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**A Narrative Inquiry of College Students' Speaking Anxiety
in English for Biology Education Major Students
of Universitas Muhammadiyah Kupang
in East Nusa Tenggara**

THESIS

Submitted in partial fulfilment of the requirements for Master
Degree in English Language Education



By

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**A NARRATIVE INQUIRY OF COLLEGE STUDENTS'
SPEAKING ANXIETY IN ENGLISH FOR BIOLOGY EDUCATION
MAJOR STUDENTS OF UNIVERSITAS MUHAMMADIYAH KUPANG
IN EAST NUSA TENGGARA**

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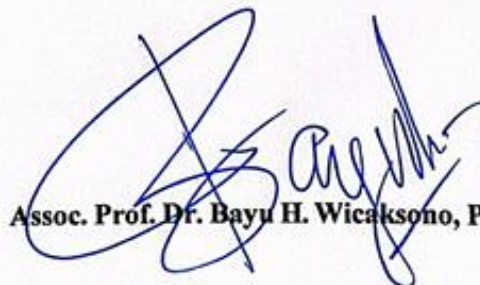
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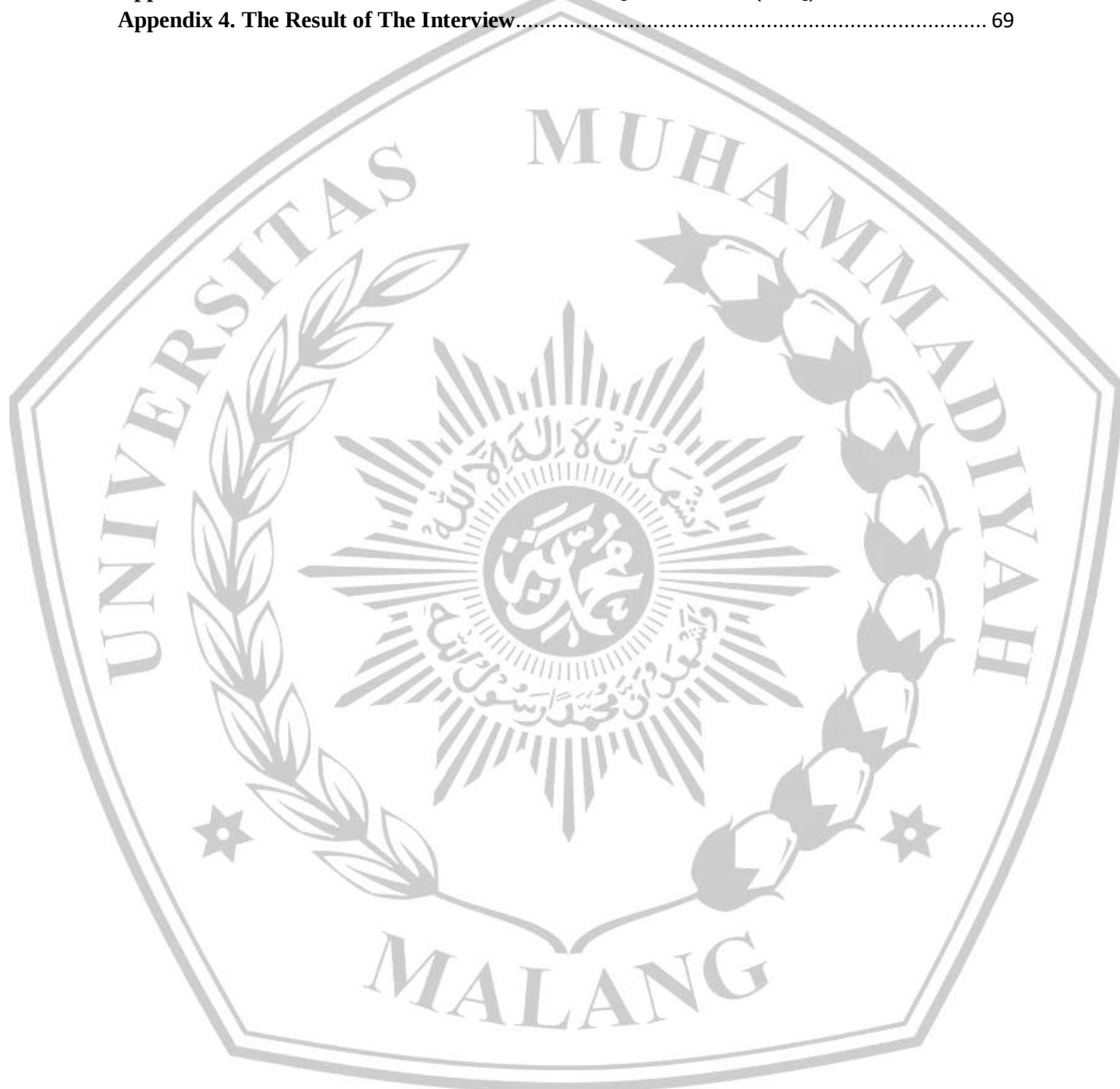
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ABSTRACT

This study aimed to investigate the factors contributing to students' speaking anxiety in an English for Specific Purposes (ESP) class and identify the strategies they use to overcome it. This study employed a qualitative narrative inquiry design. The participants consisted of eight Biology Education students at Universitas Muhammadiyah Kupang selected through purposive sampling. Data were collected through narrative frames and semi-structured interviews. The data were analyzed using Braun and Clarke's (2006) thematic analysis. The findings revealed that students' speaking anxiety was influenced by three main categories: communication apprehension, test anxiety, and fear of negative evaluation. These categories were reflected in several factors, including shyness, lack of confidence, linguistic difficulties, lack of preparation, fear of making mistakes, peer judgment, peer distraction, and cyberbullying. The findings also showed that students employed various strategies to overcome their speaking anxiety, including preparation and practice, cognitive preparation through the use of technology, relaxation strategies, avoidance and escape strategies, and positive reframing with self-motivation. The study concludes that students' speaking anxiety is influenced by linguistic, psychological, and social factors. Therefore, creating a supportive classroom environment and encouraging effective coping strategies are essential to reducing speaking anxiety and improving students' speaking performance in ESP classrooms.

Keywords: speaking anxiety, English for Specific Purposes (ESP), narrative inquiry, thematic analysis, coping strategies.

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ABSTRAK

Penelitian ini bertujuan untuk menginvestigasi faktor-faktor yang berkontribusi terhadap kecemasan berbicara mahasiswa dalam kelas *English for Specific Purposes* (ESP) serta mengidentifikasi strategi yang mereka gunakan untuk mengatasinya. Penelitian ini menggunakan desain penelitian kualitatif dengan pendekatan *narrative inquiry*. Partisipan penelitian terdiri atas delapan mahasiswa Program Studi Pendidikan Biologi di Universitas Muhammadiyah Kupang yang dipilih menggunakan teknik *purposive sampling*. Data dikumpulkan melalui *narrative frame* dan wawancara semi-terstruktur. Data dianalisis menggunakan analisis tematik dari Braun dan Clarke (2006). Hasil penelitian menunjukkan bahwa kecemasan berbicara mahasiswa dipengaruhi oleh tiga kategori utama, yaitu *communication apprehension*, *test anxiety*, dan *fear of negative evaluation*. Ketiga kategori tersebut tercermin dalam beberapa faktor, seperti rasa malu, kurang percaya diri, kesulitan linguistik, kurangnya persiapan, takut melakukan kesalahan, penilaian negatif dari teman sebaya, gangguan dari teman sebaya, dan *cyberbullying*. Hasil penelitian juga menunjukkan bahwa mahasiswa menggunakan berbagai strategi untuk mengatasi kecemasan berbicara, yaitu persiapan dan latihan, persiapan kognitif melalui pemanfaatan teknologi, strategi relaksasi, strategi penghindaran dan pelarian, serta *positive reframing* dan motivasi diri. Penelitian ini menyimpulkan bahwa kecemasan berbicara mahasiswa dipengaruhi oleh faktor linguistik, psikologis, dan sosial. Oleh karena itu, menciptakan lingkungan belajar yang suportif serta mendorong penggunaan strategi penanganan kecemasan yang efektif sangat penting untuk mengurangi kecemasan berbicara dan meningkatkan kemampuan berbicara mahasiswa dalam kelas ESP.

Kata kunci: kecemasan berbicara, *English for Specific Purposes* (ESP), *narrative inquiry*, analisis tematik, strategi mengatasi kecemasan.

CHAPTER I

INTRODUCTION

This chapter discusses the research background, research question, objective of the study, significance of the study, scope and limitation, and definition of the key terms.

1.1 Research Background

In order to face this era of globalization, students in Indonesia are expected to be proficient in English both in spoken and written forms. In a real situation, students found that learning English is very challenging to them, particularly in speaking. Improving speaking skills presents particular challenges (Al-Jamili et al., 2024). People who are not native English speakers frequently experience difficulty with English as the target language. Even though English has been taught for at least six years in school levels in Indonesia, which is Elementary School, Junior High School and Senior High School level, the students still face some difficulties in learning English, particularly speaking. Lubis et al. (2024) in their study, reveal that although English has been taught since elementary school in Indonesia, many students show indifference or reluctance towards practicing speaking.

In the implementation, speaking skills have always been regarded as the most difficult skill out of the four skills that learners should master in language learning (Kehing & Yunus, 2021). Learners usually have difficulty in expressing their own argument clearly in English. Although it has been a required subject in Indonesian schools for at least six to nine years, it remains one of the subjects that students tend to avoid. This is because, in the context of English as a foreign language, students tend to practice and develop their speaking skills only in the classroom. However, they do not use the chance to increase their speaking skills because of some factors. One of the factors is foreign language anxiety (Passiatore et al., 2019).

Anxiety is a kind of a big problem that affects students' learning experiences and makes them unable to perform their competence in speaking. Having anxiety

in speaking makes them feel unconfident to speak. Also, they cannot arrange their emotion-related nervousness, lack of self-confidence, and shyness (Durdukoca et al., 2019). They might know something about what they want to talk about, but they cannot express it easily. As a result, students might be confused about how they deliver their opinions or ideas. Although anxiety may not be the primary reason for failure or success in learning, we cannot ignore its significant impact. In English class, this case will make it difficult for teachers to teach English effectively because students may not be fully engaged in class discussions. Most students avoid speaking when they believe that they must speak English correctly. Students frequently refrain from speaking due to fear of making mistakes and being judged, which not only limits their participation but also reduces opportunities for receiving corrective feedback. This may result in non-feedback output to the teacher and may impact students' learning outcomes (Noviyanti, 2022).

English-speaking anxiety at the university level is a serious concern, which may prevent learners from actively participating in classroom activities, achieving learning goals, and acquiring oral communication skills which not only for the academic context but also for life in the professional world. There are three types of anxiety groups, namely; academic, cognitive, and social effects (MacIntyre, 2017). From these three anxiety groups, social anxiety significantly influences students' learning situation at university (Grieve et al., 2021). At this level, speaking abilities imply more than simple communication and involve expressing sophisticated ideas, analysing critically, or using the appropriate academic language. Developing these skills is essential for academic success and professional readiness as students move from general education into more specialized fields of study.

To help students overcome their public speaking anxiety, there are five strategies found by Kondo and Ying Ling (2004), there are preparation strategy, relaxation strategy, positive thinking strategy, peer seeking strategy, and resignation strategy. Preparation strategy helps students overcome anxiety by increasing learning, for example by re-read the material that will be presented, studying a lot of vocabulary and grammar, reading while looking for the material

to be presented makes students get a lot of new vocabulary. Students overcome their anxiety by increasing their knowledge of the language by reading lots of newspapers, books, watching TV News, cartoons and movies. Students also try to improve their pronunciation by practicing speaking with friends (Rajitha & Alamelu, 2020). In addition, theory of affective regulation also helps students to control physical symptoms such as shaking, sweating, or a fast heartbeat. Techniques like deep breathing, relaxation, mindfulness, and gradual exposure can calm the body (Le Doux, 1996). When students feel physically calmer, they can speak more clearly and confidently.

In pursuit of broadening access to better employment opportunities, this shift becomes even more evident in English for Specific Purposes (ESP), which in this ESP class, speaking skills are essential for preparing learners to function effectively in academic environments. Recent studies highlight that English-speaking competence directly influences learners' ability to collaborate, present ideas, and engage in workplace communication (Rahman & Pandian, 2018). Therefore, it demonstrates how ESP programs integrate authentic spoken materials tailored to the learners' academic environment. This statement is further strengthened by several studies which highlight that speaking skills are essential for ESP learners, especially for professional communication, but anxiety and lack of confidence are major hurdles (Bekteshi & Xhaferi, 2020; Grieve et al., 2021; Marcu, 2020). ESP has become an indispensable and integral course of many fields of learning (Bekteshi & Xhaferi, 2020). As ESP is tailored to meet the specific linguistic and communicative needs of learners in disciplines such as engineering, medicine, business, tourism, and science, the ability to speak fluently and appropriately in context becomes a critical component of language instruction.

To gain an initial understanding of students' experiences with English speaking anxiety, the researcher conducted a preliminary exploration with several Biology Education students enrolled in English for Specific Purposes (ESP) classes at Universitas Muhammadiyah Kupang. The preliminary findings revealed that many students' first encounters with English were characterized by feelings of intimidation, confusion, and fear due to the unfamiliarity of the language. However,

some students reported developing curiosity and interest in English through continuous exposure, encouragement from teachers, and personal motivation. These early experiences appeared to shape their attitudes toward English learning and influenced their confidence in using the language.

Furthermore, the preliminary exploration indicated that students experienced changes in their emotional responses toward English across different educational stages. Several participants reported gaining confidence during junior high school through supportive learning environments and opportunities to use English publicly. Nevertheless, this confidence often declined during senior high school due to limited practice and reduced exposure to English. At the university level, particularly in ESP classes, students expressed mixed emotional reactions. While some viewed English as an important tool for accessing scientific knowledge in Biology and therefore felt motivated to improve, others experienced anxiety and pressure because they perceived their English abilities had deteriorated over time. These preliminary findings suggest that Biology students continue to experience varying levels of speaking anxiety in ESP classes, which may be influenced by their previous language-learning experiences and the academic demands of their discipline. Furthermore, students appeared to respond to these challenges in different ways, indicating the need to investigate more deeply the factors contributing to their speaking anxiety and the strategies they use to overcome it.

In line with various disciplines that ESP meets, researchers found a study about factors affecting and causing anxiety of Arts and Science college students. The study also focuses on the measures taken by them to overcome speaking anxiety factors (Rajitha & Alamelu, 2020). However, while the study provides valuable insights into the general causes of speaking anxiety among Arts and Science students, it does not specifically examine the experiences of students in ESP contexts, particularly Those in natural science major such as Biology, where the language used is highly technical and purpose-driven. Therefore, the present research aims to fill this gap by focusing on speaking anxiety within the ESP classroom among Biology students, whose communicative demands differ significantly from those in general English courses.

1.2 Research Questions

Based on the introduction and gaps in the previous studies, the researcher posed two questions as follows:

- 1) What lived experienced do Biology education major students' describe as contributing to their speaking anxiety during English speaking in ESP classes?
- 2) How do Biology education major students overcome their anxiety during English speaking in ESP classes?

1.3 The Objectives of the Research

The purpose of this research is to investigate the anxiety in speaking English among tertiary level students. It is aimed to explore the causes of anxiety, specific situations that cause anxiety and the strategies which might be used by students to overcome the anxiety. By identifying these three aspects, it will be able to overcome the barriers in speaking English as a secondary language. The objectives of the study are:

1. To explore the lived experience of Biology education major students' that contribute to their speaking anxiety factor during English speaking in ESP classes.
2. To find out how do Biology education major students overcome their anxiety during English speaking in ESP classes

1.4 Significance of the Study

Theoretical Aspects. The results of this study are expected to contribute to the existing body of knowledge on foreign language anxiety, particularly speaking anxiety in tertiary-level contexts. While numerous studies have examined speaking anxiety among English majors, limited research has focused on university students in the natural sciences major, especially those majoring in Biology, who are required to use complex scientific terminology in English, as commonly found in journals, research reports, and scientific presentations. This study emphasizes the intricate and personal nature of learners' emotional experiences, thereby enriching theoretical perspectives on how individual learner identities, contextual factors, and communicative demands interact to shape speaking anxiety in English. Through the use of narrative inquiry, this study seeks to provide deeper insights into students'

personal experiences and emotions related to speaking English in the context of English for Specific Purposes (ESP) at the tertiary level, particularly in East Nusa Tenggara, where such research remains limited.

