



**Cultural Factors of English Language Speaking Anxiety among Malaysian Undergraduate students in UTAR**

**PHON LOK YI**

**20AAB05630**

**SUPERVISOR: MS NURULLASHKEEN**

**UALZ3013 - FYP1 REPORT**

**SUBMITTED IN  
PARTIAL FULFILMENT OF THE REQUIREMENTS  
FOR BACHELOR OF ARTS BACHELOR OF ARTS (HONS) ENGLISH  
LANGUAGE  
FACULTY OF ARTS AND SOCIAL SCIENCE**

**January 2024**

## **APPROVAL SHEET**

This research paper attached hereto, entitled CULTURAL FACTORS OF ENGLISH LANGUAGE SPEAKING ANXIETY AMONG MALAYSIAN UNDERGRADUATE STUDENTS IN UTAR prepared and submitted by PHON LOK YI in partial fulfilment of the requirements for the Bachelor of Arts (Hons) English Language is hereby accepted.

---

Supervisor

Date

Supervisor's name:

## **ACKNOWLEDGEMENTS**

It would be impossible for me to complete this research with the assistance and cooperation of my supervisor, friends and family. I wanted to say thank you to Ms Nurullashkeen, my supervisor of my Final Year Report who gave me guidance for my research through consultation. She has been very patience in giving suggestions and pointing out my mistakes. Next, I would also like to appreciate Universiti Tunku Abdul Rahman for giving me the opportunity to conduct this research.

I am deeply grateful to my parents for their encouragement and support in conducting this research. Last but not least, I would like to appreciate my friends and other people who helped to fill in the questionnaire for my research. Thank you to everyone who participated in this research, the research is completed by having all your support and efforts.

PHON LOK YI

## **DECLARATION**

I declare that the materials contained in this paper is the end result of my own work and that due acknowledgement has been given in the bibliography and references to ALL sources be they printed, electronic or personal.

Name: PHON LOK YI

Student ID: 2005630

Sign:

Date: 17<sup>th</sup> April 202

## **ABSTRACT**

This study investigates cultural factors that contribute to English speaking anxiety among undergraduate students at Malaysia's University Tunku Abdul Rahman (UTAR). Using a stratified sample strategy, 60 respondents from various faculties responded to a questionnaire delivered via Google Form to examine their English speaking anxiety and perceptions of cultural factors that influence English speaking anxiety. The data indicate that a sizable proportion of respondents experience moderate to high levels of anxiety when speaking English. Cultural factors such as language environment, social norms, parental methods of teaching, educational background, socioeconomic status, and language dominance in various regions are investigated for their influence on English speaking anxiety. The findings show an in-depth understanding of English speaking anxiety as impacted by cultural background. The study emphasises the need of addressing English speaking anxiety in order to enhance successful language acquisition and communication skills among undergraduate students. More research is needed to reduce English speaking anxiety and provide a supportive environment for language development.

# Table of Contents

|  |    |
|--|----|
| • <b>Chapter 1:</b> Background of Study .....                    | 1  |
| • Statement of Problem.....                                      | 2  |
| • Purpose of Study, Research Objectives, Research Questions..... | 3  |
| • Significance of Study, Definition of Key Terms.....            | 4  |
| • Scope and Limitations.....                                     | 5  |
| • <b>Chapter 2:</b> Literature Review.....                       | 7  |
| • <b>Chapter 3:</b> Research Design, Sample.....                 | 15 |
| • Sampling Technique, Data Collection.....                       | 16 |
| • Plan for Analysis.....   | 17 |
| • <b>Chapter 4:</b> Findings and Analysis.....                   | 19 |
| • <b>Chapter 5:</b> Discussion.....                              | 23 |
| • 5.1 Language Environment.....                                  | 27 |
| • 5.2 Social Norms and Expectations.....                         | 28 |
| • 5.3 Language Teaching Methods by Parents.....                  | 29 |
| • 5.4 Educational Background.....                                | 31 |
| • 5.5 Socioeconomic Status.....                                  | 33 |
| • 5.6 Language Dominance in Different Regions.....               | 34 |
| • Conclusion.....  | 36 |
| • References.....  | 38 |
| • Appendix.....  | 42 |

# **Cultural Factors of English Language Speaking Anxiety among Malaysian Undergraduate students in UTAR**

## **Chapter 1: Introduction**

### **Background of study**

In Malaysia context, the use of English is widely acknowledged as a necessity for academic pursuits, career progress, and worldwide communication. Due to its status as a second language and its use as a medium of instruction in several university programmes, English has special significance in Malaysia. In order to meet international educational and economic demands, the Malaysian government has placed a strong emphasis on improving English proficiency, which has resulted in a greater incorporation of English into courses for higher education. However, this integration has highlighted a challenging problem: university students' anxiety in speaking English. The fear and discomfort people feel when they have to speak in English, especially when their language abilities are being evaluated, is referred to as English speaking anxiety. For university students in Malaysia, English-speaking anxiety can show up in ordinary conversations as well as in group activities, presentations, and classroom discussions. This phenomenon is alarming since it may hinder productive communication, academic success, and potential career paths. Many learners express their inability and sometimes they even acknowledge their failure in learning English as a second language. These learners may be good at learning any other skill but, when it comes to the skill of learning another language such as English language, they claim to have a 'mental block' against it (Horwitz et al., 1986:125).

## **Statement of problem**

English language speaking anxiety is a well-recognized phenomenon among ESL learners, but there is a gap in the literature regarding the understanding of cultural factors that influence English language anxiety among these learners since they are at a younger age. Most of the students in Malaysia universities are still facing English language speaking anxiety despite learning English language since young age, they tend to get nervous and unconfident while speaking in English language. The impact of cultural factors which is the students' educational system since young age, cultural norms in language teaching, parents teaching method, and learners' attitudes towards language learning remains largely unexplored. According to Badrasawi et al. (2020), their study suggests more research on English speaking anxiety so that the causes of this issue can be investigated in greater detail and potential solutions may be determined. This gap limits our comprehensive understanding of the occurrence of the unconfidence among ESL learners that hinders the development of effective communication skills needed by the ESL learners. Therefore, present study is needed to investigate the cultural factors that contribute to English language speaking anxiety among ESL learners to develop a more nuanced understanding of this phenomenon in order to promote significant conditions for ESL learners to avoid anxiety and acquire language skills correctly. When the main cultural factors that contribute to English speaking anxiety among learners can be identified, it will allow educators and policymakers to implement targeted strategies for mitigating and addressing English speaking anxiety in learners. By understanding how specific cultural norms in learning and the educational system impact anxiety levels, interventions can be designed to create more supportive language learning environments. This knowledge can lead to improved communication skills, increased confidence, and enhanced overall language acquisition outcomes for learners.



## **Purpose of study**

The aim of this study is to investigate the cultural factors contributing to English speaking anxiety among university students in Malaysia. By exploring the learner's attitude towards language and educational backgrounds, the research aims to provide insights that can inform language learning practices, curriculum development, and support services to alleviate English anxiety and enhance language proficiency among Malaysian university students. When we understand how specific cultural norms in learning and the educational system impact anxiety levels, interventions can be designed to create more supportive language learning environments. This knowledge can lead to improved communication skills, increased confidence, and enhanced overall language acquisition outcomes for learners since younger ages.

