effectively.

Several studies have investigated the factors of speaking anxiety in L2 and foreign languages. For example, Toubot et al., (2018) investigated EFL fourth-year students' level of speaking anxiety. The study finding revealed that Libyan English as a foreign language fourth-year learner has experienced speaking anxiety at a high level. The study also showed that the learners' speaking anxiety level is high, especially when they need to speak in English without any preparation before because they are scared and have a fear of making mistakes, specifically when they speak up in English in front of the class.

Furthermore, Alzamil (2022) conducted a study that aimed to investigate university-level students' behavior toward English speaking and their anxiety experiences. The study findings showed that even though the participants commonly did not feel any concerns about speaking in English, their behavior differed when they were asked about specific situations. The moment they were asked about the worry of making mistakes in speaking specifically in front of the class or being criticized by their classmates, they agreed that they were feel anxious to speak in English.

Willingness to Communicate

Developed by McCroskey & Baer (1985), the concept of willingness to communicate is defined as the inclination to get involved in communication at a given opportunity. Moreover, MacIntyre et. al. (1998), cited in Macintyre & Wang, (2021) stated that "Willingness to communicate has been defined conceptually as intentional behavior, which delineates interactions among the occasion of communication of the internal psychological process. Thus, the language learners improve as the speaker of the language". Willingness to communicate in the L2 field is defined as a learner's desire to participate in verbal communication using a second language (Syed & Kuzborska, 2019). In the second language learning situation, the factor that affects the use of a second language is the willingness to communicate specifically in the second language learning, that is affected by the situation of communication and the inclination to communicate with a specific person (Katsaris, 2019).

Mirici & Sari (2021) conducted a study which investigated the relationship between speaking, willingness to communicate, and the ideal L2 self. The samples of this study were 81 volunteer students of a state University in Turkey. The study was conducted in the Logistic Department of a Vocational College in a state university in Turkey in the 2017-2018 academic year. The findings revealed that there was no significant relationship between students' WTC and their speaking anxiety. On the other hand, GPA was the most influential factor of WTC, and it had an interaction with the ideal L2 self.

Manipuspika (2018) conducted a study to examine EFL students' language anxiety and its relationship with their willingness to communicate. The study exposed that there was a strong positive correlation between EFLs' speaking anxiety and their willingness to communicate. The learners who feel anxious tend to be more passive and afraid of speaking and communicating in the L2. Another finding of this study was there was a high level of anxiety among EFL learners.

METHOD

This research was conducted in a quantitative study corridor with a correlational design with the aim to identify the influence of EFL university students' speaking anxiety on their speaking willingness. The data was collected through two sections of a questionnaire which consist of 14 statements of speaking anxiety, and 14 statements of speaking willingness. A total of 141 respondents participated in this research. Before filling out the questionnaires, they were asked about their personal and demographic information, such as name, gender, age, and level of the semester. The instrument for speaking anxiety was a questionnaire adapted from Horwitz, Horwitz, and Cope (1986) and Alzamil (2022). Moreover, the instrument of speaking willingness was adopted by Riasati (2018). There were 14 questions related to speaking willingness which were filled in by the respondents. To analyze the data, the authors used simple linear regression with the pre-requisite tests which are normality and linearity tests.

FINDINGS AND DISCUSSION

Demographic Information

Before filling the questionnaire, the respondents were asked of the demographic information such as age, gender, and level of the semester. From the information of the demographic that has been collected from the respondents, the result is explained as follows:

Table 1. Demographic Information

Age		
Demographic Categories	Total (N)	Percentage (%)
18	1	0.7%
19	15	10.6%
20	24	17%
21	41	29.1%
22	50	35.3%
23>	10	7.1%
Gender		
Demographic Categories	Total (N)	Percentage (%)
Male	27	19.1%
Female	114	80.9%
Semester		
Demographic Categories	Total (N)	Percentage (%)
2	9	6.4%
4	34	24.1%
6	37	26.2%
8	61	43.3%

Based on the table above, the demographic information showed that the range of the respondents' ages were 18 until 23>. Furthermore, the gender category was dominated by female respondents with 80.9% or 114 in total of respondents, followed by the male with 19.1% or 27 in total of respondents. The semester category dominated by the 8th semester respondents with 43.3% or 61 respondents, followed by the 6th semester respondents with 26,2% or 37 respondents, the 4th semester students with 24.1% or 34 respondents, and the least was 2nd semester respondents with 6.4% or 9 respondents.

