A study on speaking anxiety among English learners

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ARTICLE INFO	ABSTRACT
Keywords: speaking, anxiety, FLCAS	*This study aims to determine the level of speaking anxiety and explore the factors that contribute to the anxiety experienced by students in speaking English. The study employed a mixed-methods design that included 68 second-grade students from a junior high school. The findings showed that out of 8 students who experienced an anxious level, 38 students were mildly anxious, 17 students were relaxed, and five students were very relaxed. The causes of speaking anxiety were communication anxiety, fear of negative evaluation, and test anxiety. The interview showed that several students felt nervous when speaking in front of their peers. Some students mentioned that they felt afraid, especially because they were not confident in speaking English. Others shared that they were worried about being laughed at, yelled at, or scolded by classmates if they made mistakes.*

1. Introduction

Communication is a vital component of human existence. English is extensively utilized in numerous countries for communication purposes. English is among the most widely spoken languages globally. Consequently, English may be regarded as a global language. The concept of an international language refers to a language utilized in worldwide communication, including individuals from multiple countries (Rohmah, 2005). English has four basic language skills: listening, writing, speaking, and reading. Productive skills encompass speaking and writing, whereas receptive skills include listening and reading. Speaking is a crucial component of communication, serving as a means to connect with others and express ideas and thoughts. As social beings, we will invariably engage with one another in our daily lives. Mastering speaking skills is crucial for English learners in Indonesia. Proficient speaking facilitates good communication with others. Nevertheless, we frequently find students who struggle with English speaking proficiency.

According to Ur (1996), many factors cause difficulty in speaking, and they are as follows: inhibition, learners are often inhibited about trying to say things in a foreign language in the

classroom: worried about making mistake, fearful of criticism or losing face, or simply shy of the attention that their speech attracts; nothing to say, learners have no motive to express themselves beyond the guilty feeling that they should be speaking; low or uneven participation, only one participant can talk at a time if he or she is to be heard; and in a large group this means that each one will have only very little talking time; and, mother-tongue use, the learners share the same mother tongue, they may tend to use it because it is easier, because it feels unnatural to speak to one another in a foreign language, and because they feel less 'exposed' if they are speaking their mother tongue. Besides that, Juhana (2012) reveal that psychological factors such as fear of making mistakes, shyness, anxiety, lack of confidence, and lack of motivation hinder students from speaking in English class.

Students may experience anxiety while acquiring a foreign language. This anxiety manifests when learners experience apprehension, nervousness, fear, pressure, and concern. It can influence the learning process. They struggle to concentrate while studying, experience anxiety, fail to acquire optimal knowledge, possess inadequate English language abilities, and may not find enjoyment in classroom learning. Anxiety can hinder students from achieving their English learning goals (Musthachim, 2014).

Ikhsaniyah (2022) investigated the levels of students' speaking anxiety, identified the factors causing anxiety, and found solutions to reduce it. This research involved 65 students from the fourth semester of the English Education Department at UIN Jakarta, using an FLCAS questionnaire by Horwitz (1986) and an interview as the research instruments. The result of this study showed that 4 students were at very low anxiety levels, 3 students were included in the very low anxiety, 11 students were at moderate anxiety, 17 students were included in moderately high anxiety, and 30 students were at high anxiety levels. Furthermore, after analyzing the interview results, the researcher identified six factors that cause students anxiety: students' poor English skills, the fear of misinterpretation, low self-esteem, fear of making mistakes and being criticized (fear of negative evaluation), lack of preparation, and excessive worry about tests. Researchers also identified several solutions that could be used to reduce student anxiety, including changing one's mindset, preparing well, practicing to improve students' English skills and confidence, and being brave.

