

## LEARNING ANXIETY IN SPEAKING ACTIVITIES AMONG SENIOR HIGH SCHOOL

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### ABSTRAK

Kecemasan dalam berbicara bahasa Inggris masih menjadi hambatan utama bagi siswa sekolah menengah atas dalam proses pembelajaran. Penelitian ini bertujuan untuk mendeskripsikan tingkat dan jenis kecemasan berbicara yang dialami oleh siswa dalam konteks pembelajaran bahasa Inggris. Penelitian ini menggunakan pendekatan kuantitatif deskriptif dengan melibatkan 100 siswa kelas XI di SMAN 1 Asembagus. Instrumen yang digunakan adalah Foreign Language Classroom Anxiety Scale (FLCAS) yang telah divalidasi dan dianalisis menggunakan SPSS versi 27. Hasil penelitian menunjukkan bahwa 40% siswa berada pada tingkat kecemasan rendah, 55% sedang, dan 5% tinggi. Aspek kecemasan paling dominan adalah communication apprehension dengan skor rata-rata 25,50, disusul fear of negative evaluation (23,22), dan test anxiety (12,31). Temuan ini menunjukkan bahwa sebagian besar siswa merasa cemas saat harus berbicara spontan dalam bahasa Inggris. Oleh karena itu, diperlukan strategi pengajaran yang mendukung dan menciptakan suasana kelas yang nyaman agar siswa lebih percaya diri dalam berbicara bahasa Inggris.

**Kata Kunci:** Kecemasan Belajar, Berbicara, FLCAS, Sekolah Menengah Atas

### ABSTRACT

In Anxiety in speaking English remains a major obstacle for high school students in the learning process. This study aims to describe the level and type of speaking anxiety experienced by students in the context of English language learning. This study employs a descriptive quantitative approach involving 100 eleventh-grade students at SMAN 1 Asembagus. The instrument used is the Foreign Language Classroom Anxiety Scale (FLCAS), which has been validated and analysed using SPSS version 27. The results indicate that 40% of students are at a low level of anxiety, 55% at a moderate level, and 5% at a high level. The most dominant aspect of anxiety was communication apprehension with an average score of 25.50, followed by fear of negative evaluation (23.22), and test anxiety (12.31). These findings indicate that most students feel anxious when they have to speak spontaneously in English. Therefore, teaching strategies that support and create a comfortable classroom environment are needed to help students feel more confident in speaking English.

**Keywords:** Learning Style, Learning Motivation, Mathematics Learning Results.

### PENDAHULUAN

Speaking skills in English are one of the key competencies that students must master in the era of globalization. These skills are not only vital for day-to-day communication but also serve as a crucial foundation for engaging in international dialogue, pursuing higher education opportunities, and entering the global workforce. As English continues to dominate as the lingua franca in many domains such as science, technology, business, and diplomacy the ability to speak English fluently and confidently has become an indispensable requirement for personal and professional advancement. However, in practice, many students show reluctance, shyness, or even fear when speaking in English. This indicates the presence of speaking anxiety among students. Speaking anxiety in a foreign language is a common psychological condition experienced by foreign language learners, including high school students, which can affect their ability to perform and communicate effectively in class. This anxiety can take the form of fear of making mistakes, fear of being negatively judged by teachers or peers, and lack of confidence due to limitations in vocabulary, grammar, or pronunciation. In conclusion, English speaking skills are a multidimensional aspect of language learning that encompass not only grammar and pronunciation, but also psychological readiness and social engagement. High school students, as emerging global citizens, must be equipped with the ability to communicate effectively and assertively in English. This calls for an educational approach that balances

language input with ample opportunities for output, alongside the cultivation of emotional resilience and a positive learning environment. Only by addressing both the cognitive and affective components of speaking can educators truly empower students to thrive in a globalized world.

Horwitz, Horwitz, and Cope (1986) stated that anxiety in foreign language learning is a specific form of anxiety consisting of three main aspects, namely: (1) Communication Apprehension, which is anxiety related to fear or nervousness when having to speak or interact directly with others; (2) Test Anxiety, which is the feeling of tension that arises when facing oral exams or evaluation tasks; and (3) Fear of Negative Evaluation, which is the fear of being criticized, belittled, or laughed at by others. These three aspects can affect students' self-confidence, motivation, and performance in speaking English.

