

Foreign Language Speaking Anxiety: Speaking Anxiety Levels and Factors among Tenth Grade Students

Kecemasan Berbahasa Asing: Tingkat Kecemasan Berbicara dan Faktor-Faktor pada Siswa Kelas X

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Abstract

Language proficiency, particularly in English, is pivotal for students in Indonesia, yet many encounter Foreign Language Speaking Anxiety (FLSA) when required to speak English. This study examines FLSA among tenth-grade students, identifying varying anxiety levels. Most students fell into the moderate anxiety category, indicating that a significant portion experiences a moderate level of anxiety when speaking in a foreign language. A smaller but notable group of students reported high levels of anxiety, suggesting they face significant challenges due to their high anxiety levels. Internal factors contributing to anxiety include low proficiency, lack of practice, and fear of errors, while external factors encompass negative evaluations and social scrutiny. Additional factors identified include anxiety from recording and past negative experiences. Insights from Horwitz, MacIntyre, and Gardner's anxiety frameworks guide the study, emphasizing the complex interplay of cognitive, affective, and environmental factors. Data from questionnaires and interviews underscore the pervasive nature of speaking anxiety and highlight the need for supportive learning environments to alleviate anxiety and enhance language learning outcomes.

Key words: *Anxiety Level, External Factors, Internal Factors, Speaking Anxiety*

Abstrak

Kemampuan berbahasa, khususnya dalam Bahasa Inggris, sangat penting bagi siswa di Indonesia. Namun, banyak yang mengalami Foreign Language Speaking Anxiety (FLSA) saat diminta berbicara dalam Bahasa Inggris. Penelitian ini mengkaji FLSA di kalangan siswa kelas sepuluh, dengan mengidentifikasi tingkat kecemasan yang bervariasi. Sebagian besar siswa berada dalam kategori kecemasan sedang, yang menunjukkan bahwa sebagian besar siswa mengalami tingkat kecemasan sedang saat berbicara dalam bahasa asing. Kelompok siswa yang lebih kecil tetapi signifikan melaporkan tingkat kecemasan tinggi, menunjukkan bahwa mereka menghadapi tantangan besar akibat kecemasan yang tinggi. Faktor internal yang berkontribusi terhadap kecemasan meliputi kemampuan rendah, kurangnya latihan, dan ketakutan membuat kesalahan, sedangkan faktor eksternal mencakup evaluasi negatif dan pengawasan sosial. Faktor tambahan yang teridentifikasi termasuk kecemasan saat direkam dan pengalaman negatif di masa lalu. Wawasan dari kerangka kecemasan Horwitz, MacIntyre, dan Gardner membimbing penelitian ini, menyoroti interaksi kompleks antara faktor kognitif, afektif, dan lingkungan. Data dari kuesioner dan wawancara menegaskan sifat kecemasan berbicara yang meluas dan menekankan perlunya lingkungan pembelajaran yang mendukung untuk mengurangi kecemasan dan meningkatkan hasil pembelajaran bahasa.

Kata kunci: *Faktor Eksternal, Faktor Internal, Kecemasan Berbicara, Tingkat Kecemasan*

INTRODUCTION

Language plays a central role in communication, facilitating mutual understanding between individuals. It is a critical tool for interaction, enabling speakers and listeners, or writers and readers, to exchange ideas effectively. "The term 'language' typically refers to a representational system that is symbolic and refers to concepts and conceptual understanding. It is indeed quite an abstract symbol system that represents knowledge, thoughts, beliefs, processes, and many other forms of human information processing with, among other aims, the desire to communicate those notions effectively"

(Altarriba & Basnight-Brown 2022). Consequently, learning foreign languages, such as English, is a fundamental component of the educational curriculum in Indonesia.

Nunan (1995) emphasizes that achieving conversational competence is a key element in learning to speak English as a second or foreign language. Successful communication is defined by the ability to navigate and complete conversations effectively in the target language. In Indonesia, English has been recognized as a vital component of the education system, playing a significant role in students' academic and professional futures. Despite the extensive efforts to improve English language education, many students continue to experience significant anxiety when speaking English in front of others. Effective communication is the main objective of language learning, especially in the context of speaking English. Nonetheless, speaking is considered to be the most anxiety-inducing of the four language skills (Sidik 2021). This phenomenon, known as Foreign Language Speaking Anxiety (FLSA), can severely hinder students' ability to perform well in oral communication tasks and can negatively impact their overall language learning experience.