## **Research Objectives**

1. To find out the English speaking anxiety level of undergraduate students in University Tunku Abdul Rahman (UTAR).
2. To identify the cultural factors that contribute to English speaking anxiety among university students in Malaysia.
3. To examine the impact of cultural factors to English anxiety levels in the Malaysian university context.

## **Research Questions**

1. What is the English speaking anxiety level of undergraduate students in University Tunku Abdul Rahman (UTAR).

2. What are the cultural factors that contribute to English speaking anxiety among university students in Malaysia?
3. What are the cultural factors that has the greatest impacts on the level of English speaking anxiety among Malaysian university students?

### **Significance of study**

The study of cultural factors affecting English speaking anxiety among Malaysian university students is critical due to the potential impact on education, communication, and individual well-being. Understanding these factors can help guide techniques for reducing public speaking anxiety and improving language learning experiences. Here are some main reasons for the importance of this research. Firstly, improved language learning strategies can be developed. By identifying specific cultural factors that contribute to speaking anxiety, educators can tailor language learning strategies to address these challenges. This can lead to more effective language acquisition methods that resonate with students' cultural backgrounds and learning preferences. Secondly, educational institutions can make changes according to the result of the study. Insights gained from the study can influence educational policies related to language instruction and curriculum development. Policy changes that account for cultural factors can lead to more relevant and effective language programs. Other than that, this research helps to create inclusive learning environments. Recognizing cultural factors that impact speaking anxiety can help encouraging parents to create inclusive and supportive learning environments for their children since they are young. This inclusivity is also essential for promoting equal opportunities for all students, regardless of their linguistic and cultural backgrounds.

## **Definition of key terms**

### Speaking Anxiety

An abnormal and excessive sense of apprehension and fear, often accompanied by physiological signs such as sweating, tension, and increased pulse, doubt about the reality and nature of the threat, and self-doubt about one's ability to cope with it when people are speaking. It is a fear of verbally expressing oneself, which can be identified by the physical symptoms indicated above (Basic, 2011).

### ESL

ESL is the abbreviation of “English as a Second Language”. ESL means the teaching of English to people who speak other languages as mother tongue and who live in a country where English is one of the main languages spoken.

### FLCAS

FLCAS is the abbreviation of “First Language Classroom Anxiety Scale”. This is a scale used to examine whether the participants are experiencing anxiety when speaking using second language or foreign language and also their anxiety level in classrooms.

## **Scope and Limitation of study**

This study focuses on investigating the influence of cultural factors, particularly cultural norms in learning and the educational system on English speaking anxiety among university students in Malaysia. The targeted university students will be undergraduate students from

different courses in UTAR Kampar campus, representing a diverse range of cultural backgrounds and linguistic experiences. The study looks in-depth to find out the how cultural norms in learning and the educational system affect the undergraduate students' English speaking anxiety level in language communication in their daily lives. The study will be conducted over a period of 3 months in order to select respondents and let them complete the prepared questionnaire.

The limitation of study will be the findings may not be entirely generalizable to all Malaysian university students due to the size of the sample. The study focuses on a specific sample of undergraduate students who are actively studying English as part of their curriculum. As a result, the findings may not accurately reflect the experiences of students enrolled in specialised language programmes or those who are not enrolled in formal English language education. With a smaller sample size, it becomes difficult to capture the entire variety of various cultural origins, beliefs, and values among Malaysian university students. This may restrict the range of insights into the impact of cultural influences on speaking anxiety. While the study's goal is to research the influence of cultural factors, it excludes other potentially pertinent factors such as socioeconomic causes, personal motivations, and past language learning experiences. These elements may interact with cultural norms to impact students' attitudes and anxiety levels, but they are not thoroughly investigated within the scope of this study.

## **Chapter 2: Literature Review**

### **Introduction:**

English speaking anxiety is a widely recognized phenomena that affects the learners globally, especially for the learners who acquire English as a second language which is students from Malaysia. Exploring the related English speaking anxiety theory and the associated factors that contribute to causing English speaking anxiety among learners is significant for finding the cultural factors of English speaking anxiety which is the first research objective of this study. This literature review synthesizes present research on factors of English speaking anxiety, concentrating on studies done in similar circumstances to give more insight into the experiences of Malaysian undergraduates at UTAR.

### **Theories related to Speaking Anxiety**

Horwitz et al. (1986, p. 127) investigated three related situation specific speaking anxieties: The first one will be communication apprehension, the idea includes the concept of communication apprehension, which relates to people's nervousness or fear of communicating in the target language. This anxiety may result from a variety of factors, including a fear of unfavourable evaluation, shyness, or a lack of self-confidence. Next will be fear of negative evaluation. The learner's anxiety about being assessed negatively by others when using the foreign language is referred to as fear of negative evaluation. This anxiety may hinder communication and cause stress in language learners. The third one is test anxiety, the theory acknowledges the significant role of test anxiety in language acquisition. Language examinations and evaluations can cause anxiety, affecting performance and inhibiting the language acquisition process.

Another theory proposed by Bandura (1997) is the self-efficacy theory of control. Anxiety is described by Bandura (1997) as "a state of anticipatory apprehension over potentially harmful events". Individuals suffering from anxiety show nervousness and avoidant behaviours, which frequently interfere with performance in both regular and academic contexts. According to social cognitive theory, one's perceived feeling of effectiveness is important in arousing student fear. Those with a better feeling of effectiveness are more likely to confront the "deleterious happenings" that cause stress with positive expectations and are often more successful in changing them into positive events. When people confront a threat, their anxiety is mostly determined by their self-perception of their capacity and power to cope with the circumstance positively. He believed that self-esteem is an important role in reducing the effects of anxiety. Individuals experience anxiety only when they believe they are unable to deal with potentially harmful occurrences. As a result, anxiety can be said as both a source and an impact of self-efficacy beliefs. The higher the self-efficacy in an individual, the lower the speaking anxiety.

### **Communication Apprehension**

Miskam and Saidalvi (2018)'s study on English speaking anxiety among Malaysian undergraduate students proposed that the majority 76% of participants in their research show moderate levels of English language speaking anxiety. The major findings stated in their discussion is the major factor of speaking anxiety in their context which is communication comprehension. Students tend to feel self-conscious when they are asked to speak in front of the public and their peers in classrooms or other settings. Students are not able to express their thoughts effectively when they have to utter in English, the result also aligns with

another study found by the researcher where they conclude that anxiety seriously impacts the learners' speech performance. When learners encounter English speaking anxiety, anxiety tends to take place causing learners to feel anxious and leading to communication apprehension.

The students' communication apprehension, or shyness, is characterised by anxiety and fear of communicating with other people due to their lack of ability to talk in English (Damayanti & Listyani, 2020). In their study, one of the important factor of English speaking anxiety is nervousness, the majority of the students reported to feeling nervous in class. According to the questionnaire results, thirty-four students (42.5%) agreed with this statement. Those students stated that they were more anxious in Academic Speaking class than in other classes they had in that semester. It happened because they were really anxious in Academic Speaking class, and also the 80% assignment in this class forced them to talk.