In addition, Krashen's Affective Filter Hypothesis (1982) explains that affective factors such as motivation, self-confidence, and anxiety play a significant role in determining the success of language learning. When students' anxiety levels are high, their affective filter is also high, which hinders the process of receiving language input and makes it difficult for them to understand and actively use English. Conversely, if students feel comfortable and confident, their affective filter will be low, allowing the language learning process to be more effective.

Previous research has shown that speaking anxiety is often a major barrier to foreign language learning. According to Dewaele and MacIntyre (2014), students who experience high anxiety when speaking tend to withdraw from verbal interaction, choosing to remain silent or speak as little as possible. Even when they have adequate linguistic ability, high anxiety can prevent them from demonstrating their true potential. This is highly detrimental because speaking ability should be the benchmark for successful communication in a foreign language.

Similar conditions are also found in various schools in Indonesia, including at SMAN 1 Asembagus, where this research was conducted. Based on initial observations and interviews with several English teachers, it was found that most students struggle to speak spontaneously in front of the class. Some students feel uncomfortable, afraid of making mistakes, and tend to avoid speaking tasks. This situation indicates that the phenomenon of speaking anxiety cannot be taken lightly and requires an appropriate approach by teachers and school authorities.

Although speech anxiety has been extensively studied at the university or adult learner level, there is still little research specifically addressing this condition at the high school level. In fact, adolescence is a period of intense emotional dynamics and self-discovery, making students highly vulnerable to psychological pressure, including in foreign language speaking activities. Therefore, research is needed that focuses on how high school students experience and respond to speaking anxiety in English language learning.

This study aims to comprehensively describe the forms and levels of speaking anxiety experienced by high school students in English language learning activities in the classroom. Speaking anxiety is one of the most common obstacles experienced by students when asked to actively use English, especially in formal learning contexts that require the courage to speak in front of teachers and peers. In this study, the anxiety in question focuses on three main aspects identified by Horwitz et al. (1986), namely communication apprehension, test anxiety, and fear of negative evaluation. These three aspects reflect various forms of psychological pressure that can hinder students' ability to speak effectively. Communication apprehension refers to the anxiety or tension felt by students when they are asked to speak spontaneously in English, such as when asked to answer questions directly, give presentations, or participate in group discussions. Meanwhile, test anxiety relates to the pressure and fear experienced by students when they have to face oral exams or formal assessments that require them to speak in a foreign language. Fear of

negative evaluation describes students' fear of negative evaluation from teachers or peers, such as fear of being laughed at, criticized, or humiliated for mistakes in speaking. These three forms of anxiety not only disrupt students' comfort in learning but also directly impact low participation, low self-confidence, and slow development of their speaking skills.

Thus, this research not only contributes to the development of theory on foreign language learning anxiety but also has practical implications for improving the quality of English language instruction in secondary schools.

## LITERATURE REVIEW

### 1. The Concept of Anxiety in Foreign Language Learning

Anxiety is an emotional condition characterized by feelings of tension, worry, nervousness or fear that arise when individuals face situations that are perceived as threats to themselves, either physically, mentally or socially. In the context of education, especially foreign language learning, language learning anxiety is one of the affective factors that most often affects students' performance in the classroom. This anxiety can hinder the language acquisition process, reduce learning motivation, and affect students' courage to use the target language actively. According to Horwitz, Horwitz, and Cope (1986), anxiety in foreign language learning is not a generalized anxiety, but a specific form of anxiety, which arises only in the context of learning and using a foreign language. They introduced the concept of Foreign Language Anxiety (FLA) as a unique and complex form of anxiety, which consists of three main components, namely communication apprehension, test anxiety, and fear of negative evaluation. These three interact with each other and shape students' emotional responses when dealing with foreign language tasks, especially those involving speaking skills.