Nuralika (2023) did a study to measure the level of students' speaking anxiety, find the types of speaking anxiety, identify factors affecting speaking anxiety, and look for coping strategies for students' speaking anxiety in classroom participation. The study involved students from SMA Negeri 1 Parung, Bogor, and utilized the Foreign Language Classroom Anxiety Scale (FLCAS) developed by Horwitz (1986) and interviews as instruments. The results of the questionnaire showed that there were 39 students with a high level of anxiety, six with a low level of anxiety, and 27 students with a moderate level of anxiety. After analyzing the interview data, the researcher found in the respondent's responses that students tend to dominantly have a debilitative type of anxiety (worried, tense, scared researcher, nervous, self-doubt, stressed researcher, blank, and trembling), while only students with low levels of anxiety and two students with high levels of anxiety have facilitative anxiety (self-confidence and studying beforehand). The results of the data also support three factors affecting student speaking anxiety: cognitive factors, affective factors, and performance factors. The factor that most often hinders students is the affective factor. The findings reveal that students tend used relaxation and preparation strategies to overcome their anxiety, but they also use

positive thinking, audience depreciation, concentration, and resignation strategies to reduce their anxiety.

Based on this phenomenon, the researcher is interested in exploring more deeply the speaking anxiety experienced by students. This study aims to determine the level of students' speaking anxiety and the factors that contribute to students' speaking anxiety.

2. Literature Review

2.1 Speaking

Speaking is the process of conveying information between the speaker and the listener (Aeni et al., 2022). Brown (2006) states that speaking is a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of the test-taker's listening skill, which necessarily compromises the reliability and validity of an oral production test.

The following taxonomy, which is based on Brown (2006) outlines some basic categories of speech:
a. Imitative

At one end of a continuum of types of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence.

b. Intensive

A second type of speaking commonly utilized in assessment contexts involves the production of brief segments of oral language intended to exhibit proficiency in specific grammatical, phrasal, lexical, or phonological relationships, including prosodic elements such as intonation, stress, rhythm, and juncture. The speaker must recognize semantic features to answer effectively; however, engagement with an interlocutor or test administrator is limited at best.

c. Responsive

The tasks of responsive assessment encompass interaction and test comprehension, but they are somewhat limited to brief conversations, standard greetings and small talk, basic requests and comments, and the like.

d. Interactive

The length and complexity of the interaction, which may involve multiple exchanges and/or multiple participants, are the distinguishing factors between responsive and interactive speaking. The two forms of interaction are transactional language, which is used to communicate specific information, and interpersonal exchanges, which are used to maintain social relationships. Oral production can become pragmatically complex in interpersonal exchanges due to the necessity of speaking in a casual register and utilizing colloquial language, ellipsis, slang, humor, and other sociolinguistic conventions.

e. Extensive

The opportunity for oral interaction from audiences is either greatly limited (possibly to nonverbal responses) or eliminated during extensive oral production tasks, such as speeches, oral presentations, and storytelling.

In Kurniati et al. (2015), Vanderkevent (1990) suggests that speaking is composed of three components:

a. The Speakers

Speakers are individuals who produce sound. They are helpful as a means of communicating thoughts or emotions to the listener. In the absence of speakers, opinions or feelings cannot be articulated.

b. The Listeners

Listeners are individuals who receive or comprehend the speaker's opinions or emotions. In the absence of listeners, speakers will articulate their opinions through writing.

c. The Utterances

Utterances are words or sentences spoken by speakers to express their opinions. In the absence of verbal communication, both speakers and listeners will utilize sign language.

Brown and Yule (1983), as cited in Richards (2008) categorize the functions of speaking into three distinct types: speaking as interaction, speech as a transaction, and speech as performance.

a. Talk as interaction

Talk as interaction refers to what we usually imply by "conversation" and denotes interaction that serves primarily a social purpose. People exchange greetings, engage in small conversation, recount recent experiences, and so forth when they meet in order to establish a comfortable atmosphere of interaction and be friendly. Rather than the message, the emphasis is on the speakers and their respective self-presentations.

b. Talk as transaction

Talk as transaction describes situations in which the emphasis is on what is said or done. The message and making oneself known clearly and properly are the primary focus, not the participants and how they engage socially with one another.

c. Talk as performance

Talk as performance is the third type of talk that can be meaningfully distinguished. This term refers to public talk, which is defined as talk that conveys information to an audience, including classroom presentations, public announcements, and speeches.

