



Factors Affecting Speaking Anxiety in Oral Presentations among TESL Undergraduates

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APPROVAL SHEET

This research paper attached hereto, entitled Factors Affecting Speaking Anxiety in Oral Presentations among TESL Undergraduates prepared and submitted by Yeong Chi Yan in partial fulfilment of the requirements for the Bachelor of Arts (Honours) English Education is hereby accepted.



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ABSTRACT

Speaking anxiety is a prevalent psychological issue among Teaching English as a Second Language (TESL) undergraduates, particularly during oral presentations, which are essential components of teacher education programmes. This study investigated the level of speaking anxiety, the factors contributing to speaking anxiety, and the correlational relationships between English language usage, perceived teacher support, self-esteem, and speaking anxiety among TESL undergraduates from a private university in Perak and public universities in Malaysia. Guided by Horwitz, Horwitz, and Cope's Foreign Language Classroom Anxiety Theory (1986), Krashen's Affective Filter Hypothesis (1985), and Bandura's Self-Efficacy Theory (1977), a quantitative research design was employed. Data were collected through structured questionnaires adapted from established instruments, including the English Language Usage Scale (ELUS) (Salamonson et al., 2020), Perceived Teacher Support Scale (PTSS) (Wu et al., 2024), Rosenberg's Self-Esteem Scale (1965), and the Public Speaking Classroom Anxiety Scale (PSCAS) (Bartholomay & Houlihan, 2016). A total of 196 TESL undergraduates responded to the questionnaire distributed through Google Forms. Descriptive and correlational analyses were conducted using SPSS version 29. The findings revealed that the overall level of speaking anxiety among TESL undergraduates was low to moderate, with fear of negative evaluation identified as the most prominent anxiety dimension. Correlational results indicated negative relationships between independent and dependant variables with perceived teacher support showing the strongest correlation. These findings suggest that increased language use, supportive teaching environments, and higher self-esteem contribute to lower levels of speaking anxiety. This study validates established anxiety theories within the Malaysian TESL context and provides practical implications for educators and institutions in fostering supportive learning environments.

Keywords: Speaking anxiety, TESL undergraduates, Self-esteem Teacher support, English language usage

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CHAPTER ONE: INTRODUCTION

1.1 Introduction

This chapter discusses about a detailed overview of the research project titled *Factors Affecting Speaking Anxiety in Oral Presentations among TESL Undergraduates*. Oral presentations are an essential part of the TESL (Teaching English as a Second Language) program and a key skill for future teachers. TESL undergraduates will become English teachers for their internships and after their graduation. Teachers act as a role model for the students, which guide the students throughout the academic years. However, speaking anxiety still persists within the undergraduates even though they were exposed to English environment, microteachings and presentations in the university. Hence, this research aims to research on speaking anxiety levels experience by the students and also the factors that cause speaking anxiety. The chapter then outlines the research objectives and research questions focused around speaking anxiety and TESL undergraduates, emphasising the significance of this study in contributing to the improvements in the education field. In addition, this chapter also discuss about the definitions of speaking anxiety and TESL undergraduates. Lastly, the chapter recognises the weaknesses and gaps in the study, providing a thorough summary of its scope and limitations.

The research project, titled *Factors Affecting Speaking Anxiety in Oral Presentations among TESL Undergraduates*, explores speaking anxiety, a prevalent issue among TESL students during oral presentations. Oral presentations are a vital assessment tool in Malaysian education and professional contexts, requiring students to communicate effectively in group settings (Kho & Ting, 2021; Kim, 2020). Such skills are essential for career advancement, as oral communication supports professional and academic success (Mousena & Sidiropoulou,

2018). However, speaking anxiety negatively impacts pre-service teachers' learning, academic performance, and future careers (Achanan et al., 2021).

1.2 Background of The Study

The TESL program aims to prepare the undergraduates to become future English language teachers and are expected to demonstrate high English language proficiency and communicative competence. A teacher is a person who delivers lesson, assesses students, and involves in educational programs (Lal, 2016). Teacher can be considered as our second parent of our lives who can help us guide our future and helps us make the right decision (Lal, 2016). Dealing with students and speak in front of an audience is a common phenomenon in teachers' career. Hence, in tertiary education, oral presentations are important for tertiary level students.

Oral presentations are a common assessment in tertiary level education. Oral presentations may provide students with the lifelong learning skills needed which will be beneficial for the students in all subjects, and even in their careers after they become adults, if the oral presentations are properly guided and organized by the lecturers (Meloni & Thompson, 1980). King (2002) mentioned that giving oral presentations is a chance to hone leadership and real-world interaction abilities, it is also a fulfilling and engaging experience that helps students practise their public speaking skills confidently.

Although Malaysian education emphasize on 21st-century abilities like teamwork and oral communication, speaking anxiety among students is still not appropriately addressed enough (Ministry of Education Malaysia, 2013). For students who learned English as a second language, as English is not their mother tongue, language learners, even future teachers would experience, fear, nervousness, and discomfort when presenting or using in foreign languages (Horwitz et al., 1986). Oral presentations in higher education are sometimes stressful

environments, often causes speaking anxiety among students due to peer judgement and formal evaluation by the lecturers (Horwitz et al., 1986).

This scenario can be caused by speaking anxiety. Speaking anxiety, as mentioned by Daud et al., (2019), is the anxiety that students have before preparing or giving a speech in front of public. The students' lack of confidence in their English skills, fear of making mistakes, and shyness about practicing the target language, in this case, English, were the common causes (Daud et al., 2019). In Boudreau et al. (2018), it is mentioned that individuals who have speaking anxiety may experience panic attack accompanied by fast and irregular heartbeat, adrenaline surge, trouble breathing, and pressure on the neck and shoulders.

1.3 Statement of Problem

The Malaysian Education System has implemented communication skills as one of the 21st- century skills, so starting from primary school level, students were exposed to oral presentation. To let students to be in touch and to use more English, the Ministry of Education decided to launch the Highly Immersive Programme (HIP) in 2016. Students were involved in HIP where English teachers will organise English related activities for students to participate to enhance students' proficiency in English (English Language Teaching Centre (ELTC), Malaysia - Official Website, 2016). The Malaysian University English Test (MUET) has been aligned with the Common European Framework of Reference (CEFR) to enhance English proficiency among tertiary level students before entering university. According to Abas (2019), all English language teachers should be at the minimum proficiency of C1 according to CEFR, so that the English teachers can teach English properly.

To reduce speaking anxiety among TESL undergraduates, there are two strategies, which are external strategies and internal strategies. External strategies include supportive teaching environments and using technological tools while internal strategies include self-reflection and confidence building activities (Mohamad et al., 2022). In a study conducted by Tee et al. (2022), it was revealed that university students know how to implement different strategies to calm themselves when they have speaking anxiety. The students who have high speaking anxiety, will implement affective strategies before, during, and after presentations. They would take deep breaths, reading jokes just to get rid of unwanted thoughts that made them feel stressed.

Despite being exposed to oral presentations or speaking in public, speaking anxiety is a prevalent issue among TESL undergraduates, particularly during oral presentations, where effective communication skills are crucial for academic and professional success. Existing research highlights that speaking anxiety negatively impacts students' confidence, academic performance, and stopping students to have effective communication (Altun, 2023; Tridinanti, 2018). Studies have emphasized the interplay between self-esteem and anxiety, noting that low self-esteem shows feelings of inadequacy and suppression while high self-esteem fosters resilience (Fernandes et al., 2021; Wulandari & Istiani, 2021). However, despite extensive research on anxiety and self-esteem, there is a lack of studies focusing on TESL students and the specific factors of speaking anxiety during oral presentations.

In current studies, the factors contributing to speaking anxiety among TESL undergraduates are too vast and should be specified more. Recent studies show limited focus on pre-service teachers or specifically, TESL undergraduates' speaking anxiety. The students' speaking anxiety and self-esteem level are less researched and this suggests that there is a need for identifying the correlation. Besides, studies related to speaking anxiety relies too much on

Horwitz's Foreign Language Classroom Anxiety Scale (FLCAS) (Horwitz et al., 1987) the three factors listed in the FLCAS, communication apprehension, fear of negative evaluation and test anxiety. is not properly and specifying which factor causes speaking anxiety.

In university, students may face speaking anxiety due to social factors like their peers and lecturers. It is uncertain whether the lecturers would or how they provided students support to overcome speaking anxiety, because some lecturers may have deficiency in providing support. That is why this research is conducted, to see whether teacher support has significant effect towards speaking anxiety. Teacher support plays a crucial role in terms of decreasing the pre-service teachers' speaking anxiety. Lecturers can promote self-efficacy among the students by giving support to the students. Increased self-esteem can reduce the students' speaking anxiety during oral presentations (Villegas-Puyod et al., 2020). Besides, teachers who create a supportive environment in the classroom such as encouraging students for partaking in class actively, taking risks, and speak up will also increase their confidence and reduce their speaking anxiety. This study will employ a quantitative approach with structured questionnaires to measure speaking anxiety, self-esteem level and identify its contributing factors to speaking anxiety. The findings will provide insights into speaking anxiety and self-esteem levels and the causes, ultimately enhancing TESL students' confidence and communicative abilities.

1.4 Research Objectives

The research aims to:

1. Determine the level of speaking anxiety among TESL undergraduates.
2. Investigate the factors causing speaking anxiety among TESL undergraduates.

3. Examine the correlational relationship between the identified factors and speaking anxiety among TESL undergraduates.

1.5 Research Questions

The questions that will be answered in this research:

- 1 What is the level of speaking anxiety among the TESL undergraduates?
- 2 What are the factors causing speaking anxiety among TESL undergraduates?
- 3 Is there a correlational relationship between English language usage and speaking anxiety among TESL undergraduates?
- 4 Is there a correlational relationship between perceived teacher support and speaking anxiety among TESL undergraduates?
- 5 Is there a correlational relationship between self-esteem and speaking anxiety among TESL undergraduates?

1.6 Research Hypotheses

H₀₁: There is no correlational relationship between English language usage and speaking anxiety among TESL undergraduates.

H₀₂: There is no correlational relationship between perceived teacher support and speaking anxiety among TESL undergraduates.

H₀₃: There is no correlational relationship between self-esteem and speaking anxiety among TESL undergraduates.

1.7 Significance of the Study

As mentioned, this research seeks to fill these gaps by examining the level of English language usage, perceived teacher support, self-esteem and speaking anxiety, the factors of speaking anxiety and the correlational relationship between the identified factors and speaking anxiety among TESL undergraduates for reducing anxiety during oral presentations. By providing actionable insights, this study can enhance students' communicative competence and confidence, contributing to the development of targeted interventions and support mechanisms. Besides, this research can contribute to the existing knowledge of the literature about speaking anxiety within the Malaysia context. In addition, this provides insight for the related stakeholders understand the underlying factors that affect speaking anxiety. By doing so, this study will conduct more research and identify different strategies for different factors. Hence, improving the TESL undergraduates' speaking anxiety. Besides, this research can offer different dimensions of factors contributing the speaking anxiety. Finally, we hope that the findings may contribute for the teacher and lecturers to create ways to counter speaking anxiety for the future teachers. TESL students should be confident and have higher self-esteem so that they are brave to speak in public, or specifically in front of the students when they are teaching, hence improving the overall English proficiency in Malaysia. This research is significant for fostering their academic and professional growth.

1.8 Definition of Key Terms

1.8.1 Speaking Anxiety

Speaking anxiety is defined as the feeling of anxiety, worry, or fear about something that may happen during the use of language in verbal communication (Miskam & Saidalavi, 2018). In Boudreau et al. (2018), speaking anxiety means the feeling of panicking with

sensation of panic accompanied by physical symptoms including heart racing, an adrenaline surge, trouble breathing, and pressure on the neck and shoulder.

1.8.2 TESL Undergraduates

In EduAdvisor (2022), TESL relates to teaching English in regions and countries where it is commonly spoken but not the native language. In the Kachru's Three Concentric Circles Model of English Language, Malaysia is listed in the second circle, which is the "Outer Circle" (Al-Mutairi, 2019). Countries with British colonial links or formerly British colonies are included in the Outer Circle, and English is commonly used in government and social settings (Al-Mutairi, 2019). Therefore, the TESL program is being taught by different universities in Malaysia, whether it is private universities or public universities, where English is a vital communication language.

1.9 Scope of The Study

This study will sample TESL undergraduates from Faculty of Arts and Social Studies at a private university in Perak, Malaysia. The participants are English Education undergraduates and English Language undergraduate. To maintain the research's fairness, participants will be chosen without consideration to age, gender, or years of study experience. This research seeks to give an accurate understanding of students' speaking anxiety while promoting precision, concentration, and fairness in test results.

1.10 Limitations of The Study

First of all, the study is limited to quantitative methods, as the data of the research will be collected through providing questionnaires to the students through Google Form, making the results could not delve deep into individual anxiety experiences. Besides, target participants of the research would be TESL, English Education and English Language undergraduates, which made the scope of the study smaller. In addition, the study is limited to Malaysian universities which offered TESL programme, which shrunken the scope even more.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

This chapter examines the theoretical foundations supporting the framework, including Horwitz's Foreign Language Classroom Anxiety Theory, Krashen's Affective Filter Hypothesis, and Bandura's Self-Efficacy Theory which serve as the basis for understanding speaking anxiety. It examines how linguistic, social, and psychological factors contribute to foreign language anxiety and their impact on speaking performance. Additionally, this chapter reviews previous studies to establish research directions, identifying key themes that highlight the interplay between speaking anxiety, self-confidence, English language proficiency and teacher and peer support among pre-service teachers.

2.2 Theories

2.2.1 Horwitz's Foreign Language Classroom Anxiety Theory

This theory is first developed by Elaine K. Horwitz, Michael B. Horwitz and Joann Cope in 1986. Using this theory, Horwitz then developed it into Foreign Language Classroom Anxiety Scale, which measures the anxiety among foreign language learners in classrooms. Guiora (1984), stated that the task of learning a new language is unsettling and challenging, because it takes more than just memorisation of syntax, grammar, and vocabulary to learn a new language. Additionally, it necessitates rearranging information according to the structure of the language, which results in the adoption of novel perspectives and ways of seeing the world. Horwitz et al. (1986) states that foreign language anxiety frequently related to performance evaluation within an academic or social context, which can be caused by three other performance anxiety disorders, which are communication apprehension, fear of negative

evaluation, and test anxiety. This framework has been adopted in several studies, which change the name of the scale as English Language Classroom Anxiety Scale, (ELCAS), where the framework is more specifically to measure the student's anxiety level in English language classes (Achanan et al., 2021; Fong et al., 2022; Mohamad et al., 2023).