Communication apprehension refers to the fear or nervousness that individuals experience when having to communicate orally, either in formal or informal situations. In the context of an English class, this can happen when students are asked to answer a question in an English class. Test anxiety is a type of anxiety related to the evaluation or assessment of academic abilities, especially in the form of exams or oral assignments. In foreign language learning, test anxiety becomes very significant because students are not only tested on cognitive aspects such as grammar or vocabulary, but also on their ability to apply the language directly in oral form. This feeling of anxiety can reduce concentration, make students forget material, and even reduce overall performance in speaking. Meanwhile, fear of negative evaluation is the fear of unfavourable judgment from other parties, be it teachers, peers, or audiences. Students who experience this fear tend to feel embarrassed, afraid of being laughed at, or feel they will fail if they make mistakes in speaking English. This fear can cause them to be reluctant to perform, lack confidence, and eventually choose to be silent or only give minimal responses in speaking activities. The three forms of anxiety are interrelated and can have a major impact on students' attitudes and participation in foreign language classes. Even students with reasonably good language skills can underperform due to psychological pressure caused by anxiety. Therefore, an understanding of these concepts is essential for teachers so that they can create a more supportive and engaging learning environment.

### 2. Affective Filter Hypothesis

Stephen Krashen (1982) introduced the Affective Filter Hypothesis as part of the five main hypotheses in Second Language Acquisition Theory. In this hypothesis, Krashen emphasizes that affective factors such as motivation, self-confidence, and anxiety play an important role in the success of second language acquisition. The affective filter itself is likened to a kind of "emotional filter" that can strengthen or hinder the process of language

input entering the learner's cognitive system.

When students have high motivation, strong self-confidence, and low anxiety, their affective filter is low, making the language input they receive easier to process and internalize into linguistic knowledge. In other words, they are more open to learning, find it easier to focus on learning activities, and are quicker to grasp and retain new information. This directly impacts their language proficiency, including speaking skills. Conversely, if students experience high levels of anxiety, lack confidence, or lack motivation in learning a language, their affective filter becomes high. This condition causes input that should be absorbed to be hindered or even completely rejected by their affective system. Thus, even though the teacher has delivered the material well and the classroom environment provides various learning resources, students still struggle to understand and use the language actively. This process is highly detrimental, especially in speaking skills, which require courage and spontaneity.

In its implementation in the classroom, teachers need to create learning conditions that can lower students' affective filters. Some strategies that can be used include: building positive relationships between teachers and students, providing constructive and non-judgmental feedback, using fun and varied learning methods, and creating an inclusive and supportive classroom environment. Teachers can also use a learner-centered approach where students feel valued and listened to, so that they are more motivated to learn and dare to take risks in speaking.

### **3. Self-Efficacy and Student Confidence**

The Self-Efficacy Theory proposed by Albert Bandura (1997) is one of the most relevant psychological theories in explaining the relationship between an individual's belief in their own abilities and their success in completing a particular task. Bandura defines self-efficacy as an individual's belief in their capacity to organize and carry out the actions necessary to achieve a specific goal. In the context of education, particularly in English speaking skills, self-efficacy plays a significant role in shaping students' attitudes and performance during the learning process.

Students with high levels of self-efficacy tend to demonstrate strong self-confidence in facing challenges related to speaking ability. They are willing to try, not afraid to make mistakes, and have intrinsic motivation that drives them to continue learning and developing. Even when their language skills are not yet perfect, students with high self-efficacy remain actively engaged in oral activities because they believe that through consistent practice and effort, they will be able to speak better. They are also more resilient to failure, viewing mistakes as part of the learning process, and quickly bounce back to try again. Strong self-efficacy not only improves academic performance but also impacts students' emotional stability and mental readiness for learning. Therefore, strengthening self-efficacy and self-confidence is an important aspect of strategies to reduce speaking anxiety. Teachers play a central role in building students' self-confidence, for example by giving tasks that are appropriate to the students' abilities, creating successful experiences that can increase their sense of competence, and providing positive and constructive feedback. In addition, a supportive classroom environment, where students feel safe to express themselves without fear of punishment or ridicule, is also very helpful in building self-efficacy.

### **4. Learning Environment and Social Support**

Ganschow and Sparks (2007) emphasize that a learning environment that is too stressful or intimidating can be a major trigger for anxiety in students, especially in activities that require the courage to speak spontaneously in public. In the context of foreign language learning, such as English, this pressure can come from various sources, such as overly high

teacher expectations, a rigid classroom atmosphere, or fear of negative peer evaluation. When students feel that every mistake they make will be mocked or ridiculed, they tend to withdraw, become passive, and even refuse to attempt to speak at all. This condition reinforces students' affective filters, preventing them from absorbing and using the language to its full potential.