As for the problems with speaking activities expressed by Ur (1996) are as follows

a. Inhibition

Speaking necessitates a certain degree of real-time exposure to an audience, in contrast to reading, writing, and listening. In the classroom, learners are frequently apprehensive about attempting to communicate in a foreign language due to concerns about making mistakes, fear of criticism or losing face, or simply being shy of the attention their speech attracts.

b. Nothing to say

Even when learners are not inhibited, they frequently articulate their inability to come up with thoughts: they lack the motivation to communicate beyond the sense of guilt that they should be speaking.

c. Low or uneven participation

Only one member can speak at a time if he or she wants to be heard; in a big group, this means that each person will have very limited talking time. This difficulty is exacerbated by certain students' desire to dominate, while others talk very little or not at all.

d. Mother-tongue use

In classrooms where all or a majority of the students speak the same mother tongue, they may prefer to utilize it because it is easier, it feels unnatural to communicate with one another in a foreign language, and they feel less 'exposed' if they speak in their mother tongue. When they are speaking in small groups, it might be difficult to get certain students, particularly those who are less disciplined or motivated, to stick to the target language.

2.2 Anxiety

Passer & Smith (2009) describes anxiety as a typical response to a perceived threat, characterized by a state of tension and apprehension. Anxiety responses consist of four key components: (1) a subjective-emotional component, encompassing feelings of tension and apprehension; (2) a cognitive component, characterized by worrisome thoughts and a perceived inability to cope; (3) physiological responses, which may include increased heart rate and blood pressure, muscle tension, rapid breathing, nausea, dry mouth, diarrhea, and frequent urination; and (4) behavioral responses, such as the avoidance of specific situations and impaired task performance (Barlow, 2002 in Passer & Smith, 2009). Clark and Beck (2012) in Erdiana et al. (2020) articulated that anxiety manifests as feelings of unease and bodily arousal caused by our inability to predict or manage future occurrences.

Anxiety can be classified into three distinct categories at the psychological level: trait anxiety, state anxiety, and situation-specific anxiety (Speilberger, 1983 in Oteir & Al-Otaibi, 2019). Trait anxiety denotes an individual's predisposition to feel nervousness or anxiety irrespective of the situations they encounter (Sari & Ningsih, 2022). State anxiety is a type of anxiety that is temporary and is influenced by the circumstances (Hasriani et al., 2021). situational anxiety is a form of anxiety that manifests itself in a specific situation (MacIntyre & Gardner, 1991a in Awan et al., 2010).

Young (1991) in Ohata (2005) identified six potential sources of language anxiety, namely:
a. personal and interpersonal anxieties;
b. learner beliefs about language learning;
c. instructor beliefs about language teaching;
d. instructor-learner actions;
e. classroom procedures; and
f. language testing.

As described by Kondo and Yang (2006) in Nur et al. (2022), students employ a variety of strategies to avoid anxiety:
a. Preparation refers to efforts to lessen the threat by improving learning and study strategies, such as studying hard and striving to collect detailed summaries of lecture notes.
b. Relaxation is related to strategies for lowering somatic anxiety symptoms. For example, "take a deep breath" and attempt to remain calm while speaking.
c. Positive thinking is characterized by its alleviating influence on distressing cognitive processes that contribute to anxiety in students, such as envisioning oneself delivering an excellent performance or striving to embrace stress. The objectives of the strategies are to redirect the anxious student's focus from the unpleasant surroundings to positive and enjoyable stimuli.

d. Peer seeking is to students' willingness to look for other students who appear to be struggling with the class and/or managing their anxieties.

e. Resignation is associated with students' reluctance to engage in any activity that may alleviate their language anxiety, such as napping in class or giving up. Students who report incidents of resignation seem to be trying to reduce the impact of concern by declining to address the situation.