Practical Aspects. This study provided valuable insights for teachers, students, and curriculum developers in improving ESP learning. It helped teachers in tertiary level to identifying the signs and causes of speaking anxiety among their students in ESP class. Moreover, it also helped teacher to discover suitable strategies and methods to reduce or minimize anxiety in their classes. By understanding the sources and experiences of students' speaking anxiety, teachers can design more supportive classroom environments. For students, the findings can help them to get a greater awareness of the emotional and psychological factors that influence their speaking performance in English and develop better ways to overcome anxiety in communication. For curriculum developers, the study offers useful input to create teaching materials and assessment methods that are more engaging, relevant, and sensitive to students' emotional needs. By understanding the emotional challenges faced by ESP learners, curriculum designers can develop instructional materials and language programs that are not only relevant to students' academic and disciplinary needs but also responsive to their psychological conditions. This can contribute to create more holistic and learner-centered approach in English language teaching at the tertiary level.

1.5 The Scope and Limitations

This study focuses on how speaking anxiety experienced by tertiary-level students in the ESP class at Universitas Muhammadiyah Kupang, East Nusa Tenggara. The research particularly explores the factors that cause speaking anxiety and the strategies used by students to overcome it. The study is limited to explore Biology students' personal experiences and perceptions. However, it was conducted using narrative inquiry which provide deeper insight and the findings represent the participants' subjective stories rather than statistical generalizations. In addition, the study is limited by the number of participants and the specific setting of Universitas Muhammadiyah Kupang. Therefore, the results may not be generalized to all tertiary-level students in Indonesia.

1.6 The Definition of the Key Terms

In order to clarify the key terms used in this study, some definitions are put forward:

ESP in Tertiary Level: ESP at the tertiary level refers to the teaching of English that focuses on the specific academic or professional needs of university students. This approach is especially applied to students who are not majoring in English. ESP education program at Higher Education Institutions (HEIs) is defined as English language course(s) which is designed to meet the learning needs of students specialized in a specific discipline. The course is including in the Institutional Curriculum, which its content is based on the related higher education typical referring to the National Education Ministry Decree 'Kepmendiknas' Number 232/U/2000.

Anxiety in Speaking English: Anxiety in speaking refers to the fear or apprehension experienced by individuals when communicating orally in a foreign language. It often appears as a lack of confidence, fear of making mistakes, or concern about being judged by others. This emotional state has negative effects on language acquisition among university students. It can hinder fluency development, as anxious learners may experience difficulty organizing their thoughts coherently while under stress. Furthermore, anxiety in speaking can lead to a lack of spontaneity and creativity in oral communication which reduce their participation in class. In this study, speaking anxiety focuses on the challenges faced by tertiary-level students in ESP classes Biology major.

Biology Major: Biology major is multidisciplinary, with an extensive field within the natural sciences that requires students to learn and understand a wide range of complex scientific concepts, methods, and systems. It requires intensive study across multiple levels of biological organization, including molecular biology, genetics, microbiology, physiology, ecology, and evolution, each demanding strong analytical skills, laboratory competency, and the ability to integrate theoretical and empirical knowledge. Because it covers many scientific areas, the biology major challenges students to understand intricate life processes, interpret data using

scientific reasoning, and apply interdisciplinary principles from chemistry, mathematics, and physics to explain biological phenomena.

Narrative Inquiry: Narrative inquiry is a qualitative research method that explores and interprets individuals' real-life experiences through their own stories they share, providing deep and meaningful insights. It is “the study of experience as story,” meaning that people’s experiences are best understood when organized as narratives that unfold over time and in specific social contexts. Narrative Inquiry highlights the personal and emotional dimensions of language learning that are often not visible in quantitative research.



CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents a comprehensive literature review related to this study. It discusses several key topics that support this research there are speaking, teaching of speaking, anxiety, speaking anxiety and speaking anxiety in ESP class.

2.1 Speaking

Speaking compared to the other three core learning skills which are writing, reading, and listening, speaking is the most difficult to master (Rao, 2019). The learning of speaking skills requires learners to learn the proper grammar and vocabulary to use in oral communication. Speaking also involves more than one person and can be considered as a productive skill (Wael et al., 2018). Therefore, learners take time to acquire these skills. The incompetency among learners especially those in higher learning institutions leads to poor oral proficiency to perform well at the workplace (Ramamurthy et al., 2021). Hence, speaking skills is emphasized among learners at the tertiary level or higher learning institutions. The awareness of the importance of speaking skills led to various activities to enhance learners' speaking skills and to prepare them to face real life situations in the future. Learners are exposed to presentations and group discussions to encourage them to practice speaking skills. Mock interviews were also carried out to expose learners to real interview sessions. These practices enable learners to be prepared for job interviews and to be able to perform well during the interview sessions (Rao, 2019). Besides that, exposures could help learners to know the importance of speaking skills and provide space for learners to practice their speaking skills (Wael et al., 2018)

2.2 Teaching of Speaking

The teaching of speaking is enabling learners to express ideas, feelings, and opinions appropriately and fluently in different communicative contexts. Teaching speaking involves both mechanical practice for example, drills or repetition and meaningful and communicative practice for example role-plays, discussions or

problem-solving tasks (Celce-Murcia, 2001). That is all related with the major goal of all English language teaching that should be to give learners the ability to use English effectively, accurately in communication (Davies & Pearse, 1998). Achieving this goal requires a range of interrelated components that contribute to communicative competence. These components include pronunciation, grammar, vocabulary, fluency, and comprehension.

To support an effective English-speaking environment and achieve the goals of language teaching, classroom activities should be carefully designed to promote participation, interaction, and confidence-building. In addition, teachers can foster a relaxed and enjoyable classroom environment that lowers students' foreign language anxiety and enhances their willingness to participate in speaking activities by incorporating engaging strategies such as singing songs and interactive communication tasks (Passiatore et al., 2019; Çelikkaleli & Demir, 2022). Besides being an educator, teachers also act as facilitator, participant, motivator, and gives feedback when necessary (Wael et al., 2018).

Furthermore, according to Celce-Murcia (2001), the goal of communicative language teaching is for learners to be able to communicate effectively in the target language, which involves integrating accuracy, fluency, and appropriateness in speech. Students should be trained to manage conversation, take turns, and use strategies to keep communication flowing. In tertiary education, especially in English for Specific Purposes (ESP) contexts, speaking instruction should also be tailored to the learners' professional or academic needs. As Hyland (2022) points out, ESP speaking tasks should reflect real-life communication situations relevant to the students' disciplines, such as giving presentations, explaining processes, or participating in professional discussions.

2.2.1 Differences Between English for Specific Purposes (ESP) and General English

English for ESP and General English (GE) aim to develop learners' English proficiency, they differ significantly in their objectives, content, and instructional focus. General English is designed to improve learners' overall communicative competence by emphasizing the four language skills through everyday topics and situations. In contrast, ESP is developed to address learners' specific academic or

professional needs by focusing on the language, skills, and discourse required in particular disciplines or occupations (Hutchinson & Waters, 1987). According to Hyland (2022), ESP is characterized by its needs-based approach, in which the course content, learning materials, and teaching activities are specifically designed to prepare learners to communicate effectively within their respective fields. Consequently, ESP learners are expected not only to demonstrate English language proficiency but also to use discipline-specific vocabulary and concepts accurately in academic or professional contexts.

The differences between ESP and General English are particularly evident in speaking activities. In General English classes, speaking tasks typically involve everyday communication, such as introducing oneself, expressing opinions, or discussing familiar topics. Conversely, speaking activities in ESP require learners to perform discipline-related communicative tasks, such as presenting research findings, explaining technical concepts, participating in professional discussions, or describing scientific procedures. These tasks demand both linguistic competence and subject-specific knowledge, making speaking in ESP more cognitively and linguistically challenging than in General English. As a result, ESP students may experience greater speaking anxiety due to the additional pressure of using specialized terminology accurately while communicating their disciplinary knowledge. This distinction highlights the importance of investigating speaking anxiety within ESP contexts, as the challenges encountered by ESP learners may differ from those experienced by learners in General English classrooms.

2.3 Anxiety

There are various definitions of anxiety in the literature. To begin with, Freud described anxiety as “something felt”, an unpleasant affective state or condition (Freud, 1924, as cited in Spielberger, 1966; Muslem, 2021). Furthermore, according to Horwitz et al. (1986), language anxiety is “a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process.” In other words, it is a feeling of worry, nervousness, or fear that occurs when learners are expected to use a language they have not yet mastered. In the context of English language learning, anxiety

often arises from the fear of making mistakes, being negatively evaluated by peers or teachers, and the pressure to speak correctly in front of others (Tóth, 2009). This emotional reaction can hinder students' confidence, reduce their motivation, and affect their overall performance. Therefore, understanding the causes and effects of anxiety is essential for teachers to help students build confidence and reduce fear in speaking English.

2.3.1 Anxiety in Psychology

Anxiety is one of the most discussed emotional responses in psychology and has been widely examined by many psychologists. Anxiety is an adaptive emotional response and is typically characterized by an intense sense of apprehension, tension, and worry. It is conceptualized as a future-oriented mood state associated with preparation for impending adverse events or stressors (Pretorius & Padmanabhanunni, 2023). Anxiety can be described as a psychological condition when someone feels nervous, anxious or stressful in certain condition or situation. Horwitz et al., (1986) states that anxiety, as perceived intuitively by many language learners, negatively influences language learning and has been found to be one of the most highly examined variables in all of psychology and education. Additionally, Suleimenova (2013), defined anxiety as a distress or uneasiness of the mind caused by fear of danger or misfortune. From a psychological perspective, anxiety also considered a natural emotional reaction that arises when an individual perceives a situation as threatening or beyond their ability to cope (Beck, 1976; Spielberger, 1972, as cited in Çelikkaleli & Demir, (2022). Researchers in language education commonly conceptualize anxiety as a multifaceted phenomenon encompassing emotional, cognitive, behavioral, and physiological reactions that affect students' performance and participation in speaking activities (Muslem, 2021; Vicontie et al., 2022.).

2.3.2 Categories of Anxiety's Factor

Language anxiety factor was divided in 3 categories by Horwitz et al., (1986): 1) communication apprehension, 2) test anxiety, and 3) fear of negative evaluation to provide teachers with the nature of anxiety.

- a) Communication Apprehension (CA) is defined as anxiety to communicate with people, to speak before others, also known as "stage fright," and to speak in groups. This relates to a type of shyness or fear of communicating with other people, regardless of the language used. In the context of English speaking, this anxiety arises from a general lack of self-confidence and a worry about one's ability to adequately express thoughts and ideas, making it difficult to initiate or maintain conversations. For example, "I never feel quite sure of myself when I am speaking in my English class". Anxiety occurs when a person wishes to give the audience a specific impression but lacks self-confidence in his or her own capabilities. The individual may actually lack the lexicon L2, weak pronunciation skills, or grammar. McCroskey (2015) revealed that there is a direct connection between lack of confidence in one's abilities and unwillingness to participate in contact with other people as it exposes a person directly to be assessed by others.
- b) The second category, named test anxiety (TA), arises out when students face examinations or evaluation situations. It can be explained through the high demands that students put on themselves to be perfect speakers of the foreign language. It is characterized by feelings of worry, tension, and fear of failure, which can interfere their ability to concentrate and recall information. This is a type of performance anxiety that stems from a fear of failure in academic or evaluative situations. Students may feel intense pressure during oral exams, presentations, or impromptu questions from the teacher, fearing that any mistakes will result in a poor grade or a negative assessment of their abilities. In language learning contexts, test anxiety can be particularly influential because it affects both cognitive functioning and emotional readiness to perform (Wadi et al., 2022)
- c) Fear of Negative Evaluation Fear of negative evaluation (FNE) is associated with anxiety testing. It refers to a learner's worry about

being judged unfavorably by others in any social or academic situation (Nurhayani et al., 2023). Nevertheless, it is different from TA because it refers to the general evaluation done in any situation by other people such as peers, teachers, or evaluators, while TA refers specifically only to a test situation. This fear includes concerns about making mistakes (grammatical errors, mispronunciation), being laughed at or mocked by classmates, or receiving harsh corrections from the teacher. This concern for social impression can lead to a reluctance to participate in class to avoid potentially embarrassing situations. For example, students get nervous when the language teacher asks questions which they haven't prepared in advanced'. FNE can significantly affect students' willingness to participate, as they may fear that their errors or imperfect speech will lead others to form negative opinions about their overall ability (Anthoney & Wilang, 2023).

2.3.3 Factors of Anxiety

Many previous studies have been conducted to investigate different factors of anxiety in learning foreign language. The low student's achievement in speaking English may come from themselves. Rajitha and Alamelu (2020) in their study, identified several causes of the factors causing anxiety in students. There are two main causes, namely external factors, and internal factors.

- a) The external factors include the language factor, grammar factor, pronunciation factor, and peer factor.
- b) The internal factors are stage fear, lack of confidence, and shyness.

In addition, Rajitha and Alamelu (2020) found out that five factors which lead to the increase of anxiety in English classrooms are; fear of failing the English classroom of personal failure, being uncomfortable when the learners speak to a native English speaker, negative self-assessment, speech anxiety and having negative attitudes towards learning English language in the classroom. Language anxiety is one of the problems in learning foreign languages. When students feel anxious, they cannot receive any input of

language by well and their language acquisition will fail to make progress. Anxiety makes students nervous and scared, which can lead to poor verbal performance.

2.3.4 Interplay Between Horwitz's Theory and Rajitha & Alamelu's Factors of Anxiety

Although Horwitz et al. (1986) classify foreign language anxiety into Communication Apprehension, Test Anxiety, and Fear of Negative Evaluation, the theory does not explicitly explain the specific factors that trigger these categories. Therefore, this study also adopts Rajitha and Alamelu's (2020) framework, which identifies internal factors (e.g., shyness, lack of confidence, and stage fear) and external factors (e.g., vocabulary limitation, pronunciation, grammar, and peer factors) contributing to speaking anxiety. In this study, these internal and external factors are viewed as underlying factors that contribute to the emergence of the three anxiety categories proposed by Horwitz et al. Thus, both frameworks complement each other in explaining the speaking anxiety experienced by Biology Education students in ESP classrooms.

2.4 Speaking Anxiety

Speaking anxiety has been widely recognized as one of the major affective barriers that hinder learners' oral performance in second or foreign language learning. According to Horwitz et al., (1986), language anxiety is a distinct construct associated with communication apprehension, test anxiety, and fear of negative evaluation, all of which strongly influence students' willingness to communicate. Among these, speaking anxiety is regarded as the most debilitating form since speaking involves immediate performance, evaluation, and interaction in the target language (Male, 2018). Anxiety can manifest as repetitive thoughts and compulsive behaviours that seem impossible to stop. Sometimes anxiety is specifically tied to a certain situation, like speaking in public. Some people believe that anxiety is an additional inconvenience for students.

MacIntyre (2017) highlights that anxiety can affect learners both cognitively and emotionally, interfering with processing capacity, self-confidence, and

motivation. The dynamic approach to language anxiety emphasizes that it is context-dependent and fluctuates according to classroom interaction, task type, and learners' self-perception. Similarly, Lestari et al., (2019) found that English learning anxiety negatively correlates with students' speaking achievement, indicating that high levels of fear of making mistakes or negative judgment reduce their oral performance.