Social support from teachers is an important aspect that should not be overlooked. Teachers who show empathy, provide verbal encouragement, and avoid correcting students in a humiliating manner can help students feel valued and motivated. For example, giving simple praise for students' efforts, allowing them to complete sentences even if they are not perfect, or using friendly facial expressions when students speak, all have a positive impact on students' comfort in the classroom. Teachers can also design collaborative learning activities, such as pair discussions, role-playing, mock interviews, or group projects, to accustom students to interacting verbally with minimal pressure. Additionally, the role of peers is also very significant. When students feel supported by their peers, they will be more motivated to participate in speaking activities without fear of being judged or humiliated. A culture of mutual respect, active listening, and constructive feedback should be instilled in the classroom dynamics. In some cases, students feel more comfortable speaking with their peers than with teachers, so group work strategies or peer feedback become highly effective tools for building their self-confidence.

## 5. Strategies for Overcoming Speaking Anxiety

Research conducted by Wijaya (2023) reveals that there are various strategies that educators can implement to reduce students' speaking anxiety in English language learning. These strategies include pedagogical, psychological, and technological approaches, all of which aim to create a supportive and empowering learning environment for students. One particularly effective strategy is the use of small group discussion methods, where students are divided into smaller, more intimate groups that are less intimidating. In a more relaxed atmosphere, students feel more comfortable expressing their opinions without the pressure of being observed by the entire class. This allows them to practice speaking gradually, starting from small groups and progressing to larger-scale speaking activities. In addition, peer collaboration is also an approach that can build students' confidence. In this collaboration, students can support each other, share learning strategies, and provide corrections in a more informal manner. The social interaction that occurs in group work can also foster a sense of belonging and solidarity, so that students feel that they are not alone in facing the challenges of speaking English.

## 6. Previous Research

Several previous studies have shown that speaking anxiety is a serious problem that cannot be ignored in the context of foreign language learning, especially English. This anxiety has been extensively studied by experts as one of the most influential affective factors in the learning process and outcomes of students. A study by Liu and Jackson (2008), conducted on students in China, revealed that high levels of anxiety are significantly correlated with low student participation in English as a foreign language classes. Students who feel anxious tend to avoid speaking, feel uncomfortable when interacting in English, and often remain passive listeners during the learning process. This directly impacts their limited opportunities to practice speaking skills actively and spontaneously, ultimately slowing their progress in language mastery.

Dewaele and MacIntyre (2014) in their cross-cultural study also concluded that negative learning experiences, such as being laughed at while speaking or openly criticized by teachers or peers, can cause deep psychological trauma. These experiences, though seemingly trivial, can reinforce students' fear of speaking and contribute to the

development of long-term anxiety. This anxiety is not limited to when students speak but also affects their perception of English lessons as a whole. As a result, students become less motivated, feel inferior, and are more vulnerable to academic stress.

Another study conducted by Tsiplakides and Keramida (2009) in Greece shows that speaking anxiety often arises due to high social and academic expectations from the surrounding environment, including teachers and parents. When students feel pressured to perform perfectly or feel that their mistakes will not be tolerated, their anxiety tends to increase. In such conditions, the classroom is no longer a safe place to learn but instead becomes a source of pressure that exacerbates students' fear of speaking.

Meanwhile, a local study by Wijaya (2023) in high school settings in Indonesia also reinforces previous findings. He found that students with certain socioeconomic backgrounds, lack of parental support, and limited access to an English-speaking environment further exacerbate their anxiety when speaking. In some cases, students even choose not to attend class when they know there will be a presentation or oral conversation assignment.

These findings indicate that speaking anxiety is a complex and multidimensional phenomenon, influenced not only by linguistic ability but also by affective, social, and environmental factors. Therefore, a comprehensive and sustained approach is needed from teachers, schools, and parents to create a learning ecosystem that is friendly, open, and supportive of students' psychological development. By understanding the results of previous research, this study is expected to provide additional contributions to understanding the characteristics of high school students' speaking anxiety and to provide practical recommendations for its management in English classes.

## RESEARCH METHODOLOGY

### 1. Type of Research

This study is a descriptive quantitative study that aims to describe comprehensively and objectively the anxiety experienced by students when speaking English in the classroom. This study focuses on depicting the psychological condition of students without any intervention or direct treatment from the researcher toward the research subjects. In this case, the researcher only seeks to reveal the reality or facts that already exist within the students based on their experiences during English language learning, particularly in speaking activities.