According to Ormrod (2011), anxiety is characterized as a feeling of uneasiness and apprehension related to situations with uncertain outcomes, a sentiment echoed by Grupe and Nitschke (2013) who emphasize its association with future uncertainties and threats. Distinguishing anxiety from fear, Halgin and Whitbourne (2007) note that fear is an instinctive response to immediate danger, whereas anxiety involves anticipating potential negative outcomes. They describe anxiety as a forward-looking response marked by apprehension and discomfort about future possibilities (p. 148). Additionally, Barlow's framework, cited in Passer and Smith (2009), identifies three emotional components of anxiety: cognitive (involving thoughts and perceptions), physiological (related to bodily responses), and behavioral (including avoidance behaviors in certain situations). This comprehensive view highlights anxiety as a complex psychological phenomenon encompassing cognitive, physiological, and behavioral dimensions in response to perceived threats and uncertainties.

Speaking anxiety is a complex issue influenced by various internal and external factors. Internally, students may suffer from low self-confidence, lack of practice, fear of making mistakes, and low proficiency levels. Externally, the fear of negative evaluation, becoming the center of attention, and the presence of teachers or peers can exacerbate this anxiety. Additionally, environmental factors and past negative experiences can play significant roles in shaping students' attitudes towards speaking English. This research utilizes Horwitz, Horwitz, and Cope's (1986) theory of Foreign Language Classroom Anxiety (FLCA), which identifies communication apprehension, fear of negative evaluation, and test anxiety as primary sources of language learning anxiety. The study also integrates MacIntyre and Gardner's (1991) model of anxiety, which includes personal and situational factors affecting foreign language anxiety.

Horwitz et al also added that these students may be able to master other skills, but they have a 'mental block' when they are asked to speak English. (1986, p.125). Everyone has different psychological conditions, as is the case with students, some students can speak confidently, and the others cannot speak English since they are nervous and shy. Shame, fear of making mistakes, and feeling anxious are some other reasons experienced by some students when they have to speak in English. Price (1991) as cited in Öztürk & Gürbüz (2014) found that the activity of speaking in English in the classroom makes them anxious because they are worried, afraid of making mistakes, or even being laughed at by their friends.

In examining the complex phenomenon of speaking anxiety among language learners, it is crucial to consider both internal and external factors that contribute significantly to this psychological state. Internal factors, as highlighted by Mahmoudi & Mahmoudi (2015), encompass cognitive and affective dimensions such as motivation, intelligence, fear, and risk-taking ability. Students may experience anxiety due to their awareness of linguistic limitations, as noted by Szyszka (2017), which manifests in concerns about making errors in lexicon, pronunciation, and grammar. This fear of failure, compounded by a perceived lack of knowledge, can profoundly influence students' confidence and performance in speaking activities, as supported by earlier research (Occhipinti 2009; Horwitz et al. 1986).

Conversely, external factors encompass the social environment of the classroom, teacher-student interactions, and curriculum design (Mahmoudi & Mahmoudi 2015). Effisong (2016) underscores the impact of classroom atmosphere on language learning, highlighting that a relaxed environment fosters better learning outcomes while a tense atmosphere heightens speaking anxiety. The behavior of instructors, as suggested by Cheng and Dornyei (2007), plays a pivotal role in either mitigating or exacerbating speaking anxiety by providing a supportive and encouraging model. Similarly, the

interpersonal dynamics among students and their relationship with the teacher significantly influence anxiety levels; a positive rapport and shared humor can alleviate anxiety during speaking tasks (Effisong 2016; Occhipinti 2009).

In the context of senior high school, a prominent high school in Medan, North Sumatra, speaking anxiety among tenth-grade students is an issue that warrants thorough investigation. The school's diverse student population and its emphasis on English proficiency provide a unique setting to explore the multifaceted nature of speaking anxiety. Preliminary observations and anecdotal evidence suggest that many senior high school students in Medan struggle with speaking anxiety, impacting their performance and participation in English classes.