3. Research Methodology

3.1 Research Design

This study employed a mixed-methods research design. Mixed methods research designs are procedures for collecting, analyzing, and "mixing" both quantitative and qualitative methods in a single study or a series of studies to understand a research problem (Creswell, 2012). To analyze the levels of speaking anxiety among students, quantitative approaches were utilized. In contrast, qualitative methods were applied to investigate the factors that students believe contribute to their speaking anxiety.

3.2 Participants

The current study was undertaken in a junior high school in the Bumiayu subdistrict of the Brebes district in Central Java. Eighty eighth-grade students from classes A-C took part in this study to find out the level of students' speaking anxiety and the factors that contribute to students' speaking anxiety. The researchers chose second-grade students because the researchers believe they can express and explain their thoughts on the questionnaire topics and participate in the interview. The researchers employed purposive sampling to distribute the questionnaire. To obtain more detailed information, the researcher will conduct semi-structured interviews with three groups of three students, each group based on anxiety level criteria.

3.3 Instruments

To collect the data, a questionnaire, the FLCAS (Foreign Language Classroom Anxiety Scale), adapted from Horwitz et al. (1986), consisting of 33-point closed-ended questions, was used. The instrument is expected to measure learners' anxiety level. The scale of positive statements, namely numbers 2, 5, 8, 11, 14, 18, 22, 28, and 32, range from 1 - 5 with the answers "Strongly Agree" to "Strongly Disagree". While negative statements with numbers 1, 3, 4, 6, 7, 9, 10, 12, 13, 15, 16, 17, 19, 20, 21, 23, 24, 25, 26, 27, 29, 30, 31, and 33 have a value range of 5 - 1 with answers "Strongly Agree" to "Strongly Disagree". In addition, the researcher used a semi-structured interview to explore the students' perception of speaking English anxiety. Semi-structured interviews adapted from Price consist of seven questions in Musthachim (2014), there are:

▪ Please tell me something about how you have felt during speaking or performing dialogue and conversation in English classes?

▪ Do you have any idea why you feel so anxious in your speaking English classes? Why and how?

▪ How do you think people in your classroom will react if you make a mistake?

3.4 Data Analysis Procedures

The data analysis technique used in this research is the interactive analysis models from Miles and Huberman, as presented in Syawaludin et al. (2019), which consists of three components: data reduction, data display, and conclusion drawing (verification).

4. Findings

4.1. Students' Speaking English Anxiety Level

This section presents the findings that were collected from the FLCAS questionnaire concerning the level of anxiety that students experience when speaking English.

Table 4.1: Distribution of FLCAS Scoring and Catagorizing

Score Range of Anxiety	Level	Frequency
124 - 165	Very Anxious	-
108 - 123	Anxious	8 students (12%)
87 - 107	Mildly Anxious	38 students (56%)
66 - 86	Relaxed	17 students (25%)
33 - 65	Very Relaxed	5 students (7%)

According to the table above, 68 of the 80 students completed the questionnaire. They originated from three different classes. Several individuals were unable to participate in the research for diverse reasons.

After data collection, the researcher organized students' anxiety levels into a table format. The table above displays students' anxiety levels categorized as very relaxed, relaxed, mildly anxious, anxious, and very anxious. In summary, eight students exhibited anxious levels, 38 students displayed mild anxiety, 17 students were relaxed, and five students were very relaxed.

In line with this, it is supported by the results of interviews with 7 respondents who experienced anxiety at the anxious levels. In the question, "Please tell me something about how you have felt during speaking or performing dialogue and conversation in English classes?", they responded:

Excerpt 1

A1 : I feel shy

A2 : I feel uncomfortable being seen by my friends

A3 : I am embarrassed to be stared at by friends

A4 : I hesitated to speak up

B1 : Scared because the lesson is difficult and I can't speak English

C1 : I am nervous because I am afraid of saying the wrong thing

4.2. Factors of students' speaking English anxiety

The FLCAS questionnaire contains 33 question items classified into three types of anxiety: communication anxiety, fear of negative evaluation, and test anxiety. The table below shows the percentage distribution of responses to questionnaire statements.