A quantitative approach was used because all data collected through the questionnaire instrument will be converted into numbers (scores), which will then be analyzed using statistical techniques. This analysis allows researchers to identify general trends, data distribution, and the level of student anxiety in a more measurable way. With this approach, the research results are not only narrative or qualitative but can also be accounted for numerically and generalized to a limited extent to similar populations. In addition, the quantitative approach also provides clarity in data processing, allowing for more systematic and objective interpretations based on empirical evidence.

The use of descriptive quantitative methods in this study is highly relevant given that the primary objective of the research is not to test hypotheses or compare the effectiveness of treatments, but to describe the actual level of anxiety experienced by students when speaking. The data obtained through the questionnaire will help describe the psychological reality of students, which is often not directly visible in the learning process. The results of this study are expected to provide important information for teachers, other researchers, and school officials to better understand the affective conditions of students in learning English, as well as serve as a basis for consideration in designing more effective and responsive learning strategies to address students' emotional needs.

### 2. Population and Sample

#### **a. Population**

The population in this study was all 11th grade students at SMAN 1 Asembagus, Situbondo Regency, east Java Province. This population was selected based on the consideration that 11th grade students are at a relatively stable stage of cognitive and emotional development and already have sufficient experience in learning English while attending high school.

#### **b. Sampel**

The sample in this study consist of 100 eleventh grade students selected from several classes at SMAN 1 Asembagus. The sampling technique used is purposive sampling, which is a technique for selecting samples based on specific criteria established by the researcher.

### **3. Data Collection Techniques**

The data in this study were collected using a questionnaire based on the Foreign Language Classroom Anxiety Scale (FLCAS) developed by Horwitz, Horwitz, and Cope (1986). The questionnaire was distributed online via Google Forms. This instrument consists of 33 statements that measure three aspects of anxiety, namely: communication apprehension, test anxiety, and fear of negative evaluation. The measurement scale used is a 5-point Likert scale, ranging from 1 (strongly disagree) to 5 (strongly agree).

### **4. Research Instrument Testing**

#### **a. Validity testing**

Validity testing was conducted using Pearson's Product Moment correlation with the help of SPSS version 27. Of the 33 items in the FLCAS, only 24 items were declared valid and used in the final analysis. An item was considered valid if the correlation value was greater than the  $r$  table value at a significance level of 5%.

#### **b. Reliability testing**

Reliability testing was conducted using Cronbach's Alpha formula to determine the internal consistency of the instrument. The test results showed an alpha value of 0.862, which falls into the category of very high reliability. This indicates that the instrument is reliable for measuring speaking anxiety in the context of foreign language learning.

### **5. Data Analysis Techniques**

The data were analyzed using descriptive statistics to determine the students' level of speaking anxiety. Scores were calculated based on 24 valid FLCAS items and then classified into three categories: low (24–56), moderate (57–88), and high (89–120).

### **6. Data Processing Techniques**

Data processing was performed using SPSS version 27, which included frequency distribution analysis, calculation of mean values, standard deviation, and identification of the most dominant aspects of anxiety (communication apprehension, test anxiety, or fear of negative evaluation). The results of the analysis were also visualized through tables and diagrams such as pie charts and bar charts to illustrate the research findings more clearly.

## **RESULTS AND DISCUSSION**

This study aims to describe the level of speaking anxiety among students in English language learning activities and to identify the most dominant aspects of anxiety. Data were collected from 100 eleventh-grade students at SMAN 1 Asembagus who completed the modified Foreign Language Classroom Anxiety Scale (FLCAS) questionnaire, consisting of 24 items that have been proven to be valid and reliable. The instrument used was the Foreign Language Classroom Anxiety Scale (FLCAS) questionnaire, which has undergone validity and reliability testing.

### 1. Validity Testing

The FLCAS instrument, consisting of 33 items, was tested for validity using Pearson Product Moment correlation. From the test results, 24 items were declared valid because the calculated  $r$  value was greater than the table  $r$  value at a significance level of 5%.

**Table 1. Instrument Validity Test Results**

Number of FLCAS	Valid Items	Invalid Items
33	24	9

### 2. Reliability Testing

Reliability testing was conducted using Cronbach's Alpha formula with the help of SPSS version 27. The test results showed a value of  $\alpha = 0.916$ , which is in the very high category. This indicates that the FLCAS questionnaire has a very good level of internal consistency and is suitable for use as a research instrument.