Pre-requisite Test

Before analyzing the data, the writer used pre-requisite tests to find out whether the data is normally and linearly distributed.

Normality Test

The Kolmogorov-Smirnov test was used in this research to identify the normality of the data distribution. Both of speaking anxiety variable and speaking willingness variable are tested using IBM SPSS Statistics.

Table 2. Speaking Anxiety's Normality Test

		Speaking Anxiety
N		141
Normal Parameters^{a,b}	Mean	43.51761
	Std. Deviation	9.649905
	Most Extreme Diffs	Absolute

	Positives	.055
	Negatives	-.024
T. Statistic		.055
Asymp. Sig. (2-tailed)		.200 ^{c,d}

Based on the normality test of speaking anxiety, the significance value is $0.200 > 0.05$. Therefore, the residual value of EFL university students' speaking willingness is normally distributed.

Table 3. Speaking Willingness Normality Test

		Speaking Willingness
N		141
Normal Parameters ^{a,b}	Mean	49.92665
	Std. Deviation	7.472351
Most Extreme Diffs	Absolute	.059
	Positives	.059
	Negatives	-.036
T. Statistic		.059
Asymp. Sig. (2-tailed)		.200 ^{c,d}

Based on the normality test of the speaking willingness, the significance value is $0.200 > 0.05$. Therefore, the residual value of EFL university students' speaking willingness is normally distributed.

Linearity Test

The linearity test of deviation from linearity is used to identify the shape of whether there is a relationship between the speaking anxiety (x) variable and the speaking willingness (y) variable or not.

- If the value of deviation significance from linearity is >0.05 , it means there is a linear relationship between the speaking anxiety (x) variable and the speaking willingness (y) variable.
- If the value of deviation significance from linearity is <0.05 , it means there is no linear relationship between the speaking anxiety (x) variable and the speaking willingness (y) variable.

Table 4. Linearity Test

		Sum of Squares	df	Mean Square	F	Sig.
Speaking Willingness * Speaking Anxiety	Between Groups	2680.119	45	59.558	1.536	.041
	Linearity	949.797	1	949.797	24.503	.000
	Deviation from Linearity	1730.322	44	39.326	1.015	.465

Within Groups	3682.490	95	38.763		
Total	6362.610	140			

Based on the deviation from the linearity test, the data distribution is $0.465 > 0.05$. Therefore, it can be concluded that there is a linear relationship between speaking anxiety (x) and speaking willingness (y).

Data Analysis

Linear Regression Equation

The linear regression equation is used to identify the equation of the speaking anxiety and speaking willingness variable.

Table 5. Linear Regression Equation

Model	Unstandardized Coefficient		Standardized Coefficient		t	Sig.
	Std. Error		Beta			
(Constant)		63.619		2.675	23.787	.000
Speaking Anxiety		-.315		.060	-.406	-.5.243

a. Dependent Variable: Speaking Willingness

Based on the test, the result showed that the value of the speaking anxiety variable is -0.315. Therefore, it means that the influence was the opposite. In other words, if the speaking anxiety is increased, the speaking willingness will be decreased.

Significance Analysis

Significance analysis was used to find the significance influence of EFL university students' speaking anxiety on their speaking willingness.

- If the significance value < 0.05 , it means there is an influence of EFL university students' speaking anxiety on their speaking willingness.
- If the significance value > 0.05 , it means there is no influence of EFL university students' speaking anxiety on their speaking willingness.

Table 6. Significance Analysis

Model	ANOVA ^a				
	Sum of Squares	df	Mean Square	F	Sig.
Regression	1290.690	1	1290.690	27.489	.000 ^b
Residual	6526.355	139	46.952		
Total	7817.045	140			

a. Dependent Variable: Speaking Willingness

b. Predictors: (Constant), Speaking Anxiety

The test showed that the F result = 27.489 with a significance value is $0.000 < 0.05$. Therefore, it means that there is an influence of EFL university students' speaking anxiety on their speaking willingness.

Coefficient Determination

The coefficient determination test was used to identify how strong the influence of speaking anxiety on speaking willingness is.