Preliminary data collection was carried out using two methods, namely interviews and observations with teachers and students in order to obtain information about speaking anxiety experienced by students and students' speaking anxiety which could be observed by teachers. The results of interviews with teachers showed that students often seemed to experience difficulties and often indicated resistance when asked to speak English. Meanwhile, observation results show that when asked to speak English, students show symptoms of speaking anxiety such as nervous, sweaty palms, heart beating fast, and forgetting very important things when going to a presentation in front of the class.

Based on the first preliminary data, it shows that students feel something when they are asked to speak English in class. Students show symptoms of their heart beating fast and their hands feeling wet when they are asked to speak in class. This indicates that students experience speaking anxiety. According to Roger's (2004) theory of speaking anxiety symptoms, these students exhibit various symptoms such as a rapid heartbeat, difficulty speaking, trembling, difficulty breathing, a shaky voice, cold hands, dizziness, shaky knees, cold sweats, a stiff body, excessive sweating, constant movement of body parts, and stomach discomfort.

Previous research has focused on examining language anxiety, particularly measuring foreign language anxiety levels as outlined by Horwitz, Horwitz, and Cope (1986). Their study indicates that students with high anxiety levels are often afraid to speak in a foreign language, fear being less capable than their peers, and are concerned about negative judgments from other students (Horwitz et al., 1986). Additionally, a study by Aida (1994) demonstrated that increased anxiety in EFL learners correlates with lower speaking proficiency. Several research studies indicate that speaking anxiety can lead to unfavorable attitudes, language obstacles, and apprehension in intercultural communication (Amiri & Puteh 2018; Azarfam & Baki 2012; Yang, Salzman, & Yang 2015; Zhiping & Paramasivam 2013).

Recent studies have highlighted various factors contributing to speaking anxiety. Alnahidh and Altalhab (2019) identified fear of making mistakes, lack of vocabulary, and negative teacher attitudes as significant contributors to FLSA among Saudi EFL students. Similarly, Suparia et al. (2022) found that communication apprehension, fear of negative evaluation, and test anxiety are prevalent among female students in foreign language classrooms. These studies underscore the importance of understanding the specific factors that contribute to speaking anxiety in different educational contexts.

This study aims to investigate the students speaking anxiety level and specific factors contributing to speaking anxiety among tenth-grade students at a senior high school in Medan. By identifying and analyzing these levels and factors, the research seeks to provide insights that can inform teaching practices and interventions aimed at reducing speaking anxiety and enhancing students' oral communication skills. This study is particularly relevant as it explores three newly identified factors: anxiety when being recorded, feeling intimidated by peers' English proficiency and anxiety stemming from past negative experiences in speaking English. Understanding these unique contributors to speaking anxiety will help educators develop more targeted strategies to support students in overcoming their fears and improving their speaking proficiency.

METHODS

This qualitative research aims to explore the levels of speaking anxiety and the factors contributing to speaking anxiety among tenth-grade students, employing a case study approach to gain an in-depth understanding of both internal and external influences on students' anxiety when speaking English. The study spanned over four weeks, with data collected through a questionnaire and semi-structured interviews conducted after students were asked to speak in front of the class. The primary data source consists of responses and experiences from 60 tenth-grade students, selected to provide diverse insights. A close-ended questionnaire that is adapted by FLCAS (Foreign Language

Classroom Anxiety Scale), developed by Horwitz (1986) to obtain the levels of speaking anxiety in English classroom because FLCAS is considered as valid and credible measuring data instrument to measure anxiety level and is often used by previous researchers to measure students' speaking anxiety level.

Data collection was conducted through semi-structured interviews, allowing for flexibility and depth in questioning. The interviews focused on personal experiences with speaking anxiety, situational factors affecting anxiety levels, specific instances of anxiety, and perceptions of contributing internal and external factors. Data analysis followed the Miles and Huberman (2014) model, involving three concurrent activities: data reduction, data display, and conclusion drawing and verification. Data reduction involved condensing and focusing the raw interview data to highlight essential themes. The data was then organized into display formats such as matrices and charts to facilitate the identification of patterns and relationships. Finally, conclusions were drawn and verified through systematic interpretation and cross-referencing of the data. This comprehensive approach aims to uncover the multifaceted nature of speaking anxiety and offer insights into effective strategies for mitigating this issue in the classroom context.