### **Fear of Making Mistakes and Negative Evaluations**

A study in Malaysian university context done by Abdullah and Rahman (2010) also found out a reason that contributes to high level of speaking anxiety is that when it was time to perform in front of the class, the majority of students experienced performance anxiety. When they are worried, they may pause, stumble, or just appear uneasy and go silent. In other words, when forced to risk revealing themselves by speaking the second language in front of others, worried students experience intense self-consciousness. As stated, this is one of the most common answers found by the researchers in this field where most of the learners tend to have speaking anxiety when facing a group of people, scared that their proficiency level of language and language mistakes will be revealed to the public. A finding which is in line with this study is a study in Pakistan context by Ahmed et al. (2017), their overall findings show

that speaking anxiety comes from language speaking classroom activities, learners felt anxious about making grammatical mistakes. The result has shown that language learners tend to be anxious when they are not able to use correct grammar in their language classes.

In a study by Çağatay (2015), the last finding has pointed out that the participant in the study shows differences in speaking in front of class and speaking with native speakers. Speaking with a native speaker seems to cause a greater threat to the speakers, causing them to be more hesitant when foreign language learners need to interact with them. The explanation for this result might be because students do not have the opportunity to interact with a native speaker in order to have a meaningful and real discourse. Such a deficiency may increase the anxiety of negative evaluation according to the theory proposed by Horwitz et al. (1986).

The interview results of a study by Gürsoy (2018) shows that the fear of making pronunciation mistakes or sentence-formation was the most stressful factor affecting the speaking of 5th and 8th grade students. Furthermore, the majority of students are nervous when speaking in class if the teacher is very strict, gets angry easily, or shouts at them. Almost all of the interviewees (95%) in this study reported feeling uneasy while speaking English if their peers laugh at them or tease them.

Whereas the questionnaire results from another study by Damayanti and Listyani (2020) also suggested one of the factors of English speaking anxiety is fear of negative evaluation. According to the participants in the study, they tend to think that some students have superior English skills. They believed they lacked the capacity to communicate in a foreign language like their classmates. They were underestimating their abilities and felt inferior to their classmates leading them to feel tense in the classroom.



### **Self-Efficacy**

The correlation analysis revealed a significant negative relationship between English language speaking efficacy and speaking anxiety among Turkish secondary school students, suggesting that learners who perceive a higher level of speaking self-efficacy experience a lower level of speaking anxiety during the language learning process (Gürsoy, 2018). As a result, learners who are apprehensive, shy, or fearful to speak English in speaking classes or outside the classroom have poor speaking self-efficacy beliefs. According to the self-efficacy theory proposed by Bandura (1992) which is also stated above, pupils with poor self-efficacy believe they are unable to achieve their goals and, as a result, they will feel depressed.

### **Demographic Factor**

A study by Mede and Karairmak (2017) discovered that demographic variables are negatively correlated with foreign language speaking anxiety (FLSA). According to the data, there was a negative link between these demographic characteristics and foreign language speaking anxiety. In other words, the level of anxiety associated with speaking a foreign language decreased as the level of prior foreign language learning experience in a university preparatory school increased, or as individuals gained more experience abroad (regardless of duration, whether it was for more than a week or less than a week). The result shows that students with a history in foreign language acquisition or who have had the opportunity to immerse themselves in a language-rich environment have lower levels of anxiety when speaking the language. It also demonstrates that exposure to the target language reduces English speaking anxiety among undergraduate students, highlighting the significance of these two factors during foreign language performance. Furthermore, they also investigated

that self-efficacy and speaking anxiety have a stimulating influence on language speaking anxiety.

### **Language Factor**

In a research done by Rajitha and Alamelu (2020) they stated that there are several internal and external factors for English speaking anxiety, the main factor causing English speaking anxiety among students is language factor, which means learners are lack of language knowledge, leading them to be afraid and have anxiety when they are asked to communicate in English. Students tend to say that they do not know how to express their thoughts in proper English. They believe that they are not able to construct correct sentences to be uttered to express what they wanted to convey. Language factors also include grammar factor which is also a factor found by Rajitha and Alamelu (2020) in their study. The meaning of grammar factor is the learner's ability to use the correct grammar while uttering every sentence in English. In their study, some learners said that they do not know how to form sentences correctly, cannot frame sentences, are not sure whether they are using the correct grammar and are scared of using the wrong grammar. These are the concerns of the learners that lead them to have English speaking anxiety.

A finding which is in line with this study is a study in Pakistan context by Ahmed et al. (2017), the overall findings suggest that tertiary students feel foreign language classroom anxiety as a result of foreign language speaking classroom activities. In addition, their first research question's findings indicated that the majority of postgraduate students at the University of Balochistan attribute the majority of their foreign language speaking anxiety to the inter-linguistic meaning system. Learners were anxious because they were worried of making grammatical errors while speaking with foreign language teachers. The majority of

students expressed anxiety about their inefficiency in the grammar of the target language, which may cause them to lose good marks in speaking activities.

### **Cultural Factors**

While a study by Hashemi (2011) suggests that certain learners' anxiety reactions may be influenced by cultural factors. For language learners, adopting or obtaining native (L1)-like pronunciation has emerged as a major source of concern. The participants appeared to be blaming their language anxiety on a rigid and formal teaching atmosphere. Because of the pressure to be more correct and clearer in utilizing the target language, the formal language classroom environment was a major source of stress and anxiety for many language learners. According to survey participants, the more pleasant and casual the language classroom setting, the less likely it is to cause anxiety. In the study by Hashemi (2011), language learners' social setting, culture, status in society, and sense of foreignness have been shown to influence their second language or foreign language anxiety. Cultural factors were more essential than linguistic aspects for causing language anxiety in her point of view. Cultural differences proved to be a significant source of anxiety. The more the ambiguity or unfamiliarity with the target language culture, the more likely it is to cause anxiety. Speaking anxiety was caused by some of the cultural factors as mentioned above since English learners are at a younger age, so it is significant to find out the cultural factors that have big contributions in English speaking anxiety and to answer the research questions of this research.

## **The Effects of Speaking Anxiety**

In a study done by Mora et al. (2023), they stated in their discussions that speaking anxiety was shown to explain a substantial 13%-15% of the more variation in pause frequency, showing that greater levels of anxiety were primarily reflected in pause frequency scores, regardless of individual differences in L2 proficiency and working memory. This shows that learners correlate the amount of pauses they make when speaking (rather than their duration) with the degrees of anxiety they experience when speaking.

In a research by Zhang (2022), non-English major college students have a modest level of English speaking anxiety. Many students are nervous when speaking English. Despite their high levels of anxiety, statistical data demonstrate that some students can attain excellent speaking scores. This might be due to the beneficial benefits of anxiety. Second, this study demonstrates a negative correlation between English speaking anxiety and speaking performance. Importantly, from an interdisciplinary viewpoint, this study investigated whether emotional regulation teaching affects students' English speaking anxiety and oral performance. Based on the study of quantitative data from the pre-test and post-test, it was determined that teaching emotion management can enhance students' English proficiency. When students' English speaking anxiety is relieved, oral performance will be improved at the same time. In short, speaking anxiety can benefit the learners and also bring disadvantages to some of the learners depending on their context and situation.

## **Chapter 3: Methodology**

### **Research Design**

Research design that will be used in this study will be survey design which the goal of survey design is to collect data from a sample of people in order to describe, analyse, and comprehend various elements of a certain issue. According to Creswell (2001), "Survey Research designs are procedures in quantitative research in which researchers conduct a survey to a sample or to an entire population of people to describe the attitudes, characteristics behaviours, or opinions of the population."