Table 7. Significance of the Correlation Coefficient

Model	Model Summary			
	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.406 ^a	.165	.159	6.852167

a. Predictors: (Constant), Speaking Anxiety

Based on the test of the significance of the correlation coefficient, it can be identified that the determination coefficient (R square) is 0.165. It means that the influence of EFL university students' speaking anxiety on their speaking willingness is 16.5%.

CONCLUSION AND SUGGESTION

Speaking anxiety is one of the factors which influence speaking willingness, especially in the foreign language field. The higher the speaking anxiety of the students, the lower their speaking willingness they have. In other words, if their speaking anxiety is increased, then their speaking willingness is decreased. To find out the truth of this assumption, this research was conducted with 141 samples of respondents. Based on the result of the research and the data analysis, it can be shown that indeed speaking anxiety has an influence on speaking willingness.

According to the analysis of the data about the influence of EFL university students' speaking anxiety on their speaking willingness, the result of the linear regression equation was -0.315 with the explanation "if the speaking anxiety is increased, the speaking willingness will be decreased". Moreover, the significance value was $0.000 < 0.05$. It means that the significance of the influence of EFL university students' speaking anxiety on their speaking willingness was more than the significance table of the influence which is 0.05.

Dealing with the above statistical analysis, the conclusion result of this research has been found. The result exposed that there is a significant influence of EFL university students' speaking anxiety on their speaking willingness in the significant level of influence which was 16.5%. From this conclusion, the lecturers who teach speaking lectures should be aware and always recognize the students who have speaking anxiety. This problem can be solved with lecturers' support, thus the students will feel more comfortable and tend to speak more in the class situation.

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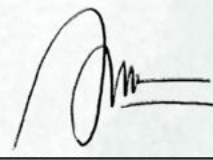
Heni Novita Sari

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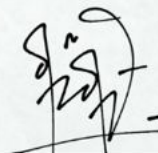
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THE INFLUENCE OF EFL UNIVERSITY STUDENTS' SPEAKING ANXIETY ON THEIR SPEAKING WILLINGNESS

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INTRODUCTION

In the classroom situation, EFL students tend to do some activities that help them to improve their English skills. One of the activities they do in the class is a speaking activity. Hence, since they are learning to speak a foreign language, EFL students need to have the desire to do it in front of their classmates and their lecturers. Not only to speak in front of the class but also to have conversations with their classmates or lecturers. This desire is called the willingness to communicate or specifically speaking willingness. MacIntyre et. al., (1998, cited in Macintyre & Wang, 2021:879) stated that EFL students' willingness to

communicate has been defined conceptually as intentional behavior that delineates interactions on the occasion of an internal psychological communication process. Thus, language learners can improve as speakers of the language. Furthermore, willingness to communicate or speaking willingness is an essential process to do in the EFL learning activity because it can help EFL students to increase their desire to speak and to have conversations in class.

In the literature, some factors influence willingness to communicate, which are distinguished as individual and situational factors. The individual factors are classified into the personality of the learners, the motivation of the intergroup, self-esteem, the competence of communication, and other factors. On the other hand, situational factors are classified into an inclination to speak to someone, topic knowledge, etc. (MacIntyre et al., 1998 cited in Azwar, et. al., 2021:218). There have been research studies about how willingness to communicate and interaction factors create a significant meaning of L2 communication (MacIntyre et.al., 2020 cited in Macintyre & Wang, 2021). Barrios & Manzanos (2021) state that “The importance of willingness to communicate is mainly connected with the determining role which interactions have been proposed to play in the development of the language based on the different views or perspectives.” Furthermore, willingness to communicate itself aims to predict, describe, and explain L2 communication. Thus, willingness to communicate in the field of language learning is necessary due to its role in L2 and EFL contexts. In addition, some researchers have argued that willingness to communicate in language learning needs to encourage the L2 context of education. It is because the willingness to communicate is aimed at providing language learning to increase the facility for practicing the L2 context. (Riasati & Rahimi, 2018)

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LITERATURE REVIEW

A. Foreign Language Anxiety

In the foreign language field, students often feel anxious in the classroom. Horwitz, Horwitz, and Cope (1986:128) state that foreign language anxiety is a different concern of perceptions of self trust, feelings, and behavior related to the language learning situation inside the classroom. Those complexes occur due to the uniqueness of the learning process of language. Hence, the language learning process has affected factors such as how students define their selves, students' beliefs about the things related to language learning, students' feelings about the situation of language learning, and students' attitudes and behavior inside the classroom.