FINDING AND DISCUSSION

A. Students' Speaking Anxiety Level

This study aimed to identify the levels of speaking anxiety experienced by students using the Foreign Language Classroom Anxiety Scale (FLCAS) proposed by Horwitz (1986). A close-ended questionnaire consisting of 33 items based on the FLCAS was administered to 60 tenth-grade students. There are many variations of responses given by students to the FLCAS questionnaire. Based on the data analysis that has been done, it was found that every student of 60 students had different levels of anxiety in speaking. [1] 9 (15%) of 60 students are experience high level anxiety, because the range score of their questionnaires result are between 133-165. [2] 36 (60%) of 60 are in moderate level anxiety, it means more than half of the questionnaire result are in range score 99-132. [3] Lastly, 15 (25%) of 60 students experience low level anxiety, because the range score of their questionnaires result are in range between 33-98.

Table 1. *Category of Anxiety Level*

Range	Level Category	Frequency	Percentage (%)
133-165	High	9	15
99-132	Moderate	36	60
33-98	Low	15	25
Total		60	100

Out of 60 students surveyed, 9 (15%) reported experiencing high levels of speaking anxiety. High anxiety in this context is defined as feeling threatened by their surroundings, which impairs their ability to focus and solve problems, potentially leading to further anxiety. Symptoms include restlessness, intense nervousness, shaking, denial, agitation, confusion, poor eye contact, withdrawal, and the need for personal space.

Additionally, 36 students (60%) fell into the category of moderate anxiety. This level of anxiety is common when students feel tense or nervous, particularly in front of authoritative figures like teachers. Symptoms include discomfort, unconsciousness, sweating, headaches, back pain, and sensitivity to sound changes.

Only 15 students (25%) scored perfectly on the questionnaire, indicating low levels of speaking anxiety. These students generally experience minimal stress when speaking English in class and perform well. Symptoms of low anxiety include everyday tension, slight restlessness, trembling lips, a slightly impatient demeanor, preference for solitude, and minor increases in pulse and blood pressure.

B. Source of Students' Speaking Anxiety

The table below presents an analysis of the various factors that contribute to speaking anxiety among observed students. The table categorizes these factors into two main groups: Internal factors, which relate to the students' own perceptions and abilities, and External factors, which involve external influences such as the teacher and learning environment. By identifying and understanding these

anxiety-inducing factors, educators can develop targeted strategies to help students overcome their speaking apprehensions and improve their language proficiency.

Table 2. Students' Speaking Anxiety Factors

No	Factor	Total	Percentage (%)	
1	Internal	Lack of Self Confidence	14	12.8
		Lack of Practice	13	11.9
		Lack of Preparation	9	8.3
		Fear of Making Mistakes	11	10.1
		Low English Proficiency	17	15.6
		Inability to Express Oneself	1	0.9
		Shyness	1	0.9
2	External	Fear of Being Negatively Evaluated	8	7.3
		Fear of Being the Focus of Attention	10	9.2
		Fear of Being Laugh at or Ridiculed	4	3.7
		Teacher	7	6.4
		Environment	5	4.6
		Other Factors	9	8.3
		Total		109

The study on speaking anxiety factors among tenth-grade students in Medan revealed several significant insights. Internally, the most prominent factors contributing to anxiety were low English proficiency (17 students), lack of self-confidence (14 students), lack of practice (13 students), and fear of making mistakes (11 students). Lesser contributing factors included lack of preparation (9 students), inability to express oneself (1 student), and shyness (1 student). Externally, students' anxiety was influenced by fears of being negatively evaluated, becoming the focus of attention, and being laughed at or ridiculed. Additionally, the presence of teachers and environmental disturbances were significant contributors to anxiety.