### **Sample**

The participants in this study are 60 university undergraduate students randomly found in University Tunku Abdul Rahman Kampar campus. These 60 students from different faculty and programs who are actively engaged in having courses using English language are randomly chosen in campus. All students should be randomly chosen except for students from the institute of Chinese studies in the university as their medium of language used in their courses are not in English, they do not have much opportunity to speak English during their classes in university. These 60 students might come from year 1, year 2 and also year 3 of degree as they are randomly chosen. The range of the students' age should be between 18 to 23 years old.

## **Sampling Technique**

In this research, the sampling technique used will be stratified sampling, at least 3 students from every faculty in University Tunku Abdul Rahman will be randomly selected to answer the Google form questionnaire. Stratified sampling involves categorising the population into subgroups or strata based on certain criteria (in this research, faculty) and then randomly choosing samples from each stratum. This approach guarantees that each subgroup is well represented in the sample, which is useful when the population has various features.

## **Data Collection (Instrument used)**

For the purpose of the study, a questionnaire on Language Classroom Anxiety Scale (FLCAS) which is designed by Horwitz et al. (1986) will be adapted in this research. Horwitz created the FLCAS to investigate the extent and severity of foreign language anxiety. This questionnaire has been used by a lot of researchers in their studies which are related to English speaking anxiety among second language learners or foreign language learners. FLCAS items are scored on a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). All 18 questions were based on three parts: inter-language phonology that focuses on phonetic elements, inter-language grammar which focuses on synthetic aspects, and inter-language meaning system that focuses on semantic and pragmatic elements.

In order to achieve our research objectives which is to identify the cultural factors that contribute to English speaking anxiety among university students in Malaysia, 6 more questions are added after the questions from the adapted questionnaire (Q1 to Q18) to find out the major cultural factors and the extent of impact on English speaking anxiety based on the participants' opinions. The additional questions will be:

19. Rate the degree of influence of the following cultural factors towards your English Speaking Anxiety.

Educational background (type of schools or language education received)

20. Social norms and expectation (importance of ability to speak English in your culture)

21. Language environment

22. Language Teaching Methods by Parents

23. Socioeconomic Status

24. Language Dominance in Different Regions (English proficiency vary among different regions in Malaysia)

All the options of above questions will be the same with the previous 18 questions which is Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree).

After adding the few questions, the total item in the questionnaire given to the participants will be 24 items. The questionnaire responses were obtained using Google Forms to save money and time while also making it easier for the researcher to conduct the study.

### **Plans for Data Analysis**

After the all the 80 participants have answered the questionnaire given, the data will be recorded into a table. The descriptive statistics will be performed in SPSS (version 21), and the researcher estimated means and standard deviation in order to determine cultural factors of English speaking anxiety among the participants. SPSS (Statistical Package for the

Social Sciences) is a widely used statistical analysis software application, making it perfect for analysing quantitative data in research study. Descriptive statistics were used to analyse the data collected. A total of 24 items on a 5-point scale—Strongly Agree (scale point 5), Agree (scale point 4), Neither Agree nor Disagree (scale point 3), Disagree (scale point 2), and Strongly Disagree (scale point 1) and another one question with multiple options were included in the questionnaire. All the data collected will be arranged accordingly and the mean and standard deviation for every items in the questionnaire will be calculated to find out the impact of cultural factors towards English speaking anxiety among Malaysia undergraduate students.



## Chapter 4: Findings and Analysis

In this research about English speaking anxiety among undergraduate students in University Tunku Abdul Rahman (UTAR), 60 respondents from different faculties of UTAR have been found through stratified sampling method. Each of them has completed a questionnaire which is administrated via Google form. The questionnaire consist of 24 items in total which 18 items were used to investigate the English speaking anxiety of the respondents, the other 6 items are used to find out the impact of different cultural factors towards the respondents' English speaking anxiety.

| Total FLCAS | Anxiety level | Frequency | Percentage |
|-------------|---------------|-----------|------------|
| 10-29       | Low           | 1         | 1.67%      |
| 30-59       | Moderate      | 25        | 41.67%     |
| 60-90       | High          | 34        | 56.67%     |

*Table 1. The Level of English Speaking Anxiety among Malaysian Undergraduate Students in UTAR*

According to Table 1, it was discovered that the respondents exhibited differing levels of anxiety when speaking English. These findings were classified into three categories of anxiety levels - low, moderate, and high based on their scores on the Foreign Language Classroom Anxiety Scale (FLCAS).

The data showcases that a mere 1.67% of the participants expressed encountering minimal levels of apprehension when it comes to conversing in English, aligning with scores of 10 to 29 on the Foreign Language Classroom Anxiety Scale (FLCAS). This finding implies that

only a small fraction of individuals feels at ease and confident in their English-speaking abilities.

A considerable segment of the participants, with the percentage of 41.67%, expressed a moderate level of apprehension when speaking in English, as evidenced by their FLCAS scores ranging from 30 to 59. This observation underscores the fact that a substantial portion of the sample encounters a moderate extent of unease while engaging in English communication.

Moreover, an overwhelming majority of participants, which is 56.67% of the respondents, has been found out having high level of English speaking anxiety, as evidenced by their FLCAS scores consistently ranging between 60 and 90. This compelling data underscores the undeniable reality that more than half of the respondents encounters noteworthy distress when engaging in English communication.

These research outcomes bring forth a profound understanding of the widespread occurrence of anxiety when speaking English among undergraduate students at UTAR. The outcomes emphasize the crucial need to address and alleviate this anxiety, as it can impede the enhancement of students' language proficiency and communication abilities. Moreover, delving deeper into the influence of cultural factors on English speaking anxiety calls for additional exploration, enabling a more comprehensive comprehension of the subtle effects on anxiety levels among students from diverse cultural backgrounds.

| Cultural Factors of Speaking Anxiety   | Mean |
|--|------|
| 19. Educational background (type of schools or language education received)                                | 3.93 |
| 20. Social norms and expectation (importance of ability to speak English in your culture)                  | 4.05 |
| 21. Language environment   | 4.13 |
| 22. Language Teaching Methods by Parents   | 4.00 |
| 23. Socioeconomic Status   | 3.48 |
| 24. Language Dominance in Different Regions (English proficiency vary among different regions in Malaysia) | 3.36 |

*Table 2. The Cultural Factors of English Speaking Anxiety investigated in the research*

The data provided in Table 2 illustrates the average scores for a range of cultural factors that have the potential to impact the level of English speaking anxiety experienced by undergraduate students in University Tunku Abdul Rahman (UTAR). These cultural factors encompass a variety of elements, such as the educational background of the individuals, societal norms and expectations, the educational environment they are exposed to, the language teaching methods adopted by their parents, their socioeconomic status, as well as the language dominance in different regions.

The results suggest that students believe that language environment with the highest mean (M=4.13), as well as the social norms and expectations with the second highest mean (M=4.05), have a strong impact on their anxiety levels when speaking English. This indicates

that societal pressures and the linguistic context surrounding them play a crucial role in shaping how anxious students feel about speaking English.

Other than that, students also consider the language teaching methods implemented by their parents as highly influential, with a mean score of 4.00. This suggests that the way in which parents teach their children languages also contributes to their levels of anxiety when speaking English.