Communication apprehension is the lack of confidence of that language learners experiencing fear or anxiety about communicating with people while listening to and understanding a spoken language, speaking in public or in groups (Horwitz et al., 1986). Several factors, including the formality of the situation, feeling too noticeable and receiving too much attention, and lack of experience and difference with the communication environment, might contribute to this (Buss, 1980). In Mohammad et al. (2023), the research has shown that pre-service ESL teachers experienced poor self-confidence and high levels of speaking anxiety as a result of their fear of forgetting what they had read during their oral presentation. Nervousness due to lack of preparation for a speech can also be classified under communication apprehension (Achanan et al., 2021; Dana & Aminatun, 2022; Fong et al., 2022; Kenoh, 2021).

Next, fear of negative evaluation occurs when students are anxious about being judged by their teachers or peers, making them hesitant to participate or engage in speaking activities in the classroom (Mohamad et al., 2023). In Rachmawati and Jurianto (2020), it is researched that fear of negative evaluation is the most anxiety-provoking source because the fear of being negatively evaluated might heighten their anxiety, fear, and insecurities which prevent them from perform well when they speak. As mentioned by Khusnia (2016), error correction made by peers or teachers can cause frustration and anxiety. In a research done by Syafi'i (2020), most of pre service teachers were afraid that the language lecturer was ready to correct every mistake made.

Finally, test anxiety refers to a type of performance anxiety that is coming from fear of failure, which happens when students set unrealistic goals for themselves and think that they failed the test if they did not get a perfect score, particularly oral test (Horwitz et al, 1986). In Achanan et al (2021), it was revealed that the undergraduates speak intimidating atmosphere as it is in the test anxiety domain, they tend to forget things when speaking. In Tajuddin et al. (2021), the reasons why the participants have test anxiety because of they are rooted in fear of failure, lack of preparation, and language barriers. Shamsuri et al. (2021), also mentioned that test anxiety may cause by their fear of mistakes and errors during oral assessments, which causes them to lack of participation in class.

2.2.2 Krashen's Affective Filter Hypothesis

The Affective Filter Hypothesis was proposed by Stephen D. Krashen in 1985. In Krashen (1985), the Affective Filter Hypothesis is saying that language learners will have a mental block when they are learning a new language, which causes them from full comprehend the input that they receive for language comprehension. The student may understand what they hear and read when the 'affective filter' is up, but they will not be able to learn because the filter blocks the input from reaching the Learning Acquisition Device (LAD). This happens because they are unmotivated, lack of self-esteem, anxious, and when they are on 'defensive mode', which they thought that doing bad in language learning classroom will expose their weakness in front of peers and teachers (Stevick, 1976) and vice versa. In Achanan et al. (2021), and Tajuddin et al. (2021), both has employed Krashen's Affective Filter Hypothesis into their theoretical framework. In Achanan et al. (2021), the hypothesis is contextualised within a private university setting, highlighting that high anxiety raised the affective filter and limited students' ability to acquire and use English language effectively in the classroom. In Tajuddin

et al. (2021), the hypothesis is applied in pre-service teachers, which shows that oral presentation anxiety created a psychological barrier to language input and output, which affected their fluency and confidence in the language.

2.2.3 Public Speaking Class Anxiety Scale (PSCAS)

Public Speaking Class Anxiety Scale or PSCAS is developed by Kriangkrai Yaikhong & Siriluck Usaha in 2012. This scale is an adaptation of Speaker Anxiety Scale (SA) by Clevenger and Halvorson (1992), Personal Report of Public Speaking Anxiety (PRPSA-34) and Personal Report of Communication Apprehension (PRCA-24) by McCroskey (1970); and Foreign Language Classroom Anxiety Scale (FLCAS) by Horwitz et. al (1986), which then be combined together to improve anxiety related to public speaking in Thai EFL classes (Yaikhong & Usaha, 2012). The factors listed in the scale are test anxiety, communication anxiety, fear of negative evaluation, and ease of using English in a public speaking class (Yaikhong & Usaha, 2012). Communication apprehension, test anxiety, fear of negative evaluation carries the same definition as in FLCAS. The fourth factor in the scale, comfort in using English in a public speaking class means the level of confidence and ease in speaking English in public settings. The studies that have adapted this scale include Lau et al. (2019) and Desvitasari (2023). In Lau et al. (2019), PSCAS is adapted and modified to assess speaking anxiety levels among international students in academic settings, modifying some questionnaire items to better reflect multicultural learning environments. In Desvitasari (2023), the PSCAS is adapted to explain the speaking anxiety experienced by preservice English teachers and to learn how the teachers see the factors that contribute to their speaking anxiety.

2.2.4 Bandura's Self-Efficacy Theory

Bandura's Self-Efficacy Theory is developed by Albert Bandura in 1977. In Bandura (1977), the theory suggests that psychological functioning and behaviour change are significantly influenced by a person's confidence in their ability to perform the tasks required to accomplish particular goals. The self-efficacy of an individual can be affected by the four factors, which are performance accomplishments, vicarious experience, physiological conditions, and verbal persuasion. Accomplishments in performing refers to the individuals own experience of a task. Successfully conducting a task can increase a self-efficacy of the individual which raises their expectations, while repeated failures may lead to decrease in self-efficacy (Bandura, 1977). Next, the second source which is vicarious experience is the observation of other individuals in successfully conducting a task, which could motivate and persuade themselves in successfully conduct that task as well, as same as the model, hence enhancing their self-efficacy (Bandura, 1977). Besides, verbal persuasion is also a source for self-efficacy. Although it is less effective than first-hand experience such as performance accomplishments or vicarious experience, other people's support and encouragement can increase self-efficacy. As explained by Bandura (1977), the particular individual can increase their self-efficacy by motivating them that they can handle the things that have previously overwhelmed them. Finally, the last factor of self-efficacy which is physiological states or emotional arousal. This may refer to the individuals' levels of stress or anxiety, where high levels of stress can diminish self-efficacy, whereas a calm and composed state enhances it (Bandura, 1977).

Bandura (1977) also explained that strong self-efficacy individuals take on difficult jobs with assurance, persevere longer, and bounce back from failures faster. Those who lack self-efficacy are more inclined to give up, avoid challenging tasks, and exert less effort when

facing challenging tasks. In Darmawan et al. (2021), the research uses this theory to investigate the confidence in speaking of pre-service teaching program, EFL students, in an EFL classroom. They found out that majority of students demonstrated high self-efficacy in their speaking skills and believed they could perform well in organized and clear speech with sufficient practice.

2.2.5 Foreign Language Teacher Anxiety Theory

This theory is developed by Elaine K Horwitz in 1996. This theory is related to the Horwitz's Foreign Language Classroom Anxiety Theory, which clarified how anxiety levels in target language classes might be experienced by non-native foreign language educators. (Horwitz, 1996). According to Horwitz (1996), this could result in a decrease in the instructor's ability to engage with students, successfully convey the target language, and act as a constructive role model for language learners. In Alrashidi (2022), this theory is used to investigate the primary causes of the anxiety that preservice English teachers in Saudi Arabia have when teaching.

2.3 Theoretical Framework

The framework below (Figure 2.1) is Horwitz's Foreign Language Classroom Anxiety Theory framework involves three independent variables, which are communication apprehension, test anxiety and fear of negative evaluation serves as the foundation framework for the study. These three factors as Horwitz suggested, will affect the language learners' foreign language anxiety.

Communication apprehension is the lack of confidence or shyness of the language learners experiencing fear or anxiety about communicating with people when speaking in groups or in public, in listening to and learning a spoken message (Horwitz et al., 1986). When learning a new language, people frequently experience anxiety because they are aware that they may find it difficult to communicate or comprehend others. Some talkative learners thus become silent in foreign language learning class. On the other hand, shy people may have less anxiety while speaking a foreign language since it sounds like someone else is speaking (Horwitz et al., 1986).

Besides, fear of negative evaluation is also another factor of foreign language anxiety. This factor can arise in any social or evaluative setting, such as interviews or conducting a speaking activity in a second language class. This factor states that students may be highly aware of both actual and perceived judgments from their peers or defined as avoiding situations where one is evaluated and expecting people to think poorly of oneself (Horwitz et al., 1986).

Finally, the last factor is test anxiety, referring to performance anxiety caused by the fear of failure. This factor usually originated from the learners who put too much expectations and demands on their tests, exams or quizzes for getting high scores, or even perfect scores (Horwitz et al., 1986). The students think that they should not fail or make any mistakes in their tests.

In the framework, the dependant variable is foreign language anxiety. Foreign language anxiety usually appears in testing or in academic situations. In Horwitz et al. (1986), it is mentioned that this anxiety is not just comes from the combination of the three factors mentioned to foreign language learning. Instead, foreign language anxiety is a unique mix of thoughts, feelings, and behaviours linked to learning a language in a classroom.

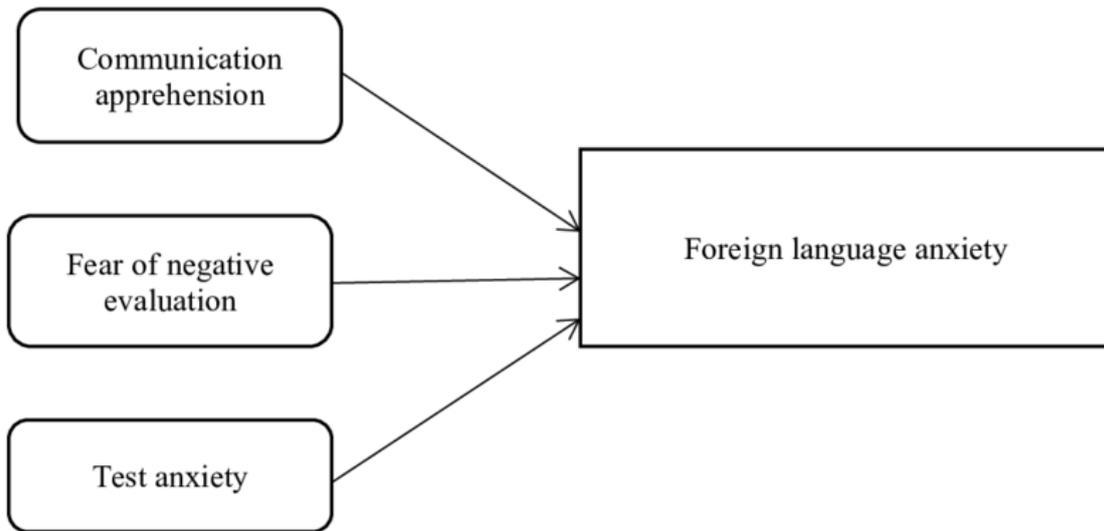


Figure 2.1 Model of theoretical framework on foreign language anxiety (Horwitz et al., 1986).

2.4 Literature Review Matrix

For this study, 25 studies related to speaking anxiety were reviewed and tabulated as shown in table 2.1. The following factors mentioned are the similar themes that can be found. In the table, a comprehensive synthesis was made to display the literature review matrix from 25 journal articles related to the research. Throughout the 25 journal articles, social factors, linguistic factors, and individual factors were discovered.

No.	Author/ date	Theoretical/ conceptual framework	Research Question(s)/ Hypotheses	Methodology	Key findings	Limitations/ Weaknesses
1	Daud et al. (2019)	FLCAS (Foreign Language Classroom Anxiety Scale) (Horwitz et al, 1986).	<ol style="list-style-type: none"> To investigate the anxiety level of a group of preservice English teachers in a teacher education program at an Indonesian university. To explore factors that contribute to the pre-service English teachers' speaking anxiety. 	<ul style="list-style-type: none"> Sequential Explanatory mixed method Participants: 30 pre-service English teachers from a teacher education program in Indonesia, selected via cluster random sampling. Quantitative Data: Questionnaires adapted from the Foreign Language Classroom Anxiety Scale (FLCAS). Qualitative Data: Semi-structured interviews with five participants identified as having high levels of speaking anxiety. Analysis: Statistical analysis for quantitative data and thematic 	<ol style="list-style-type: none"> Out of 30 students, six students (20%) are in a very anxious level and two students (7%) who are at the level of very relaxed. Social factor, linguistic factor, and individual factor are among the factors of speaking anxiety. Social factor (Most dominant) (Afraid of losing face in front of students and teachers when making mistakes) (feel uncomfortable, pressured, lack of confidence, to speak in front of many people. Worrying about receiving negative feedbacks) Linguistic factor (Not confident in English) (feel like they are lack of grammar or structure, limited vocabulary, or bad English pronunciation.) 	<ol style="list-style-type: none"> Did not mention about their proficiency in English. The study focuses on a single class of pre-service teachers in Indonesia, making findings less applicable to other populations. The sample of 30 participants may not fully represent diverse perspectives or provide robust statistical power. Self-reported data and interviews may introduce biases or inaccuracies in responses.

coding for qualitative data.