Table 4.2 Distribution of FLCAS Percentage

Statement No.	SD	D	N	A	SA	Total
1.	6%	22%	44%	22%	6%	100%
2.	10%	25%	29%	26%	9%	99%
3.	10%	18%	34%	31%	7%	100%
4.	13%	18%	19%	43%	7%	100%
5.	0%	3%	7%	43%	47%	100%
6.	18%	31%	18%	29%	4%	100%
7.	15%	16%	19%	38%	12%	100%
8.	4%	3%	29%	49%	15%	100%
9.	9%	9%	44%	31%	7%	100%
10.	4%	26%	35%	29%	4%	98%
11.	9%	16%	40%	24%	12%	101%
12.	16%	34%	28%	16%	6%	100%
13.	9%	24%	29%	34%	4%	100%
14.	0%	4%	56%	16%	24%	100%
15.	7%	31%	43%	15%	4%	100%
16.	10%	22%	29%	25%	13%	99%
17.	25%	41%	12%	10%	12%	100%
18.	4%	7%	46%	24%	19%	100%
19.	10%	13%	46%	22%	9%	100%
20.	15%	24%	29%	25%	7%	100%
21.	25%	34%	29%	10%	1%	99%
22.	4%	12%	10%	46%	28%	100%
23.	19%	21%	13%	38%	9%	100%
24.	16%	26%	29%	19%	9%	99%
25.	18%	19%	40%	18%	6%	101%
26.	18%	37%	16%	25%	4%	100%
27.	10%	28%	35%	21%	6%	100%

28.	3%	12%	16%	43%	26%	100%
29.	16%	19%	34%	28%	3%	100%
30.	18%	24%	32%	15%	12%	101%
31.	19%	16%	31%	25%	9%	100%
32.	0%	4%	21%	46%	29%	100%
33.	12%	10%	38%	32%	7%	99%

Based on the table above, the result of the first statement, "I never feel quite sure of myself when I am speaking in my foreign language class" showed that 6% of students strongly disagreed, 22% of students disagreed, 44% of students were neutral, 22% of students agreed, and 6% of students strongly agreed.

The second questionnaire item is a positive statement, "I don't worry about making mistakes in language class" indicated that 9% of students strongly agreed, 26% of students agreed, 29% of students were neutral, 25% of students disagreed, and 10% of students strongly disagreed.

The third statement, "I tremble when I know that I'm going to be called on in language class" revealed that 10% of students strongly disagreed, 18% of students disagreed, 34% of students were neutral, 31% of students agreed, and 7% of students strongly agreed.

The fourth statement, "It frightens me when I don't understand what the teacher is saying in the foreign language" showed that 13% of students strongly disagreed, 18% of students disagreed, 19% of students were neutral, 43% of students agreed, and 7% students strongly agreed.

The fifth statement is positive, "It wouldn't bother me at all to take more foreign language classes" pointed out that 47% of students strongly agreed, 43% of students agreed, 7% of students were neutral, 3% of students disagreed, and 0% of students strongly disagreed.

The sixth statement, "During language class, I find myself thinking about things that have nothing to do with the course" revealed that 18% of students strongly disagreed, 31% of students agreed, 18% of students were neutral, 29% of students agreed, and 4% of students strongly agreed.

The seventh statement, "I keep thinking that the other students are better at languages than I am" indicated that 15% of students strongly disagreed, 16% of students disagreed, 19% of students were neutral, 38% of students agreed, and 12% strongly agreed.

The eighth statement is positive, "I am usually at ease during tests in my language class" demonstrated that 15% of students strongly agreed, 49% of students agreed, 29% of students were neutral, 3% of students disagreed, and 4% of students strongly disagreed.

The ninth statement, "I start to panic when I have to speak without preparation in language class" showed that 9% of students strongly disagreed, 9% of students disagreed, 44% of students were neutral, 31% of students agreed, and 7% strongly agreed.

The tenth statement, "I worry about the consequences of failing my foreign language class" pointed out that 4% of students strongly disagreed, 26% of students disagreed, 35% of students were neutral, 29% of students agreed, and 4% of students strongly agreed.