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anxiety occurs when students are learning a language, especially in the foreign language field.

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Manipuspika (2018) conducted a study to examine EFL students' language anxiety and its relationship with their willingness to communicate. The study exposed that there was a strong positive correlation between EFLs' speaking anxiety and their willingness to communicate. The learners who feel anxious tend to be more passive and afraid of speaking and communicating in the L2. Another finding of this study was there was a high level of anxiety among EFL learners.

METHOD

This research was conducted with a quantitative study to identify the influence of EFL university students' speaking anxiety on their speaking willingness. The data collected through two sections of questionnaire which consist of 14 statements of speaking anxiety, and 14 statements of speaking willingness. A total of 141 respondents were participated in this research. Before filling the questionnaires, they were asked about their personal and demographic information, such as name, gender, age, and level of the semester.

The instrument for speaking anxiety was a questionnaire adapted from Horwitz, Horwitz, and Cope (1986) and Alzamil (2022). There were 14 statements related to foreign language anxiety and specifically speaking anxiety, which were filled in by the respondents. Moreover, The instrument of speaking willingness was adopted from Riasati (2018). There were 14 questions related to speaking willingness which filled in by the respondents. To analyze the data, the authors used simple linear regression with the pre-requisite tests which are normality and linearity tests.

FINDINGS AND DISCUSSION

A. Demographic Information

Before filling the questionnaire, the respondents were asked of the demographic information such as age, gender, and level of the semester. From the information of the demographic that has been collected from the respondents, the result is explained as follows:

Table I. Demographic Information

Age		
Demographic Categories	Total (N)	Percentage (%)
18	1	0.7%
19	15	10.6%
20	24	17%
21	41	29.1%
22	50	35.3%

23>	10	7.1%
Gender		
Demographic Categories	Total (N)	Percentage (%)
Male	27	19.1%
Female	114	80.9%
Semester		
Demographic Categories	Total (N)	Percentage (%)
2	9	6.4%
4	34	24.1%
6	37	26.2%
8	61	43.3%

Based on the table above, the demographic information showed that the range of the respondents' ages were 18 until 23>. Furthermore, the gender category was dominated by female respondents with 80.9% or 114 in total of respondents, followed by the male with 19.1% or 27 in total of respondents. The semester category dominated by the 8th semester respondents with 43.3% or 61 respondents, followed by the 6th semester respondents with 26,2% or 37 respondents, the 4th semester students with 24.1% or 34 respondents, and the least was 2nd semester respondents with 6.4% or 9 respondents.

B. Pre-requisite Test

Before analyzing the data, the writer used pre-requisite tests to find out whether the data is normally and linearly distributed.

I. Normality Test

The Kolmogorov-Smirnov test was used in this research to identify the normality of the data distribution. Both of speaking anxiety variable and speaking willingness variable are tested using IBM SPSS Statistics.

Table II. Speaking Anxiety's Normality Test

		Speaking Anxiety
N		141
Normal Parameters ^{a,b}	Mean	43.51761
	Std. Deviation	9.649905
Most Extreme Diffs	Absolute	.055
	Positives	.055
	Negatives	-.024
T. Statistic		.055
Asymp. Sig. (2-tailed)		.200 ^{c,d}

Based on the normality test of speaking anxiety, the significance value is $0.200 > 0.05$. Therefore, the residual value of EFL university students' speaking willingness is normally distributed.

Table III. Speaking Willingness Normality Test

		Speaking Willingness
N		141
Normal Parameters ^{a,b}	Mean	49.92665
	Std. Deviation	7.472351
Most Extreme Diffs	Absolute	.059
	Positives	.059
	Negatives	-.036
T. Statistic		.059
Asymp. Sig. (2-tailed)		.200 ^{c,d}

Based on the normality test of the speaking willingness, the significance value is $0.200 > 0.05$. Therefore, the residual value of EFL university students' speaking willingness is normally distributed.

2. Linearity Test

The linearity test of deviation from linearity is used to identify the shape of whether there is a relationship between the speaking anxiety (x) variable and the speaking willingness (y) variable or not.