2	Suparlan (2021)	adaptation and translation of FLCAS (Foreign Language Classroom Anxiety Scale) developed by Horwitz et al. (1986).	1. What factors contribute to students' speaking anxiety in English at MTs. Darul Ishlah Ireng Lauq Lombok Barat?	Case study using descriptive qualitative methods. Participants: 42 eighth-grade students from MTs. Darul Ishlah Ireng Lauq.	<ul style="list-style-type: none"> • Levels of Speaking Anxiety: <ol style="list-style-type: none"> 1. 15 students (36%) were categorized as "relaxed." 2. 21 students (50%) were "mildly anxious." 3. 6 students (14%) were "anxious." • Identified Contributing Factors (10 factors): <ol style="list-style-type: none"> 1. Fear of speaking in English. 2. Fear of teacher's consequences. 3. Lack of self-confidence. 4. Fear of being less competent than peers. 5. Embarrassment. 6. Insufficient preparation. 7. Fear of making mistakes. 8. Limited vocabulary. (Can limited vocabulary cause speaking anxiety? Can research as variable) 	<ol style="list-style-type: none"> 1. Focus on a single school (MTs. Darul Ishlah Ireng Lauq) limits the generalizability of the findings. 2. Reliance on self-reported data may introduce bias or inaccuracies. 3. Further quantitative validation with a larger sample size could strengthen findings.
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					<ul style="list-style-type: none"> 9. Habitual lack of English language usage. 10. Language tests. (MUET result or SPM result) 	
3	Dana and Aminatun (2022)	Draws from prior research suggesting that anxiety affects second language acquisition and is inversely related to proficiency (Batumlu & Erden, 2007; Woodrow, 2006).	<ol style="list-style-type: none"> 1. How pre-service teachers cope with speaking anxiety in class, and their thoughts about working with anxiety? 2. How does speaking class anxiety correlate with students' English proficiency? 	Quantitative approach <ol style="list-style-type: none"> 1. Participants: 39 sixth-semester students of the English Education Program at Universitas Teknokrat Indonesia. 2. Data Collection Instrument: <ul style="list-style-type: none"> • 20-item PSCA questionnaire distributed via Google Forms. • Five-point Likert scale ranging from strongly agree to strongly disagree. 	<ul style="list-style-type: none"> • Anxiety Levels: 1. Students reported moderate levels of anxiety, especially related to lack of preparation and fear of making mistakes. • Common anxiety triggers <ol style="list-style-type: none"> 1. being unprepared 2. fear of being evaluated 3. lack of self-confidence. • Correlation Between Anxiety and Proficiency: • Pearson Correlation: +0.107. • Indicates a weak positive correlation between speaking anxiety and lower English proficiency scores (EPT). • Students with higher anxiety levels tended to have lower EPT scores. 	<ol style="list-style-type: none"> 1. The study was limited to 39 students, reducing its statistical power. 2. Findings are not generalizable beyond Universitas Teknokrat Indonesia.

4	Achanan et al. (2021)	<p>The study is grounded in Horwitz, Horwitz, and Cope's (1986) Foreign Language Anxiety Framework, which identifies three key components of anxiety:</p> <p>Communication apprehension Fear of negative evaluation Test anxiety</p> <p>The study also incorporates Krashen's Second Language Acquisition Theory, particularly the Affective Filter Hypothesis.</p>	<ol style="list-style-type: none"> 1. What is the speaking anxiety level in speaking English as a second language among the TESL undergraduates in a private university? 2. What causes speaking anxiety in English as a second language among TESL undergraduates in a private university? 	<p>Quantitative descriptive design</p> <ol style="list-style-type: none"> 1. Participants: 100 TESL undergraduates from Universiti Selangor (62% female, 38% male) 2. Data Collection: Self-administered questionnaire using the English Language Classroom Anxiety Scale (ELCAS), adapted from the FLCAS. 	<ol style="list-style-type: none"> 1. Levels of Speaking Anxiety: <ul style="list-style-type: none"> • High Anxiety: 64% • Moderate Anxiety: 31% • Low Anxiety: 5% 2. Causes of Speaking Anxiety: <ul style="list-style-type: none"> • Fear of Negative Evaluation: <ul style="list-style-type: none"> ❖ Worry about making mistakes (Mean = 4.35) ❖ Fear of being laughed at by peers or criticized by teachers. • Communication Apprehension: <ul style="list-style-type: none"> ❖ Nervousness in speaking with native speakers (Mean = 4.31). ❖ Panic during unprepared speech. • Test Anxiety: <ul style="list-style-type: none"> ❖ Forgetting known material during oral tests (Mean = 4.22). ❖ Fear of failing oral exams. 3. Linguistic Factors: 	<ol style="list-style-type: none"> 1. The study was conducted in a single private university, limiting generalizability. 2. Questionnaire-based data may not capture the full spectrum of anxiety experiences. 3. No interviews or observations to provide deeper insight into participants' experiences.
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					<ul style="list-style-type: none"> • Fear of grammatical errors and mispronunciation. • Lack of confidence in vocabulary and speaking fluency. 	
5	Tajuddin et al. (2021)	<p>Krashen's Affective Filter Hypothesis (1985) and the theory of Foreign Language Anxiety (Horwitz et al., 1986). Four themes of oral presentation anxiety:</p> <p>Fear of Negative Evaluation (FNE) Test Anxiety (TA) Communication Apprehension (CA) Topic and Content Anxiety (TCA)</p>	1. What are the pre-service teachers' feelings, attitudes, and thoughts during oral presentations in English in the classroom?	<p>Qualitative case study</p> <ul style="list-style-type: none"> • Participants: 14 pre-service teachers (11 females, 3 males) from a Teaching English as a Second Language (TESL) program at a teacher training institute. • Data Collection Instrument: Written self-reflections collected before and after oral presentations. • Data Analysis: Thematic analysis (Braun and Clarke, 2013). Themes: Fear of Negative Evaluation, Test Anxiety, Communication Apprehension, and Topic and Content Anxiety. 	<ol style="list-style-type: none"> 1. Fear of Negative Evaluation: <ul style="list-style-type: none"> ○ Participants expressed anxiety about being judged by peers and lecturers. ○ Common concerns: limited vocabulary, lack of confidence, and nervousness. 2. Test Anxiety: <ul style="list-style-type: none"> ○ Rooted in fear of failure, lack of preparation, and language barriers. ○ Participants reported feelings of nervousness, stuttering, and mental blanks during 	<ol style="list-style-type: none"> 1. The study involved only 14 participants, limiting the generalizability of its findings. 2. Sole reliance on self-reported data might not fully capture all dimensions of anxiety. 3. The study focuses solely on one teacher training institute, which may not represent other educational contexts.

presentations

3. **Communication Apprehension:**

Issues with forgetting information, translating thoughts from their first language, and fear of misunderstandings.

4. **Topic and Content Anxiety (Emerging Theme):**

Participants experienced anxiety when presenting unfamiliar or challenging topics.

6	Mohamad et al. (2023)	Foreign Language Anxiety (FLA) theory (Horwitz et al., 1986)	1. What are the factors that cause speaking anxiety among pre-service ESL teachers during oral presentations?	Qualitative case study Participants: 100 TESL undergraduates from Universiti Selangor (62% female, 38% male) Data Collection: Self-administered questionnaire using the English Language Classroom Anxiety Scale (ELCAS), adapted from the FLCAS. Analysis: <ul style="list-style-type: none">• Descriptive statistics using SPSS.• Levels of anxiety categorized as low, moderate, and high.	Nine key factors causing speaking anxiety during oral presentations: <ol style="list-style-type: none">1. Communication Apprehension: Fear of forgetting points or making grammatical errors.2. Fear of Negative Evaluation: Anxiety about judgment from peers and lecturers.3. Test Anxiety: Worries about linguistic competence affecting grades.4. Students' beliefs: Self-perception of lower competence compared to peers.	<ol style="list-style-type: none">1. The findings are based on only 10 participants, limiting generalizability.2. The study's results may not apply to broader contexts.3. Interviews might not capture the complete picture of participants' experiences.
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				<ul style="list-style-type: none"> Causes of anxiety analysed based on three domains: communication apprehension, fear of negative evaluation, and test anxiety. 	<ol style="list-style-type: none"> Self-Perceptions: Lack of confidence and fear of speaking nonsense. Feelings: Emotional stress, including nervousness, fear, and low mood. Technological Anxiety: Concerns about internet issues during online presentations. Topic/Content Anxiety: Difficulty understanding or relating to assigned topics. Stressful Classroom Experiences: Negative classroom dynamics, including sexual harassment incidents. 	
7	Akramy (2020)	<ol style="list-style-type: none"> Anxiety as an affective factor in language learning (Horwitz et al., 1986) Facilitating vs. debilitating anxiety 	<ol style="list-style-type: none"> What is Afghan EFL learners' experiences with speaking anxiety? What are the reasons behind their anxiety? How does anxiety affect their performance? 	<p>Qualitative study</p> <ul style="list-style-type: none"> Semi-structured interviews. Participants: 7 Afghan EFL students (4 males, 3 females) from Takhar University. Data analysed through coding and thematic analysis. 	<ol style="list-style-type: none"> Speaking anxiety is perceived as both a positive motivator and a negative barrier. Main causes of anxiety include fear of making mistakes, low proficiency, and immediate error correction. Strategies for coping include watching English videos, practicing speaking, and using deep 	<ol style="list-style-type: none"> Small sample size (7 students) limits generalizability. Context-specific to a single university in Afghanistan. Teacher perspectives were not included.

		(Dörnyei, 2005)	4. What strategies do they use to cope with anxiety?		breathing or body language. 4. Anxiety affects participation and performance in speaking activities.	
8	Mohd Zamri and Hashim (2023)	Foreign Language Classroom Anxiety Scale (FLCAS) by Horwitz et al. (1986)	<ol style="list-style-type: none"> 1. What is the level of speaking anxiety among ELS undergraduates? 2. What factors contribute to their speaking anxiety in English? 3. What is the relationship between speaking anxiety and English proficiency? 	<p>Quantitative survey design.</p> <p>Participants: 80 ELS undergraduates from UKM.</p> <p>Instrument: Modified FLCAS questionnaire with 23 items analysed using SPSS software.</p>	<ol style="list-style-type: none"> 1. Speaking anxiety levels were moderate overall. 2. Test anxiety was the highest contributing factor, followed by communication apprehension and fear of negative evaluation. 3. A significant negative correlation existed between fear of negative evaluation and English proficiency, while no correlation was found with other anxiety factors. 	<ol style="list-style-type: none"> 1. Limited to ELS undergraduates at UKM, which restricts generalizability. 2. Focused only on three anxiety categories; further variables could provide deeper insights. 3. Questionnaire-only approach may lack depth.
9	Alrashidi (2022)	Horwitz's (1996) Foreign Language Teacher Anxiety Theory	What are the sources of foreign language teaching anxiety experienced by preservice Saudi English teachers during their teaching practicum?	<p>Qualitative study.</p> <p>Participants: 14 male preservice English teachers from a public university in northern Saudi Arabia.</p> <p>Data Collection:</p> <ul style="list-style-type: none"> • Semi-structured interviews conducted in Arabic. • Adaptation of the Foreign Language 	<ol style="list-style-type: none"> 1. Fear of Making Mistakes: <ul style="list-style-type: none"> • Concern about grammar, pronunciation, and clarity in English. • Reluctance to elaborate or use English consistently in the classroom. 2. Fear of Negative Evaluation: 	<ol style="list-style-type: none"> 1. Participants were exclusively male due to Saudi educational gender segregation, limiting the study's scope. 2. Results are limited to 14 participants,

<p>Classroom Anxiety Scale (FLCAS).</p> <p>Analysis:</p> <ul style="list-style-type: none"> • Thematic analysis (Braun & Clarke, 2006). • Member checking and peer validation were used to ensure reliability. 	<ul style="list-style-type: none"> • Anxiety from being judged by students, supervisors, and mentors. • Concerns about evaluations influencing grades or reputation. <p>3. Teaching Unfamiliar Topics:</p> <ul style="list-style-type: none"> • Anxiety when handling curriculum topics requiring advanced knowledge or linguistic proficiency. <p>4. Lack of Preparation:</p> <ul style="list-style-type: none"> • Inadequate lesson preparation leading to confusion and anxiety about unexpected questions. <p>5. Classroom Overcrowding:</p> <ul style="list-style-type: none"> • Difficulty managing large classes (35+ students) and disruptive behaviours. • Challenges implementing effective teaching strategies. 	<p>reducing generalizability.</p> <p>3. Reliance on interviews without observational or longitudinal data.</p> <p>4. Findings may not apply to non-Saudi contexts or settings with different educational norms.</p>
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10	Fong et al. (2022)	Horwitz et al.'s (1986) Foreign Language Classroom Anxiety Scale (FLCAS)	<ol style="list-style-type: none"> 1. What are the levels of oral presentation anxiety among undergraduate Malaysian Chinese students in a private university? 2. What strategies do these students use to cope with English-speaking anxiety? 	<p>Mixed-method approach.</p> <p>Participants: Quantitative: 60 Malaysian Chinese undergraduate students from UCSI University. Qualitative: 6 students (purposively sampled) for interviews based on their ELCAS scores.</p> <p>Data Collection: Quantitative: Questionnaire with 33 items, categorized under trait anxiety, state anxiety, and situation-specific anxiety. Qualitative: Semi-structured interviews via online platforms like Microsoft Teams or Skype.</p> <p>Analysis: Descriptive analysis for quantitative data and thematic analysis for qualitative insights.</p>	<ol style="list-style-type: none"> 1. Levels of Presentation Anxiety: <ul style="list-style-type: none"> • 60% of participants had moderate anxiety levels. • 38.3% had low anxiety levels. • 1% experienced high anxiety. 2. Factors of Anxiety: <ul style="list-style-type: none"> • State Anxiety (Communication Apprehension): Lack of preparation led to nervousness during presentations. • Situation-Specific Anxiety (Test Anxiety): Students were nervous during assessments but willing to attend extra language classes. • Trait Anxiety (Fear of Negative Evaluation): Fear of being judged and compared to peers. 3. Coping Strategies: <ul style="list-style-type: none"> • Rehearsals and Preparation • Relaxation Techniques • Seeking External Help 	<ol style="list-style-type: none"> 1. Limited to Malaysian Chinese students at one university, reducing generalizability. 2. Over-reliance on self-reported measures may not capture all nuances of anxiety. 3. Findings on gender differences in anxiety levels were inconclusive.
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					<ul style="list-style-type: none"> • Self-Evaluation and Focus Shifting 	
11	Rachmawati and Jurianto (2020)	Employs Horwitz, Horwitz, and Cope's (1986) Foreign Language Classroom Anxiety Theory, focusing on three key anxiety sources	<ol style="list-style-type: none"> 1. What are the levels of foreign language speaking anxiety among English department students? 2. What are the sources of foreign language speaking anxiety? 3. Is there a correlation between speaking anxiety levels and students' speaking achievement? 	<p>Quantitative study</p> <p>Participants: 114 fifth-semester English department students at Universitas Airlangga during the 2019–2020 academic year.</p> <p>Data Collection Instrument:</p> <ul style="list-style-type: none"> • FLSAS questionnaire (18 items, 5-point Likert scale). • Students' speaking scores from the "Public Speaking and Academic Presentation" course. <p>Analysis:</p> <ul style="list-style-type: none"> • Pearson Product-Moment Correlation for relationships between anxiety and speaking achievement. • Descriptive statistics for 	<ol style="list-style-type: none"> 1. Correlation Between Anxiety and Achievement: <ul style="list-style-type: none"> • Significant negative correlation ($r = -0.269$, $p < 0.05$). • Higher anxiety levels correlated with lower speaking achievement scores. 2. Anxiety Levels: <ul style="list-style-type: none"> • 53.5% had moderate anxiety. • 40.4% had low anxiety. • 6.1% had high anxiety. 3. Sources of Anxiety: <ul style="list-style-type: none"> • Fear of Negative Evaluation: Most anxiety-provoking source (Mean = 3.2134). • Test Anxiety: Second-highest source (Mean = 3.1798). • Communication Apprehension: Least anxiety-provoking (Mean = 2.9526). 	<ol style="list-style-type: none"> 1. Results are limited to Universitas Airlangga, reducing generalizability 2. The use of FLSAS may not fully capture nuanced experiences of anxiety. 3. The study does not account for longitudinal variations in anxiety levels.