1. Internal Factors

Internal factors of speaking anxiety refer to the personal and psychological aspects within an individual that contribute to their feelings of nervousness or apprehension when speaking. These factors are intrinsic to the person and influence their anxiety levels from within. Internal factors imply cognitive and affective factors such as motivation, intelligence, anxiety, risk taking ability, etc. (Mahmoudi & Mahmoudi 2015)

a. Lack of Self Confidence

Students struggle with psychological characteristics like anxiety, worry, and lack of confidence in addition to language proficiency (Woodrow 2016; Galante 2018). Up to 14 data points suggest that their lack of confidence, which can be attributed to a number of factors, is the root cause of their nervousness. According to the statistics, speaking anxiety in students is largely caused by problems with their self-confidence, which also has an impact on their performance and readiness to speak in front of people.

Data 1.

Karena merasa... merasa... merasa nggak PD (percaya diri), Kak.
 'Because I feel... feel... **not confident**, Kak.'

The student's statement, "Because I feel... feel... not confident, Kak," clearly indicates a significant internal factor contributing to their speaking anxiety: lack of self-confidence. This factor plays a crucial role in affecting the student's ability to speak fluently and comfortably in a foreign language. Lack of self-confidence in speaking can stem from various sources, such as previous negative experiences, fear of making mistakes, or a perception of inadequacy in language skills compared to peers.

b. Lack of Practice

Thirteen out of the 109 respondents claimed that their insufficient exposure to speaking English in both everyday situations and educational settings is the main source of their speech anxiety. This

emphasizes how crucial regular exposure to the language and practice are to lowering language anxiety and boosting self-assurance when speaking English.

Data 1.

Karena kurang terbiasa ditengah banyak orang. Apalagi menggunakan bahasa Inggris.
'Because I'm not used to being in front of many people. Especially using English.'

Lack of practice to public speaking is a critical internal factor that affects the student's confidence and comfort level when speaking in front of an audience. Public speaking requires not only linguistic competence but also the ability to manage one's emotions and maintain composure under pressure. Students who have limited experience with public speaking often feel unprepared and overwhelmed by the prospect of addressing a large group. This inexperience can lead to heightened anxiety, as they may not have developed the necessary coping mechanisms to handle the stress and scrutiny associated with public speaking.

c. Lack of Preparation

One more significant contributing aspect to the pupils' speaking nervousness is this. "Speaking anxiety is usually the result of not being prepared," according to Kanar (2011). She asserts that a lack of preparation for a presentation could contribute to students' nervousness. Thus, in order for the kids to speak English correctly, they need to be well-prepared.

Data 1.

...mungkin karena kurangnya persiapan kak, menurut saya jadi itu kurangnya persiapan buat kita kurang percaya diri karena mungkin kita berpikir kita tampilannya jadi nggak bagus.
'...it might be due to insufficient preparation, I think. So, it's the lack of preparation that makes us lack confidence because we might think our performance won't be good'

The student's statement, "...it might be due to insufficient preparation, I think. So, it's the lack of preparation that makes us lack confidence because we might think our performance won't be good," points to the significant role that lack of preparation plays in contributing to speaking anxiety. This factor can be categorized as an internal influence, deeply affecting the student's confidence and overall performance. Lack of preparation is a critical internal factor contributing to speaking anxiety. Preparation involves not only familiarizing oneself with the content but also practicing delivery, anticipating potential questions, and managing time effectively. When students feel unprepared, they are more likely to experience anxiety because they are uncertain about their ability to perform well. This uncertainty stems from a fear of the unknown, such as potential mistakes, forgotten points, or the inability to answer questions adequately.

d. Fear of Making Mistakes

Fear of making mistakes is considered as another factor of students' speaking anxiety. In some cases, students feel nervous because they are afraid of making mistakes when doing presentation. Fear of making mistakes is a significant factor contributing to students' speaking anxiety. This fear can be paralyzing and often stems from various underlying issues, including perfectionism, lack of confidence, and the fear of negative evaluation.

Data 1.

Takut salah, Kak. Misalnya itu dalam pengucapan kata atau kalimatnya gitu ada yang salah. Itu kan kayak malu, Kak.
'I'm afraid of making mistakes, Kak. For example, if there's a mistake in pronouncing words or sentences. It feels embarrassing, you know, Kak.'