In addition, it is worth noting that students also give considerable importance to their educational background, with a mean score of 3.93. This indicates that the type of schools they have attended plays a significant role in shaping their English speaking anxiety levels. Therefore, it can be concluded that both the educational environment and parental teaching approaches have a notable impact on students' anxiety levels in regard to speaking English.

In contrast, the impact of socioeconomic status ( $M= 3.48$ ) and language dominance in various regions ( $M=3.36$ ) on English speaking anxiety is perceived to be slightly less significant by the respondents in this study. Although these factors are still important, they seem to have a relatively smaller effect on students' levels of anxiety when they engage in English communication.

The result of this study highlights the complex and diverse aspects of English speaking anxiety experienced by UTAR undergraduate students. It is obvious that cultural factors play a significant role in shaping this anxiety since the language learners are in young ages. By implementing targeted interventions and providing adequate support mechanisms, we can

potentially reduce students' anxiety levels and build an environment that is conducive to effective English language learning and communication.

## **Chapter 5: Discussion**

The analysis of the data acquired from the study into English speaking anxiety among undergraduate students at University Tunku Abdul Rahman (UTAR) revealed several significant findings for further discussion.

To begin, the high level of English speaking anxiety among respondents shows a major obstacle for students in terms of language acquisition and communication. The majority of respondents indicated high levels of anxiety, meaning that an extensive portion of the student population has great discomfort while speaking English. This research underlines the need of solutions focused on addressing and decreasing English speaking anxiety in order to help students achieve language competence and improve their communication skills.

The questionnaire result of our study is quite similar to a study done by Handayani et al. (2020). Both studies from the same context, which is both done in Malaysia, show that a significant proportion of the student population has moderate to severe English-speaking anxiety. In the survey given to students of English department in Universitas Negeri Padang, the majority of students reported feeling high or very high levels of anxiety, with 65.85% falling into the high group and 24.88% falling into the very high category. Similarly, in our survey done in UTAR, a large number of students expressed moderate (41.67%) and high

anxiety levels (56.67%). These findings highlight the frequency and impact of English-speaking anxiety among undergraduate students from various cultural backgrounds.

Another study that shows a similar result in their findings is a study by Ardhea R. P. et al. (2020), which evaluated English speaking anxiety among Indonesian students. Both studies identify a widespread sensation of nervousness among students while speaking English. In Ardhea R. P. et al.'s study, a stunning 95% of participants reported feeling anxious during English speaking activities. This conclusion is consistent with our research, in which the majority of Malaysian undergraduate students reported moderate to high degrees of English speaking anxiety. The similarities between the two research highlight the generality of this phenomena across various cultural and linguistic settings.

Their study provides insight into numerous significant elements that contribute to English speaking anxiety among Indonesian students, which are similar to the cultural components revealed in our research. These include self-perception, classroom performance conditions, and the fear of making mistakes. Similarly, our study of Malaysian students' perspectives found that cultural characteristics such as educational background, social norms, and language environment were important contributors to English speaking anxiety. These analogies illustrate the necessity of taking into account both individual and environmental aspects when evaluating and resolving students' English speaking anxiety. Recognising the common obstacles experienced by students in various cultural situations allows educators to provide customised interventions and support systems to reduce anxiety and encourage effective English language learning experiences.

While a study done by Syahfutra (2021) on the student's speaking anxiety in English education study program, also in Indonesia context, shows a different finding results when compared with the studies stated in the previous paragraph. Our study on English speaking anxiety among Malaysian undergraduate students found a prevalence of 56.67% high anxiety and 41.67% moderate anxiety levels. When compared to the study conducted by Syahfutra (2021) on 60 Indonesian university students, substantial differences in anxiety levels appear. In the Indonesian research, 36.67% of students expressed moderate anxiety, 26.67% reported low anxiety, and 16.67% reported extremely low anxiety. This shows that Indonesian students in this study are less likely to experience significant levels of anxiety than students in Malaysian.

The difference in results between our study and Syahfutra's study highlights the complexities of English speaking anxiety and the impact of different elements such as cultural setting, educational background, and individual variations. While both studies were conducted in Indonesian settings, the disparities in anxiety levels suggest that there may be specific cultural and environmental elements that influence students' experiences with English speaking anxiety. One possible explanation for the differences in anxiety levels could be the differences in English language learning environment or teaching approaches and educational environments. Furthermore, differences in societal expectations, cultural attitudes towards language acquisition, and linguistic variety within every country may all contribute to variations in student anxiety levels.

After looking at the comparison of English speaking anxiety level of students among different studies, lets discuss on another research objective of this study, the cultural factors that contribute to English speaking anxiety and its level of impact on the students. The six

cultural factors involved in the survey are the educational background, social norms and expectation, language environment, language teaching methods by parents, socioeconomic status and language dominance in different regions.

Most of the research related to English speaking anxiety among students focuses on a few common factors such as communication apprehension, test-anxiety and fear of negative evaluation which is also called the performance anxieties. However, I believe that the factors mentioned are not the root cause of English speaking anxiety among learners as everyone learn the language at a younger age. Cultural factors are important as they affect the learner when they just started the language acquisition. Learning a language begins at a young age, and cultural factors influence people's language learning experiences from the very beginning. When first introduced to a language, learners' cultural background and surroundings have a significant impact on their language learning process. Cultural norms, societal expectations, and educational background all influence learners' attitudes and experiences of language acquisition, including their anxiety levels when speaking English.

In a study done by Usman et al. (2023) in Pakistan, they stated that a number of respondents believe that social and cultural factors as a potential cause of speaking anxiety in EFL classes and, consequently, have an impact on students' ability to speak in class. The few social and cultural factors investigated in that study are geographical divide, class based educational divide, parental role, identity related issues, the notion of 'Gender' In EFL classrooms and socio-economic deprivation. These social and cultural factors are actually similar to the cultural factors of our study. We will be discussing the cultural factors of English speaking anxiety from the one with the highest mean to the lowest according to the result of the findings.



## **5.1 Language Environment**

In Malaysia, the linguistic landscape of the nation is varied, with distinct areas and populations speaking a variety of languages and having various levels of English proficiency. The anxiety levels of English language learners can be significantly impacted by this different linguistic environment. Exposure to English-speaking environments is one way that the language environment affects anxiety among English speakers. As we know, exposure to language is a very important aspect to master a language. When learners are frequently exposed to language environment, they get the opportunity to practice and exercise their language skills, especially speaking skills.

This cultural factor has the highest mean among other cultural factor, the result aligns with another study by Rehan (2023) which stated the teachers and students in their study believe that lack of language exposure is the cause of speaking anxiety. The students do not speak English at home as their parents are not communicating with them using English. Students typically only speak English in class and have limited exposure to it outside of the classroom. Additionally, their limited exposure to the English language comes from a lack of frequent watching of English movies and book reading. They also stated that exposure boosts students' confidence and allows them to converse effectively in English.

Learners' experiences are shaped by their language environment from an early age when it comes to English speaking anxiety. Children may be exposed to English more frequently in urban regions of Malaysia where it is widely spoken through interactions with friends, family, and the media. They may be exposed to English vocabulary and expressions from a young age via ordinary discussions, which helps children become more comfortable with the language and builds confidence in their ability to speak in English.