				anxiety levels and sources.		
12	Kenoh (2021)	Based on prior research that classifies its causes into cognitive, behavioural, and affective factors (Ayres & Hopf, 1993)	<ol style="list-style-type: none"> 1. What causes speaking anxiety among pre-service teachers? 2. How do pre-service teachers cope with speaking anxiety? 	<p>Descriptive qualitative study.</p> <ul style="list-style-type: none"> • Participants: Seven pre-service teachers from a public state university in Southern Philippines (4 females, 3 males). • Students' criteria: Third-year students, enrolled in BSED (English), with extensive public speaking experience. • Data Collection: Semi-structured interviews conducted via phone, adhering to COVID-19 protocols. • Data Analysis: Thematic analysis of interview transcripts to identify patterns and themes. 	<ul style="list-style-type: none"> • Causes of Speaking Anxiety: <ol style="list-style-type: none"> 1. Fear of Committing Mistakes: <ul style="list-style-type: none"> ○ Concerns about grammatical errors, incorrect word usage, and overall language proficiency. 2. Fear of High Expectations from the Audience: <ul style="list-style-type: none"> ○ Anxiety due to perceived pressure to meet audience expectations, especially from peers or juries. 3. Nervousness: <ul style="list-style-type: none"> ○ Physical symptoms like shaking and voice trembling, especially for inexperienced speakers. 4. Lack of Preparation: <ul style="list-style-type: none"> ○ Anxiety from insufficient rehearsal, poor appearance, or lack of readiness. 	<ol style="list-style-type: none"> 1. Limited to seven participants from one university, reducing generalizability. 2. Interviews rely on subjective accounts, which may not reflect all aspects of anxiety. 3. Focuses on Philippine pre-service teachers, limiting applicability to other regions.

					<ul style="list-style-type: none"> • Coping Mechanisms: <ol style="list-style-type: none"> 1. Preparing an Outline: <ul style="list-style-type: none"> ○ Creating structured notes or outlines to ensure smooth delivery. 2. Practicing Before the Speech: <ul style="list-style-type: none"> ○ Rehearsing in front of mirrors, peers, or mentors to build confidence and refine delivery. 3. Boosting Self-Confidence: <ul style="list-style-type: none"> ○ Self-talk and visualization techniques to build control over the audience. 	
13	Wahyunin gsh and Maisyanah (2021)	Language Anxiety (Horwitz & Cope, 1986)	<ol style="list-style-type: none"> 1. What are the key challenges faced by pre-service English teachers in speaking English? 2. What solutions can address these challenges in the higher education context? 	<p>Qualitative descriptive study.</p> <p>Use semi-structured interviews and documentation analysis.</p> <p>Participants: 10 pre-service English teachers (5 male, 5 female) from Institut Agama Islam Negeri Kudus, Indonesia.</p>	<ol style="list-style-type: none"> 1. Lack of Grammar Mastery: <ul style="list-style-type: none"> • Difficulty understanding and applying correct grammatical structures during speech. • Example: "I need time to speak English by considering the correct tenses." 2. Lack of Vocabulary Mastery: <ul style="list-style-type: none"> • Inability to use idiomatic expressions 	<ol style="list-style-type: none"> 1. Limited to 10 participants from a single institution, reducing generalizability. 2. Findings reflect only current experiences without tracking progress over time. 3. Focused solely on pre-service English teachers in Indonesia, limiting applicability to

and phrases due to limited vocabulary.

- Example: "I found difficulties uttering correct vocabularies; I seldom read or watch English content."

3. **Pronunciation Issues:**

- Challenges with vowels, consonants, and intonation, particularly distinguishing British and American pronunciations.
- Example: "I sometimes confuse the use of American and British pronunciation styles."

4. **Lack of Confidence:**

- Hesitation and anxiety in public speaking, exacerbated by limited practice and exposure to English-speaking environments.
- Example: "I have no confidence when speaking English in front of others."

Proposed Solutions:

1. **Curriculum Development:**

- Integrate practical and

broader educational settings.

innovative speaking activities into the curriculum.

- Enhance opportunities for public speaking through seminars, workshops, and student exchange programs.

2. Increased Exposure:

- Encourage interaction with native speakers and immersion in English-speaking environments

- Utilize platforms like YouTube and other media to practice and build familiarity with English.

3. Language Support Programs:

- Establish active
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					<p>learning clubs like English-speaking forums to build confidence and fluency.</p> <ul style="list-style-type: none"> ○ Example: Revitalize English Department Student Association (EDSA) programs. 	
14	Darmawan et al. (2021)	Bandura's Self-Efficacy Theory (1983)	<ol style="list-style-type: none"> 1. What is the belief of students about their ability in mastering speaking skills in advanced classes? 2. Can students' abilities in speaking be enhanced with effort? 3. What factors influence students' self-efficacy in public speaking in EFL classroom settings? 	<p>Mixed-method descriptive study</p> <p>Participants:</p> <ul style="list-style-type: none"> • 35 second-year EFL students (ages 19-22) enrolled in an advanced speaking course at Muhammadiyah Maumere Teacher Training Institute. <p>Instruments:</p> <ul style="list-style-type: none"> • Questionnaire with 19 self-rated items, based on Gaumer-Erickson & Noonan's self- 	<ol style="list-style-type: none"> 1. Students' Belief in Speaking Ability: <ul style="list-style-type: none"> • 85% of students demonstrated high self-efficacy in their speaking skills. • Majority believed they could perform well in organized and clear speech with sufficient practice. 2. Belief in Growth with Effort: <ul style="list-style-type: none"> • 88% of students agreed that their speaking ability could improve with persistent effort and practice. 3. Factors Influencing Self-Efficacy: 	<ol style="list-style-type: none"> 1. Limited to 35 students from a single institution, reducing generalizability. 2. Reliance on questionnaires may not fully capture the complexity of self-efficacy. 3. Focuses only on a specific timeframe, not accounting for longitudinal development.

				<p>efficacy model (2016).</p> <ul style="list-style-type: none"> • Likert scale responses (1 = strongly disagree to 5 = strongly agree). <p>Analysis: Descriptive statistics for quantitative data and thematic interpretation for qualitative findings.</p>	<ul style="list-style-type: none"> • Positive task accomplishments and role model observations. • Social persuasion (encouragement from peers and instructors). • Emotional resilience during speaking tasks. • Use of gestures, facial expressions, and voice modulation as confidence-boosting strategies. 	
15	Damayanti and Listyani (2020)	Horwitz, Horwitz, and Cope's (1986) Foreign Language Classroom Anxiety	What factors trigger students' speaking anxiety in Academic Speaking Class at ELEP, Universitas Kristen Satya Wacana?	<p>Qualitative study</p> <p>Participants: 52 second-year English Language Education Program (ELEP) students at Universitas Kristen Satya Wacana, Salatiga, Indonesia. Participants were enrolled in the Academic Speaking class.</p> <p>Instruments: Close-ended and open-ended questionnaires. Semi-structured interviews conducted in Indonesian for clarity.</p> <p>Data Analysis: Thematic analysis of responses and interviews.</p>	<p>Anxiety Sources Identified:</p> <ol style="list-style-type: none"> 1. Communication Apprehension: <ul style="list-style-type: none"> ○ 53% of students reported feeling unsure of their speaking abilities. ○ Key factors: lack of vocabulary, fear of grammar and pronunciation errors, and nervousness in public. 2. Test Anxiety: <ul style="list-style-type: none"> ○ Students experienced 	<ol style="list-style-type: none"> 1. Limited to one private university in Central Java, reducing generalizability. 2. Data was collected at the end of the semester, potentially influencing anxiety levels reported. 3. Some students ignored open-ended questions, limiting depth in certain responses.

stress during oral tests and unprepared speaking tasks.

- 63% of students reported panic when required to speak without preparation.

3. **Fear of Negative Evaluation:**

- Students feared judgment from peers and teachers.
- 73% of students were embarrassed to volunteer answers in class.

4. **Additional Factors:**

- Students underestimated their abilities, leading to avoidance behaviours and performance anxiety.
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					<ul style="list-style-type: none"> ○ The fast pace of classes and perceived competition with peers also heightened anxiety levels. 	
16	Maharyadin et al. (2022)	Horwitz, Horwitz, and Cope's (1986) Foreign Language Classroom Anxiety Theory	<ol style="list-style-type: none"> 1. What is the level of speaking anxiety among pre-service English teachers in the second, fourth, and sixth semesters? 2. Is there a significant difference in speaking anxiety between male and female students? 	<p>Descriptive quantitative cross-sectional study.</p> <p>Participants: 274 pre-service English teachers from Mulawarman University. Gender breakdown: 190 females, 84 males. Semester breakdown: 87 second-semester, 105 fourth-semester, and 82 sixth-semester students.</p> <p>Instruments: Foreign Language Classroom Anxiety Scale (FLCAS) questionnaire with 30 items divided into four categories:</p> <ol style="list-style-type: none"> 1. Communication Anxiety 2. Test Anxiety 3. Negative Evaluation 4. Attitudes Toward English Learning 	<ol style="list-style-type: none"> 1. Speaking Anxiety Levels: <ul style="list-style-type: none"> • Second semester: Mean score 3.13 (moderate anxiety). • Fourth semester: Mean score 2.98 (moderate anxiety). • Sixth semester: Mean score 2.89 (moderate anxiety). 2. Gender-Based Differences: <ul style="list-style-type: none"> • Female students: Higher anxiety levels (Mean score: 3.26). • Male students: Lower anxiety levels (Mean score: 2.46). 3. Specific Anxiety Triggers: <ul style="list-style-type: none"> • Speaking English without preparation. • Fear of being laughed at by peers. • Worrying about failure consequences. 	<ol style="list-style-type: none"> 1. Results are specific to Mulawarman University, limiting broader applicability. 2. Does not capture longitudinal changes in anxiety across semesters. 3. Uneven male-to-female ratio may skew gender-based findings.

				<p>Likert-scale responses from "strongly agree" to "strongly disagree."</p> <p>Analysis: Descriptive statistics using Microsoft Excel 2007 to calculate mean scores and percentages. Gender comparisons via pie chart and table presentation.</p>	<ul style="list-style-type: none"> • Feeling inferior to peers in speaking proficiency. 	
17	Lau et al. (2019)	Public Speaking Class Anxiety Scale (PSCAS) by Yaikhong and Usaha (2012), incorporating components of FLCAS by Horwitz et al. (1986)	<ol style="list-style-type: none"> 1. What is the level of speaking anxiety among ESL undergraduates? 2. Are there gender differences in speaking anxiety levels? 	<p>Quantitative survey design</p> <p>Participants: 592 ESL undergraduates from two public institutions in Sarawak.</p> <p>Questionnaire based on PSCAS with adjustments for context.</p> <p>Data analyzed using SPSS.</p>	<ol style="list-style-type: none"> 1. Overall speaking anxiety levels were moderate. 2. Communication apprehension ranked highest, followed by fear of negative evaluation, test anxiety, and comfort in using English. 3. Female undergraduates experienced higher speaking anxiety overall, with statistically significant differences in comfort using English in classrooms. 	<ol style="list-style-type: none"> 1. Limited to institutions in Sarawak, which may not generalize to other regions. 2. Gender-based findings require further exploration due to conflicting results with some prior studies.

18	Desvitasari (2023)	Public Speaking Class Anxiety Scale (PSCAS) by Yaikhong and Usaha (2012); based on Foreign Language Classroom Anxiety Scale (FLCAS) by Horwitz et al. (1986).	<ol style="list-style-type: none"> 1. What is the level of speaking anxiety among preservice English teachers? 2. What are the factors contributing to their speaking anxiety? 	<p>Quantitative survey design</p> <p>Participants: 112 preservice English teachers from a state university in Palembang, Indonesia.</p> <p>Convenience sampling method used.</p> <p>Data collected using PSCAS questionnaire, analysed with descriptive statistics.</p>	<ol style="list-style-type: none"> 1. Majority (58.03%) experienced low levels of speaking anxiety; 26.78% had medium levels, and 15.17% had high levels. 2. Anxiety factors included communication apprehension, fear of negative evaluation, and test anxiety, though many also reported comfort in using English. 3. Communication apprehension was the most significant source of anxiety. 	<ol style="list-style-type: none"> 1. Limited to one university in Indonesia, restricting generalizability. 2. The use of self-reported questionnaires may introduce bias. 3. Further qualitative insights are needed for a deeper understanding.
19	Saidin and Jaafar (2024)	Foreign Language Teaching Anxiety (FLTA); anxiety conceptualized as a multifaceted emotional phenomenon affecting educators' self-perception, motivation, and professional performance (Mercer, 2018; Aydın, 2016).	<p>What factors contribute to teaching anxiety among ESL practicum teachers in Malaysia?</p>	<p>Quantitative conceptual paper.</p> <p>Anticipated data collection using FLTA Scale (27 items) with five factors: self-perception of language proficiency, teaching inexperience, lack of student interest, fear of negative evaluation, and time management difficulties.</p> <p>Descriptive statistics will analyse data.</p>	<p>(Anticipated) Factors contributing to teaching anxiety include:</p> <ol style="list-style-type: none"> 1. Low self-confidence in language proficiency. 2. Inexperience in managing classrooms. 3. Fear of mentor evaluations and student criticism. 4. Difficulties with time management. 	<ol style="list-style-type: none"> 1. Empirical findings are anticipated but not yet obtained. 2. Limited to Malaysian pre-service teachers in practicum settings.