In the provided statement, the student explicitly mentions a fear of making mistakes, particularly in pronouncing words or sentences. This fear is linked to feelings of embarrassment, which is a significant component of speaking anxiety. The primary factor contributing to this student's speaking anxiety is Fear of Making Mistakes.

e. Low English Proficiency

Ellis (2015) noted that a learner's anxiety level may increase as a result of a lack of linguistic understanding. According to this study, 17 students admitted that their poor English ability was the reason they were experiencing worry. This can be shown as the data below:

Data 1.

Sepertinya dari keterampilan bahasanya juga sih, Kak.
'It might also be **due to my language skills, Kak.**' (ADP)

Data 1 shows that students acknowledge that speaking anxiety is a result of their language proficiency by stating that their speaking anxiety is "due to my language skill." Due to their lack of competency, inability to grasp what the teacher says in class, and inability to react to the teacher's inquiries, the pupils are hesitant to speak up.

f. Shyness

Many students experience the emotional problem of shyness when they have to speak in front of the class in English. This suggests that shyness may be a contributing factor to issues with students' classroom learning, particularly when it comes to speaking classes.

Data 1.

Karena malu juga sih Kak, ga terbiasa.
'Because **I'm embarrassed** too Kak, I'm not used to it.'

In this study, there was just one student who reported that they felt shy when asked to present their work in front of the class was caused by their shyness. Put another way, it can be claimed that a student's speaking performance is significantly impacted by their shyness.

g. Inability to express oneself

It can be challenging for foreign language learners to articulate their thoughts in the language they are learning. Most foreign language learners typically struggle with this issue, which also adds to their nervousness.

Data 1.

Mungkin karena tantangan komunikasi, jadi sulit untuk meluapkan kata-kata, jadi bikin cemas.
'Maybe because of communication challenges, so it's **difficult to express words freely**, so it caused anxiety'.

From the data above, it can be concluded that unable to express oneself is one of factor that can trigger students' speaking anxiety. There was one student who stated that his inability to express his words was the cause of the anxiety he felt when asked to speak in English.

2. External Factors

Speaking anxiety's external causes are things that happen outside of a person's internal psychological condition and that make them feel uneasy, afraid, or apprehensive when they speak in front of an audience or in public. One can list variables like social class, first language, teachers, early start, L2 curriculum, etc. as examples of external factors (Mahmoud and Mahmoud 2015).

a. Fear of being Negatively Evaluated

A person with a great fear of receiving a poor grade could be extremely perceptive to the opinions of classmates, teachers, native speakers, and other students in the classroom (Horwitz et al. 1986). Students who dread being negatively assessed when asked to speak in English often experience high anxiety when speaking, as evidenced by seven data points that have been found. Students worry that others, particularly peers and teachers, will criticize them severely for their performance. As demonstrated below:

Data 1.

Karena ada gurunya juga, Kak. Karena takut karena penilaian juga, Kak. Terus, jadi lupa untuk berkata apa yang selanjutnya.

'Because there's also the teacher, Kak. Because **I'm afraid of the evaluation** too, Kak. Then, I forget what to say next.'

In the provided statement, the student mentions two primary sources of anxiety: the presence of the teacher and the fear of evaluation. Additionally, this anxiety leads to forgetfulness, which further exacerbates their speaking difficulties. The main factors contributing to this student's speaking anxiety are Fear of Negative Evaluation and Teacher's Presence. Worde (2003) adds that the way teachers correct their students' errors will possibly cause speaking anxiety to them. And in Data 3, the student stated that his speaking anxiety came from his fear of bad judgment from his friends when he wanted to show his best.

b. Fear of being the Focus of Attention

Students' anxiety during speeches is also influenced by outside factors, such as their fear of being the center of attention. When they were chosen to speak the language in front of their peers, a lot of kids felt nervous. Examples of student statements that demonstrate their fear of being the center of attention are as follows:

Data 1.

*Karena temen-temen semuanya liatin saya gitu. Jadi saya ngerasa itu, **jadi pusat yang menonjol** di kelas.*

'It's because all my friends are looking at me like that. So, I feel like I'm standing out, **like the center of attention** in class.'

In Data 1, the student directly stated that the cause of the speaking anxiety he experienced was because he felt everyone was looking at him, so he felt like he was the center of attention.

c. Fear of being Laughed at and Ridiculed

The fear of becoming the target of mockery or ridicule for mistakes or perceived inadequacies can deter students from speaking up.