The eleventh statement is positive, "I don't understand why some people get so upset over foreign language classes" described that 12% of students strongly agreed, 24% of students agreed, 40% of students were neutral, 16% of students disagreed, and 9% strongly disagreed.

The twelfth statement, "In language class, I can get so nervous I forget things I know" showed that 16% of students strongly disagreed, 34% of students disagreed, 28% of students were neutral, 16% of students agreed, and 6% of students strongly agreed.

The thirteenth statement, "It embarrasses me to volunteer answers in my language class" demonstrated that 9% of students strongly disagreed, 24% of students disagreed, 29% of students were neutral, 34% of students agreed, and 4% of students strongly agreed.

The fourteenth statement is positive, "I would not be nervous speaking the foreign language with native speakers" showed that 24% of students strongly agreed, 16% of students agreed, 56% of students were neutral, 4% of students disagreed, and 0% of students strongly disagreed.

The fifteenth statement, "I get upset when I don't understand what the teacher is correcting" revealed that 7% of students strongly disagreed, 31% of students disagreed, 43% of students were neutral, 15% of students agreed, and 4% of students strongly agreed.

The sixteenth statement, "Even if I am well prepared for language class, I feel anxious about it" pointed out that 10% of students strongly disagreed, 22% of students disagreed, 29% of students were neutral, 25% of students agreed, and 13% of students strongly agreed.

The seventeenth statement, "I often feel like not going to my language class" indicated that 25% of students strongly disagreed, 41% of students disagreed, 12% of students were neutral, 10% of students agreed, and 12% of students strongly agreed.

The eighteenth statement is positive, "I feel confident when I speak in foreign language class" demonstrated that 19% of students strongly agreed, 24% of students agreed, 46% of students were neutral, 7% of students disagreed, and 4% strongly disagreed.

The nineteenth statement, "I am afraid that my language teacher is ready to correct every mistake I make" revealed that 10% of students strongly disagreed, 13% of students disagreed, 46% of students were neutral, 22% of students agreed, and 9% of students strongly agreed.

The twentieth statement, "I can feel my heart pounding when I'm going to be called on in language class" showed that 15% of students strongly disagreed, 24% of students disagreed, 29% of students were neutral, 25% of students agreed, and 7% strongly agreed.

The twenty-first statement, "The more I study for a language test, the more confused I get" pointed out that 25% of students strongly disagreed, 34% of students disagreed, 29% of students were neutral, 10% of students agreed, and 1% of students strongly agreed.

The twenty-second statement is positive, "I don't feel pressure to prepare very well for language class" described that 28% of students strongly agreed, 46% of students agreed,

10% of students were neutral, 12% of students disagreed, and 4% of students strongly disagreed.

The twenty-third statement, "I always feel that the other students speak the foreign language better than I do" indicated that 19% of students strongly disagreed, 21% of students disagreed, 13% of students were neutral, 38% of students agreed, and 9% of students strongly agreed.

The twenty-fourth statement, "I feel very self-conscious about speaking the foreign language in front of other students" showed that 16% of students strongly disagreed, 26% of students disagreed, 29% of students were neutral, 19% of students agreed, and 9% of students strongly agreed.

The twenty-fifth statement, "Language class moves so quickly I worry about getting left behind" demonstrated that 18% of students strongly disagreed, 19% of students disagreed, 40% of students were neutral, 18% of students agreed, and 6% of students strongly agreed.

The twenty-sixth statement, "I feel more tense and nervous in my language class than in my other classes" pointed out that 18% of students strongly disagreed, 37% of students disagreed, 16% of students were neutral, 25% of students agreed, and 4% of students strongly agreed.

The twenty-seventh statement, "I get nervous and confused when I am speaking in my language class" showed that 10% of students strongly disagreed, 28% of students disagreed, 35% of students were neutral, 21% of students agreed, and 6% strongly agreed.