20	Ashari et al. (2023)	Builds on Braun and Clarke's (2006) thematic analysis and prior studies in EFL contexts.	<ol style="list-style-type: none"> 1. What are the factors influencing pre-service English teachers' speaking anxiety? 2. How do they overcome these anxieties? 	<p>Qualitative case study</p> <p>Semi-structured interviews.</p> <p>Participants: Six pre-service English teachers from an Islamic college in Malang, Indonesia.</p> <p>Thematic analysis used for data interpretation.</p>	<p>Factors contributing to speaking anxiety:</p> <ol style="list-style-type: none"> 1. Feeling embarrassed. 2. Fear of mistakes. 3. Lack of confidence. 4. Feeling nervous. 5. Rarely speaking English. <p>Coping strategies</p> <ol style="list-style-type: none"> 1. seeking motivation 2. starting class with English 3. game-based learning 4. preparing materials 5. ensuring student focus. 	<ol style="list-style-type: none"> 1. Limited to six participants, reducing generalizability. 2. Relying only on interviews as the data collection method may not fully capture the nuances of speaking anxiety.
21	Syafi'i (2020)	Horwitz, Horwitz, and Cope's (1986) Foreign Language Classroom Anxiety Theory	<ol style="list-style-type: none"> 1. What is the level of speaking anxiety among Indonesian pre-service teachers in EFL classrooms? 2. What are the primary sources of speaking anxiety for these pre-service teachers? 	<p>Descriptive qualitative study.</p> <p>Participants:</p> <ul style="list-style-type: none"> • 40 pre-service teachers enrolled in the first to fourth semester at STKIP Al Hikmah Surabaya, Indonesia. <p>Instruments:</p> <ul style="list-style-type: none"> • Modified version of Horwitz's Foreign Language Classroom 	<ol style="list-style-type: none"> 1. Prevalence of Speaking Anxiety: <ul style="list-style-type: none"> • 50.68% of participants reported experiencing speaking anxiety in EFL classrooms. 2. Sources of Speaking Anxiety: <ul style="list-style-type: none"> • Fear of Negative Correction: (28.3%) ○ Students were anxious about immediate feedback or correction from instructors. 	<ol style="list-style-type: none"> 1. Findings are based solely on participants from STKIP Al Hikmah, limiting generalizability. 2. Captures a snapshot of anxiety levels without tracking longitudinal changes. 3. Potential for response bias in questionnaire-

					<p>Anxiety Scale (FLCAS).</p> <p>Data Analysis:</p> <ul style="list-style-type: none"> Responses analysed using Miles & Huberman's interactive data analysis model. 	<ul style="list-style-type: none"> Language Proficiency Issues: (26.8%) <ul style="list-style-type: none"> Lack of vocabulary and difficulty understanding the instructor. Fear of Interaction: (25.3%) <ul style="list-style-type: none"> Students felt anxious during spontaneous class participation. Fear of Peer Perception: (24.1%) <ul style="list-style-type: none"> Concern about being judged or laughed at by peers. Low Self-Esteem: (24.0%) <ul style="list-style-type: none"> Students doubted their abilities and compared themselves unfavourably to others. 	<p>based assessments.</p>
22	Moafa (2024)	1. Horwitz, Horwitz, and Cope's (1986) Foreign Language Classroom Anxiety	<ol style="list-style-type: none"> Does the preference for foreign language classes influence the anxiety levels of Saudi EFL learners? What are the most prevalent anxiety features observed when Saudi EFL learners are required to speak English? 	<p>Quantitative study</p> <p>Participants:</p> <ul style="list-style-type: none"> 64 Saudi EFL learners aged 18–20. Gender and demographic factors considered. <p>Instrument:</p> <ul style="list-style-type: none"> 33-item FLCAS, adapted and 	<ol style="list-style-type: none"> Anxiety Levels <ul style="list-style-type: none"> 73.43% of participants experienced anxiety: High Anxiety: 14.06% Moderate Anxiety: 39.06% Low Anxiety: 20.31% No Anxiety: 26.56% 	<ol style="list-style-type: none"> The study is limited to 64 students from Saudi Arabia, which may not generalize to other populations. Reliance on FLCAS and Likert-scale responses may 	

		Scale (FLCAS)	2. Four anxiety factors based on Zhao's categorization	translated into Arabic.	<ul style="list-style-type: none"> Five-point Likert scale used to measure anxiety levels. <p>Analysis:</p> <ul style="list-style-type: none"> Descriptive and inferential statistics for categorization and comparison. 	<p>2. Most Prevalent Anxiety Factors</p> <ul style="list-style-type: none"> Test Anxiety: Mean = 3.06 (highest anxiety factor). Communication Anxiety: Mean = 2.97. Fear of Poor Assessment: Mean = 2.85. Anxiety Related to English Classes: Mean = 2.78 (lowest anxiety factor). <p>3. Impact of Class Preference</p> <ul style="list-style-type: none"> No significant relationship between positive attitudes toward English classes and anxiety levels. 	<p>introduce subjectivity or bias</p> <p>3. Results are specific to the Saudi educational system and may not apply globally.</p>
23	Alamelu & Rajitha (2020)	<p>Horwitz et al. (1986) – Foreign Language Classroom Anxiety Scale (FLCAS)</p> <p>Scovel (1978) – Anxiety as a complex emotional state in language learning</p>	<p>1. What are the factors that contribute to speaking anxiety among Arts and Science college students?</p> <p>2. How do students attempt to overcome their speaking anxiety?</p>	<p>Qualitative study</p> <p>Participants:</p> <ul style="list-style-type: none"> 50 final-year undergraduate students from Arts and Science disciplines <p>Data Collection:</p> <ul style="list-style-type: none"> Open-ended questionnaires One-on-one interviews 	<p>Factors Causing Speaking Anxiety</p> <p>The study identifies multiple factors divided into external and internal sources:</p> <p>1. External Factors:</p> <ul style="list-style-type: none"> Language Proficiency Issues: Lack of vocabulary and fluency 	<p>1. Only 50 students, making generalizability difficult.</p> <p>2. Findings may not apply to students from different academic backgrounds.</p>	

MacIntyre & Gardner (1989) – Trait, state, and situation-specific anxiety

Krashen (2002) – Impact of motivation and confidence on language performance

Analysis:

- Thematic analysis of student responses to identify dominant anxiety factors

- **Grammar Challenges:** Fear of making grammar mistakes
- **Pronunciation Problems:** Difficulty in clear articulation
- **Peer Pressure:** Fear of negative judgment from classmates

3. Potential for response bias in students' self-assessment of anxiety levels.

2. **Internal Factors:**

- **Stage Fear:** Anxiety related to public speaking situations
 - **Lack of Confidence:** Low self-belief in speaking abilities
 - **Shyness:** Hesitation to express thoughts in front of others
-

					<p>Common Symptoms of Speaking Anxiety:</p> <ul style="list-style-type: none"> • Nervousness and fear • Sweating, shaking, and fast heartbeat • Forgetting prepared content mid-speech <p>Strategies for Overcoming Speaking Anxiety:</p> <ul style="list-style-type: none"> • Teacher Support: Encouragement and motivation from instructors • Practice Methods: Speaking in front of a mirror or with friends • Language Exposure: Watching English media and engaging in discussions • Peer Collaboration: Group discussions to build confidence 	
24	Shamsuri et al. (2021)	Horwitz et al.'s (1986) Foreign Language Classroom Anxiety Theory (FLCAS)	<ol style="list-style-type: none"> 1. What are the sources of ESL students' speaking anxiety in English 2. What strategies do ESL students use to overcome speaking anxiety in the classroom? 	<p>Qualitative case study.</p> <p>Participants:</p> <ul style="list-style-type: none"> • 8 undergraduate students from a private university in Shah Alam, Malaysia. • Participants selected via purposive sampling. <p>Data Collection:</p>	<p>Sources of Speaking Anxiety:</p> <ol style="list-style-type: none"> 1. Fear of Negative Evaluation: <ul style="list-style-type: none"> ○ Students panicked when asked to speak in front of classmates. ○ Anxiety increased when peers and teachers judged their 	<ol style="list-style-type: none"> 1. Only 8 participants from one university. 2. Interviews may be influenced by students' personal biases. 3. Lacks quantitative validation through statistical analysis.

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- Semi-structured interviews covering anxiety sources and coping strategies.
 - Questions based on Young (1991), Ohata (2005), Tanveer (2007), and Zhiping & Paramasivam (2013).

Analysis:

Thematic analysis of student responses.

grammar and pronunciation.

2. **Communication Apprehension:**

- Lack of confidence due to poor vocabulary and grammatical mistakes.
- Difficulty expressing thoughts in English due to limited speaking opportunities.

3. **Test Anxiety:**

- Oral assessments increased nervousness and self-doubt.
- Fear of making mistakes led to avoidance of participation.

4. **Language Environment & Cultural Factors:**

- Students from non-English-

-
- speaking backgrounds felt additional pressure.
 - Limited exposure to English outside the classroom contributed to speaking anxiety.

Strategies to Overcome Speaking Anxiety:

The study categorizes strategies into **four main approaches:**

1. **Affective Strategies:**
 - Relaxation techniques (e.g., deep breathing) to reduce stress.
 - Self-motivation and positive thinking.
 2. **Behavioural Strategies:**
 - Avoiding direct eye contact to reduce nervousness.
 - Practicing English through
-

social media, movies, and music.

3. **Classroom Environment:**
 - **Teacher support:** Encouraging feedback and opportunities to speak.
 - **Small group discussions:** Creating a low-pressure environment for students.
4. **Lecturer Feedback and Support:**
 - Teachers played a crucial role in motivating students to participate.
 - Constructive feedback improved confidence.

25	Azmi and Osman (2024)	Horwitz et al.'s (1986) Foreign Language Classroom Anxiety Scale (FLCAS)	1. Is there a significant difference in speaking anxiety levels between Electrical Engineering and Digital Technology students?	Quantitative comparative study. Participants: 50 students (25 from Electrical Engineering, 25 from Digital Technology) at Politeknik Sultan Mizan Zainal Abidin, Malaysia.	No Significant Difference in Speaking Anxiety Levels Between Groups <ul style="list-style-type: none"> • Electrical Engineering students (M = 2.47, SD = 0.37) 	1. Only 50 students from one institution, limiting generalizability. 2. Responses may be influenced by
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<p>2. Is there a correlation between fear of negative evaluation and communication apprehension?</p>	<p>Instruments: 18-item FLCAS questionnaire (adapted from Horwitz et al., 1986). Data Analysis:</p> <ul style="list-style-type: none"> • Descriptive statistics (mean, standard deviation). • T-tests to compare anxiety levels between groups. • Pearson's correlation to determine the relationship between fear of negative evaluation and communication apprehension. 	<ul style="list-style-type: none"> • Digital Technology students (M = 2.50, SD = 0.57) • T-test result: $p = 0.847$ (not significant) • Students from both programs experienced similar levels of anxiety, despite different durations of formal English education. <p>Strong Correlation Between Fear of Negative Evaluation & Communication Apprehension</p> <ul style="list-style-type: none"> • Pearson's correlation: $r = 0.839, p < 0.01$ • Students who feared negative evaluation also experienced high communication apprehension. <p>Anxiety Levels:</p> <ul style="list-style-type: none"> • 70% of students had moderate anxiety levels. • 26% had low anxiety levels. • Only 4% experienced high anxiety. 	<p>students' subjective perceptions of their anxiety.</p> <p>3. Other variables like test anxiety, self-esteem, and motivation were not included.</p>
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Table 2.1 Literature Review Matrix

2.4.1 Social Factors

According to the literature review matrix, out of 25 studies, 12 studies examined social factors affecting speaking anxiety. The common elements listed in social factors are fear of negative evaluation, classroom environment, language exposure and teacher support and feedback. Fear of negative evaluation is where English learners receive anxiety is caused by peer judgement or teacher feedback (Azmi & Osman, 2024; Mohamad et al., 2023; Tajuddin et al., 2021). Besides, classroom environment is also one of the elements under social factors, where peer pressure, competition, and teacher-student interactions influence students' anxiety (Achanan et al., 2021; Syafi'i, 2020). In addition, Shamsuri et al. (2021) and Wahyuningsih and Maisyanah (2021) mentioned that students' exposure to English also contribute to speaking anxiety as they have limited interaction with English speaking environments outside of the classroom. Finally, critical feedback from teachers increases speaking anxiety of the pre-service teachers (Alrashidi, 2022; Daud et al., 2019; Syafi'i, 2020) while positive reinforcement and teacher support helps reduce it (Alamelu & Rajitha, 2020; Shamsuri et al., 2021).

2.4.2 Linguistic Factors

Out of 25 studies, 18 studies focused on linguistic factors contributing to speaking anxiety. Few components are mentioned under linguistic factors, which are language proficiency, pronunciation issues, code switching anxiety and speaking fluency. In Akramy (2020), Alrashidi (2022), Alamelu & Rajitha (2020), mentioned about how students' language proficiency increases students' speaking anxiety, which causes them to panic and hesitate when speaking. Besides, students' concern about their pronunciation issues when speaking is also one of the components in linguistic factors. In Wahyuningsih and Maisyanah (2021), Damayanti and Listyani (2020) and Alamelu & Rajitha (2020), students are afraid of

mispronouncing words and have difficulty in clear articulation, which one of the respondents in Wahyuningsih and Maisyanah (2021), mentioned that the confusing usage of the American and British pronunciation styles. Finally, students' speaking fluency is also one of the components under linguistic factors. Achanan et al. (2021) and Alamelu & Rajitha (2020) highlighted that students' low fluency in speaking English decreases their confidence, therefore creating speaking anxiety.