Data 1.

*Saya takut berhadapan sama orang banyak. **Takut diketawain.***

'I'm afraid of facing a large audience. **I'm afraid of being laughed at**'

From Data 1, it can be seen that the student is anxious about facing a large audience and fears being laughed at. This indicates that their speaking anxiety is significantly influenced by the fear of negative evaluation and ridicule from others. The presence of a large audience exacerbates their anxiety because they are concerned about being judged and mocked.

d. Environment

Students' anxiety is heightened by environmental disruptions, which emphasizes the value of a safe and encouraging learning environment in the classroom. This is consistent with the affective filter theory of Krashen (1986), according to which outside stressors cause the affective filter to rise, causing anxiety and performance issues. An atmosphere that is unfamiliar or unsupportive can make kids feel more anxious because they may feel alone or unsupported.

Data 1.

Kalau saya merasa kayak nggak didengerin sama orang kelas gitu, mungkin konsentrasinya juga buyar gitu. Terus memikirkan tentang pembuka sama penutup juga saya susah sih, Kak. Jadi agak panik ya.

'**If I feel like the people in the class aren't listening to me, my concentration gets disrupted.** Also, thinking about the opening and closing of my presentation is difficult for me, Kak. So, I get a bit panicked.'

Based on Data 1, the student expresses that if he feels the people in the class aren't listening, his concentration gets disrupted. He also finds it difficult to think about the opening and closing of their presentation, leading to panic. This indicates that a lack of attentive and supportive audience can significantly impact the student's focus and confidence. The environment in which they feel ignored or unsupported contributes to their anxiety and disrupts their performance.

e. Teacher

The improper way teachers teach learners and their reluctance to build a relationship with their students can significantly arouse students' anxiety in their foreign language learning (Worde 1998). When teachers adopt an overly critical, unsupportive, or authoritarian approach, it can create a classroom atmosphere filled with tension and fear. Students in such environments often feel intimidated and may become excessively self-conscious, which hinders their willingness to participate in speaking activities. This lack of a supportive and encouraging atmosphere can exacerbate feelings of inadequacy and fear of making mistakes, which are already common among language learners. Moreover, the reluctance of teachers to build rapport with their students further compounds this issue. When students do not feel valued or understood by their teachers, they may develop a sense of alienation and disengagement from the learning process. This disconnect can lead to increased anxiety, as students feel that they do not have a safe space to express themselves or seek help.

Data 1.

Mungkin faktor karena ada guru di kelas atau ada takut dinilai jelek.

Maybe it's because **there's a teacher in the class** or fear of being judged poorly.

From the Data 1, it suggests that the presence of a teacher in the class or the fear of being judged poorly contributes to their anxiety. This indicates that the authority and evaluative role of the teacher heighten the student's fear of negative evaluation, which can increase anxiety levels.

f. Other Factors

Data 1.

Grogi karena kamera sih. Karena kamera ya, jadi karena direkam buat Rafif lebih grogi.

'Feeling nervous because of the camera. **Being recorded** makes Rafif more nervous.'

Based on Data 1, It can be seen that the presence of recording equipment can significantly increase anxiety levels. The student's nervousness is heightened by the awareness that his performance is being recorded, which adds pressure and fear of making mistakes that will be documented and possibly reviewed later. This suggests that for some students, knowing they are being recorded can create an additional layer of stress, beyond just speaking in front of an audience

Data 2.

Saya merasa terintimidasi kalau teman-teman saya terlihat lebih tenang dan percaya diri. Itu membuat saya merasa kurang dibandingkan mereka.

'**I feel intimidated when my friends seem calmer and more confident.** It makes me feel inferior compared to them.'

It is shown in Data 2 that social comparison is a significant contributing factor to speaking anxiety. When this kid looks at their friends, who seem more composed and confident, they feel scared and inferior. Their anxiousness is increased by this comparison since they believe they are less capable. It suggests that students who are already less confident may experience more anxiety as a result of the competitive and threatening atmosphere created by their peers' perceived skill and confidence.

Data 3.