**Table 2. Reliability Test**

Reliability Statistics	
Cronbach's Alpha	N of Items
.916	24

### 3. Students' Level of Anxiety When Speaking

The total scores from the 24 items filled out by 100 students were classified into three categories: low, medium, and high. The results of the classification are as follows:

Anxiety Category	Score Range	Number of Students	Percentage
Low	24-56	40	40%
Medium	57-88	55	55%
High	89-120	5	5%

Most students (55%) are at a moderate level of anxiety. This shows that even though students are not at a high level of anxiety, they still experience pressure when speaking English.

### 4. Aspects of Speaking Anxiety

In addition to measuring overall anxiety levels, this study also analyzed three aspects of anxiety based on the theory of Horwitz et al. (1986), namely communication apprehension, fear of negative evaluation, and test anxiety. The results are presented in the following table:

Anxiety Aspects	Average Scores
Communication Apprehension	25,50
Fear of Negative Evaluation	23,22
Test Anxiety	12,

The most dominant aspect experienced by students is communication apprehension, which is the feeling of discomfort when having to speak directly or spontaneously in English. The second-highest score is fear of negative evaluation, indicating that students are concerned about being negatively evaluated by teachers or peers. Meanwhile, test anxiety has the lowest score, suggesting that students are relatively

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more composed when speaking in formal evaluation contexts such as exams.

## 5. Discussion

The results of this study reinforce Stephen Krashen's (1982) Affective Filter Hypothesis, which states that affective factors such as motivation, self-confidence, and anxiety have a significant influence on the success of second language acquisition. When students experience high anxiety, their affective filter increases, ultimately hindering language input from being processed effectively in the brain. Conversely, when students feel safe, comfortable, and free from pressure, their affective filter decreases, allowing language input to be received and processed more effectively. In the context of English language learning, especially speaking skills, students' psychological conditions are one of the main determinants of whether they dare to use the language actively or not.

The high average score on the communication apprehension aspect in the results of this study shows that many students feel anxious when asked to speak spontaneously, especially in public or when they have to use English in formal situations such as answering teachers' questions or giving oral presentations. This reflects that even though students may have learned sufficient language structure or vocabulary, they still experience emotional barriers that make them hesitant to speak. Such anxiety does not only stem from linguistic unpreparedness but also from fear of being mocked, fear of making mistakes, or fear of not being understood by others. Furthermore, the aspect of fear of negative evaluation, which is also quite high, shows that many students feel uncomfortable with the possibility of being negatively evaluated by teachers or peers. This anxiety can arise from previous bad experiences, such as being laughed at while speaking, receiving discouraging comments, or feeling compared to other friends who are more fluent. As a result, students become reluctant to take risks in speaking and prefer to remain silent or only answer when necessary. Such situations certainly do not support the optimal development of speaking skills. Meanwhile, lower test anxiety scores may indicate that students feel more prepared and have greater control in formal evaluation situations. Tests are usually conducted with prior preparation and have clear rules, allowing students to manage their expectations better. However, low test anxiety does not necessarily eliminate the psychological pressure they feel in other more spontaneous and unstructured speaking situations.

These findings have important implications for English teachers in high schools. Teachers are not only responsible for delivering content but also act as facilitators and mentors who must be attuned to students' emotional states. Therefore, affectively friendly teaching strategies are essential for addressing speaking anxiety. Teachers can start by creating a positive and supportive classroom environment, such as avoiding public correction of students' mistakes and instead providing constructive and personalized feedback.

## CONCLUSION

Based on the results of a study conducted on 100 eleventh-grade students at SMAN 1 Asembagus using the FLCAS questionnaire, it can be concluded that the level of anxiety among students in English language learning is generally moderate. Fifty-five percent of students were classified as having moderate anxiety, 40% had low anxiety, and only 5% experienced high anxiety. Of the three aspects of anxiety analyzed, the most dominant aspect was communication apprehension, followed by fear of negative evaluation, and test anxiety as the lowest aspect. This indicates that students tend to feel nervous and lack confidence when they have to speak spontaneously in public or when they feel they are being evaluated by others. The anxiety experienced by students when speaking indicates that linguistic mastery alone is not sufficient to ensure fluent oral communication. Affective factors, such as anxiety, self-confidence, and a sense of security in the classroom, also play

an important role in students' success in English speaking skills.

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