The twenty-eight statement is positive, "When I'm on my way to language class, I feel very sure and relaxed" indicated that 26% of students strongly agreed, 43% of students agreed, 16% of students were neutral, 12% of students disagreed, and 3% of students strongly disagreed.

The twenty-ninth statement, "I get nervous when I don't understand every word the language teacher says" revealed that 16% of students strongly disagreed, 19% of students disagreed, 34% of students were neutral, 28% of students agreed, and 3% of students strongly agreed.

The thirtieth statement, "I feel overwhelmed by the number of rules you have to learn to speak a foreign language" demonstrated that 18% of students strongly disagreed, 24% of students disagreed, 32% of students were neutral, 15% of students agreed, and 12% of students strongly agreed.

The thirty-first statement, "I am afraid that the other students will laugh at me when I speak the foreign language" showed that 19% of students strongly disagreed, 16% of students disagreed, 31% of students were neutral, 25% of students agreed, and 9% of students strongly agreed.

The thirty-second statement is positive, "I would probably feel comfortable around native speakers of the foreign language" pointed out that 29% of students strongly agreed. 46% of students agreed, 21% of students were neutral, 4% of students disagreed, and 0% of students strongly disagreed.

The thirty-third statement, "I get nervous when the language teacher asks questions which I haven't prepared in advance" revealed that 12% of students strongly disagreed, 10% of

students disagreed, 38% of students were neutral, 32% of students agreed, and 7% of students strongly agreed.

The data obtained from the interview involved seven anxious students regarding their feelings in English lessons. They responded to the question, 'Do you have any idea why you feel so anxious in your speaking English classes? Why and how?'

Excerpt 1

A1 : I feel anxious because my friends see me

A2 : I feel anxious because my friends see me

A3 : I feel anxious about not being able to speak English

A4 : I feel hesitant because I can't speak English

B1 : I feel anxious for fear of being wrong

B2 : I feel anxious due to fear

C1 : I feel anxious because I don't understand English

Other questions regarding "How do you think people in your classroom will react if you make a mistake?". They responded as follows:

Excerpt 1

A1 : They will laugh at me

A2 : They will laugh at me

A3 : They will laugh at me

A4 : They will laugh at me

B1 : They will scold and yell at me

B2 : They will yell at me

C1 : They will laugh at me

5. Discussion

In this discussion section, the researcher will discuss the findings presented in the previous section. The results indicate that the student anxiety level is very varied. The FLCAS questionnaire findings suggest that students' anxiety levels vary from very relaxed, relaxed, mildly anxious, and anxious. Of the 68 respondents who completed the questionnaire, revealing that eight students showed anxious levels, 38 had mild anxiety, 17 were relaxed, and five were very relaxed. In addition, the researcher found results from interviews related to questions regarding anxious students' opinions about how they have felt during speaking or performing dialogue and conversation in English classes. According to their point of view, they felt shy, felt uncomfortable being seen by their friends, were embarrassed to be stared at by friends, hesitated to speak up, were scared because the lesson was difficult and they could not speak English, also were nervous because they were afraid of saying the wrong thing. The study conducted by Jannah et al. (2022) revealed that the majority of students experience a "Mildly Anxious" level of speaking anxiety, with 16 respondents falling into this

category. Additionally, three respondents were classified as "Very Anxious," 11 as "Anxious," and five respondents were identified as being in the "Relaxed" level.