2.4.3 Individual Factors

Out of 25 studies, 20 studies explored individual factors associated with speaking anxiety. Students' self-confidence, test anxiety, and also their own personality traits, affects their anxiety in speaking. First of all, students' self-confidence is one of the components of individual factors. Numerous studies have shown that pupils who have low self-esteem and a negative opinion of their language skills typically have greater anxiety levels (Achanan et al., 2021; Ashari et al., 2023; Dana & Aminatun, 2022; Daud et al., 2019; Suparlan, 2021). Next, students' motivation is considered under individual factors. Akramy (2020) mentioned that speaking anxiety is perceived as both a positive motivator and a negative barrier, whereas Ashari et al. (2023) and Shamsuri et al. (2021), suggests that students should seek motivation to lower their speaking anxiety. In addition, test anxiety is grouped under individual factors because test anxiety is an internal emotional reaction to the pressure of being assessed during speaking (Fong et al., 2022; Moafa, 2024; Mohd Zamri & Hashim, 2023; Rachmawati & Jurianto, 2020; Tajuddin et al., 2021). Finally, students' personality traits of being afraid of talking or communicating can be one of the elements under individual factors. In Syafi'i (2020), it is mentioned that introverted students who have fear of interaction may cause speaking anxiety

2.5 Research Gap

Although there are a number of researches done on speaking anxiety, there are a few research gaps in this field of research. First of all, the over-reliance on Horwitz's Foreign Language Classroom Anxiety Theory (1986) is one of the most noticeable research gaps. 20 of the 25 journal articles that were assessed used this framework (Achanan et al., 2021; Daud et al., 2019; Fong et al., 2022; Lau et al., 2019; Mohamad et al., 2023; Mohd Zamri & Hashim, 2023; Suparlan, 2021; Syafi'I, 2020), which means that this field is heavily reliant on one theoretical perspective. This over-reliance may limit the scope of research, as it primarily focuses on fear of negative evaluation, test anxiety, and communication apprehension without including other frameworks and theories. However, only five of the studies have included other frameworks such as Krashen's Affective Filter Hypothesis (1985) (Achanan et al., 2021; Dana & Aminatun, 2022; Tajuddin et al., 2021), Bandura's Self-Efficacy Theory (1977) (Darmawan et al., 2021), and the Public Speaking Class Anxiety Scale (2012) (Desvitasari, 2023; Lau et al., 2019). These different theories provide additional perspectives on speaking anxiety, such as the role of emotional barriers, self-perceived ability, and anxiety in public speaking scenarios. Future research should incorporate multiple theoretical frameworks to expand the field's understanding besides just using FLCAS and explore diverse cognitive, psychological, and sociocultural influences on speaking anxiety.

Besides, a large portion of the research concentrates on both individual (Darmawan et al., 2021; Syafi'i, 2020; Tajuddin et al., 2021) and linguistic aspects (Fong et al., 2022; Lau et al., 2019; Suparlan, 2021), such as confidence, motivation, grammar, vocabulary, and pronunciation. Nevertheless, little is being researched about social factors, which are important in determining speaking anxiety. The pre-service teacher's speaking anxiety can be greatly impacted by factors including the classroom atmosphere, peer pressure, and teacher support.

These social factors should be given more attention in future studies since they may provide insight on how external factors may heighten or lessen speaking anxiety.

In addition, another significant research gap is the lack of studies focusing on pre-service teachers' students. Most of the research has been conducted on undergraduate students (Akramy, 2020; Fong et al., 2022; Rachmawati & Jurianto, 2020), particularly those enrolled in other faculties or programs which are not specifically related to education field. Pre-service teachers, who will become future educators, may experience unique forms of speaking anxiety, particularly in teaching practicum scenarios where they must speak in front of students and peers. Hence, pre-service teachers should be the focus of future research since speaking anxiety can have a direct influence on their academic success, career growth, and effectiveness as instructors.

Moreover, the number of studies which conducted on private university students are low. According to Achanan et al. (2021), Fong et al. (2022) and Shamsuri et al. (2021), three of the studies used students from private university in Malaysia as their participants while Damayanti and Listyani (2020), used students from private university in Indonesia as their participants. However, there are way more studies who used students from public university as their target participants, such as Mohd Zamri and Hashim (2023), Kenoh (2021), Rachmawati and Jurianto (2020), and Alrashidi (2022). Hence, studies should focus more on students or pre-service teachers from private universities to expand the view on speaking anxiety for both public and private universities pre-service teachers.

Finally, more studies are conducted internationally instead of Malaysian context specifically. Although there has been a noticeable amount of research conducted on speaking anxiety, there is a clear imbalance in geographical representation within the existing studies. The majority of studies focus on an international context (Akramy, 2020; Alrashidi, 2022;

Daud et al., 2019; Kenoh, 2021), particularly examining EFL and ESL learners in various countries, such as India, Afghanistan, Philippines, Saudi Arabia, and majorly from Indonesia. Less than half of the studies reviewed emphasize on the Malaysian context. Future research should address this gap by contextualizing speaking anxiety within Malaysian education systems.

2.6 Conceptual Framework

The objective of this study is to investigate the relationship between three variables and speaking anxiety, which are self-esteem, perceived teacher support in classroom, and English language usage. The three variables mentioned are the independent variables while the speaking anxiety is the dependent variable. Hence, the conceptual framework below (Figure 2.2) is based on the theoretical framework investigating the connection between self-esteem, teacher support in classroom, and English use frequency, which could affect speaking anxiety. This framework changes the three factors based on Horwitz's Foreign Language Classroom Anxiety Theory framework, which are fear of negative evaluation, test anxiety, and communication apprehension to foreign language anxiety. The three factors can be seen as individual factor, linguistic factor, and social factor.

The study substitutes communication apprehension for self-esteem, test anxiety for students' English use frequency and fear of negative evaluation for teacher support. This is because the three factors mentioned by Horwitz did not emphasize more specifically of the factors which will affect anxiety. Besides, since foreign language anxiety also include the using the language, hence speaking anxiety is chosen to substitute the foreign language anxiety as the dependent variable.

Firstly, the first factor of speaking anxiety is self-esteem. As mentioned in the theoretical framework by Horwitz (1986), communication apprehension is where language learners are shy and lack of confidence in performing using the foreign language they are learning. However, this factor does not specifically discuss specifically on self-esteem of the foreign language learners. Self-esteem is more to the learners' acknowledgement of their own self and value. Rosenberg & Kaplan (1982), mentioned that self-esteem is a person's overall feelings about themselves are referred to as their emotional part of self-concept. In Higgins (1991), it is mentioned that self-esteem refers to how a person sees themselves and how others see them, based on different parts of the self and others' views.

Besides, teacher support in classroom is another factor that affects speaking anxiety. According to Trickett and Moos (1973), teacher support is when students' beliefs in learning under teachers' affective support and guidance. In Ryan and Patrick (2001), it is mentioned that teacher support can be typically entails traits like compassion, understanding, friendliness, commitment, and reliability. Teacher support is one of the components in fear of negative evaluation in the theoretical framework, but it is believed that it should be furtherly investigated in this research because teacher plays a major role in students' academic journey.

Finally, the last factor for speaking anxiety is the students' English language usage. This means that how much the students have used English in their daily life. In VanPatten and Benati (2015), it refers to the amount of formal language elements that individuals hear or read. The more the students use English, the lesser the speaking anxiety of the students' have (Bashori et al., 2020). The reason why English use frequency substitute the place for test anxiety because both factors relate to the proficiency of students' English.

The dependent variable in the conceptual framework is speaking anxiety. Speaking anxiety is also known as speech anxiety or glossophobia, which is the fear of speaking.

Speaking anxiety can negatively affect their skill and performance in the target language, especially when speaking English (Mak, 2011).

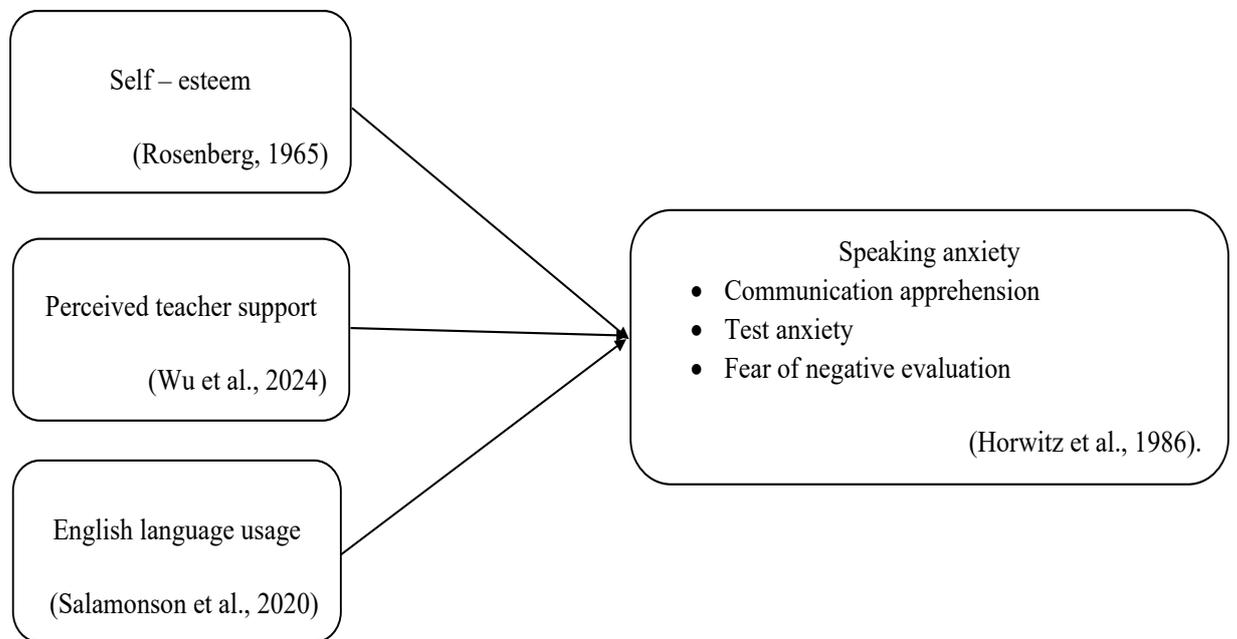


Figure 2.2 Conceptual framework to be used in the study.

CHAPTER THREE: METHODOLOGY

3.1 Introduction

To show the numerical data related to the level of English language usage, perceived teacher support, self-esteem and speaking anxiety, the factors of speaking anxiety and the correlational relationship between the identified factors and speaking anxiety, this chapter will be explaining about the research's methodology. In this chapter, the methods, the target participants, and also instruments will be discussed in the study. This chapter also emphasize the study's focus on examining the levels of speaking anxiety and its relationship with self-esteem and related factors among TESL undergraduates.

3.2 Research Design

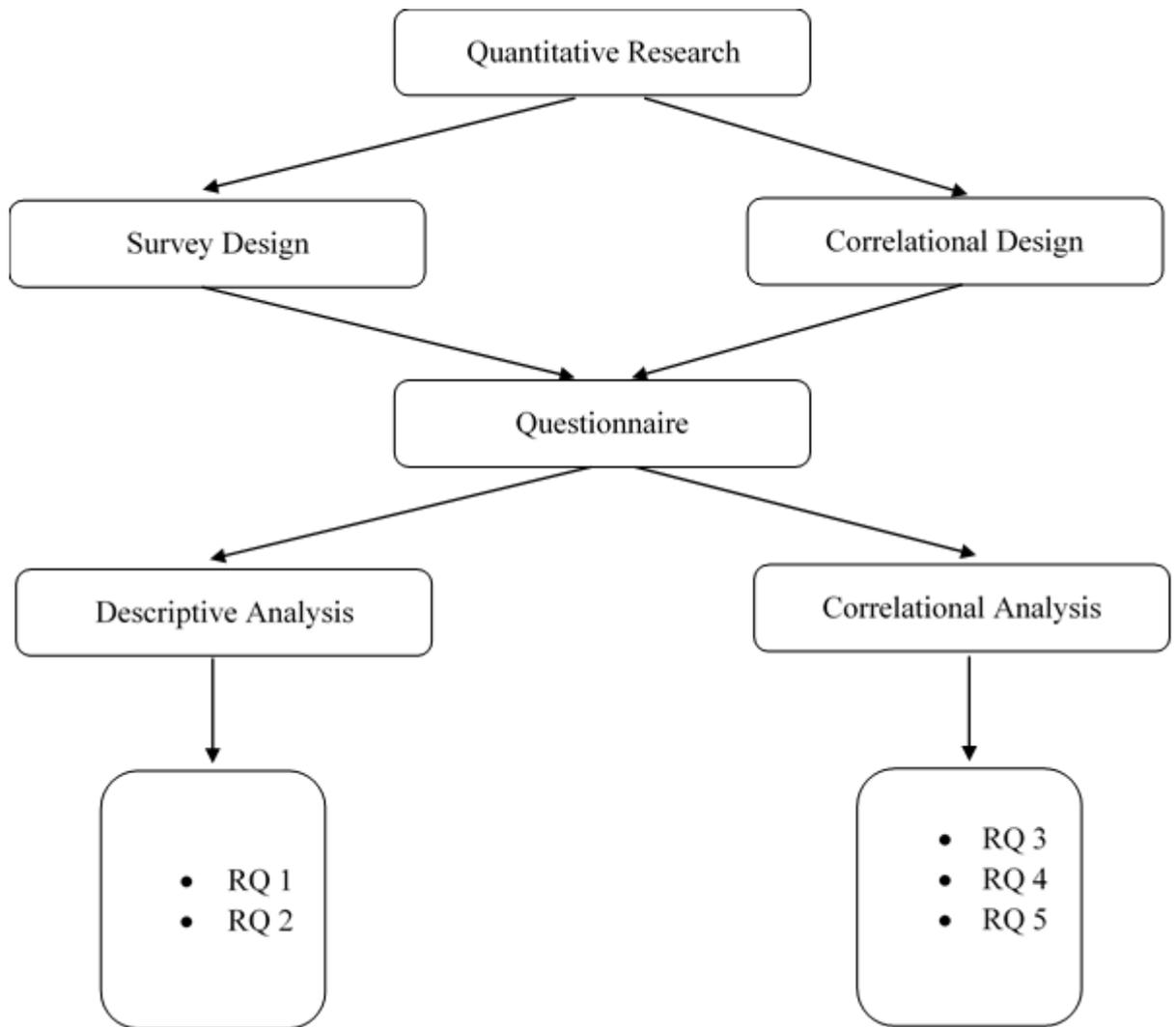


Figure 3.1 Research Design

The level of English language usage, perceived teacher support, self-esteem and speaking anxiety, the factors of speaking anxiety and the correlational relationship between the identified factors and speaking anxiety are shown through quantitative survey design. Creswell and Creswell (2018) mentioned that quantitative strategies aim to measure or test a small number of key variables to answer research questions and hypothesis based on theory, and to show numerical data. The goal of quantitative research is to calculate data and conclude results

from a study sample from multiple dimensions. To support the hypothesis generated in the research, measurable data must be gathered, examined, and analysed (Ghanad, 2023).