Moreover, the language spoken and fostered in families might influence people's ability and confidence in speaking English. Individuals in families where English is spoken as the predominant or dominant language may have more exposure to English language input from a young age, resulting in the development of strong English language abilities and confidence in speaking English. In contrast, in homes where English is not the predominant language of communication, individuals may have less exposure to the language and fewer opportunities to practise speaking it, which can lead to feelings of discomfort and anxiety when communicating in English.

## **5.2 Social Norms and Expectations**

The impact of social norms and expectations, specifically with regarding the importance of ability to speak English , can have an important impact on the experiences of those with anxiety when speaking the language. English ability is highly valued in Malaysian society and is linked to social standing, educational accomplishment, and employment prospects. The focus that society places on English competence can lead to internalised expectations as well as external pressures, which can increase people's anxiety levels when speaking the language.

The idea that proficiency in the language is necessary for success and social acceptance in society is one way that societal norms and expectations impact the anxiety experienced by English learners since younger age. People may feel under pressure to speak English fluently in Malaysian society in order conform to social standards and expectations. This pressure might originate from the idea that being able to communicate in English is necessary for social mobility, career advancement, and academic achievement. Because of this, people

might feel nervous while speaking in English for fear that their language abilities will not meet the society's expectations.

Furthermore, people's perceptions of their identity and self-worth may be influenced by social standards regarding English speaking ability. People who have difficulty speaking English may internalise emotions of inferiority or inadequacy in environments where English competence is highly valued. This can result in elevated levels of anxiety and self-doubt. These people may have increased anxiety while speaking in English because they worry about being negatively evaluated or judged by others if they think they don't speak the language well. So social norms and expectations can be the root cause of students who are fear of negative evaluation when they are speaking English in public as some of them are expected to be good language speakers after the language acquisition since younger ages.

For example, individuals who grown up in rural area may be expected to speak fluently in English as the language are commonly used in their daily interaction and communication. Parents, teachers, and classmates may have higher expectations of students who have been exposed to English language learning from an early age, leading them to believe that they should be fluent speakers of the language. Students may experience increased anxiety and worry of receiving a poor grade if they believe they are falling short of these standards as a result of their early exposure to the language and society's emphasis on language competency.

### **5.3 Language Teaching Methods by Parents**

The cultural factor with the third highest mean which is the language teaching method by parents also brings big impact to the learners' English speaking anxiety. This result aligns

with the concept of parental involvement explored in a study by Syahria and Rahmawati (2022), their study implies that parental involvement may have both positive and negative effects, depending on how they teach their children. While harsh or pressure-filled ways may increase anxiety, supportive and encouraging ones can reduce anxiety. As parents are the ones who accompany learners for the longest time, they tend to be the biggest influence on all the aspects of their children, including their level of English speaking anxiety.

When parents adopt strict or demanding teaching strategies, including unrealistic demands or excessive criticism, their children may speak English with more fear and self-doubt. On the other hand, children are more likely to feel secure and motivated to participate in language learning activities when parents offer supportive and encouraging direction, which lowers anxiety levels. As parents are often the primary caregivers and educators in children's lives, they wield significant influence over their development and learning outcomes. Their teaching techniques, communication approaches, and attitudes towards language acquisition can all influence children's views and behaviours around language usage and competency. As a result, parents must be aware of how their teaching methods affect their children's emotional well-being and language development.

In a study on parental involvement in English education by Kalayci and Öz (2018), the participants in the study which is the parents stated that language exposure is essential for improving English skills. This research emphasises the necessity of giving children sufficient opportunity to interact with the English language in a variety of circumstances in order to enhance their language development. Recognising the importance of language exposure highlights the need for parents to provide a language-rich environment at home and encourage their children's exposure to English outside of formal educational settings.

Parental pressure throughout a child's formative years might lead to anxiety that lasts into adulthood (Kamis, 2020). The influence of parental pressure on language acquisition continues beyond childhood and teenage years and can last into adulthood. Parents' attitudes and beliefs taught throughout the formative years may continue to impact people's approach to language acquisition and confidence levels while speaking as adults. As a result, individuals who suffered parental pressure as children may retain feelings of fear and uncertainty into adulthood, affecting their capacity to communicate successfully in English-speaking environments.

Furthermore, the long-term impact of parental influence on language development emphasises the necessity of developing strong and supportive parent-child connections from a young age. Parents may assist reduce the negative impacts of parental pressure by providing an environment in which their children feel supported, encouraged, and empowered to explore and improve their language abilities.

#### **5.4 Educational Background**

Individuals' English speaking anxiety in Malaysia is greatly impacted by their educational background, which reflects diverse experiences and exposure to English language instruction. A study by León and Cely (2010) suggested that learners' cooperation and confidence, vocabulary knowledge, and classroom environment could all motivate students to enhance their speaking abilities. Educational background influences English speaking anxiety through

characteristics such as the type of school attended, the quality of English language teaching obtained, and the degree of exposure to English-speaking environments.

In Malaysia there are different type of schools which the levels of English language usage in daily communication among students and teachers are different. One prominent contrast is between vernacular and national schools. Vernacular schools generally employ Mandarin, Tamil, or other indigenous languages as mediums of teaching, with English being taught as a topic. Students in these institutions may have minimal exposure to English in daily contact because the emphasis is frequently on gaining fluency in their native language. Students in vernacular school are not used to speak formal English with their classmates and teachers, although they have English class, it only emphasizes writing and reading skills which is needed for their exams. As a result, children from vernacular schools may have greater levels of English speaking anxiety when forced to communicate in English, especially in formal or academic situations.

National schools, often known as government schools, primarily employ Malay as the medium of teaching and English as a second language. However, the extent to which English is used in daily conversation varies based on factors such as the school's language policy, student and teacher competence levels, and the availability of English language education materials. In certain national schools, English may be used more often in daily interactions, especially in metropolitan and cosmopolitan areas where English fluency is emphasised. Most of the respondents in the survey of this research might come from national school, that could be the reason why bigger portion of respondents have higher English speaking anxiety.

Malaysia also includes international schools that use international curriculum and emphasise English language instruction. In these institutions, English is frequently the major language of teaching, and students are exposed to English in a variety of settings, both within and outside of the classroom. As a result, children in international schools may have higher levels of English competence and confidence while speaking English than their peers at vernacular or national schools as they are exposed to English language, and it is frequently used in school every day.

### **5.5 Socioeconomic Status**

The socioeconomic status is a method of classifying people based on their education, income, and type of occupation. Socioeconomic status is often classified as low, middle, or high. People with low socioeconomic status typically have fewer access to financial, educational, social, and health resources than those with higher socioeconomic status. From the results of findings, this cultural factor brings the mean of 3.48 which is the second lowest among the six cultural factors investigated. The respondents might think that this cultural factor is less important than other cultural factors stated in the survey. Although the impact brought by this factor might not be as high as the previous factors discussed, it somehow still affects the learners' English speaking anxiety.

A key aspect of economic status that might influence English speaking anxiety is access to educational resources. Individuals with lower socioeconomic status may have less possibilities for excellent education, such as English language teaching and extracurricular programmes. Limited access to educational resources can result in gaps in language skill and confidence, which contributes to increased anxiety while communicating in English. Speech

anxiety is primarily caused by poor education and economic background (Said, 2015). Individuals who are not in a wealthy family might be prohibited from getting better quality of language education hence reducing the chance for them to practice with English. When they do not get familiar with the language at a younger age, it becomes difficult for them to master the language and speaks well in front of others when they grow up.