The researcher found several factors that caused students' speaking anxiety from the FLCAS questionnaire. The result of responding number 1 'I never feel quite sure of myself when I am speaking in my foreign language class' is 22% and 6% of students agreed and strongly agreed, number 2 'I don't worry about making mistakes in language class' is 26% and 9% of students disagreed and strongly disagreed, number 3 'I tremble when I know that I'm going to be called on in language class' is 31% and 7% of students agreed and strongly agreed, number 4 'it frightens me when I don't understand what the teacher is saying in the foreign language' is 43% and 7% of students agreed and strongly agreed, number 7 'I keep thinking that the other students are better at languages than I am' is 38% and 12% of students agreed and strongly agreed, number 9 'I start to panic when I have to speak without preparation in language class' is 31% and 7% of students agreed and strongly agreed, number 10 'I worry about the consequences of failing my foreign language class' is 29% and 4% of students agreed and strongly agreed, number 13 'it embarrasses me to volunteer answer in my language class' is 34% and 4% of students agreed and strongly agreed, number 16 'Even if I am well prepared for language class, I feel anxious about it' is 25% and 13% of students agreed and strongly agreed, number 19 'I am afraid that my language teacher is ready to correct every mistake I make' is 22% and 9% of students agreed and strongly agreed, number 23 'I always feel that the other students speak the foreign language better than I do' is 38% and 9% of students agreed and strongly agreed, and the last number 33 is 'I get nervous when the language teacher asks questions which I haven't prepared in advance' 32% and 7% of students agreed and strongly agreed. Question numbers 1, 2, 3, 7, and 13 are included in the communication anxiety domain, question numbers 4, 10, 16, and 19 are included in the fear of negative evaluation, and question numbers 9, 23, and 33 are included in test anxiety. The results of the interview with seven anxious students also support the findings. Some students were anxious because their friends saw them, some were anxious due to fear, and some were anxious because they did not speak English. They also revealed that their classmates would be laughing, yelling, and scolding them if they made a mistake. In line with this, Suparlan (2021) explored 10 (ten) factors contributing to students' anxiety, such as being afraid to speak in English, being afraid of teacher's consequence, lack of self-confidence, fear of being less competent than other students, embarrassment, insufficient preparation, fear of making mistakes, limited vocabulary, habit in using the English language, and language test.

Here's the information structured into a clear **APA-style academic table** that organizes the questionnaire results, domains, and interview findings.

Table 1
Factors Causing Students' Speaking Anxiety Based on FLCAS Questionnaire and Interviews

No.	Questionnaire Item	% Agree	% Strongly Agree	Domain
1	I never feel quite sure of myself when I am speaking in my foreign language class	22	6	Communication anxiety

No.	Questionnaire Item	% Agree	% Strongly Agree	Domain
2	I don't worry about making mistakes in language class	26	9	Communication anxiety
3	I tremble when I know that I'm going to be called on in language class	31	7	Communication anxiety
4	It frightens me when I don't understand what the teacher is saying in the foreign language	43	7	Fear of negative evaluation
7	I keep thinking that the other students are better at languages than I am	38	12	Communication anxiety
9	I start to panic when I have to speak without preparation in language class	31	7	Test anxiety
10	I worry about the consequences of failing my foreign language class	29	4	Fear of negative evaluation
13	It embarrasses me to volunteer answers in my language class	34	4	Communication anxiety
16	Even if I am well prepared for language class, I feel anxious about it	25	13	Fear of negative evaluation
19	I am afraid that my language teacher is ready to correct every mistake I make	22	9	Fear of negative evaluation
23	I always feel that the other students speak the foreign language better than I do	38	9	Test anxiety
33	I get nervous when the language teacher asks questions which I haven't prepared in advance	32	7	Test anxiety

6. Conclusion

Based on the results of the Foreign Language Classroom Anxiety Scale (FLCAS) questionnaire completed by 68 students, the levels of speaking anxiety were categorized as follows: 8 students experienced anxious level, 38 students were mildly anxious, 17 students were relaxed, and five students were very relaxed. They felt shy, felt uncomfortable being seen by their friends, were embarrassed to be stared at by friends, hesitated to speak up, were scared because the lesson was difficult and they could not speak English, also were nervous because they were afraid of saying the wrong thing.

The questionnaire results also revealed that the causes of speaking anxiety were communication anxiety, fear of negative evaluation, and test anxiety. These findings were supported by interviews conducted with seven students who showed anxious levels. The interviews confirmed that several students felt nervous when speaking in front of their peers. Some students mentioned that they felt afraid, especially because they were not confident in speaking English. Others shared that they were worried about being laughed at, yelled at, or scolded by classmates if they made mistakes. These factors contributed to their anxiety and made them less confident in speaking English in class.

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