

Examining the Students' Speaking Anxiety in English Language Learning at A Junior High School

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Introduction Background Of This Study:

Ideal Condition

1. Speaking is one of the most essential English skills for effective communication
2. Students are expected to communicate confidently and actively participate in English learning.
3. The classroom environment should encourage students to practice speaking without fear of making mistakes.
4. Teachers should create a positive and supportive learning environment that motivates students to participate in speaking activities.

Actual Condition

1. Many junior high school students still experience speaking anxiety when speaking English.
2. Students are afraid of making mistakes in pronunciation, grammar, and vocabulary.
3. They worry about being negatively evaluated or laughed at by their classmates.
4. As a result, speaking anxiety reduces students' self-confidence and discourages them from participating actively in classroom speaking activities.

Research Background

Research Gap

Previous Research

This Research

Theoretical Gap

Previous studies mainly discussed the dimensions of speaking anxiety based on the FLCAS framework, such as communication apprehension, test anxiety, and fear of negative evaluation. Horwitz et al. (1986); Warti et al. (2020); Taqwa et al. (2022).

This study identifies the types of speaking anxiety and explores the factors contributing to students' speaking anxiety by combining questionnaire and interview findings.

Population Gap

Most previous studies were conducted with senior high school or university students. Studies involving junior high school students are still limited. Damayanti & Listyani (2020); Rahmania et al. (2022); Rama et al. (2024).

Conducted with 28 seventh-grade students at SMP Negeri 2 Porong, providing evidence from the Indonesian junior high school EFL context.

Empirical Gap / Evaluation Gap

Previous studies generally measured students' speaking anxiety using questionnaires only or focused mainly on anxiety levels. Taqwa et al. (2022); Ajiza et al. (2024).

This study combines the FLCAS questionnaire with semi-structured interviews to obtain a more comprehensive understanding of students' speaking anxiety and its contributing factors.

Research Objective & Research Question

RESEARCH OBJECTIVE:

To analyze the level of students' speaking anxiety in the English classroom among seventh-grade students at SMP Negeri 2 Porong.

Specifically, this study aims to:

- Identify students' speaking anxiety level based on the Foreign Language Classroom Anxiety Scale (FLCAS).
- Identify the most dominant type of speaking anxiety experienced by the students.
- Explore the factors contributing to students' speaking anxiety through interviews.

Variables:

Independent Variable → Students' Speaking Anxiety

Dependent Variable → Students' Responses in English Speaking Activities

RESEARCH QUESTION:

- What types of anxiety that the students face when they speak English?
- What factors contribute to students' anxiety when they speak English?

NOVELTY OF THIS STUDY:

- Focuses on **speaking anxiety** among **junior high school students (Grade 7)**.
- Analyzes the four dimensions of speaking anxiety using the **Foreign Language Classroom Anxiety Scale (FLCAS)**.
- Conducted with **28 seventh-grade students at SMP Negeri 2 Porong**.
- Combines **questionnaire and semi-structured interviews** to provide a more comprehensive analysis of students' speaking anxiety.

Methodology

Research Design

Descriptive Quantitative Research
Supported by Qualitative Interview

Population

All seventh-grade students SMP
Negeri 2 Porong

Sample

28 seventh-grade students clas-VII
A
Purposive Sampling

Instrument

- **Questionnaire** Foreign Language Classroom Anxiety Scale (FLCAS)
- 15 statements
- 4-point Likert Scale
- **Semi-structured Interview** 10 interview questions

Data Analysis

Descriptive Statistics Frequency

- Percentage
- Mean Score

Anxiety Level Classification

- Oetting's Scale

Interview Analysis Miles, Huberman, & Saldaña (2014):

- Data Reduction
- Data Display
- Conclusion Drawing

Research Procedure

Step 1 Questionnaire Distribution

- Administered the FLCAS questionnaire
- Participants: 28 seventh-grade students
- SMP Negeri 2 Porong
- 15 questionnaire items

Step 2 Questionnaire Analysis

- Calculated the students' total FLCAS scores
- Classified anxiety levels using Oetting's Scale
- Identified the dominant type of speaking anxiety

Step 3 Interview

- Conducted semi-structured interviews
- Selected students participated voluntarily
- Explored the factors contributing to speaking anxiety