According to Figure 3.1, it can be seen that from the quantitative research, two designs are used, which are survey design and correlational design. Then, from the data collection using questionnaires, descriptive analysis, and correlational analysis are conducted. Descriptive analysis answered Research Questions One to Two, while correlational analysis answered the Research Questions Three to Five.

The research method used is collecting responses to collect sample data, which is survey research. This method can examine a sample of a population in order to generate a numerical or quantitative description of its attitudes, ideas, or patterns (Fowler, 2008). In this research, the participants' perception on their self-esteem, teacher support, English language usage, and speaking anxiety could be presented, and recorded. One of the reasons why it is used is because it can collect data from a huge audience (Ponto, 2015). Besides, survey design is more cost effective compared to other data collection methods (Feil et al., 2007). In addition, survey research is more flexible which help boosting response rates and taking into account participants' preferences (Jones et al., 2012). The study adapted cross-sectional survey design, because the data collection will be collected at one point in time (Creswell and Creswell, 2018).

Besides, in this research, questionnaires were used for data collection, which the results can be generalized from the sample to a population (Fowler, 2008). A questionnaire which contains the adopted and adapted scales were used for the study. According to Sreejesh (2014), a questionnaire is a structured collection of questions with specific requirements for selection and arrangement, offering an organised tool for data collecting and analysis in a variety of study domains. In Sreejesh (2014), it is mentioned that using questionnaires can standardizes data collection, facilitates data analysis, and improves research efficiency.

In addition, a descriptive analysis design was used. Descriptive analysis included data such as of data for variables in a study which outline the results through range of scores, means, and standard deviations (Creswell & Creswell, 2018). Besides, in this study, a correlational research design was used. The correlational research design can help showing the relationship between the dependant variable and independent variables. In Creswell (2012), correlational design is where researchers explain and quantify the link or relationship between two or more variables or sets of scores using the correlational statistic. The research incorporated explanatory design, which can explain how changes in one independent variable may impact changes in another variable (Creswell, 2021).

3.3 Sample and Sampling Technique

It is said that to capture a specific characteristic, a sample representative of the broader entity should be selected (Creswell & Creswell, 2018). The target students were 150 students who are currently studying EL and ED programme students from a private university in Perak, Malaysia, and also TESL undergraduates who are currently studying in government universities. Besides, undergraduates who are studying in TESL programme in public universities were also be target participants as well. Year 1 to Year 3 students is included in the study to ensure variability in experience and confidence. Besides, no restrictions based on gender or academic performance to ensure a diverse sample. This is to be able to widen the scope and able to collect a wide range of data.

As a validation of the sample size, G*Power software version 3.1.9.7 is used to conduct a power analysis. The analysis was aimed at determining the appropriate sample size required to investigate the relationships among speaking anxiety, English language usage, perceived teacher support, and self-esteem. The statistical method employed was Pearson's Product-

Moment Correlation (PPMC), chosen to examine bivariate relationships between the educational and psychological variables of interest. The test family used in the analysis was set to 'Exact,' and the statistical test selected was 'Correlation: Bivariate normal model.' A one-tailed test was applied with a medium effect size ($\rho = 0.3$), an alpha error probability of 0.05, and a statistical power ($1-\beta$ err prob) of 0.95. Based on these inputs, the required total sample size was calculated to be 115 participants. The output further indicated a critical r value of 0.154, the actual power of 0.9501 to detect a meaningful correlation if it exists in the population. The power analysis chart and data can be seen in Appendix A. Although the suggested number of participants is 115 based on the power analysis, the sample size would increase to 150 participants so that the reliability of the research can be improved.

3.4 Instruments

The questionnaire consists of five sections, A, B, C, D and E. Section A consists of participants' demographic details, including gender, age, education, where are they from, and so on. Section B consists of the English Language Usage Scale (ELUS), with 11 Likert scale items adapt and adopted from Salamonson et al. (2020). This section focusses on the participants daily English language usage. Section C, Perceived Teacher Support Scale, has 16 Likert scale items, which was adapted and adopted from Wu et al. (2024). This section focusses on how much the lecturers support the students. In section D involves the use of the Self-Esteem scale by Rosenberg (1965). 10 items from the scale are adapted and adopted. This section focuses on the measuring the students' self-esteem. Finally, section E, the Public Speaking Anxiety Scale (PSCAS) by Bartholomay and Houlihan (2016) is used. 17 Likert scale items from the scale are adapted and adopted. Section E was used to identify the level of public speaking anxiety of the undergraduates.

The items in section B, applied a 5-point Likert scale which includes under Only non-English language(s) for 1, more non-English than English for 2, both non-English & English equally for 3, more English than non-English for 4, and finally, only English for 5. The items in sections C, D, and E applied a 5-point Likert scale which includes "Strongly Agree" for 5, "Agree" for 4, "Neutral" for 3, "Disagree" for 2 and "Strongly Disagree" for 1. Having a neutral option in the Likert scale help the respondents to avoid making forced decisions that might not fully reflect their viewpoint (Koo & Yang, 2025).

In addition, the respondents are expected to answer all 54 items with a 5-point Likert scale in sections B, C, D and E. This can help to collect data from multiple perspectives and dimensions, and also to create a respondent friendly comprehension throughout the questionnaire. As mentioned before, the inclusivity of neutral option in the questionnaire can help respondents to avoid making forced decisions. Having neutral options can also avoid biased responses which will create socially desirable answers can distort findings and compromise the data's neutrality (Koo & Yang, 2025).

3.5 Pilot Study

A pilot test is where a small test is conducted before the actual test within a pilot group to determine the content validity of the instruments, which then improve the questions, structure, and instructions, as well as to provide a first evaluation of the items' internal coherence. (Creswell & Creswell, 2018). After the first draft of the questionnaire is completed, a pilot test was conducted with a group of TESL, English Education and English Language undergraduates. The group of undergraduates consists of 24 students. Any problems spotted by the pilot group in terms of language, clarity of the items in the questionnaire, and format, were collected then improve the first draft of the questionnaire. The improvements have made the

final draft of the questionnaire to be more respondent-friendly, more comprehensible, and more feasible. Besides, the participants of the study group are excluded from filling in the finalised questionnaire.

3.5.1 Validity of Instruments

3.5.1 (a) Content Validity

Face validity is used to ensure that the instruments used in the questionnaire is valid which is to assess the items' purpose and clarity for evaluation (Masuwai et al., 2024). One of the ways to ensure the validity of the instruments is through experts' review, which means that the professional who will play the role of expert must thoroughly review the instrument, indicating that he or she must evaluate each item or proposal's consistency, relevance, independence, and impact before making a judgement or opinion that may include approval, alterations, or disapproval (Pino et al., 2023).

Since the questionnaire was developed based on content and construct validity, it is suggested by Pino et al. (2023) and Ikart (2019) that having experts in related field to check thoroughly the instruments to obtain content validity. Hence, an expert from a private university in Perak was invited to review the instruments in the questionnaire. The expert is experienced in the education field and well-versed in the mechanics of questionnaire design and item adaptation. The expert reviewed the items adapted and adopted from the scales mentioned throughout the paper which investigate the factors affecting speaking anxiety in oral presentations among TESL undergraduates.

3.5.1 (b) Language Validity

The use of language in the instruments is important in order to avoid ambiguity and confusion among the respondents. In the current research, the instruments were written in English. The language used in the instrument was examined whether it was appropriate for TESL undergraduate students. To ensure the items in the questionnaire are clear, the same expert as mentioned before were invited to evaluate the instruments and offer suggestions in terms of the mixing of negative and positive statements, words, syntax, and semantics to make sure that the questions are comprehensible.

3.5.2 Reliability of the Instruments

Creswell and Creswell (2018) noted that the reliability implies that whether the instruments used in the study would show consistent results in test administration or scoring. In simpler terms, reliability meant that the instruments used in the research would show the same results over and over again when it is used. The current questionnaire would calculate the Cronbach's alpha coefficients to test whether the questionnaire is consistent, which shows reliability. Collins (2007) mentioned that Cronbach's alpha is a reliable instrument in calculating reliability, where it compares shared variance among items to the total variance. The figures below (Figure 3.2, 3.3, 3.4, 3.5), showed how the reliability of the scales that has been adapted and adopted which is used in the pilot study and the future study.

Reliability Statistics	
Cronbach's Alpha	N of Items
.934	11

Figure 3.2 Reliability statistics of English Language Usage Scale

Reliability Statistics	
Cronbach's Alpha	N of Items
.967	16

Figure 3.3 Reliability statistics of Perceived Teacher Support scale

Reliability Statistics	
Cronbach's Alpha	N of Items
.869	10

Figure 3.4 Reliability statistics of Self-Esteem scale

Reliability Statistics	
Cronbach's Alpha	N of Items
.977	17

Figure 3.5 Reliability statistics of Public Speaking Class Anxiety Scale

According to Gray-Little et al. (1997), the Rosenberg Self-Esteem Scale has a coefficient alpha that ranges from the highest result which is $\alpha = 0.88$ for a group of college students (Fleming & Courtney, 1984) to the lowest result of $\alpha = 0.72$ for a sample of men 60 years or older (Ward, 1977).

The table below (Table 3.1), shows the summary of the results Cronbach's Alpha statistics for each scale used.

No.	Scales	Number of items	Cronbach's Alpha
1	English Language Usage Scale	11	0.934
2	Perceived Teacher Support Scale	16	0.967

3	Self-Esteem Scale	10	0.869
4	Public Speaking Class Anxiety Scale	17	0.977

Table 3.1 Summary of the Cronbach’s Alpha statistics for each scale used.

3.6 Data Collection Procedures

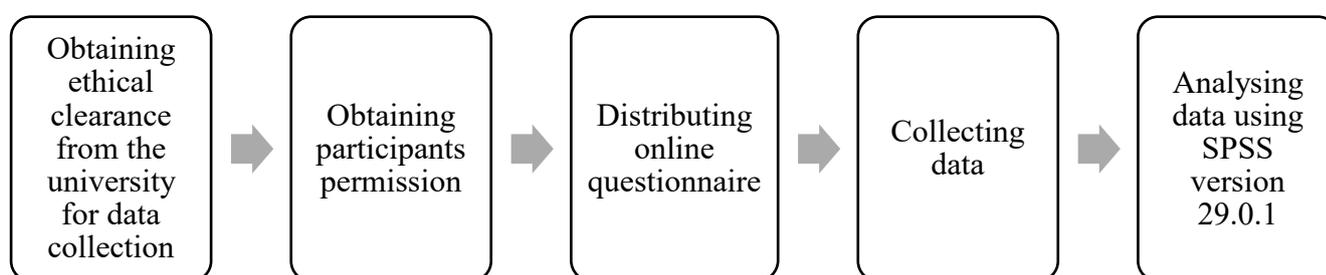


Figure 3.6 Data collection procedures flowchart

Data collection is a main stage in a research which can overshadow the results obtained by lowering the likelihood of mistakes occurring (Taherdoost, 2021). The data collection procedure is to collect the data after we have conducted the research, which may provide us with reliable data. As shown in Figure 3.6, the data collection procedure is followed in order to ensure the success of the study.

After obtaining permission to carry out the data collection, the researcher visited various classes on the campus, presenting the QR code of the Google Form questionnaire to the participants, with the consent form about personal data protection notice in it. This is to make sure that the participants allow and agreed for their personal data to be used to conduct the study. The Google Form link was also shared to groups of students studying in English Education or English Language programme to ensure more students could be reached to fill in the questionnaire. The questionnaire was shared to TESL undergraduates studying in

government universities as well to be filled in. The questionnaire was shared through Google Form for a month, which started since 12th of October, 2025 to 12th of November. After the participants has finished filling up the questionnaire, the data was be collected and data analysis was conducted by using SPSS version 29.0.1.

3.7 Data Analysis

To analyse and manage the data obtained, IBM Statistical Package for Social Sciences (SPSS), a statistical analysis software, was used. In this study, the data collected was organised and scrutinized through using SPSS version 29.0.1.

After the data has been analyse, a descriptive analysis was conducted to display the range of scores, means, and standard deviations for the independent and dependant variables in the study (Creswell & Creswell, 2018). Besides, the descriptive analysis would also check whether any data is missing and create plans to report the amount of missing data as well as whether a replacement strategy will be put in place (Creswell & Creswell, 2018). The descriptive analysis was used to address all of the research questions in the study, which further explain about the factors and the levels of speaking anxiety among TESL undergraduates.

3.8 Ethical Considerations

When conducting a research, ethics principles should be strictly followed. A profound understanding of basic ethical guidelines should be applied by the researches to maintaining the study's validity and protecting the safety, and privacy of participants (Dev, 2024). Research ethics is important to avoid any misuse and misconduct of any information received. Researchers should state the objectives and the problems of the research explicitly in the research to the participants.

To start off, the researcher first sought ethical approval from the university to conduct the data collection. Once it has been approved, the researcher created a comprehensive consent form outlining the study's objective and goals. To gather the target participants, various related documents were provided to the participants by the researchers. The documents included consent forms, privacy and confidentiality agreements, disclaimers regarding anonymity, and information about potential risks. This ensures that the participants are fully aware of any benefits, risks, and the study's purpose. After that, the researchers gathered the agreements from the Google Form where the participants have agreed to join the study. Lastly, researchers emphasized to participants the importance of completing the questionnaire honestly so that the results of the study can be accurate. Completed forms should be filled out, signed, and submitted to the researcher within a specific time period.

3.9 Summary

In conclusion, this chapter has shown the details of the methodological aspects of the research, which includes research design, sample, sampling techniques, tools, pilot research, data gathering process, data analysis, and, lastly, ethical considerations. The research design section discussed the chosen research methodologies, which is quantitative and correlational research. Besides, the section on the sample and sampling techniques shows the target number of participants and who were the participants, which are 150 students who are currently studying EL and ED programme students from a private university in Perak, Malaysia. Next, the instruments section of this chapter has shown the scales adapted and used for the questionnaire. Besides, in the pilot study section, it has shown the validity of the pilot study's scales. In the data collection procedure and data analysis subsection, it has shown how the data was collected and the usage of SPSS to analyse the data. Finally, the chapter ends with ethical considerations that the researcher used for the participants of the study. By improving our understanding of

the ethical and methodological concerns that underlie the study, this thorough investigation enhances its overall integrity and credibility.