Ashcraft (2023) stated that The Verbal Fluency test conducted in their study also showed that it is highly influenced by socioeconomic status, as the students from high socioeconomic status backgrounds scored better than their lower socioeconomic status peers. Parents from lower socioeconomic status also tend to have lower English speaking proficiency. They may have developed lower levels of English proficiency than people from higher socioeconomic backgrounds who had more options for education and language acquisition. Children usually acquire language through exposure and interaction with their guardians. Parents with a low level of English proficiency may struggle to give their children with consistent exposure to English language input, as well as chances for English language practice and engagement at home. Lack of exposure can have an influence on children's language development and English ability. This is how socioeconomic status brings impact to English language learners and contribute to their English speaking anxiety when they grew up.

## **5.6 Language Dominance in Different Regions**

Language Dominance in Different Regions which relates to differences in proficiency in English among Malaysian regions, has the lowest mean of the cultural factors analysed. Malaysia is a multilingual, multicultural country with a diversified linguistic environment. While English is one of the official languages, Malay (Bahasa Malaysia) is the national



language, and several indigenous languages and dialects are spoken in different parts of the country. As a result, English proficiency might vary greatly across urban and rural locations, as well as among ethnic groups.

According to the 2023 EF English Proficiency Index (EPI), Kuantan is the top city with a score of 603, while Perak is the top area in Malaysia for English proficiency, scoring 587 (Hakim, 2023). Other cities such as Shah Alam, Ipoh, Kota Bahru and Kuala Lumpur also achieve high scores in English proficiency. The results of a study by Talif and Edwin (2017) that investigate on the English proficiency of students from urban and rural area has stated that the English language proficiency and achievement test results consistently demonstrated that urban students performed better than rural students in this domain. The results of the language competency evaluation clearly showed that urban students were more proficient than their rural students. The study's statistical analysis showed that there was a significant competence gap between pupils in rural and urban areas.

On the other hand, learners could not be exposed to English as often in their local environment if they live in a rural or less cosmopolitan where it is less common. With relatives and neighbours, they could speak to each other mostly in their mother tongue or the dialect of the area. This also means that they do not have the opportunity to practice how to write, read and utter in English in their daily life. Consequently, these learners may feel more nervous and less secure while speaking English in formal educational contexts like schools as they haven't had as much exposure to and experience with the language since at a younger age.

As most of the respondents are from rural area such as Ipoh and Kuala Lumpur, they might not be aware of the influence of language dominance in different regions because they are used to the language environment in the rural area. This could be the reason why this cultural factor is ranked last in the findings.

## **Conclusion**

The present study is conducted to examine the English speaking anxiety levels among the undergraduate students in UTAR and also to find out the impact of cultural factors such as the educational background, social norms and expectation, language environment, language teaching methods by parents, socioeconomic status and language dominance in different regions on the students' English speaking anxiety. After calculating the result of the Google form survey given to the respondents, we found out that more than half of the respondents are having very high level of English speaking anxiety, obviously it is not a good situation as high level of English speaking anxiety will bring negative effects on students' academic performance and hinder effective communication using English. Furthermore, the result of the survey also indicates the respondents think that language environment, social norms and expectations and language teaching methods by parents brings a bigger impact on their English speaking anxiety. Other cultural factors also bring significant impact to their English speaking anxiety but slightly less important than the three cultural factors mentioned.

The limitation of this study will be the study's sample size that may restrict the results' generalizability. Despite efforts to provide a varied sampling of undergraduate students from several faculties, the findings may not be relevant to all undergraduate populations at UTAR or other educational institutions. Future research should attempt to replicate and extend the

current findings using bigger and more varied populations in order to improve the generalizability of results. Longitudinal study designs can also be used to enable the investigation of causal relationships and the tracking of changes in English speaking anxiety levels over time. While the findings offer insight into the difficulties faced by students during their English language learning journey, they also highlight the necessity of reducing English speaking anxiety and encouraging effective communication skills. By acknowledging the study's limitations, more extensive research in this field should be done to find out the solutions to decrease the level of English speaking anxiety among the learners.

## References

- Abdullah, K. I., & Rahman, N. L. A. (2010). *A Study On Second Language Speaking Anxiety Among Utm students*. <http://eprints.utm.my/id/eprint/10275/>
- Ahmed, N., Pathan, Z. H., & Khan, F. S. (2017). Exploring the Causes of English Language Speaking Anxiety among Postgraduate Students of University of Balochistan, Pakistan. *International Journal of English Linguistics*, 7(2), 99. <https://doi.org/10.5539/ijel.v7n2p99>
- Ardhea R. P., Evi Z., Rahmiati, Surya A., Fadlia. (2020). View of a STUDY OF STUDENTS' ANXIETY IN SPEAKING. <https://ejurnalunsam.id/index.php/ELLITE/article/view/2177/1767>
- Ashcraft, A. (2023). Effects of socioeconomic status on English language learners' success in school. *UW Tacoma Digital Commons*. [https://digitalcommons.tacoma.uw.edu/med\\_theses/19?utm\\_source=digitalcommons.tacoma.uw.edu%2Fmed\\_theses%2F19&utm\\_medium=PDF&utm\\_campaign=PDFCoverPages](https://digitalcommons.tacoma.uw.edu/med_theses/19?utm_source=digitalcommons.tacoma.uw.edu%2Fmed_theses%2F19&utm_medium=PDF&utm_campaign=PDFCoverPages)
- Basic, L. (2011). Speaking Anxiety. *An Obstacle to Second Language Learning?* <https://www.diva-portal.org/smash/get/diva2:453921/fulltext01.pdf>
- Çağatay, S. (2015). Examining EFL students' foreign language speaking anxiety: The case at a Turkish state university. *Procedia - Social and Behavioral Sciences*, 199, 648–656. <https://doi.org/10.1016/j.sbspro.2015.07.594>
- Damayanti, M. E., & Listyani, L. (2020). AN ANALYSIS OF STUDENTS' SPEAKING ANXIETY IN ACADEMIC SPEAKING CLASS. *ELTR Journal*, 4(2), 152–170. <https://doi.org/10.37147/eltr.v4i2.70>
- Gürsoy, E. (2018). ÇOCUKLARIN YABANCI DİL ÖĞRENME ORTAMINDA KONUŞMA KAYGILARININ KONUŞMA ÖZ YETERLİKLERİNE ETKİSİ.

*International Journal of Language Academy*, 6(24), 194–210.

<https://doi.org/10.18033/ijla.3947>

Hakim, L. (2023, November 29). Malaysia ranks 3rd in Asia for high English proficiency.

*NST Online*. <https://www.nst.com.my/news/nation/2023/11/984510/malaysia-ranks-3rd-asia-high-english-proficiency>

Handayani, T., Rozimela, Y., & Fatimah, S. (2020). An analysis of English-Speaking anxiety

experienced by the second year students of English Language and Literature

Department of Universitas Negeri Padang and its causal factors. *Handayani | Journal of English Language Teaching*.