2.5 Speaking Anxiety in ESP Class

Numerous studies have explored the issue of speaking anxiety among students in ESP settings. Suadnyana and Nova, (2021) examined students' awareness of speaking anxiety during ESP speaking projects in vocational schools. Their findings revealed that a significant portion of students experienced panic attacks and nervousness, attributing these emotions to limited vocabulary mastery and fear of negative feedback from listeners. Similarly, Alfiani et al., (2022) investigated speaking anxiety among first-year students enrolled in Foreign Language for Specific Purposes (FLSP) programs. Their study highlighted that the most influential factors contributing to anxiety included fear of negative evaluation, communication apprehension, and test anxiety.

Expanding on this, Pratama et al. (2024), focused on ESP students from an elementary education background. Their research identified both internal factors such as low self-confidence, shyness, and stage fright and external factors like inadequate preparation, poor grammar mastery, and limited vocabulary as significant contributors to speaking anxiety. In a similar vein, Sholikhi (2022) found that communication students often experience communication apprehension and test-related anxiety, with students turning to online platforms such as YouTube or peer support systems as coping strategies. Meanwhile, Hermawan et al. (2023) explored speaking anxiety in a high school context and revealed that most students experienced high to very high anxiety levels. The primary psychological triggers included fear of being ridiculed, lack of self-confidence, feelings of inferiority, and fear of direct correction from teachers.

Despite these rich insights, the majority of existing studies tend to focus on students in general EFL contexts or those majoring in education, communication,

or vocational fields. There remains a notable gap in the literature regarding ESP learners in science disciplines particularly in Biology majors, who face unique challenges due to the technical and discipline-specific nature of the language they are expected to use. Unlike students in general English classes, Biology students must often engage with complex scientific texts, present research findings, and communicate detailed, technical information orally; all of which may heighten their anxiety when speaking in English.

This gap presents a valuable opportunity for further research. Investigating the specific speaking anxiety experienced by Biology students in ESP classes can yield deeper insights into the psychological and pedagogical needs of learners in scientific domains. It also allows for the development of more targeted instructional strategies to reduce anxiety and enhance speaking performance in discipline-specific communication tasks.



CHAPTER III

METHODOLOGY

This chapter elaborates on the methodological framework employed to address the research objectives. It explains in detail the overall design, participants, data collection tools, procedures, and analysis techniques used in the study. Each section in this chapter outlines the systematic steps of the research findings.

3.1 Research Design

This study employed a qualitative research design using a narrative inquiry approach. Qualitative research method design is a method to investigate and comprehend the significance of individuals or groups associated with a social human problem (Creswell, 2015). Meanwhile, Narrative research aims to unravel consequential stories of people's lives as told by them in their own words and worlds (Liamputtong, 2019).

In this study, narrative inquiry was chosen because it allows the researcher to understand and interpret participants lived experiences through the stories they tell about their learning and emotional journeys. Furthermore, this method is appropriate for addressing research question 1, which investigates the factors that affect the speaking anxiety of tertiary-level ESP students at Universitas Muhammadiyah Kupang, because narrative inquiry allows the participants to describe the specific events, situations, and personal experiences that contribute to their anxiety (Barkhuizen et al., 2014). According to Barkhuizen et al. (2014) narrative inquiry provides a valuable way of examining how language learners construct meaning and identity through personal experiences.

This methodological approach enables the researcher to explore the factors that contribute to students' anxiety in speaking English and the ways in which they cope with these feelings during their learning process in the ESP classroom. Additionally, narrative inquiry is appropriate for this study because the participants, tertiary-level Biology students, have adequate communication skills and the ability to convey their experiences clearly, which is essential for generating rich, meaningful qualitative data.

3.2 Research Setting and Participants

This study was conducted in the ESP class of the Biology Education Study Program at Universitas Muhammadiyah Kupang. The participants were undergraduate students enrolled in the Biology Education program. Eight students voluntarily agreed to participate in this study after being informed about the research objectives and procedures. The participants were recruited using purposive sampling based on predetermined criteria, including being Biology Education students who had experienced speaking anxiety in ESP classes and were willing to share their experiences. Before the data collection began, all participants were informed that their participation was voluntary and that their identities would remain confidential throughout the study.

3.3 Data Collection Technique

In conducting this research, selected participants are the university students of third semester in Universitas Muhammadiyah Kupang of Biology Department. The participants in this study were third semester students enrolled in the Biology Department at Universitas Muhammadiyah Kupang. To select the interview participants, the researcher employed purposive sampling, a non-probability sampling technique in which individuals are chosen based on particular characteristics and the objectives of the study (Palinkas et al., 2015). Participants were selected using purposive sampling based on their relevance to the research focus. The criteria of choosing the participants were: (1) active Biology-major students; (2) having completed at least one English course or speaking activity in class; (3) showing attitude or experiences such as nervousness, shyness, embarrassment, avoidance of speaking, lack of confidence, or discomfort when communicating in English (Horwitz et al. 1986; Noviyanti, 2022; Passiatore et al. 2019). (4) being able to articulate their experiences; (5) willing to participate voluntarily; and (6) non-native English speakers. Variation in participants' background and speaking experiences was also considered to capture diverse experiences. Students that are selected as the participant who met the criteria were then invited to complete a narrative frame, which allowed them to describe their personal experiences with English-speaking anxiety in their own words.

The selection of eight participants is methodologically justified because qualitative research depends on information-rich participants, not large samples (Marshall and Rossman, 2016). In line with this principle, a smaller number of carefully selected individuals allows the researcher to explore each participant's experiences in depth, generating thick, detailed, and meaningful data that align with the aims of qualitative inquiry.

3.3.1 Participants Profiles

To provide a clear and systematic overview of the individuals involved in this study, the following table summarizes their educational backgrounds and their initial emotional encounters with the English language.

Participant	Year Started English	Early Learning Setting	Initial Attitude/ Experiences
P1	Junior High	Formal Schooling	Fear and Confusion
P2	Junior High	Formal Schooling	Engaging and Meaningful
P3	Junior High	Formal Schooling	Intimidating
P4	Junior High	Formal Schooling	Fearful and Anxious
P5	Junior High	Formal Schooling	High Curiosity
P6	Junior High	Formal Schooling	Intimidating
P7	Junior High	Formal Schooling	Fear and Confusion
P8	Junior High	Formal Schooling	Engaging and Meaningful

Table 1. Participants Profile of their initial attitude towards speaking English

3.4 Data Collection Tools

This research used two types of data collection techniques, including narrative frame, and interview. Narrative frame was used by the researcher to collect, analyse, and represent data in the form of a comprehensive and meaningful story. In this study, the narrative frames include several guided prompts designed

to help participants reflect on their experiences with English learning and speaking. The frames ask students to describe their early experiences in learning English, their first experience speaking English, the challenges they face when speaking, the strategies they use to overcome those challenges or anxiety, and a message they would give to their younger self. These prompts support the researcher in gathering structured, meaningful, and personal accounts of the participants' speaking anxiety experiences.

Narrative frames proved useful for needs analysis with a large number of people, providing a collection of stories snapshots' that served seamen could write about their experiences (Macalister, 2012). Frames can form the core or primary data, but they are more likely to be suitable for initial exploration of research participants or sites (Barkhuizen et al., 2014). This tool served as a preliminary means of collecting descriptive narratives and helped participants recall key experiences that would later be explored more deeply (Appendix 1).

To collect in-depth and enrich information and evidence from respondents, the researcher conducted the semi-structured interview for the final stage of data collection while keeping the study's goal in mind, being flexible and adaptive in questioning interviewees (Mashuri et al., 2022). In-depth interviews are a qualitative method designed to obtain detailed information that reveals individuals' perspectives, experiences, and the meanings they attribute to particular issues through conversational interaction. Such interviews can complement quantitative approaches by providing deeper insight into participants' beliefs and motivations (Rutledge and Hogg, 2020) The interview question used in this study were adopted from the previous study (Siregar, 2022) with slight modifications to fit the context of the present (Appendix 2).

3.5 Data Collection Procedures

The data collection procedure in this study was conducted in several stages to ensure the systematic gathering of qualitative data. The processes are as follows:

1. Students who meet the inclusion criteria are selected to take part in the study.

2. Participant who met the criteria complete a narrative framework instrument provided by the researcher about their opinions, experiences, and personal reflections related to speaking English.
3. After collecting the narrative frames, the researcher conducts semi-structured interviews with the participants to clarify and deepen their responses so that more accurate and detailed data can be obtained
4. Then in semi-structured interviews, the researcher arranged some questions to follow up on the narratives, allowing the researcher to extract deeper information from the interviews.
5. Both the narrative frames and interviews are conducted in Indonesian to help students express their ideas more freely, clearly, and comfortably.
6. The interviews are recorded using both audio and video in an open interview style.
7. Finally, the researcher recorded the interviews, transcribe them verbatim, and analyse both the interview data and narrative frames qualitatively.
8. The final stage is writing the research report based on the analysed data.

3.6 Data Analysis

The process of data analysis in this study followed the narrative inquiry approach as described by Creswell (2013), which emphasizes exploring and interpreting participants' stories to understand the meaning of their lived experiences. Barkhuizen et al., (2014) suggested that narrative inquiry research is analysed qualitatively using thematic analysis. Therefore, this study employed thematic analysis proposed by Braun and Clarke (2006) to analyse the data systematically. The analysis was conducted through six interrelated phases as follows:

1. Familiarising with the data. The researcher familiarized herself with the data by reading the interview transcripts and narrative frame responses repeatedly to gain an overall understanding.
2. Generating initial codes. Initial codes were generated by identifying significant statements related to students' experiences, particularly in terms of gestures, anxiety, and speaking performance.

3. Searching for themes. The codes were organized into potential themes by grouping similar patterns across the data.
4. Reviewing themes. The themes were reviewed and refined to ensure their consistency and relevance to the research focus.
5. Defining and naming themes. The themes were clearly defined and named to capture the essence of each pattern identified in the data.
6. Producing the report. The findings were presented in a coherent narrative form, supported by relevant excerpts from both interview data and narrative frames. Both interview data and narrative frames were analyzed using this procedure. The narrative frames served as preliminary data that helped participants recall and express their experiences, while the interviews provided more in-depth insights for thematic development.

3.7 Trustworthiness

To ensure the trustworthiness of this study, member checking was employed as a key validation strategy. Since this research focuses on students lived experiences in an English for Specific Purposes (ESP) class, it is essential to ensure that the findings accurately reflect participants' perspectives. This study applied member checking by returning interview data or findings to participants in order to verify the accuracy and resonance of the results with their lived experiences. Member checking contributes to the credibility of the study by fostering agreement between the researcher, the data, and the participants. When participants recognize their experiences in the findings, it strengthens confidence that the interpretations are accurate and meaningful. This process enabled participants to confirm the accuracy of the results and ensured that the findings reflected their lived experiences. Member checking is recognized as an important technique to enhance credibility and reduce researcher bias in qualitative research (Birt et al., 2016)

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter explores the lived experiences and personal narratives of college students regarding their speaking anxiety in the English for Biology education major students' at Universitas Muhammadiyah Kupang in East Nusa Tenggara

4.1 Findings

The analysis focuses on the factors contributing to students' speaking anxiety, which are categorized into three main types proposed by Horwitz et al. (1986): Communication Apprehension, Test Anxiety, and Fear of Negative Evaluation. In addition, previous studies have shown that both internal factors (such as shyness and lack of confidence) and external factors (such as peer influence and classroom environment) contribute to students' anxiety in speaking English. Therefore, this chapter aims to explore the factors contributing to students' speaking anxiety and the strategies they use to overcome it.

The findings are derived from both narrative frames and in-depth interviews, which were analyzed using thematic analysis. Each category is discussed in detail by linking the empirical findings with relevant theories and previous studies.

4.1.1 Factors Affecting Students' Speaking Anxiety

Based on students' stories, students' speaking anxiety is influenced by three factors of anxiety category, which are closely interconnected. Communication Apprehension include linguistic difficulties such as limited vocabulary, grammar problems, and pronunciation difficulties, as well as peer-related factors like fear of negative evaluation, social anxiety, peer distraction and judgment, and lack of preparation.

1. Communication Apprehension

Shyness

Shyness emerged as one of the factors contributing to students' speaking anxiety in English classes. Some participants reported feeling embarrassed and uncomfortable when speaking in front of people they knew, particularly their classmates. This sense

of embarrassment intensified when they were required to speak English in front of familiar peers.

One participant, RT, explained that standing in front of the class made them feel afraid and embarrassed, especially during English-speaking activities:

Excerpt 1.

"When I go to the front of the class and stand there, I always feel afraid to look at my classmates, especially when speaking in English. I feel scared. At the same time, I also felt embarrassed because I could not answer." (NF/S3/ (3)/Appx 3)

This statement indicates that shyness was triggered by the presence of classmates, as the participant felt uncomfortable being the center of attention while speaking English.

Similarly, NG expressed greater comfort when being observed by unfamiliar people rather than people they knew:

Excerpt 2

I feel more comfortable being watched by people I do not know because I feel embarrassed, especially when they know me." (NF/S1/ (3)/Appx 3)

This response suggests that familiarity with the audience increased feelings of embarrassment and self-consciousness. Being watched by people they knew made the participant more aware of possible judgment, which heightened shyness and anxiety.

Lack of Confidence - Performance Anxiety

Lack of confidence emerged as an important factor contributing to students' speaking anxiety, particularly in relation to performance anxiety. Several participants reported feeling insecure about their speaking ability, even after adequate preparation. This lack of confidence often resulted in nervousness, confusion, and difficulty performing during speaking activities in front of others.

One participant explained that although they had prepared and translated the material beforehand, anxiety during the actual classroom situation caused confusion:

Excerpt 3.

"Sometimes, even though I have already prepared and translated the material well at my dorm, when I am in class what the lecturer explains is different from what I have translated. In that moment, I become confused." (NF/S2/ (3)/Appx 3)

IK's statement shows that low self-confidence, combined with anxiety, affected the participant's ability to adapt and respond spontaneously, leading to confusion despite prior preparation. Moreover, feelings of fear and embarrassment also reflected low self-confidence when students were required to perform in front of others, like RT who stated:

Excerpt 4.

"I feel scared and more embarrassed, particularly if I look at them" (NF/S3/ (3)/Appx 3)

This fear of standing in front of the class indicates a lack of confidence in personal speaking ability, which intensified anxiety during performance. Performance anxiety became more evident when students had to speak in front of a large audience. Several participants mentioned that the presence of many people was a major trigger for their anxiety:

Excerpt 5.

"With so many people, I become very nervous." (NF/S5/ (3)/Appx 3)

Excerpt 6.

"What usually triggers my anxiety is the presence of many people, whether they are people I know or not." (NF/S7/ (3)/Appx 3)

GV and YN's responses suggest that being observed by many people increased pressure and self-doubt, which negatively affected students' speaking performance. Additionally, VS directly expressed a lack of confidence in speaking in front of the class:

Excerpt 7.

"I feel unprepared and lack confidence to speak." (NF/S6/ (3)/Appx 3)

This statement clearly illustrates the connection between low self-confidence and performance anxiety. When students lacked confidence in their speaking ability, they became more anxious during public speaking situations.

2. Language and Test Anxiety

Linguistic Difficulties (Vocabulary and Sentence Construction)

Four students demonstrated linguistic difficulty of speaking English as one of the most prominent factors contributing students' speaking anxiety. They reported having limited vocabulary, difficulty constructing sentences, and uncertainty in pronunciation. Although some students understood ideas in their minds, they struggled to express them orally in English. NG explained that she often experienced mental blocking when speaking:

Excerpt 8.

"I know exactly what I want to say in my mind, but suddenly It goes blank, I don't know what to say anymore." (NF/S1/ (3)/Appx 3)

Her statement indicates that anxiety emerged not from a lack of ideas, but from difficulty transforming thoughts into spoken English. Similar experiences were shared by other participants who emphasized vocabulary limitations as a major source of anxiety. Furthermore, RT stated that limited vocabulary caused confusion when they were asked to speak spontaneously in class:

Excerpt 9.