Mungkin karena pengalaman saya dulu waktu SMP, Kak, pernah disuruh presentasi menggunakan bahasa Inggris juga ke depan, Kak. Jadi, pas saya presentasi di depan, karena pengucapan bahasa Inggris saya, saya jadi ditertawakan sama teman-teman saya. Jadi, saya mulai dari situ gugup presentasi menggunakan bahasa Inggris, Kak.

'Maybe because **my experience back in junior high school**, Kak, I was asked to give a presentation in English in front of the class, Kak. So, when I presented in front, because of my English pronunciation, I ended up being laughed at by my friends. So, I started getting nervous about presenting in English from that point, Kak.'

Based on Data 3, it may be inferred that speaking anxiety is enduringly impacted by traumatic prior events. The particular occurrence in junior high school where the student was made fun of for pronouncing words incorrectly in English is what caused this student's anxiousness. Long-term effects of this horrific occurrence include ongoing anxiety when giving presentations in English. It draws attention

to how prior humiliation or embarrassment can cause a person to develop a deep-seated fear of situations that are similar, which then fuels anxiety whenever the person is faced with activities that are similar.

The discussion in this research explores the complex connection between students' levels of speaking anxiety, their academic performance, the expression of anxiety symptoms, and the underlying factors influencing these dynamics. By analyzing data categorizing anxiety levels as high, moderate, and low, alongside corresponding academic achievements, the study offers insights into how different levels of anxiety affect students' ability to perform in oral presentations. Additionally, the discussion examines the various symptoms—physical, mental, and emotional—exhibited by anxious students and investigates the internal and external factors that exacerbate or alleviate speaking anxiety. Through this comprehensive exploration, the section aims to provide valuable insights into understanding and addressing speaking anxiety among students in educational settings.

Based on the data analysis and findings, it is evident that speaking anxiety among students varies significantly, with distinct proportions across different anxiety levels. The study highlighted that a majority of students experience moderate levels of anxiety. Specifically, 36 students were identified as having moderate speaking anxiety, indicating that more than half of the total students studied fell into this category. This finding aligns with previous research by Alnahidh and Altalhab (2019), which similarly found that the overall level of foreign language speaking anxiety was moderate.

Furthermore, the study identified two new factors: anxiety due to being recorded (2 students) and anxiety stemming from past negative experiences in speaking publicly (3 students). These findings align with previous research by Alnahidh and Altalhab (2019) and Suparia et al. (2022), which also highlighted fear of making mistakes, lack of practice, and negative evaluations as significant contributors to speaking anxiety. However, the identification of recording-induced anxiety and past negative experiences as distinct factors adds novelty to the current understanding of speaking anxiety.

The implications of this study suggest that addressing both internal and external factors, creating a supportive classroom environment, and providing opportunities for positive speaking experiences can significantly reduce students' speaking anxiety and enhance their language proficiency. This research underscores the importance of comprehensive strategies that encompass building students' confidence, improving their language skills, and creating a less intimidating environment for speaking activities. Future research could further explore interventions to mitigate recording-induced anxiety and the long-term impact of negative speaking experiences on language learning.

CONCLUSION

The research conducted on students revealed varying levels of speaking anxiety among the participants. Most students fell into the moderate anxiety category, indicating that a significant portion experiences a moderate level of anxiety when speaking in a foreign language. A smaller but notable group of students reported high levels of anxiety, suggesting they face significant challenges due to their high anxiety levels. Conversely, a considerable number of students exhibited low levels of anxiety, indicating that these students are relatively comfortable with speaking in a foreign language. This research concludes that internal and external factors play an important role in causing speaking anxiety in tenth grade students. Internal factors include low English proficiency, lack of self-confidence, lack of practice, and fear of making mistakes. Meanwhile, external factors include concerns about negative evaluations, being the center of attention, and fear of being ridiculed or laughed at. These findings provide new insights by identifying two additional factors: anxiety due to fear and anxiety due to bad experiences in public speaking. The implications of this research suggest the need for a supportive learning environment and positive speaking experiences to reduce students' speaking anxiety. These findings are important for educators in improving students' language skills and self-confidence. Future research could explore specific interventions to address recording-induced anxiety and the impact of negative speaking experiences on long-term language learning.

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