<https://ejournal.unp.ac.id/index.php/jelt/article/view/109649/103983>

Hashemi, M. M. (2011). Language Stress And Anxiety Among The English Language

Learners. *Procedia - Social and Behavioral Sciences*, 30, 1811–1816.

<https://doi.org/10.1016/j.sbspro.2011.10.349>

Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). Foreign language classroom anxiety. *The*

*Modern Language Journal*, 70(2), 125–132. [https://doi.org/10.1111/j.1540-](https://doi.org/10.1111/j.1540-4781.1986.tb05256.x)

[4781.1986.tb05256.x](https://doi.org/10.1111/j.1540-4781.1986.tb05256.x)

Kamis, C. (2020). The Long-Term Impact of Parental Mental Health on Children's Distress

Trajectories in Adulthood. *Society and Mental Health/Society and Mental Health.*,

11(1), 54–68. <https://doi.org/10.1177/2156869320912520>

Kalayci, G., & Öz, H. (2018). PARENTAL INVOLVEMENT IN ENGLISH LANGUAGE

EDUCATION: UNDERSTANDING PARENTS' PERCEPTIONS. *DOAJ (DOAJ:*

*Directory of Open Access Journals*).

<https://doaj.org/article/3856b37fc5e34da1b1c86d08fea00edb>

- León, W. U., & Cely, E. V. (2010). Encouraging Teenagers to Improve Speaking Skills through Games in a Colombian Public School. *DOAJ (DOAJ: Directory of Open Access Journals)*. <https://doaj.org/article/a378ea4eb51a489ba61a2e411280ca04>
- Mede, E., & Kararımak, Ö. (2017). The predictor roles of speaking anxiety and English self efficacy on foreign language speaking anxiety. *DergiPark (Istanbul University)*. <https://dergipark.org.tr/tr/pub/jtee/issue/43270/525680>
- Mora, J. C., Mora-Plaza, I., & Miranda, G. B. (2023). Speaking anxiety and task complexity effects on second language speech. *International Journal of Applied Linguistics*. <https://doi.org/10.1111/ijal.12494>
- Miskam, N. N., & Saidalvi, A. (2018). Investigating English Language Speaking Anxiety among Malaysian Undergraduate Learners. *Asian Social Science*, 15(1), 1. <https://doi.org/10.5539/ass.v15n1p1>
- Rajitha, K., & Alamelu, C. (2020b). A study of factors affecting and causing speaking anxiety. *Procedia Computer Science*, 172, 1053–1058. <https://doi.org/10.1016/j.procs.2020.05.154>
- Rehan, M. (2023). Exploring the Causes of English Language Speaking Anxiety among Secondary School Students. *Pakistan Social Sciences Review*, 7(IV). [https://doi.org/10.35484/pssr.2023\(7-iv\)57](https://doi.org/10.35484/pssr.2023(7-iv)57)
- Said, M.K. (2015). Influence of Speech Anxiety on Oral Communication Skills among ESL/EFL Learners. (2015). *Advances in Language and Literary Studies*, 6(6). <https://doi.org/10.7575/aiac.all.v.6n.6p.49>
- Syahfutra, W. (2021). Students' Speaking Anxiety in English Education Study Program. *ELT-Lectura : Studies and Perspectives in English Language Teaching*, 8(1), 74–83. <https://doi.org/10.31849/elt-lectura.v8i1.5920>

- Syahria, N., & Rahmawati, V. E. (2022). PARENTAL INVOLVEMENT TO OVERCOME SECONDARY STUDENTS' FOREIGN LANGUAGE ANXIETY. *Educafl : Journal of Education of English as a Foreign Language*, 5(2), 104–116.  
<https://doi.org/10.21776/ub.educafl.2022.005.02.05>
- Talif, R., & Edwin, M. D. (2017). A Comparative Study of the Achievement and the Proficiency Levels in English as a Second Language among Learners in Selected Rural and Urban Schools in Peninsular Malaysia. *The English Teacher Vol XIX July 1990*, 10.
- Usman, M., Samad, A., & Tahir, Z. (2023). An Investigation into the Socio-Cultural Factors Causing EFL Classroom Speaking Anxiety at the Selected Universities of Khyber Pakhtunkhwa (KP), Pakistan. *Zenodo (CERN European Organization for Nuclear Research)*. <https://doi.org/10.5281/zenodo.7726291>
- Zhang, C. (2022). Study on Non-English College Students' English Speaking Anxiety and Oral Performance from Emotion Regulation Perspective. *OALib*, 09(11), 1–6.  
<https://doi.org/10.4236/oalib.1109432>

## Appendix

### Foreign Language Classroom Anxiety Scale (FLCAS) by Horwitz et al. (1986)

**1. I never feel quite sure of myself when I am speaking in my foreign language class.**

Strongly agree   Agree   Neither agree  
nor disagree   Disagree   Strongly disagree

**2. I don't worry about making mistakes in language class.**

Strongly agree   Agree   Neither agree  
nor disagree   Disagree   Strongly disagree

**3. I tremble when I know that I'm going to be called on in language class.**

Strongly agree   Agree   Neither agree  
nor disagree   Disagree   Strongly disagree

**4. It frightens me when I don't understand what the teacher is saying in the foreign language.**

Strongly agree   Agree   Neither agree  
nor disagree   Disagree   Strongly disagree

**5. It wouldn't bother me at all to take more foreign language classes.**

Strongly agree   Agree   Neither agree  
nor disagree   Disagree   Strongly disagree

**6. During language class, I find myself thinking about things that have nothing to do with the course.**

Strongly agree   Agree   Neither agree  
nor disagree   Disagree   Strongly disagree

**7. I keep thinking that the other students are better at languages than I am.**

Strongly agree   Agree   Neither agree  
nor disagree   Disagree   Strongly disagree

**8. I am usually at ease during tests in my language class.**

Strongly agree   Agree   Neither agree  
nor disagree   Disagree   Strongly disagree

**9. I start to panic when I have to speak without preparation in language class.**

Strongly agree   Agree   Neither agree  
nor disagree   Disagree   Strongly disagree



**10. I worry about the consequences of failing my foreign language class.**

Strongly agree   Agree   Neither agree  
nor disagree   Disagree   Strongly disagree

**11. I don't understand why some people get so upset over foreign language classes.**

Strongly agree   Agree   Neither agree  
nor disagree   Disagree   Strongly disagree

**12. In language class, I can get so nervous I forget things I know.**

Strongly agree   Agree   Neither agree  
nor disagree   Disagree   Strongly disagree

**13. It embarrasses me to volunteer answers in my language class.**

Strongly agree   Agree   Neither agree  
nor disagree   Disagree   Strongly disagree

**14. I would not be nervous speaking the foreign language with native speakers.**

Strongly agree   Agree   Neither agree  
nor disagree   Disagree   Strongly disagree

**15. I get upset when I don't understand what the teacher is correcting.**

Strongly agree   Agree   Neither agree  
nor disagree   Disagree   Strongly disagree

**16. Even if I am well prepared for language class, I feel anxious about it.**

Strongly agree   Agree   Neither agree  
nor disagree   Disagree   Strongly disagree

**17. I often feel like not going to my language class.**

Strongly agree   Agree   Neither agree  
nor disagree   Disagree   Strongly disagree

**18. I feel confident when I speak in foreign language class.**

Strongly agree   Agree   Neither agree  
nor disagree   Disagree   Strongly disagree