"I was nervous because there are many vocabularies that I have not mastered." (NF/S3/ (3)/Appx 3)

This finding suggests that insufficient vocabulary knowledge made students feel unprepared, particularly in unexpected speaking situations. The fear of not finding appropriate words increased their anxiety and reduced their willingness to speak. YN participant explained that limited vocabulary also affected their ability to construct sentences:

Excerpt 10.

"I probably lack of vocabulary, which make me quite difficult to connect sentences." (NF/S7/ (3)/Appx 3)

This difficulty in connecting words into coherent sentences often resulted in hesitation, pauses, and loss of confidence during speaking activities. As a result, students tended to feel nervous and doubted their speaking ability.

Pronunciation difficulties

Pronunciation difficulties were also a key component of language anxiety. Students were worried about producing incorrect sounds, particularly because English spelling differs from pronunciation. In addition, lack of vocabulary comprehension influenced students' self-confidence, VS stated:

Excerpt 11.

"If I don't yet know the meaning, I will be unprepared and not confident to speak like that"
(NF/S6/ (3)/Appx 3)

From VS's statement, pronunciation anxiety often interacted with fear of peer reactions, further intensifying students' speaking anxiety. This response indicates that understanding word meanings played an important role in students' readiness to speak. When students were unsure of vocabulary meaning, they felt unprepared and insecure, which heightened their speaking anxiety. These linguistic challenges caused students to feel insecure and hesitant, especially during spontaneous speaking activities.

Lack of Preparation

Lack of preparation was identified as a significant factor contributing to students' speaking anxiety, particularly when they were required to speak spontaneously in English. Sudden requests to speak in front of the class made students feel unready and increased their anxiety levels.

YN stated that speaking English without prior preparation was particularly difficult:

Excerpt 12.

"I cannot talk without preparation, especially when I am suddenly asked to come to the front or answer the teacher's questions" (NF/S7/ (3)/Appx 3)

This response indicates that unexpected speaking situations triggered anxiety because students felt they did not have enough time to organize their thoughts or recall appropriate vocabulary. Similarly, AT emphasized that sudden instruction to speak in front of classmates caused strong emotional reactions when no preparation was provided:

Excerpt 13.

“What I hate is when the teacher suddenly asks me to come to the front and speak in front of my classmates. I am someone who needs preparation; otherwise, when I stand in front of the class, I will definitely feel anxious” (NF/S8/ (3)/Appx 3)

This finding suggests that preparation plays a crucial role in students' psychological readiness. Without sufficient preparation, students experienced heightened nervousness and discomfort, even if they were generally capable of speaking English.

3. Fear of Negative Evaluation **Social Anxiety and Cyberbullying**

Another important factor contributing to students' speaking anxiety is social anxiety, which in some cases was intensified by experiences of cyberbullying. Social anxiety emerged when students felt uncomfortable being observed, judged, or evaluated by others during speaking activities. This anxiety became more severe when mistakes were not only noticed in the classroom but also recorded and shared beyond it. The experience of being recorded by classmates after making a mistake while speaking described by AD:

Excerpt 14.

“When I make mistakes, sometimes there are classmates who record me” (NF/S4/ (3)/Appx 3)

He further explained that the recorded video was shared in the class group discussion and became a source of ridicule:

Excerpt 15.

“After class, they disturb me by sending the video to the group chat and start mocking me.” (NF/S4/ (3)/Appx 3)

This experience caused feelings of embarrassment, nervousness, and fear of repeating the same mistakes. The act of recording and distributing the video extended the anxiety beyond the classroom and turned a momentary speaking error into a lasting social experience. As a result, the participant became more fearful of making mistakes and more anxious about speaking in front of others. This finding indicates that cyberbullying can significantly increase social anxiety, as students feel continuously watched, judged, and humiliated. In addition to cyberbullying, social anxiety was also evident in students' discomfort when being observed by others. Another participant, NG shared:

Excerpt 16.

"I feel uncomfortable being watched by people I know when presenting in front of the class."
(NF/S1/ (3)/Appx 3)

This statement shows that social anxiety did not only arise from negative reactions but also from the mere presence of an audience. Being watched, whether by classmates or familiar individuals triggered feelings of unease and heightened anxiety during speaking activities.

Peer Distraction

Peer distraction emerged as another factor contributing to students' speaking anxiety. Even when students had prepared well and felt confident about the material, disruptive behavior from classmates often caused nervousness and loss of concentration during speaking activities. AD explained that despite having studied and memorized the material, interference from peers negatively affected their performance:

Excerpt 17.

"I have already studied and memorized the material, but when I get to class, my classmates disturb me and I become nervous and forget everything." (NF/S4/ (3)/Appx 3)

This statement indicates that peer disturbance became a significant external factor that triggered anxiety. The distraction caused the participant to feel nervous and forget previously memorized content. This suggests that students' anxiety was not solely influenced by their own preparedness or ability, but also by the classroom social environment.

Peer distraction reduced students' focus and increased psychological pressure, making it difficult for them to maintain confidence while speaking. As a result, even well-prepared students experienced performance breakdowns when faced with disruptive peer behavior. These findings highlight the importance of a supportive and respectful classroom atmosphere in reducing speaking anxiety and enabling students to perform more confidently in English-speaking activities.

Peer Judgment

Fear of peer judgment emerged as an important factor contributing to students' speaking anxiety. Several participants expressed concern about negative reactions from their classmates, particularly being laughed at when making mistakes in English. This fear increased students' nervousness and reduced their confidence during speaking activities. AD stated that fear of incorrect pronunciation was closely related to classmates' reactions:

Excerpt 18.

"I am also afraid of mispronouncing words because my classmates might laugh at me."
(NF/S4/ (3)/Appx 3)

Similarly, VS explained that making mistakes often led to negative responses from peers:

Excerpt 19.

"When I make a mistake, my classmates' first reaction is usually laugh." (NF/S6/ (3)/Appx 3)

These statements indicate that students' anxiety was not only caused by linguistic errors but also by the anticipation of negative peer judgment. The possibility of being laughed at made students more self-conscious and hesitant to speak, especially in front of classmates. As a result, fear of peer judgment played a significant role in increasing speaking anxiety and limiting students' participation in English-speaking activities.

Fear of Making Mistakes

Another significant factor contributing students' speaking anxiety is the fear of making mistakes, which is closely related to fear of negative evaluation. Most of students expressed concern about being laughed at and judged by their classmates when they made errors while speaking English, particularly in pronunciation. This fear often caused nervousness, hesitation, and a lack of confidence during speaking activities.

VS emphasized that laughter from peers directly increased their nervousness:

Excerpt 20.

"When they laugh, it immediately makes me feel nervous." (NF/S6/ (3)/Appx 3)

Meanwhile, three participants clearly stated that they were afraid of making mistakes when speaking in front of others:

Excerpt 21.

"I am afraid of making errors in front of others." (NF/S2/ (3)/Appx 3)

Excerpt 22.

"I am afraid of making mistakes, and this really disturbs me. Finally, it always ends up trembling and everything goes blank" (NF/S7/ (3)/Appx 3)

Excerpt 23.

*"Even now, I still feel slightly nervous and am more afraid of saying something wrong".
(NF/S8/ (3)/Appx 3)*

These statements indicate that fear of making mistakes was a persistent source of anxiety for students. Even when they had prepared, the possibility of making errors remained a major concern that negatively affected their confidence and speaking performance. In particular, pronunciation errors were frequently mentioned as a specific source of fear. AD and VS, two participants shared similar concerns:

Excerpt 24.

*"I am also afraid of mispronouncing words because my classmates might laugh at me".
(NF/S4/ (3)/Appx 3)*

Excerpt 25.

"I feel very embarrassed if I cannot pronounce many words correctly. That is probably my main fear." (NF/S5/ (3)/Appx 3)

Fear of making mistakes and fear of negative evaluation are interconnected factors influencing students' speaking anxiety. Students were not only afraid of producing incorrect language, but also worried about how others would respond to their mistakes. This combination led to heightened nervousness, reduced confidence, and reluctance to speak in English, especially in front of classmates.

Contributing Factor	Participant's Experience	Emerging Theme	Anxiety Category (Horwitz et al., 1986)
Pronunciation difficulties	Students were worried because they could not pronounce English or scientific terms correctly.	Pronunciation difficulties	Language and Test Anxiety
Pronunciation mistakes	Students were afraid that their classmates or lecturer would laugh at or judge their pronunciation mistakes	Fear of negative judgment due to pronunciation mistakes	Fear of Negative Evaluation
Vocabulary limitation	Students could not express their ideas because they lacked vocabulary.	Vocabulary limitation	Communication Apprehension
Vocabulary limitation	Students worried that using incorrect vocabulary would make others think they were incompetent.	Fear of making vocabulary mistakes	Fear of Negative Evaluation
Lack of confidence	Students hesitated or avoided speaking because	Lack of confidence	Communication Apprehension

	they lacked confidence.		
Lack of confidence	Students believed others would evaluate them negatively because they were not confident	Fear of being negatively evaluated	Fear of Negative Evaluation

Table 2. Emerging Themes of Contributing Factors across Foreign Language Anxiety Categories

4.1.2. Strategies Used by Students to Overcome Speaking Anxiety

Despite the various challenges that contribute to speaking anxiety in the ESP classroom, the findings of this study reveal that students are not passive recipients of their nervousness. Instead, they actively employ a diverse range of cognitive, behavioral, and affective strategies to manage their anxiety and maintain their performance. These strategies reflect the students' resilience and their conscious effort to regulate emotional distress in order to participate in English-speaking activities. Based on the narrative frames and interview data, the strategies used by students are categorized into five primary approaches, as discussed below:

1. Preparation and Practice Strategies

One of the anxiety factors identified in this study is lack of preparation, which strongly influences students' readiness to speak in front of others. When students are required to speak spontaneously without sufficient time to prepare, they tend to feel unready, nervous, and anxious. This lack of preparation increases their fear of making mistakes, losing ideas, and being unable to express themselves clearly in English.

As a result, students naturally develop preparation and practice strategies as their primary way to overcome speaking anxiety. Since they feel anxious when they are unprepared, they believe that preparing themselves in advance can reduce uncertainty and increase confidence. Preparation allows students to organize ideas, review vocabulary, and rehearse sentence structures, while practice helps them become more familiar with what they want to say.

One participant stated that preparation before class was essential:

Excerpt 26.

“To minimize my anxiety when speaking in front of the class, I need to prepare by practicing speak in my dorm before English class.” (IDI/P1/ (12)/Appx 4)

This statement indicates that practicing independently before class allowed students to mentally and linguistically prepare themselves for speaking tasks.

Another participant highlighted the importance of readiness:

Excerpt 27.

“To avoid feeling nervous, the most important thing for me is being prepared.” (IDI/P2/ (11)/Appx 4)

This response suggests that psychological readiness, supported by preparation, played a crucial role in reducing anxiety and increasing confidence.

Several participants explained that preparing the night before speaking activities helped them reduce nervousness:

Excerpt 28.

“To reduce nervousness, I prepare the night before to help me reducing my anxiety.” (IDI/P3/ (11)/Appx 4)

Excerpt 29.

“If I have to do a speaking task the next day, I make sure to prepare the night before.” (IDI/P5/ (11)/Appx 4)

These findings show that preparation before class enabled students to organize their thoughts, review vocabulary, and rehearse what they wanted to say, which helped lower their anxiety levels.

In addition to general preparation, practicing speaking in front of a mirror was also used as an effective strategy. One participant described this method:

Excerpt 30.

“I practice speaking in front of a mirror and talk to myself. For example, if there is a speaking practice the next day, I really need thorough preparation the night before so that my speaking will be smooth.” (IDI/P8/ (11)/Appx 4)

Practicing in front of a mirror helped the student simulate the classroom situation and build confidence before performing in front of others. This strategy allowed

students to become more familiar with their speech, reduce hesitation, and improve fluency.

Overall, the findings indicate that preparation and practice strategies played a significant role in helping students overcome speaking anxiety. By preparing in advance and practicing independently, students were able to reduce nervousness, increase confidence, and perform more smoothly during English-speaking activities.

2. Cognitive Preparation and The Use of Technology

Cognitive preparation and the use of technology emerged as important strategies employed by students to cope with speaking anxiety in English classes. When students felt anxious due to limited vocabulary, uncertainty in pronunciation, or lack of confidence in meaning, they relied on technological tools to support their mental preparation before speaking.

One participant explained that listening to correct pronunciation through Google Translate helped them feel more prepared before speaking:

Excerpt 31.

"First listen to how unfamiliar words are pronounced on Google Translate, or I practice speaking by myself." (IDI/P2/ (11)/Appx 4)

This statement indicates that technology was used as a cognitive aid to reduce anxiety related to pronunciation errors. By listening to the correct pronunciation beforehand, students were able to mentally rehearse how words should be spoken, which increased their confidence during speaking activities.

Another participant highlighted the importance of translating the topic before speaking:

Excerpt 32.

"If the teacher asks me to explain a topic, I need to translate it first before I dare to speak." (IDI/P6/ (10)/Appx 4)

This response suggests that translation functions as a form of cognitive preparation. By translating the topic in advance, students gained a clearer understanding of the content and were able to organize their ideas mentally. This process helped reduce uncertainty and increased their readiness to speak in English.

Overall, these findings show that the use of technology, such as Google Translate, plays a significant role in students' cognitive preparation. Through translation and pronunciation checking, students were able to process language input more effectively, reduce anxiety, and build confidence before speaking. As a result, technology-assisted cognitive preparation helped students manage their speaking anxiety and perform more comfortably in English-speaking tasks.

3. Relaxation Strategy

To manage nervousness during English-speaking activities, students applied relaxation strategies, particularly deep breathing and self-calming techniques, before and during speaking performances. Four participants reported using this strategy to reduce anxiety when they were required to speak in front of others.

Several participants explained that taking deep breaths helped them feel calmer before speaking. One participant stated:

Excerpt 33.

"To reduce nervousness when I have to go to the front during English activities, the first thing I do is take a deep breath to calm myself." (IDI/P5/ (11)/Appx 4)

Similarly, another participant reported using breathing techniques to reduce nervousness:

Excerpt 34.

"I usually take a deep breath to overcome my anxiety." (IDI/P4/ (11)/Appx 4)

Other participants also described regulating their breathing when feeling anxious in front of many people:

Excerpt 35.

"When I feel anxious in front of many people, I usually take a deep breath or regulate my breathing, pause quietly for a few seconds." (NF/S7/ (4)/Appx 3)

Excerpt 36.

"The first thing I do is take a deep breath, exhale, and then walk around a little..." (NF/S8/ (4)/Appx 3)

These responses indicate that deep breathing was a commonly used relaxation strategy among students. By controlling their breathing, students were able to calm

themselves, reduce physical symptoms of anxiety such as nervousness and tension, and regain focus before continuing their speech.

Overall, the findings suggest that relaxation strategies, particularly deep breathing, played an important role in helping students manage speaking anxiety. This strategy allowed students to regulate their emotional state, feel more relaxed, and perform speaking tasks more comfortably in English classes.

4. Avoidance and Escape Strategies

Avoidance and escape strategies were commonly used by students to cope with speaking anxiety during English-speaking activities. Five out of eight participants reported deliberately avoiding eye contact with the audience, as direct visual interaction was perceived as a strong trigger of anxiety.

Several participants explained that they intentionally avoided looking at the audience while speaking:

Excerpt 37.

"I usually avoid making direct eye contact with the audience." (IDI/P4/ (11)/Appx 4)

Excerpt 38.

"I usually avoid looking at the audience." (IDI/P6/ (11)/Appx 4)

Excerpt 39.

"I do not look directly into the audience's eyes but toward their heads." (NF/S7/ (4)/Appx 3)

Excerpt 40.

"I should not look at my friends in front of me." (IDI/P8/ (11)/Appx 4)

Another participant similarly stated:

Excerpt 41.