Step 4 Data Interpretation

- Combined questionnaire and interview findings
- Drew conclusions about students' speaking anxiety in the English classroom

Findings: Descriptive Statistics

Analysis Process

- Questionnaire → Scoring → Total Score → Oetting Classification → Descriptive Statistics (Frequency, Percentage, Mean, Min, Max) → Interpretation → Discussion

Findings: Descriptive Statistics

Likert scale

Scoring Questionnaire (4-point likertt scale)

response	scor
Strongly Agree (SA)	4
Agree (A)	3
Disagree (D)	2
Strongly Disagree (SD)	1

- nalysis ProcessStudents answered 15 FLCAS
- questionnaire items.Each response was scored using the 4-point Likert Scale.
- The scores were summed to obtain each student's Total Anxiety Score.

Oetting's Scale Classification

Classification Process

Questionnaire → Total Score → Oetting's Scale → Anxiety Level

Anxiety level	Frequency	Percentage
Very clam	0	0%
Mildly anxious	15	53.57%
Moderately anxious	12	42.86%
anxious	1	3.57%
Very anxious	0	0%

Key Findings

- 53.57%** of the students were **Mildly Anxious**.
- 42.86%** were **Moderately Anxious**.
- Only **3.57%** were **Anxious**.
- No students were categorized as **Very Calm** or **Very Anxious**.

Findings: Descriptive Statistics

Statistic	Value
Number of participants (N)	28
Mean score	32.36
minimum	24
Maximum score	42

- Key Findings N = 28 students participated in the study. Mean = 32.36, indicating that students generally experienced mild speaking anxiety. Minimum score = 24, showing the lowest anxiety score. Maximum score = 42, showing the highest anxiety score.

Interview Findings (Supporting Data)

Interview Findings

Main Factors Causing Speaking Anxiety:

- Fear of making mistakes.
- Fear of negative evaluation from classmates.
- Limited vocabulary, grammar, and pronunciation.
- Lack of confidence.
- Sudden speaking tasks without preparation.

Factors Reducing Speaking Anxiety:

- Supportive classmates.
- Positive classroom environment.
- Regular speaking practice.
- Increased self-confidence.

Example

Quote "I feel nervous and afraid of making mistakes when speaking English." (S1)

Discussion

1. Students generally experienced Mildly Anxious speaking anxiety.

The mean score of **32.36** indicates that most students experienced a **mild level of speaking anxiety**. Although they were willing to participate in speaking activities, they still felt nervous and lacked confidence in certain situations.

2. Fear of Negative Evaluation was the dominant type of speaking anxiety.

Among the four FLCAS dimensions, **Fear of Negative Evaluation** was the most dominant. Students were worried about making mistakes and being negatively judged or laughed at by their classmates and teacher.

3. Interview findings supported the questionnaire results.

The interview revealed that students' anxiety was mainly caused by **fear of making mistakes, limited vocabulary, pronunciation difficulties, and low self-confidence**. These findings were consistent with the questionnaire results.

4. The findings support previous studies.

The results are consistent with **Horwitz et al. (1986)**, who stated that fear of negative evaluation is one of the major sources of foreign language anxiety. They are also in line with more recent studies showing that students often experience anxiety because they are afraid of making mistakes and receiving negative responses from others.

Conclusion & Recommendation

CONCLUSION

- The students' average speaking anxiety level was **Mildly Anxious**, with a mean score of **32.36** based on Oetting's Scale.
- **Fear of Negative Evaluation** was identified as the most dominant type of speaking anxiety among the four FLCAS dimensions.
- The interview findings revealed that students' speaking anxiety was mainly influenced by **fear of making mistakes, limited vocabulary, pronunciation difficulties, and low self-confidence**.
- Overall, the questionnaire and interview findings indicate that speaking anxiety remains a challenge for students when participating in English classroom activities.

RECOMMENDATION

For English Teachers

- Create a supportive and non-threatening classroom environment.
- Encourage students to participate without fear of making mistakes.
- Provide more communicative speaking activities to build students' confidence.

For Students

- Practice speaking English regularly to improve confidence and fluency.
- View mistakes as part of the learning process and actively participate in classroom activities.

For Future Researchers

- Conduct similar studies with larger samples or in different educational settings.
- Explore additional factors or interventions that may help reduce students' speaking anxiety.

Thank You