- If the value of deviation significance from linearity is >0.05 , it means there is a linear relationship between the speaking anxiety (x) variable and the speaking willingness (y) variable.
- If the value of deviation significance from linearity is <0.05 , it means there is no linear relationship between the speaking anxiety (x) variable and the speaking willingness (y) variable.

Table IV. Linearity Test

		Sum of Squares	df	Mean Square	F	Sig.
Speaking	Between (Combined)	2680.119	45	59.558	1.536	.041
Willingness *	Groups					
	Linearity	949.797	1	949.797	24.503	.000
Speaking Anxiety	Deviation from Linearity	1730.322	44	39.326	1.015	.465
	Within Groups	3682.490	95	38.763		
	Total	6362.610	140			

Based on the deviation from the linearity test, the data distribution is $0.465 > 0.05$. Therefore, it can be concluded that there is a linear relationship between speaking anxiety (x) and speaking willingness (y).

C. Data Analysis

I. Linear Regression Equation

The linear regression equation is used to identify the equation of the speaking anxiety and speaking willingness variable.

Table V. Linear Regression Equation

Coefficients ^a					
Model	Unstandardized Coefficient Std. Error	Standardized Coefficient Beta	t	Sig.	
(Constant)	63.619	2.675	23.787	.000	
Speaking Anxiety	-.315	.060	-.406	-5.243 .000	

a. Dependent Variable: Speaking Willingness

Based on the test, the result showed that the value of the speaking anxiety variable is -0.315. Therefore, it means that the influence was the opposite. In other words, if the speaking anxiety is increased, the speaking willingness will be decreased.

2. Significance Analysis

Significance analysis was used to find the significance influence of EFL university students' speaking anxiety on their speaking willingness.

- If the significance value < 0.05 , it means there is an influence of EFL university students' speaking anxiety on their speaking willingness.
- If the significance value > 0.05 , it means there is no influence of EFL university students' speaking anxiety on their speaking willingness.

Table VI. Significance Analysis

ANOVA ^a					
Model	Sum of Squares	df	Mean Square	F	Sig.

Regression	1290.6 90	1	1290.69 0	27.4 89	.000 b
Residual	6526.3 55	139	46.952		
Total	7817.0 45	140			

a. Dependent Variable: Speaking Willingness

b. Predictors: (Constant), Speaking Anxiety

The test showed that the F result = 27.489 with a significance value is $0.000 < 0.05$. Therefore, it means that there is an influence of EFL university students' speaking anxiety on their speaking willingness.

3. Coefficient Determination

The coefficient determination test was used to identify how strong the influence of speaking anxiety on speaking willingness is.

Table VII. Significance of the Correlation Coefficient

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.406 ^a	.165	.159	6.852167

a. Predictors: (Constant), Speaking Anxiety

Based on the test of the significance of the correlation coefficient, it can be identified that the determination coefficient (R square) is 0.165. It means that the influence of EFL university students' speaking anxiety on their speaking willingness is 16.5%.

CONCLUSION AND SUGGESTION

Speaking anxiety is one of the factors which influence speaking willingness, especially in the foreign language field. The higher the speaking anxiety of the students, the lower their speaking willingness they have. In other words, if their speaking anxiety is increased, then

their speaking willingness is decreased. To find out the truth of this assumption, this research was conducted with 141 samples of respondents. Based on the result of the research and the data analysis, it can be shown that indeed speaking anxiety has an influence on speaking willingness.

According to the analysis of the data about the influence of EFL university students' speaking anxiety on their speaking willingness, the result of the linear regression equation was -0.315 with the explanation "if the speaking anxiety is increased, the speaking willingness will be decreased". Moreover, the significance value was $0.000 < 0.05$. It means that the significance of the influence of EFL university students' speaking anxiety on their speaking willingness was more than the significance table of the influence which is 0.05.

Dealing with the above statistical analysis, the conclusion result of this research has been found. The result exposed that there is a significant influence of EFL university students' speaking anxiety on their speaking willingness in the significant level of influence which was 16.5%. From this conclusion, the lecturers who teach speaking lectures should be aware and always recognize the students who have speaking anxiety. This problem can be solved with lecturers' support, thus the students will feel more comfortable and tend to speak more in the class situation.

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