"I try not to make eye contact with my classmates because it makes me more nervous." (IDI/P3/ (14)/Appx 4)

These statements indicate that avoiding eye contact was used as a coping mechanism to reduce nervousness and psychological pressure while speaking. By shifting their gaze away from the audience, students attempted to minimize feelings of being evaluated or judged.

In addition to avoidance, one participant also demonstrated an escape strategy by attempting to finish the speaking task as quickly as possible:

Excerpt 42.

"Sometimes, I also speak quickly so that I can finish as soon as possible." (IDI/P3/ (14)/Appx 4)

This response shows that the student chose to escape the anxiety-provoking situation by speeding up their speech in order to end the performance sooner. Although this strategy helped reduce immediate anxiety, it may negatively affect speech clarity and overall performance.

Overall, the findings reveal that avoidance and escape strategies were frequently employed by students to manage speaking anxiety. These strategies helped students temporarily reduce discomfort; however, they also indicate the presence of heightened anxiety related to audience attention and fear of evaluation during English-speaking activities.

5. Positive Reframing and Self-Motivation

Positive reframing and self-motivation emerged as internal strategies used by students to cope with speaking anxiety in English classes. Through these strategies, students attempted to change their negative thoughts into more positive and encouraging ones in order to reduce anxiety and maintain confidence while speaking.

One participant explained that they coped with anxiety by mentally reframing the situation, imagining that no one else was present:

Excerpt 43.

"Or I imagine that I am alone and that there is no one else." (IDI/P4/ (11)/Appx 4)

This statement indicates that the student used positive reframing to reduce feelings of being watched or judged. By altering their perception of the speaking situation, the student was able to lessen anxiety and focus more on the task rather than the audience.

Another participant described using self-motivational talk to overcome nervousness:

Excerpt 44.

"I tell to myself that if I try my best, I know I can do it." (IDI/P6/ (11)/Appx 4)

This response shows that positive self-talk functioned as a motivational strategy. By encouraging themselves with affirming statements, students strengthened their belief in their own ability and reduced negative thoughts related to fear and self-doubt.

Overall, these findings suggest that positive reframing and self-motivation strategies played an important role in managing speaking anxiety. By changing their mindset and reinforcing positive beliefs, students were able to control anxious thoughts, build confidence, and perform speaking tasks more comfortably in English-speaking situations.

4.2 Discussion

Based on the findings of the narrative frame largely converges with the interviews, indicating consistency in students' anxiety factors and their strategy to overcome it. Both methods reveal similar insights into the findings. This alignment between narrative frame and interview data highlights the effectiveness of using multiple data collection methods, as they corroborate each other and strengthen the validity of the study's results.

4.2.1 Factors Contributing Students Anxiety

The narrative frames and interview data indicated that students' speaking anxiety in English classes is influenced by a combination of linguistic, psychological, and social factors that are closely interconnected. As discussed in Chapter I, speaking was identified as the most challenging skill for students, particularly in academic contexts that require spontaneous oral communication. The results confirm that students' anxiety emerges not only from limited language competence but also from emotional responses to classroom interaction and peer evaluation. This supports Horwitz et al., (1986) Foreign Language Classroom Anxiety (FLCA) framework, which conceptualizes anxiety as a situation-specific construct arising from communication apprehension, language and test anxiety, and fear of negative evaluation.

A. Communication Apprehension (Psychological Factors)

The first major factor is communication apprehension, which is rooted in the students' internal emotional state. The research found that this apprehension manifests through two sub-factors:

- a. **Shyness and Audience Familiarity:** Students reported a heightened sense of embarrassment when speaking in front of people they knew well (Excerpts 1 and 2). Interestingly, being the center of attention among familiar peers triggered more anxiety than speaking before strangers. This aligns with McCroskey's (2015) view that social familiarity can increase the fear of social risk.
- b. **Lack of Confidence and Performance Anxiety:** Even with prior preparation, students like IK (Excerpt 3) and VS (Excerpt 7) experienced confusion and nervousness. This suggests that anxiety interferes with cognitive processing and language retrieval, as proposed by MacIntyre (2017). The physical presence of a large audience (Excerpts 5 and 6) further intensifies this self-doubt, leading to mental blocking.

B. Language and Test Anxiety (Linguistic Factors)

The second factor involves the students' perceived inadequacy in their linguistic competence, which creates a pressure during classroom interactions.

- a. **Linguistic Difficulties:** Limited vocabulary and difficulty in sentence construction were identified as primary triggers (Excerpts 8, 9, and 10). Students felt "blank" not because they lacked ideas, but because they lacked the linguistic "ammunition" to express them. This supports the FLCA framework by Horwitz et al. (1986), which states that language anxiety arises from a perceived inability to perform correctly.
- b. **Spontaneous Performance and Lack of Preparation:** Sudden instructions to speak without preparation were major stressors (Excerpts 12 and 13). For Biology students in an ESP context, the need to use specific terminology makes spontaneous speaking even more daunting, as they feel they lack the time to organize thoughts accurately.

C. Fear of Negative Evaluation (Social and Environmental Factors)

The third factor is the external environment, specifically the social dynamics between students.

- a. **Social Anxiety and Cyberbullying:** A critical and contemporary finding in this study is the impact of cyberbullying. Beyond immediate classroom distractions and mockery, students face a contemporary threat where their linguistic errors are recorded and digitized. As evidenced in Excerpts 14 and 15, students experienced a form of social anxiety when their speaking mistakes were recorded by classmates and subsequently shared in group chats for the purpose of mockery. This practice transforms a momentary classroom mistake into a persistent source of social trauma, suggesting that the 'fear of negative evaluation' is now amplified by digital platforms, making students feel permanently vulnerable to peer judgment even outside of school hours.
- b. **Peer Distraction and Judgement:** The findings indicate that a lack of support within the classroom environment significantly contributes to anxiety. As shown in Excerpt 17, disruptive behaviour from peers causes even well-prepared students to lose focus and forget their material. Furthermore, a dominant fear among participants is being ridiculed for incorrect pronunciation (Excerpts 18, 19, and 24), which renders students hyper-aware of potential judgment. These experiences are consistent with findings by Nurhayani et al. (2023), suggesting that social judgment and hostile peer reactions can significantly heighten speaking anxiety and discourage students from participating.
- c. **Fear of Making Mistakes:** Beyond external peer pressure, an internal fear of making mistakes significantly hinders students' oral performance. As documented in Excerpts 21, 22, 24, and 25, where participants reported feeling nervous and disturbed by the possibility of making errors in front of others. This fear was particularly strong in relation to pronunciation errors, as students worried that incorrect pronunciation would lead to ridicule. Notably, as seen in Excerpt 23, even thorough preparation does not fully alleviate this distress, as the persistent fear of 'saying something wrong' remains a dominant source of anxiety. Such experiences reflect fear of negative evaluation, a core component of foreign language anxiety identified by Horwitz et al. (1986), where the

student's focus shifts from communication to self-protection against perceived failure.

4.2.2 Strategies Used by Students to Overcome Speaking Anxiety

The findings reveal that although ESP Biology students experienced various forms of speaking anxiety, they actively employed a range of strategies to manage their nervousness. These strategies are categorized into five key points:

A. Preparation and Practice Strategies

The first and most prominent strategy used by students is thorough preparation and independent practice. Lack of preparation was identified as a major trigger of speaking anxiety, particularly when students were required to speak spontaneously. The findings show that students perceived preparation as a way to regain control over speaking situations, as demonstrated in Excerpts 26, 27, 28, and 30. By practicing in advance, reviewing vocabulary, and rehearsing sentence structures, students were able to reduce uncertainty and increase confidence. This supports Kondo and Ying Ling's (2004) preparation strategy, which emphasizes that increasing linguistic readiness helps learners cope with anxiety. Similarly, Rajitha & Alamelu (2020), argue that preparation enhances learners' sense of competence, thereby reducing fear of making mistakes. In the ESP Biology context, preparation was especially important because students were required to explain academic or technical content, which demands accuracy and clarity.

B. Cognitive Preparation and the Use of Technology

In addition to general preparation, students relied on cognitive preparation and technology-assisted strategies, such as using Google Translate to check meanings and pronunciation before speaking. This strategy reflects students' attempts to compensate for linguistic limitations, particularly vocabulary and pronunciation difficulties, which were discussed as major anxiety factors in the previous section. The use of technology functioned as a cognitive support tool that allowed students to process language input more effectively and mentally rehearse their speech. This is clearly demonstrated in Excerpt 31 and 32 where students explained using Google Translate to check and repeat pronunciation and using digital dictionary for searching vocabulary before speaking. These digital aids served as a safety net, helping students understand meanings and reduce nervousness (Excerpt 33). This finding aligns with MacIntyre

(2017), who views such actions as coping strategies that learners adopt to reduce the cognitive overload caused by anxiety. It also supports findings by Sholikhi (2017), who reported that learners increasingly use digital tools to support speaking performance and reduce anxiety in ESP contexts.

C. Relaxation Strategies

To manage the physical symptoms of anxiety, such as tension and trembling, students applied relaxation techniques. Taking deep breaths were also commonly used by students to manage anxiety symptoms during speaking activities. As demonstrated in Excerpt 34 and 35, where students used deep breathing to calm themselves before starting to speak and combining it with prayer helped them feel more relaxed and focused. These strategies helped students regulate physical reactions such as nervousness, tension, and trembling, which are commonly associated with anxiety. Furthermore, Excerpt 36 highlights the use of positive self-talk to reduce the emotional pressure of the situation. From a psychological perspective, this supports affective regulation theory, which explains that calming the body and mind can help reduce emotional distress and improve performance (LeDoux, 1996). Students' use of breathing techniques is consistent with Kondo and Ying Ling's (2004) relaxation strategy and confirms findings by Çelikkaleli & Demir (2022), who found that physical relaxation techniques can lower foreign language anxiety and enhance speaking confidence. This suggests that students were not only aware of their anxiety but also capable of applying self-regulation strategies to cope with it

D. Avoidance and Escape Strategies

The findings also indicate that students frequently employed avoidance and escape strategies, such as avoiding eye contact with the audience or speaking quickly to finish speaking tasks as soon as possible. While these strategies helped students temporarily reduce discomfort, they also reflected high levels of fear of negative evaluation, as discussed in Chapter II. According to Horwitz et al. (1986), avoidance behaviors are common among anxious learners who perceive speaking situations as threatening. This is clearly reflected in Excerpt 37 and 38, where students intentionally avoid eye contact with the teacher or classmates, instead looking at the floor or wall. Furthermore, as seen in Excerpts 39, 40 and 41, some students respond to this threat by remaining silent to prevent potential errors. These resignation strategies, served as

a defense mechanism against the fear of negative evaluation. Although such strategies may reduce immediate anxiety, they may also limit opportunities for meaningful communication and skill development. This finding echoes Rajitha and Alamelu's (2020) observation that avoidance strategies provide short-term relief but do not necessarily contribute to long-term improvement in speaking competence.

E. Positive Reframing and Self-Motivation

Positive reframing and self-motivation emerged as important internal strategies that helped students cope with anxiety. By encouraging themselves through positive self-talk, such as reminding themselves that "it's okay to make mistakes" as seen in Excerpt 36, students attempted to change negative perceptions of speaking situations. This is further supported by Excerpt 43 and 44 where students used internal dialogue to normalize the audience and they are mentally reframed the room by imagining that no one was watching to reduce pressure. This finding supports MacIntyre's (2017) assertion that learners' self-perceptions and internal dialogue play a crucial role in managing anxiety. Positive reframing helped students shift their focus from fear of judgment to task completion, which aligns with the affective dimension of language learning discussed in Chapter II. Such strategies are particularly relevant in ESP contexts, where students must balance linguistic accuracy with confidence in delivering academic content

From the discussion above, it shows that students' strategies for overcoming speaking anxiety are closely related to the anxiety factors identified in this study and are consistent with theoretical perspectives and previous research that had been presented in the previous chapter. Students did not passively experience anxiety but actively engaged in various behavioural, cognitive, and emotional strategies to manage it. This finding is consistent with coping theory by Lazarus and Folkman's (1984), which posits that individuals actively employ behavioural, cognitive, and emotional coping strategies to manage stressful situations rather than remaining passive recipients of stress. These findings highlight the importance of supporting students in developing effective coping strategies, fostering a supportive classroom environment, and integrating preparation time and anxiety-reducing practices into ESP instruction. By doing so, teachers can

help students build confidence and improve their speaking performance in academic and professional contexts.



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents a summary of the findings discussed in the previous chapters and offers suggestions based on the results of the study. The conclusion addresses the research questions by highlighting the factors that contribute to students' speaking anxiety in an English for Specific Purposes (ESP) class and the strategies they use to overcome it. The suggestions provided are aligned with the study's findings and are intended to support more effective English language teaching and learning by reducing students' speaking anxiety and improving their confidence in speaking performance in ESP contexts.

5.1 Conclusion

This study aimed to investigate the factors contributing to Biology education major students' speaking anxiety in an ESP class and the strategies they use to overcome it. Based on the analysis of data obtained from narrative frames and in-depth interviews, the findings indicate that students' speaking anxiety is influenced by three main categories, namely communication apprehension, test anxiety, and fear of negative evaluation.

First, communication apprehension was reflected in students' feelings of shyness, lack of confidence, and nervousness when speaking in front of others. Many students felt uncomfortable being the center of attention, especially when speaking in front of familiar peers, which increased their anxiety during classroom interactions. Second, test anxiety was primarily related to linguistic difficulties and lack of preparation. Students experienced anxiety due to limited vocabulary, difficulty constructing sentences, and uncertainty in pronunciation. In addition, sudden speaking tasks without sufficient preparation made students feel unready and increased their nervousness, which negatively affected their speaking performance. Third, fear of negative evaluation emerged as a significant factor influenced by the social classroom environment. Students expressed fear of being judged, laughed at, or criticized by their peers when making mistakes. In some cases, negative peer behavior such as distraction

and cyberbullying further intensified students' anxiety and reduced their confidence in speaking.

Furthermore, the findings reveal that students employed several strategies to overcome their speaking anxiety. These strategies can be categorized into five main approaches: preparation and practice strategies, cognitive preparation through the use of technology, relaxation strategies, avoidance and escape strategies, and positive reframing and self-motivation. Among these, preparation and practice emerged as the most frequently used and effective strategies, as they helped students increase confidence and reduce uncertainty before speaking tasks. In addition, the use of technology supported students' cognitive readiness, particularly in improving pronunciation and understanding meaning.

On the other hand, relaxation techniques such as deep breathing, helped students manage their emotional and physical responses to anxiety, while positive reframing and self-motivation enabled them to regulate negative thoughts and maintain confidence. However, some students also relied on avoidance and escape strategies, such as avoiding eye contact or speaking quickly, which provided temporary relief but may negatively affect their speaking performance.

Overall, these findings indicate that students are not passive in dealing with anxiety; instead, they demonstrate awareness and effort in managing their emotional challenges. The use of both adaptive strategies such as preparation, relaxation, and self-motivation, and less adaptive strategies such as avoidance, highlight the complexity of students' coping mechanisms in speaking situations. Therefore, it is important for educators to support students in developing more effective and constructive strategies to reduce anxiety and improve their speaking performance in ESP contexts.

5.2 Suggestion

Based on the findings, several suggestions are proposed for future educational practice, particularly in Islamic boarding schools with limited access to technology:

1. For English Teachers:

Teachers are encouraged to create a supportive and non-threatening classroom environment to reduce students' speaking anxiety. This can be

achieved by providing sufficient preparation time before speaking tasks, avoiding sudden questioning, and encouraging positive peer interaction. In addition, teachers should focus not only on linguistic accuracy but also on building students' confidence through constructive feedback and encouragement. Incorporating pair work, group discussions, and gradual speaking activities may help students feel more comfortable when speaking English.

2. For Educational Institutions:

Institutions are expected to support the development of a positive learning environment that minimizes students' anxiety. This can be done by promoting respectful classroom behaviour, preventing negative peer interactions such as ridicule or mockery, and encouraging collaborative learning. Providing additional speaking practice opportunities, such as presentations or small group discussions, may also help students improve their confidence and speaking skills.

3. For Students:

Students are encouraged to continue using effective strategies to manage their speaking anxiety, such as preparing before speaking tasks, practicing regularly, and using positive self-talk. They should also try to reduce reliance on avoidance strategies, such as avoiding eye contact or speaking too quickly, and instead focus on developing confidence through gradual practice and active participation in class.

4. For Future Researchers

Future studies are recommended to explore speaking anxiety in different ESP contexts or with a larger number of participants to obtain more comprehensive findings. Additionally, further research could examine teachers' perspectives or investigate the effectiveness of specific strategies in reducing speaking anxiety in classroom settings.

In conclusion, addressing students' speaking anxiety requires collaborative efforts from teachers, students, and institutions to create a supportive and encouraging learning environment that promotes active participation in English-speaking activities.

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APPENDICES

Appendix 1. Narrative Frame Template

Respondent Identity

Name :

Gender :

Instructions

1. Complete the template below based on your experience in creating and using podcasts.
2. If you feel that the template below limits you in telling your experience, then you are allowed to tell your experience without relying on the template by including the points below in your story:
 - a. Your experience in the beginning of learning English
 - b. How is your experience when speaking English at first
 - c. The challenge of speaking English
 - d. How do you overcome your challenge (anxiety)
3. After the questionnaire has been completed, return it to the researcher.
4. Thank you for your participation and assistance.

1. The Beginning: My First Encounter

My first memory of learning English was _____

(Describe how old were you? Where were you? Was it in a school, a private class, or at home? Who was your teacher?)

My very first thought or feeling was _____

(Were you excited, curious, nervous, or indifferent? Why?)

2. The Emotional Landscape: How It Felt

At the beginning, what I enjoyed most was _____

(Perhaps a specific song, a game, a fun teacher, learning new words for colors or animals?)

However, what made me feel anxious or nervous was _____

(What specific things caused stress?)

3. The Challenge: A Specific Hurdle

One specific challenge I clearly remember facing was _____

(Describe one particular moment of difficulty. For example, a time you had to introduce yourself, a difficult test, or a moment you couldn't understand a simple question.)

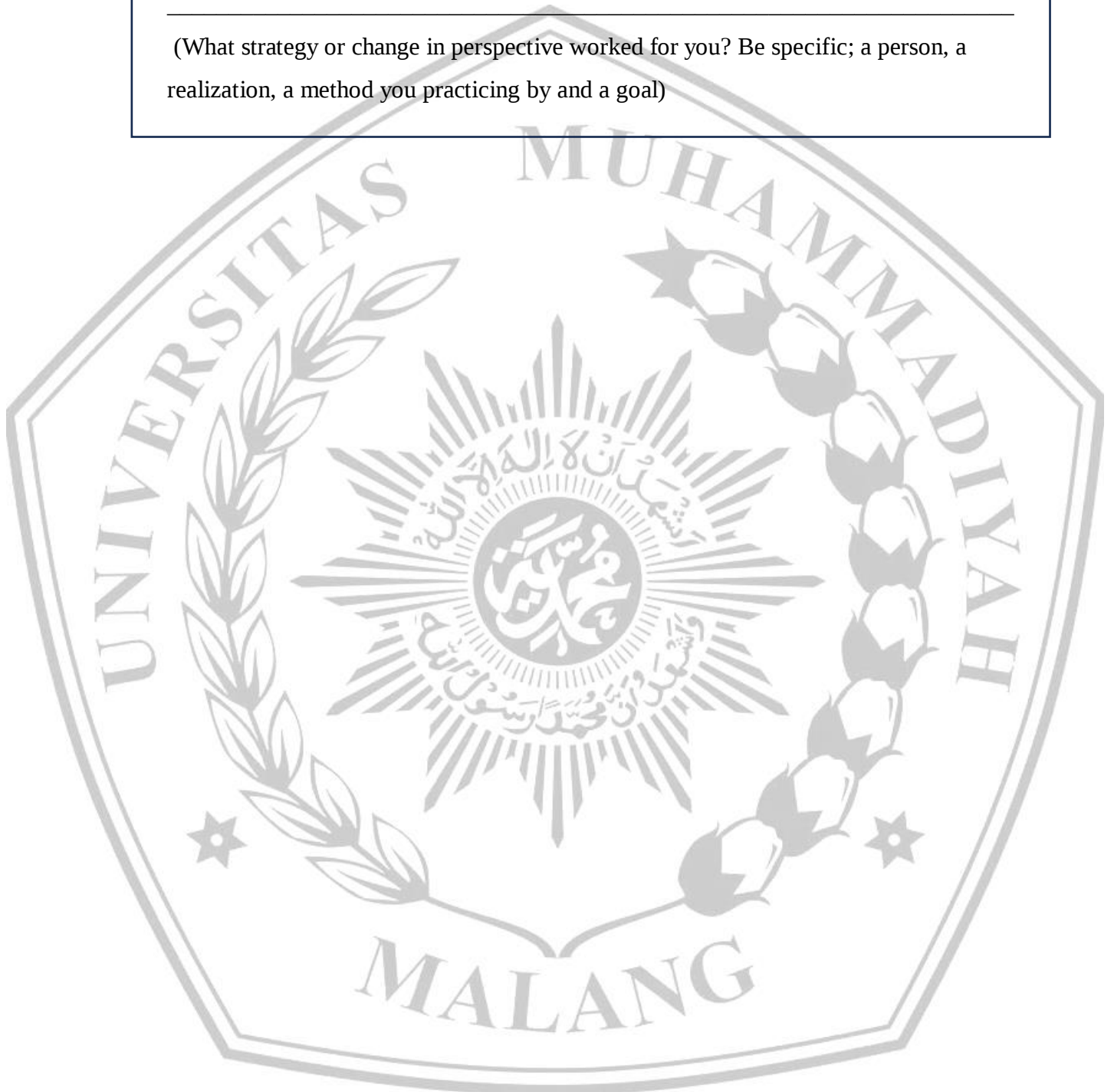
When that happened, I felt _____

(Frustrated, embarrassed, discouraged, etc.)

4. The Turning Point: How I Overcame the Anxiety

The thing that helped me most to overcome this fear was _____

(What strategy or change in perspective worked for you? Be specific; a person, a realization, a method you practicing by and a goal)



Appendix 2. List of Interviews (semi-structured question)

1. How do you learn English at first?
2. Do you like English classes? Why?
3. How do you feel during English classes?
4. How do you think about the people in your classroom will react if you make a mistake?
5. Have your lectures played in your feelings, either good or bad, about your English classes?
6. What bothers you the most about English classes?
7. Why do you feel so anxious in your English classes?
8. What do you do if you are confused about saying English sentences?
9. Do you translate the sentences or idea in your mind first before you say it?
10. Do you have any strategy about how English classes might be less stressful?

Note: Interview questions adopted from Siregar (2022)

Appendix 3. Stories Within Narrative Framework Questionnaire (NFQ)

Below are the results of participants' (P) narrative framework questionnaire.

A. Narrative Frame

Story 1 (P1)

My Background of Learning English

I first learned English when I was in junior high school. At that time, I did not really like English because the teacher taught fully in English without translating the lessons into Indonesian. This made me and my classmates feel confused and overwhelmed, so my interest in English was very low. (1)

My interest in English began to grow when I entered senior high school. One important experience that influenced me was when I was chosen to represent my school in an English debate competition as a substitute. Even though I was not a main participant, this experience made me more interested in English. From that moment, I started to understand the language better and felt more motivated to learn it.(1)

I enjoy English classes because I like learning new things. When I hear English, I feel enthusiastic and motivated to explore the language more deeply, especially to find the meanings of new words that I have never heard before. My first strong memory of learning English was during my first debate experience, where I had to memorize materials in a short period of time. Although it was difficult, I found it challenging and meaningful. (1)

Since then, I have often listened to English songs and watched English-language movies to improve my skills. Overall, my journey in learning English has been a gradual process—from feeling confused and uninterested to becoming motivated, enthusiastic, and eager to keep learning the language. (1)

The Emotional Landscape: How it Felt

At first, I felt that English was very difficult. However, at the same time, I thought the language was interesting and challenging. I admired the way foreign speakers spoke English and thought it sounded cool. That is why I tried harder to understand it and continued learning. I feel very happy learning English during English class, especially in

senior high school and in my current third semester, because the teacher teaches in a relaxed way and makes the lessons easy to understand. In the other side, what I enjoyed the most was when I was selected by my school to do a storytelling activity about a story from my own village. This experience left a strong impression on me because it was broadcast live, so everyone could watch it. (2)

Factors Contributing Speaking English Anxiety: Specific Hurdle

What made me feel anxious or nervous was when I was suddenly chosen by the teacher to come to the front or answer a question without any preparation. This was one of the specific challenges that I clearly remember facing. At that moment, I know exactly what I want to say in my mind, but suddenly It goes blank, I don't know what to say anymore. what I felt was fear and a bit of frustration. But then I tried to calm myself so that I could handle the situation well. What I think at that time and often experience is that my classmates will laugh if I make a mistake. If they laugh, I usually just ignore them. Honestly, I feel uncomfortable being watched by people I know when presenting. I feel more comfortable when I am seen by people I do not know. Even though I already know what I want to say and can form the sentences in my mind, when I try to speak out loud, my mind suddenly goes blank. (3)

How To Overcome the Anxiety

Usually, I prepared myself well before the English classes to reducing my worries. I prepare myself by practicing in my boarding house before English class. I first look up the meanings of unfamiliar words on Google, and then I practice speaking in front of a mirror. Or one thing that helped me the most to overcome this fear was taking a slow, deep breath and then exhaling. In addition, I talked to myself and reassured myself so that I could stay calm. (4)

Story 2 (P2)

My Background of Learning English

My first memory of learning English was when I was in the sixth grade of elementary school. At that time, I felt very happy and interested in English. We were taught how to count in English, introduce ourselves, and memorize the names of various animals. Since then, I have felt happy and interested in using English. But it was different when I learned English in middle school, the teachers there were rarely came to class, so I did not really understand the lessons at that time. I started to truly like and understand English when I was in senior high school. (1)

The Emotional Landscape: How it Felt

My very first thought or feeling at that time was that I did not really like it at first, but as time went by and I continued learning English. What made me did not like it at first it was because the teacher. If the teacher's teaching style is relaxed and enjoyable, I can understand the lessons much better. Now, I began to like it because I felt that this language was very cool. what I enjoyed the most was when I was in senior high school and received an assignment from my teacher. The task required me to introduce myself in English and memorize as much (2)

Factors Contributing Speaking English Anxiety: Specific Hurdle

What made me feel the most anxious and nervous was introducing myself in front of the class and being seen by many people, especially because I had no preparation beforehand. Sometimes, even though I have already prepared and translated the material well at my dorm, when I am in class, suddenly what the lecturer explains is different from what I have translated. In that moment, I become more confused. However, with my belief that I could do it, I still tried even though I spoke so bad and was laughed at by my friends. This made me feel nervous and slightly anxious. As a result, I am afraid of making mistakes. I am afraid of making errors in front of others. The reading or pronunciation does not seem to match, and this makes me worried. One specific challenge that I clearly remember was when I had to suddenly have a dialogue with a friend in English. I felt that I was in one of the most difficult situations. I felt nervous and a little shaky. However, after that experience, it made me more serious about learning English. (3)

How To Overcome the Anxiety

When I feel nervous, I reduce it by scratching my head, lowering my gaze, and smiling so that I appear fine. However, it is different when I face the situation with proper preparation. To avoid feeling nervous, the most important thing for me is being prepared. That means if I have to do something the next day, I prepare it the night before. For example, I first listen to how unfamiliar words are pronounced on Google Translate, or I practice speaking by myself, because I will feel very nervous if I am not well prepared. (4)

Story 3 (P3)

My Background of Learning English

My first memory of learning English when I was in the third grade of elementary school in Alor. At that time, because I was still very young, I felt that the language was quite difficult for me. Next time, I entered senior high school and become more interested, I began to like Hollywood movies at this time. I enjoyed listening to the way they spoke with an American style and accent. Their pronunciation was pleasant to hear, and every word sounded interesting to me. Since then, I started writing down new words in my notebook and learning them. As a result, during English lessons at school, I already understood some of the words my teacher used. (1)

I really remember when I once received an assignment to sing the song *"Count on Me"* as a requirement for an exam. After singing, I received praise from my teacher and classmates. From that moment, I felt proud of myself and became more motivated. Until now, I still listen to that song and try to understand its meaning. (1)

The Emotional Landscape: How it Felt

My very first thought or feeling at that time was a little different from others. I would say that my feelings toward English were mixed, sometimes I liked it, and sometimes I did not. I thought English was easy, but in reality, it was not that simple. To be able to understand and use it, I had to listen a lot, read more, and practice speaking. In English, the pronunciation is different from the spelling, so I thought it was quite complicated. However, over time, I gradually became more capable little by little and started to become more interested in learning it. (2)

Factors Contributing Speaking English Anxiety: Specific Hurdle

One specific challenge that I clearly remember was when a lecturer asked me a question in English, and I was confused about how to answer it because I did not fully understand the question. I was nervous because there are many vocabularies that I have not mastered. I was already nervous and tense at that moment. I sometimes feel incapable and when I feel that way, I start to dislike the language.

I did not know how to respond or what to say when I go to the front of the class and stand there, I always feel afraid to look at my classmates, especially when speaking in English. I feel scared. At the same time, I also feel scared and more embarrassed, particularly if I look at them because I could not answer. However, this experience became a challenge for me to increase my vocabulary and study English more seriously so that I will not feel nervous again in the future. (3)

How To Overcome the Anxiety

The way I reduce my nervousness is by taking a deep breath and then slowly exhaling. I repeat this several times until I feel calm. In addition, when speaking in front of people, or class, I try not to make eye contact with my classmates because it makes me more nervous. Sometimes, I also speak quickly so that I can finish as soon as possible. (4)

Story 4 (P4)

My Background of Learning English

My first memory of learning English was during middle school. At that time, there was a foundation called *Yayasan Tangan Pengharapan* that provided extra lessons. At first, I had no intention of joining the English course, but over time, after seeing my friends who had joined the class earlier, I said to myself, "If they can do it, why can't I?" From that moment on, I tried to follow the English lessons by joining the tutoring class, and eventually, I was able to do it as well. (1)

The Emotional Landscape: How it Felt

My very first thought or feeling at that time was strong curiosity during middle school. I wondered what they were talking about. From there, a feeling of curiosity emerged that motivated me to explore and understand English more deeply. Even though at first, I felt

that English was a difficult language, I thought there was no harm in trying to join the class. (2)

At the beginning, what I enjoyed the most was that I was given snacks because I volunteered to lead the prayer in front of all my friends. At that moment, I felt happy and proud, and since then, I became more active in participating in the English tutoring class. (2)

Factors Contributing Speaking English Anxiety: Specific Hurdle

One thing that made me anxious and afraid was standing in front of the class to lead the prayer, especially if I was suddenly asked to come forward. Even though I was prepared, I felt more ready and capable when I volunteered to go to the front on my own rather than being pointed out or asked suddenly.

What made me feel the most anxious and nervous happened during senior high school, when I experienced one of the most difficult periods in learning English. There was a time when I was absent from English class, and when I returned, I was suddenly asked to give a presentation in English. This made me struggle a lot in front of the class because I did not know what to say. At that moment, I felt very nervous standing in front of the class and extremely embarrassed in front of my friends. Although I have already studied and memorized the material, but when I get to class, my classmates disturb me and I become nervous and forget everything.

In addition, I am afraid of mispronouncing words because my classmates might laugh at me. When they laugh, I feel embarrassed, and it affects me mentally. Moreover, when I make mistakes, there are times when some classmates record me. After class, they disturb me by sending the video to the group chat and mocking me. (3)

How To Overcome the Anxiety

When I feel nervous, I reduce it by taking slow, deep breaths, trying to calm myself, or unintentionally holding my forehead to help reduce my nervousness and anxiety. In addition, I usually take a deep breath and avoid making direct eye contact with the audience. Instead, I look upward or imagine that I am alone and that no one else is there. I also prefer to look at inanimate objects so that I do not feel too nervous. (4)

Story 5 (P5)

My Background of Learning English

My first memory of learning English was when I was in the first grade of middle school. At that time, my friends and I decided to join an English course organized by EGK (English Goes to Kampung), a volunteer community consisting of foreign people and local community members who were able to speak English. At that time, I heard a foreign language that I had never heard before, which was English. At first, I felt that this language was quite strange because it was something new to me. (1)

The Emotional Landscape: How it Felt

My very first feeling when hearing English was that it sounded strange because the written form was different from the way it was pronounced. In addition, I also felt curious and wanted to master this language because it sounded foreign to my ears. At that time, I thought it was very cool, and I knew that people would praise me if I could master it.

At the beginning, the most memorable part of learning English for me was learning the phrase "I love you." At that time, there were many tourists in my village, and my friends and I often said it to those foreign tourists. In addition, I once became a master of ceremonies (MC) at a Christmas event organized by EGK. I was very happy even though my English was messy and many people laughed, but there were also quite a few who praised my courage to speak in front of others. (2)

Factors Contributing Speaking English Anxiety: Specific Hurdle

There are several things that make me feel nervous, one of which is having to perform in front of others without any preparation at all. I feel very embarrassed if I cannot pronounce many words correctly. That is probably my main fear. Even though I know that it is normal, I still feel that it is embarrassing. One specific hurdle that I clearly remember was when I was suddenly chosen to perform such as giving a presentation or leading a discussion in English in front of the class, with so many people, I become very nervous. When that happened, I became very nervous. However, I still tried to stay calm and finish it. After that experience, I tend to reflect on myself quickly. When I make mistakes, I evaluate myself so that the same things will not happen again. (3)

How To Overcome the Anxiety

The way I reduce my nervousness when speaking in front of my friends is by taking a deep breath, which makes me feel a little more relieved, and naturally, I no longer appear nervous. In addition, to reduce anxiety, I also prepare myself beforehand. For example, if I have to do a speaking task the next day, I make sure to prepare the night before. (4)

Story 6 (P6)

My Background of Learning English

My first memory of learning English was bit afraid, but gradually after a few weeks or about a month, I started to feel happier. At that time, during junior high school, I was actually still quite capable. However, when I entered senior high school, because I already had a cell phone, I immediately became lazy. During my English classes in college, honestly, I feel somewhere between liking and disliking it. I feel that starting to learn English again now is quite heavy and difficult. Since I lost my motivation in senior high school, my ability has declined, and it has become hard to rebuild my motivation. (1)

The Emotional Landscape: How it Felt

My very first thought or feeling at that time was very enthusiastic about English class. During middle school, I even once got the highest score in English in my class. However, as time went by and I started to become familiar with gadgets and various games, my motivation to study began to decline, and I was no longer enthusiastic about learning.

I started to dislike it because learning again from now feels heavy. Since I lost my motivation in senior high school, I feel that I am no longer very capable. Even trying to rebuild my motivation feels difficult. (2)

Factors Contributing Speaking English Anxiety: Specific Hurdle

What made me feel the most anxious and nervous was because I speak in front of the class and suddenly forget what I want to say, my gesture is that I avoid looking at the audience and shift my gaze away. I even turn my body slightly, step my left foot forward, and move it a little. For me, preparation is very important. For example, if the lecturer asks me to explain something, I need to translate it first before I feel brave enough to

speak. If I do not understand the meaning, I feel unprepared and lack confidence to speak like that. From my experience, when I make a mistake, my classmates' first reaction is usually laugh. However, there are also some friends who help and support me. When they laugh, it immediately makes me feel nervous. It is quite difficult for me. But in my opinion, English can be considered difficult depending on myself. If I am committed and make an effort, I believe I can do it. (3)

How To Overcome the Anxiety

When I am already standing in front of the class, one way I reduce my nervousness is by not looking at the audience. I avoid looking at the audience and tell myself that if I try my best, I can do it. Physically, I experience light sweating, and another habit is shaking my leg. After that, I scratch myself a bit, and then I can continue speaking. (4)

Story 7 (P7)

My Background of Learning English

My first memory of learning English is when I was in junior high school at SMP Negeri 3 Pantai Baru. However, during that time I did not really understand English because the teacher taught entirely in English. When I heard the teacher speaking fully in English, I just stared blankly, and it turned out my classmates felt the same way. I began to truly understand English when I was in the first grade of senior high school. I studied at SMA Negeri 1 Pantai Baru. Actually, during senior high school, I learned more on my own rather than from the teacher, because I did not really understand the material when it was explained in class. (1)

Although English was taught formally in senior high school, I only started to really understand it when I entered the third grade. This was because there was a new teacher with a teaching style that was not boring. We did not only learn from printed textbooks, but also from the internet, such as arranging sentences, memorizing English vocabulary from objects around us, and many other activities. From that point on, little by little, I began to understand. (1)

The Emotional Landscape: How it Felt

My very first thought or feeling at that time was interested because I have been a K-pop fan, and I really adore a Korean girl group. The subtitles they use are in English when they speak Korean. This made me more motivated to learn English. Especially at the college level, I have grown to like English even more, and it turns out to be fun, especially in the second semester. Since a long time ago, I have liked learning foreign languages, starting with Korean and English. At first, I only learned Korean, but because English is an international language, I became interested in learning it as well. (2)

Factors Contributing Speaking English Anxiety: Specific Hurdle

What made me feel the most anxious and nervous was when giving presentations in class or being asked to speak in public. Even though I am confident that I can do it, I am afraid of making mistakes, and this really disturbs me. Finally, it always ends up trembling and everything goes blank. This has become a habit. What I need is preparation to speak because I cannot talk without preparation, especially when I am suddenly asked to come to the front or answer the teacher's questions. Actually, there is nothing specific that I am afraid of, I just suddenly feel nervous. I know that I probably lack of vocabulary, which make me quite difficult to connect sentences, that is why I feel nervous. Usually, what triggers it is the presence of many people, whether I know them or not. As long as there are many people, I will definitely feel nervous. (3)

How To Overcome the Anxiety

Usually, when I feel anxious or suddenly confused about speaking English in front of many people, I take a deep breath or regulate my breathing, pause for a few seconds, shift my gaze away from the audience's eyes and look toward the tops of their heads, and then continue again. However, if the nervousness happens backstage or before going to the front of the class, I distract myself by playing on my phone or writing on paper. When I feel ready, only then do I go forward. (4)

Story 8 (P8)

My Background of Learning English

My first memory of learning English was in the first grade of junior high school. At that time, I felt happy and enjoyed it. After that, I started to like listening to English songs and usually sang along karaoke-style. Since then, I became more interested and started

to develop an interest in learning English. However, after graduating from junior high school until before entering college, my interest in learning English, especially during college, gradually declined. (1)

However, in this semester I started to like English again because I am taking the English Biology course taught by Mrs. Asmi. Her teaching method is good—very good. In addition, after graduating from college, I want to go to another city such as Bali, where there are many foreign tourists. I want to work there, and if possible, I want to be fluent in English, even if only at a basic level, so that it will be easier to find a job. (1)

The Emotional Landscape: How it Felt

My very first thought or feeling at that time was very happy, even though at the beginning, during senior high school, I did not enjoy it very much because the teacher was quite strict. So, I liked English in junior high school, then my interest decreased in senior high school. (2)

Factors Contributing Speaking English Anxiety: Specific Hurdle

Actually, I do like English, but what makes me dislike it is when the lecturer suddenly asks me to come to the front and speak in front of my classmates. I am someone who needs preparation; otherwise, when I stand in front of the class, I will definitely feel anxious, nervous, and shaky. There was a moment during the first introduction session at the beginning of the semester when I felt very nervous. Even now, I still feel slightly nervous and am more afraid of saying something wrong.

In English class, usually before going to the front, the lecturer gives us a text, and we have to study it first. From there, we can practice translating the words we want to use or memorizing them. When I stand in front and see my friends' faces, there is always something funny that comes to my mind, which makes me laugh. (3)

How To Overcome the Anxiety

Usually, when I feel nervous in front of the class, the first thing I do is take a deep breath, exhale, and then walk around a little. I should not look at my friends in front of me; I have to divert my gaze. Before that, to reduce nervousness, I practice speaking in front of a mirror and talk to myself. For example, if I have a presentation the next day, I need

thorough preparation the night before so that my speaking will be smooth, I will not receive negative comments, and I can perform as well as possible. (4)

Appendix 4. The Result of The Interview

Below are the results of the interview between the researcher (R) and participant (P)

Participant 1 (NG)

ROLE	INTERVIEW
Question 1-4: Students Background of learning English	
R (1)	How do you learn English at first?
P (1)	I started learning English in junior high school, but I only began to like it when I was in senior high school. At that time, I also once represented my school in an English debate competition. Even though I was only a substitute, from that moment my interest in English grew even stronger. This is opposite when I was in middle school where I don't really interest in it. This was because my middle school teacher never translated the lessons into Indonesian,

	so my classmates and I felt confused and overwhelmed by the language.
R (2)	Do you like English classes?
P (2)	Actually, I really like English
R (3)	Tell me why? Why do you like it?
P (3)	because I enjoy learning new things. When I hear English, I feel very enthusiastic and motivated to explore the language more deeply and to find the meanings of words that I have never heard before.
Question 3 - 5: Students' Experiences When Speaking English	
R (4)	How do you feel during English classes?
P (4)	I feel very happy learning English during English class, especially in senior high school and in my current third semester, because the teacher teaches in a relaxed way and makes the lessons easy to understand.
R (5)	How do you think about the people in your classroom will react if you make a mistake?
P (5)	What I think and often experience is that my classmates will laugh if I make a mistake. If they laugh, I usually just ignore them.
R (6)	Have your lectures played in your feelings, either good or bad, about your English classes?
P (6)	My lecturers have never made fun of or judged my English ability
Question 6-9: Challenges and Factors of Speaking English Anxiety	
R (7)	What bothers you the most about English classes?
P (7)	The thing that bothers me the most is when we are asked to give presentations or speak English in front of the class.
R (8)	Why it bothers you? Why do you feel so anxious in your English classes?

P (8)	Honestly, I feel uncomfortable being watched by people I know when presenting. I feel more comfortable when I am seen by people I do not know. Even though I already know what I want to say and can form the sentences in my mind, when I try to speak out loud, my mind suddenly goes blank.
R (9)	What do you do if you are confused about saying English sentences?
P (9)	When I feel confused, I unconsciously switch to Indonesian and grip my skirt or pants.
R (10)	Do you translate the sentences or idea in your mind first before you say it?
P (10)	Usually, I translate the sentences first and listen to the correct pronunciation using Google Translate.
Question 10: Strategies to Overcome Speaking Challenges	
R (11)	Do you have any strategy about how English classes might be less stressful?
P (11)	Usually, I prepared myself well before the English classes to reducing my worries
R (12)	How do you prepare, or what kind of preparation you need?
P (12)	To minimize my anxiety when speaking in front of the class, I prepare myself by practicing in my boarding house before English class. I first look up the meanings of unfamiliar words on Google, and then I practice speaking in front of a mirror.

Interview

Participant 2 (IK)

ROLE	INTERVIEW
Question 1-4: Students Background of learning English	
R (1)	How do you learn English at first?

P (1)	I first learned English in middle school, ma'am, but the teacher rarely came to class, so I did not really understand the lessons at that time. I started to truly like and understand English when I was in senior high school.
R (2)	Do you like English classes?
P (2)	I like it quite a lot, ma'am.
R (3)	Would you like to tell me more about it?
P (3)	I like it because English is more challenging, and it becomes a source of pride for me when I know more than my friends. In addition, I want to master a foreign language, and English is one of them because it is an international language.
Question 3 - 5: Students' Experiences When Speaking English	
R (4)	How do you feel during English classes?
P (4)	I feel happy learning English, but it also depends on the lecturer or the teacher. If the teacher's teaching style is relaxed and enjoyable, I can understand the lessons much better. Even if I do not fully understand at first, little by little I can begin to understand, ma'am.
R (5)	How do you think about the people in your classroom will react if you make a mistake?
P (5)	If I come to the front of the class and make a mistake, my classmates will usually laugh, ma'am. However, after thinking about it again, we are all learning, so I do not feel too discouraged because they are not necessarily better than I am.
R (6)	Have your lectures played in your feelings, either good or bad, about your English classes?
P (6)	The lecturers actually support our limitations, ma'am, and they have never played with our English pronunciation or accent.
Question 6-9: Challenges of Speaking English	
R (7)	What bothers you the most about English classes?
P (7)	Sometimes, even though I have already prepared and translated the material well at my boarding house, what the lecturer explains in class is different from what I have translated.

R (8)	Why do you feel so anxious in your English classes?
P (8)	Because I feel nervous, I become confused. As a result, I am afraid of making mistakes. I am afraid of making errors in front of others. The reading or pronunciation does not seem to match, and this makes me worried.
R (9)	What do you do if you are confused about saying English sentences?
P (9)	When I feel confused about English, I usually scratch my head as a distraction, ma'am. I also feel that I need preparation, such as listening first to the correct pronunciation on Google Translate before I speak
R (10)	Do you translate the sentences or idea in your mind first before you say it?
P (10)	Yes, I usually I translate the sentences first
Question 10: Strategies to Overcome Speaking Challenges	
R (11)	Do you have any strategy about how English classes might be less stressful?
P (11)	To avoid feeling nervous, the most important thing for me is being prepared. That means if I have to do something the next day, I prepare it the night before. For example, I first listen to how unfamiliar words are pronounced on Google Translate, or I practice speaking by myself, because I will feel very nervous if I am not well prepared.

Interview

Participant 3 (RT)

ROLE	INTERVIEW
Question 1-4: Students Background of learning English	
R (1)	How do you learn English at first?
P (1)	I first learned English when I was in the third grade of elementary school in Alor. At that time, because I was still very young, I felt that the language was quite difficult for me. However, as time went by, I started to become interested in English, especially when I was in senior high school.
R (2)	Do you like English classes?
P (2)	I would say that my feelings toward English were mixed, sometimes I liked it, and sometimes I did not.
R (3)	Would you like to tell me more about it?
P (3)	There are many vocabulary words that I have not mastered, I sometimes feel incapable, and when I feel that way, I start to dislike the language. However, overall, I enjoy learning English.
Question 3 - 5: Students' Experiences When Speaking English	
R (4)	How do you feel during English classes?
P (4)	My ability and feelings toward this class depend on who the teacher is. I feel happy and able to follow the lesson only when the teacher is engaging and can guide me step by step, because I cannot learn very quickly.
R (5)	How do you think about the people in your classroom will react if you make a mistake?
P (5)	What I think, and what usually happens, is that if I make a mistake, my classmates will laugh at me.
R (6)	Have your lectures played in your feelings, either good or bad, about your English classes?
P (6)	No, my lecturers have never played with our feelings or made jokes about my English accent.
Question 6-9: Challenges of Speaking English	
R (7)	What bothers you the most about English classes?

P (7)	The most disturbing situation for me is when I am asked to give a presentation in front of the class. I have limited vocabulary, and there are some words that I do not understand, so I become confused when I am asked to come to the front and answer questions.
R (8)	Why do you feel so anxious in your English classes?
P (8)	For some reason, when I stand in front of the class, I always feel afraid to look at my classmates, especially when speaking in English. I feel scared and more embarrassed, particularly when I make eye contact with them. If they do not look at me, I do not have much of a problem. However, when speaking in Indonesian, I feel comfortable speaking in front of my classmates.
R (9)	What do you do if you are confused about saying English sentences?
P (9)	When I feel confused, I usually say whatever comes to my mind, even if it does not make sense, just so I can keep talking. I also tend to squeeze my fingers or clench my hands.
R (10)	Do you translate the sentences or idea in your mind first before you say it?
P (10)	Yes, I usually I translate the sentences first or ask a friend who is more proficient.
Question 10: Strategies to Overcome Speaking Challenges	
R (11)	Do you have any strategy about how English classes might be less stressful?
P (11)	To reduce my nervousness, I prepare the night before to help minimize my anxiety.
R (14)	Do you have any other strategies when speaking in front of people?
P (14)	When speaking in front of people, or class, I try not to make eye contact with my classmates because it makes me more nervous. Sometimes, I also speak quickly so that I can finish as soon as possible.

Interview

Participant 4 (AD)

ROLE	INTERVIEW
Question 1-4: Students Background of learning English	
R (1)	How do you learn English at first?
P (1)	When I was in junior high school, I did not like English at all. At first, when the teacher came to teach, I did not even know what language it was. However, the teacher kept teaching, and over time I slowly began to understand. At first, I disliked it, but gradually I started to understand a little bit. However, after I moved on to senior high school, I started hanging out with friends who were lazy about studying, and I was influenced to become lazy as well.
R (2)	Do you like English classes?
P (2)	In terms of liking English, yes, I do like it, ma'am—about 80 percent.
R (3)	Why? Can you tell me more?
P (3)	This is because I realize that in the biology major, whether we like it or not, we must be able to use English. Many laboratory manuals and practical guidelines are written in English, and there are also many scientific terms in biology textbooks that use English. For these reasons, I like English
Question 3 - 5: Students' Experiences When Speaking English	
R (4)	How do you feel during English classes?
P (4)	From junior high school until now, what has helped me understand English and enjoy it more is actually my time at university. The lecturer who teaches the course is very creative, which motivates us to learn more.
R (5)	How do you think about the people in your classroom will react if you make a mistake?

P (5)	when I make mistakes, there are times when some classmates record me. After class, they disturb me by sending the video to the group chat and mocking me.
R (6)	Have your lectures played in your feelings, either good or bad, about your English classes?
P (6)	No, they have never been played my feelings about my English
Question 6-9: Challenges of Speaking English	
R (7)	What bothers you the most about English classes?
R (9)	In addition, I am afraid of mispronouncing words because my classmates might laugh at me. When they laugh, I feel embarrassed, and it affects me mentally. Moreover, when I make mistakes, there are times when some classmates record me
R (8)	Why do you feel so anxious in your English classes?
P (8)	In addition, I am afraid of mispronouncing words because my classmates might laugh at me. When they laugh, I feel embarrassed, and it affects me mentally. Moreover, when I make mistakes, there are times when some classmates record me. After class, they disturb me by sending the video to the group chat and mocking me.
R (9)	What do you do if you are confused about saying English sentences?
P (9)	When I feel confused, I often scratch my forehead, ma'am. For example, during a post-test or presentation, if I do not look at the text, I cannot continue. When I feel very nervous, I need to look at the text first before I can go on. However, if there is no text, I usually pause for a moment.
R (10)	Do you translate the sentences or idea in your mind first before you say it?
P (10)	Yes, I usually I translate the sentences first or ask a friend who is more proficient.
Question 10: Strategies to Overcome Speaking Challenges	

R (11)	Do you have any strategy about how English classes might be less stressful?
P (11)	To reduce my nervousness, I usually take deep breaths and avoid making direct eye contact with the audience. Instead, I look upward or imagine that I am alone and that no one else is there. I also prefer to look at inanimate objects so that I do not feel too nervous.

Interview

Participant 5 (GV)

ROLE	INTERVIEW
Question 1-4: Students Background of learning English	
R (1)	How do you learn English at first?
P (1)	I first learned English when I was in middle school. However, at that time it was not an official subject in the school curriculum. Some volunteers, foreign citizens from a community called EGK (English Goes to Kampung), taught us English at our formal school. Outside of that, we were also offered additional English lessons for those who wanted to learn more with them.
R (2)	Do you like English classes?
P (2)	At the beginning, I did not like English, ma'am.
R (3)	Why? Can you tell me more?
P (3)	However, when I saw that my friends were able to speak English, I said to myself, "Why can't I do it?" This motivated me, and that was around the first year of middle school, ma'am. In addition, I was once asked to lead a prayer in English and was given a reward if I could do it. From that moment, I became more interested in English. Because I was very enthusiastic, in the second year of middle school I was also appointed to be the MC for a Christmas celebration conducted in English.
Question 3 - 5: Students' Experiences When Speaking English	

R (4)	How do you feel during English classes?
P (4)	At university, I quite like English, ma'am, because I realize that English is very necessary when we enter the world of work in the future. Even when becoming a general teacher, we will still have to teach English to children, even if English is not our major.
R (5)	How do you think about the people in your classroom will react if you make a mistake?
P (5)	From my experience, when I make mistakes, my classmates usually laugh. But I rarely think about it.
R (6)	Have your lectures played in your feelings, either good or bad, about your English classes?
P (6)	No, my lecturers have never played with our feelings or made jokes about my English accent.
Question 6-9: Challenges of Speaking English	
R (7)	What bothers you the most about English classes?
R (9)	What really disturbs me is that the pronunciation of English vocabulary is often different from its spelling. My biggest fear in English is, for example, when I have to be an MC at an event. When there are many people, I become very nervous.
R (8)	Why do you feel so anxious in your English classes?
P (8)	In addition, I am afraid of mispronouncing words because my classmates might laugh at me. When they laugh, I feel embarrassed, and it affects me mentally. Moreover, when I make mistakes, there are times when some classmates record me. After class, they disturb me by sending the video to the group chat and mocking me.
R (9)	What do you do if you are confused about saying English sentences?
P (9)	When I suddenly feel confused or nervous, I lower my head like this, and after that my mind suddenly becomes calm, and then I continue.

R (10)	Do you translate the sentences or idea in your mind first before you say it?
P (10)	Sometimes I need to translate the words, or sometimes I just stay silent if I do not know the meaning.
Question 10: Strategies to Overcome Speaking Challenges	
R (11)	Do you have any strategy about how English classes might be less stressful?
P (11)	For me, to reduce nervousness when I have to go to the front during English activities, the first thing I do is take a deep breath to calm myself. In addition, to reduce anxiety, I also prepare myself beforehand. For example, if I have to do a speaking task the next day, I make sure to prepare the night before.

Interview

Participant 6 (VS)

ROLE	INTERVIEW
Question 1-4: Students Background of learning English	
R (1)	How do you learn English at first?
P (1)	In my opinion, at the beginning I felt quite afraid, but gradually, after a few weeks to about a month, everyone, including myself, started to enjoy it more. During junior high school, I was still quite capable in English. However, when I entered senior high school and started using a mobile phone more, I became lazy about studying. Actually, I do like English, ma'am, especially during junior high school, but over time my performance and interest continued to decline.
R (2)	Do you like English classes?
P (2)	At present, in my English classes at university, I feel fairly interested, so my feelings are mixed, between like and dislike.
R (3)	Why? Can you tell me more?

P (3)	I started to dislike it because I feel that starting to learn again from now feels heavy. Since I lost my motivation in senior high school, I feel that I am no longer very capable. Even trying to rebuild my motivation feels difficult.
Question 3 - 5: Students' Experiences When Speaking English	
R (4)	How do you feel during English classes?
P (4)	I love English classes, since my junior high school where I think I can understand this class, now I still enjoyed it.
R (5)	How do you think about the people in your classroom will react if you make a mistake?
P (5)	From my experience, when I speak in front of the class, the first reaction from my classmates is often laughter, although there are also some friends who help me. When they laugh, it immediately makes me nervous.
R (6)	Have your lectures played in your feelings, either good or bad, about your English classes?
P (6)	No, my lecturers have never played with our feelings or made jokes about my English accent.
Question 6-9: Challenges of Speaking English	
R (7)	What bothers you the most about English classes?
R (9)	For me, what bothers my English learning is not really the English class itself, ma'am, but studying in my room. The biggest distraction is the sound of my roommate playing games on their phone. Even when I am studying, the game sounds make my mind want to play as well. As a result, instead of sleeping after studying, I end up playing games and forget what I have learned.
R (8)	Why do you feel so anxious in your English classes?
P (8)	My biggest fear is making pronunciation mistakes. That is probably my main fear and what makes me anxious.

R (9)	What do you do if you are confused about saying English sentences?
P (9)	When I speak in front of the class and suddenly forget or confuse what I want to say, my body language shows it clearly. I avoid looking at the audience and try to divert my gaze. I usually turn my body slightly, step forward with my left foot, and move it a little.
R (10)	Do you translate the sentences or idea in your mind first before you say it?
P (10)	Yes, I need preparation. For example, if the teacher asks me to explain a topic, I need to translate it first before I dare to speak. If I do not understand the meaning, I feel unprepared and lack confidence to speak. That is why preparation is very important for me.
Question 10: Strategies to Overcome Speaking Challenges	
R (11)	Do you have any strategy about how English classes might be less stressful?
P (11)	To reduce my nervousness when speaking in front of the class, I usually avoid looking at the audience and tell myself that if I try my best, I know I can do it.

Interview

Participant 7 (YN)

ROLE	INTERVIEW
Question 1-4: Students Background of learning English	
R (1)	How do you learn English at first?
P (1)	The first time I learned English was in junior high school, at SMP Negeri 3 Pantai Baru. However, during junior high school I did not really understand it because the teacher taught entirely in English. When I heard the teacher speaking fully in English, I just stared blankly, and it turned out my classmates felt the same way. I truly

	began to understand English when I was in the first grade of senior high school. This was because there was a new teacher with a teaching style that was not boring. We did not only learn from textbooks, but we also learned from the internet, such as arranging sentences, memorizing English vocabulary from objects we encountered, and many other activities. From that point on, little by little, I began to understand.
R (2)	Do you like English classes?
P (2)	At the end of my high school years, I started to like and become interested in English. First, I learned grammar by memorizing it and then writing down what I already knew. I wrote everything on HVS paper and memorized it. However, since graduating from high school until before entering college, I was no longer very focused.
R (3)	Why? Can you tell me more?
P (3)	The reason I like English is that since 2017 I have been a K-pop fan, and I really idolize a girl group from Korea. From that moment, I became interested because the subtitles they use are in English when they speak Korean. This made me even more motivated to learn English. I am very happy that there are English classes, and I have become more motivated to learn this language since becoming a K-pop fan, especially at the college level, which turns out to be fun, particularly in the second semester.
Question 3 - 5: Students' Experiences When Speaking English	
R (4)	How do you feel during English classes?
P (4)	At the college level, which turns out to be fun, particularly in the second semester. Since long ago, I have liked learning foreign languages, starting with Korean and English.
R (5)	How do you think about the people in your classroom will react if you make a mistake?
P (5)	In front of my friends, whenever I stand up and give a presentation, they usually laugh right away in front of me, and if

	that is not enough, they still mock me behind my back. This makes me feel pressured.
R (6)	Have your lectures played in your feelings, either good or bad, about your English classes?
P (6)	No, my lecturers have never played with our feelings or made jokes about my English accent.
Question 6-9: Challenges of Speaking English	
R (7)	What bothers you the most about English classes?
R (9)	The thing that bothers me the most during the English learning process is probably my limited vocabulary, which makes it quite difficult to connect sentences, especially when I am suddenly asked to come to the front or questioned by the teacher.
R (8)	Why do you feel so anxious in your English classes?
P (8)	It feels more like nervousness because I am afraid of making mistakes, and that really bothers me. When presenting in class or being asked to speak in public, even though I am confident that I can do it, I always end up trembling and everything goes blank. That has become a habit. Actually, there is nothing specific that I am afraid of; I just suddenly feel nervous. Usually, what triggers it is the presence of many people, whether I know them or not. As long as there are many people, I will definitely feel nervous.
R (9)	What do you do if you are confused about saying English sentences?
P (9)	Usually, when I feel anxious or suddenly confused about speaking English in front of many people, I take a deep breath or regulate my breathing for a few seconds, stay silent for a moment, shift my gaze away from the audience's eyes and, and then continue again
R (10)	Do you translate the sentences or idea in your mind first before you say it?
P (10)	When speaking English, I always translate the sentence first before delivering it to my friends because my vocabulary knowledge is limited. In addition, the spelling and pronunciation are different,

	so I have to know the correct pronunciation by listening it first and then practicing it.
Question 10: Strategies to Overcome Speaking Challenges	
R (11)	Do you have any strategy about how English classes might be less stressful?
P (11)	I take a deep breath or regulate my breathing for a few seconds, stay silent for a moment, shift my gaze away from the audience's eyes and look toward the top of their heads, and then continue again. However, if the nervousness happens backstage or before going to the front of the class, I distract myself by playing on my phone or writing on paper. When I feel ready, only then do I go forward

Interview

Participant 8 (AT)

ROLE	INTERVIEW
Question 1-4: Students Background of learning English	
R (1)	How do you learn English at first?
P (1)	First time I learned English when I was in the first grade of junior high school. At that time, I felt happy and enjoyed it. After that, I started to like listening to English songs and usually sang along karaoke-style. Since then, I became more interested and began to develop an interest in learning English. However, after graduating from junior high school until before I entered college, my interest especially in learning English during college, declined somewhat.
R (2)	Do you like English classes?
P (2)	Yes, I feel happy
R (3)	Why? Can you tell me more?

P (3)	In my English classes during college, I feel happy because I am taught in the English Biology course by Mrs. Asmi. Her teaching method is very good. Besides that, after finishing college, I want to go to another city, such as Bali, where there are many foreign tourists. I want to work there, and if possible, I want to be fluent in English, even if only the basics, so it will be easier to find a job.
Question 3 - 5: Students' Experiences When Speaking English	
R (4)	How do you feel during English classes?
P (4)	During English learning in college, I feel happy, even though at the beginning, in senior high school, I did not really enjoy it because the teacher was quite strict
R (5)	How do you think about the people in your classroom will react if you make a mistake?
P (5)	Most of the time, my friends would laugh, ma'am. I am a person who needs preparation; otherwise, when I get to the front, I will feel anxious, nervous, and shaky for sure. There was a moment during the first introduction session in the early semester when I felt very nervous. Even until now, I am still a little nervous and tend to be afraid of saying something wrong.
R (6)	Have your lectures played in your feelings, either good or bad, about your English classes?
P (6)	No, my lecturers have never played with our feelings or made jokes about my English accent.
Question 6-9: Challenges of Speaking English	
R (7)	What bothers you the most about English classes?
R (9)	What bothers me and makes me dislike it is when the lecturer suddenly asks me to come to the front and speak in front of my classmates. I am someone who really needs preparation; otherwise, I will feel anxious, nervous, and trembling when I stand in front.
R (8)	Why do you feel so anxious in your English classes?

P (8)	I get anxious quickly because I am afraid of making mistakes and feeling embarrassed in front of my friends. I am more afraid of saying something wrong, and when I stand in front and see my friends' faces, there is always something funny that comes up, which makes me laugh and become nervous quickly.
R (9)	What do you do if you are confused about saying English sentences?
P (9)	I usually pause for a moment when I feel confused and shift my gaze away from whatever is disturbing my thoughts.
R (10)	Do you translate the sentences or idea in your mind first before you say it?
P (10)	In English class, usually before going to the front, the lecturer gives us a text, and we have to study it first. From there, we can practice translating the words we want to use or memorizing them
Question 10: Strategies to Overcome Speaking Challenges	
R (11)	Do you have any strategy about how English classes might be less stressful?
P (11)	Usually, when I feel nervous in front of the class, the first thing I do is take a deep breath, exhale, and then walk back and forth. I should not look at my friends in front of me; I have to divert my gaze. Before that, to reduce nervousness, I practice speaking in front of a mirror and talk to myself. For example, if I have a practice session the next day, I really need proper preparation the night before so that my speaking will be smooth, I will not receive negative comments, and I can perform as well as possible.

This existing situation are in line with (Siregar, 2022)

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