CHAPTER FOUR: FINDINGS AND DATA ANALYSIS

4.1 Introduction

In this chapter, the demographic profile of the respondents will be analysed. The analysis will provide interpretations for the research questions that were set in this study. The research questions that will be answered are:

- 1 What is the level of speaking anxiety among the TESL undergraduates?
- 2 What are the factors causing speaking anxiety among TESL undergraduates?
- 3 Is there a correlational relationship between English language usage and speaking anxiety among TESL undergraduates?
- 4 Is there a correlational relationship between perceived teacher support and speaking anxiety among TESL undergraduates?
- 5 Is there a correlational relationship between self-esteem and speaking anxiety among TESL undergraduates?

The analysis of the quantitative data collected includes descriptive analysis of demographic profile and items in each scales and correlation analysis between variables, through the use of IBM Statistical Package for Social Sciences (SPSS), version 29. A total of 198 responses were collected from TESL undergraduates from private and public universities in Malaysia. This can also examine the correlational relationship between English language usage, perceived teacher support, self-esteem and speaking anxiety among TESL undergraduates respectively. In the end, the chapter ends with a summary of the chapter, which sums up the correlational relationship between English language usage, perceived teacher support, self-esteem and speaking anxiety among TESL undergraduates respectively.

4.2 Demographic Profile

A number of 196 responses were collected from the undergraduates were analysed into frequency on the questionnaire first. Gender, age, race, programme they are attending, and their state they originate from would be asked (refer to Table 4.1).

Table 4.1 *Demographic Data of The Respondents*

Subject	Category	Frequency	Percentage (%)
Gender	Female	137	69.9
	Male	59	30.8
Age	19	1	0.5
	20	25	12.8
	21	41	20.9
	22	22	11.2
	23	48	24.5
	24	18	9.2
	25	23	11.7
	26	17	8.7
Race	27	1	0.5
	Bidayuh	4	2
	Brunei	1	0.5
	Chinese	88	44.9
	Dusun	2	1.0
	Iban	3	1.5
	Indian	42	21.4
	Kadazandusun	1	0.5
	Malay	53	27
	Melanau	1	0.5
	Sino Native	1	0.5
Programme	English Education	99	50.5
	English Language	1	0.5
	TESL	96	49.0
University	Private/Non-government	109	55.6
	Public/Government	87	44.4
State	China	1	.5
	Johor	18	9.2

Kedah	16	8.2
Kelantan	14	7.1
Melaka	14	7.1
Negeri Sembilan	10	5.1
Perak	43	21.9
Pulau Pinang	13	6.6
Sabah	22	11.2
Sarawak	9	4.6
Selangor	22	11.2
Wilayah Persekutuan	14	7.1
Kuala Lumpur		

Based on the table above, it can be seen that most respondents are female, with a number of 137, making up 69.9% of the total respondents. However, the male respondents only occupy at 30.8% (n=59) of the total respondent.

According to the age category, the respondents are aged from 19 years old to 27 years old, with the category of 23 years old have the greatest number of respondents, making up 24.5% of the total respondents (n=48). The second largest population of all age groups is 21 years old with 20.9% (n=41). Finally, the age category with the least number of respondents would be 19 years old and 27 years old, which both categories have only 1 respondent, making up 0.5% of the total number of participants respectively.

Besides, in terms of the races of the respondents, it can be observed that most of the respondents are Chinese, totalling up to 88 of them, making up 44.9% of the total respondents. Next, the second largest race category would be Malay, which makes up to 27% (n=53), of the total number of respondents. Finally, the race category with the least number of respondents would be Brunei, Kadazandusun, Melanau and Sino Native, which all four of the categories only occupies 0.5% (n=1) of the total number of respondents respectively.

Furthermore, most of the respondents studied English Education programme, which covers around 50.5% (n=99), while TESL students only takes up 49% (n=96) of the total number of respondents. Only 1 respondent studied English Language programme, which only makes up

0.5%. In addition, in the category of universities, 55.6% (n=109) of the respondents are from private and non-government universities, while 44.4% (n=87) are from government universities.

Finally, in terms of state the respondents are from, most of the respondents are from Perak state, making up 21.9% (n=43) of the total number of the respondents. The next state with the second largest number of respondents would be Sabah and Selangor, which have 22 respondents and making up 11.2% of the total number of respondents respectively. Finally, the state with the least number of respondents would be China, which only making up 0.5% (n=1) of the total number of respondents.

4.3 Descriptive Analysis

This research has examined four different variables, which are the English Language Usage Scale (ELUS), Perceived Teacher Support Scale (PTSS), Self-Esteem Scale (SE), and Speaking Anxiety Scale (SA) among the TESL undergraduates. Since the scales are all five-point Likert scale and to avoid items having more weighted mean in the middle, the researcher had to make the difference in each interval uniform (Pimentel, 2010). Hence, the researcher conducted the same actions as Alkharusi (2022), dividing the range of the possible composite scores by the number of scale categories. This will be $(24 \div 5 = 4.80)$ for the summed scores and $(4 \div 5 = 0.80)$ for the average scores. So, for each descriptive analysis, each tables' mean that will be presented will have the note below as a reminder. The interpretation of the mean scores in this study was organised into five levels. The first level would be the '*Very High*' level with the mean ranging from 4.21-5.00, followed by the second class, '*High*' level with the mean score ranging from 3.41-4.20. The third class would be the '*Moderate*' class with the mean from 2.61 to 3.40, continued with the fourth class, '*Low*' class with the mean ranging

from 1.81-2.60. Finally, the last class would be 'Very Low' class, with the mean ranging from 1.00-1.80. Table 4.2 shows the overall mean for each variable.

Table 4.2 Overall Mean for Each Variable

	Mean	N
English Language Usage Scale	3.0612	196
Perceived Teacher Support Scale	4.0871	196
Self-Esteem Scale	3.3765	196
Public Speaking Class Anxiety Scale	2.1258	196

Note: Very High (M= 4.21-5.00), High (M= 3.41-4.20), Moderate (M= 2.61-3.40), Low (M= 1.81-2.60), Very Low (M= 1.00-1.80)

Firstly, the level of English Language Usage can be seen in Table 4.2 that the mean for English Language Usage Scale (ELUS) is 3.0612. The mean is within the moderate range (M= 2.61-3.40). Next, the level of Perceived Teacher Support can be seen in Table 4.2 that the mean for Perceived Teacher Support Scale (PTSS) is 4.0871. The mean is within the high range (M= 3.41-4.20). Besides, the level of Self-Esteem can be seen in Table 4.2 that the mean for Self-Esteem Scale (SE) is 3.3765. The mean is within the moderate range (M= 2.61-3.40). Finally, the level of Public Speaking Anxiety can be seen in Table 4.2 that the mean for Public Speaking Anxiety Scale (PSCAS) is 2.1258. The mean is within the low range (M= 1.81-2.60).

4.3.1 Descriptive Analysis of Items in English Language Usage Scale (ELUS)

In Table 4.2 that the mean for English Language Usage Scale (ELUS) is 3.0612. The mean is within the moderate range (M= 2.61-3.40). The part shows the English language usage among TESL undergraduates in both government and private universities. According to Table 4.3, the mean score of ELUS 9 is the highest, which is the item "When taking notes at a presentation, in which language are you able to write quickly without errors?", which is at M=

3.33. This was followed closely by ELUS 10, which refers to the item “In which language(s) are you able to write information about events from memory without using a dictionary?”, which the mean score is at $M=3.27$. Finally, the item which got the third highest mean score at $M=3.21$ is ELUS 2, which is the item “In general, what language(s) do you read?”.

Meanwhile, the lowest mean score was recorded for ELUS 3, which is the item, “What language(s) do you usually speak at home?”, with $M=2.61$, suggesting that respondents predominantly use their native or non-English languages at home. Other items such as ELUS 1 (“In general, what language(s) do you speak?”) and ELUS 5 (“What language(s) do you usually speak with your friends?”) both recorded moderate means of 2.89.

Overall, most of the items fell within the moderate range ($M = 2.61-3.40$), indicating that TESL undergraduates use English regularly but not dominantly in all parts of life yet.

Table 4.3 Mean Score and Total Percentage of English Language Usage Scale (ELUS)

NO.	Item(s)	M	S.D.	Frequencies and Percentage (%)				
				Only NE	More NE than E	Both NE and E equally	More E than NE	Only E
ELUS 1	In general, what language(s) do you speak?	2.89	1.022	12 (6.1%)	64 (32.7%)	68 (34.7%)	38 (19.4%)	14 (7.1%)
ELUS 2	In general, what language(s) do you read?	3.21	1.084	13 (6.6%)	36 (18.4%)	66 (33.7%)	58 (29.6%)	23 (11.7%)
ELUS 3	What language(s) do you usually speak at home?	2.61	1.221	38 (19.4%)	66 (33.7%)	44 (22.4%)	30 (15.3%)	18 (9.2%)
ELUS 4	In which language(s) do you usually think?	2.96	1.129	18 (9.2%)	53 (27.0%)	64 (32.7%)	40 (20.4%)	21 (10.7%)
ELUS 5	What language(s) do you usually speak with your friends?	2.89	1.107	23 (11.7%)	48 (24.5%)	66 (33.7%)	45 (23.0%)	14 (7.1%)
ELUS 6	What language do you usually listen to news broadcasts (e.g., on TV, radio, internet)?	3.11	1.120	15 (7.7%)	48 (24.5%)	54 (27.6%)	59 (30.1%)	20 (10.2%)
ELUS 7	What language(s) do you usually watch movies without subtitles?	3.10	1.128	19 (9.7%)	38 (19.4%)	63 (32.1%)	56 (28.6%)	20 (10.2%)
ELUS 8	When reading a passage, in which language(s) are you able to grasp the main ideas without referring to a dictionary?	3.11	1.136	16 (8.2%)	44 (22.4%)	62 (31.6%)	50 (25.5%)	24 (12.2%)
ELUS 9	When taking notes at a presentation, in which language are you able to write quickly without errors?	3.33	1.206	11 (5.6%)	45 (23.0%)	50 (25.5%)	48 (24.5%)	42 (21.4%)
ELUS 10	In which language(s) are you able to write information about events from memory without using a dictionary?	3.27	1.114	7 (3.6%)	48 (24.5%)	60 (30.6%)	48 (24.5%)	33 (16.8%)
ELUS 11	In general, which language do you prefer to use?	3.18	1.001	10 (5.1%)	36 (18.4%)	75 (38.3%)	58 (29.6%)	17 (8.7%)

Note: Very High ($M= 4.21-5.00$), High ($M= 3.41-4.20$), Moderate ($M= 2.61-3.40$), Low ($M= 1.81-2.60$), Very Low ($M= 1.00-1.80$)

4.3.2 Descriptive Analysis of Items in Perceived Teacher Support Scale (PTSS)

The level of Perceived Teacher Support can be seen in Table 4.2 that the mean for Perceived Teacher Support Scale (PTSS) is 4.0871. The mean is within the high range (M= 3.41–4.20). According to Table 4.4, the item with the highest mean score was PTSS 6, which is the item “My lecturers respect me.”, with $M = 4.26$, showing that a large proportion of students perceived their lecturers as respectful and supportive. Similarly, PTSS 7, which is the item “My lecturers are happy to listen when I want to talk about questions/problems related to academics.”, recorded a high mean of 4.25, shows that students can rely on their lecturers about their problems. Besides, PTSS 14 which is the item “My lecturers give me feedback about my learning tasks.” and PTSS 11, which is the item “My lecturers give me study advice.” also achieved high means of 4.21 and 4.20 respectively.

The lowest mean within the PTSS scale was PTSS 1, which is “My lecturers will take time to help me when I need help for my study.”, with $M = 3.89$, although this still falls within the “Agree” range. If compared to all items within this scale, this item received the lowest mean, but it is still considered as high level of teacher support.

Overall, all the items in this scale shows high to very high level of perceived teacher support. These suggest that students generally perceived their lecturers as providing supportive academic environments.

Table 4.4 Mean Score and Total Percentage of Perceived Teacher Support Scale (PTSS)

NO.	Item(s)	M	S.D.	Frequencies and Percentage (%)				
				SD	D	N	A	SA
PTSS 1	My lecturers will take time to help me when I need help for my study.	3.89	.938	3 (1.5%)	16 (8.2%)	32 (16.3%)	94 (48.0%)	51 (26.0%)
PTSS 2	My lecturers organize activities for me to collaborate with others in learning.	4.03	.847	2 (1.0%)	10 (5.1%)	25 (12.8%)	102 (52.0%)	57 (29.1%)
PTSS 3	My lecturers try their best to ensure the study materials I need.	4.16	.956	4 (2.0%)	8 (4.1%)	28 (14.3%)	69 (35.2%)	87 (44.4%)
PTSS 4	My lecturers create conditions to promote my growth in study.	4.19	.908	3 (1.5%)	9 (4.6%)	20 (10.2%)	79 (40.3%)	85 (43.4%)
PTSS 5	My lecturers trust me.	4.05	.858	4 (2.0%)	5 (2.6%)	28 (14.3%)	99 (50.5%)	60 (30.6%)
PTSS 6	My lecturers respect me.	4.26	.888	3 (1.5%)	7 (3.6%)	19 (9.7%)	74 (37.8%)	93 (47.4%)
PTSS 7	My lecturers are happy to listen when I want to talk about questions/problems related to academics.	4.25	.925	3 (1.5%)	9 (4.6%)	20 (10.2%)	68 (34.7%)	96 (49.0%)
PTSS 8	My lecturers treat me fairly.	4.05	.896	4 (2.0%)	10 (5.1%)	20 (10.2%)	101 (51.5%)	61 (31.1%)
PTSS 9	My lecturers provide information to assist me in solving problems myself.	3.99	.917	5 (2.6%)	11 (5.6%)	20 (10.2%)	105 (53.6%)	55 (28.1%)
PTSS 10	My lecturers teach me how to handle things through examples.	3.98	.969	7 (3.6%)	11 (5.6%)	18 (9.2%)	102 (52.0%)	58 (29.6%)
PTSS 11	My lecturers give me study advice.	4.20	.905	2 (1.0%)	9 (4.6%)	25 (12.8%)	71 (36.2%)	89 (45.4%)
PTSS 12	My lecturers tell me the focus and the difficulties of my learning.	4.09	1.053	5 (2.6%)	15 (7.7%)	25 (12.8%)	63 (32.1%)	88 (44.9%)
PTSS 13	My lecturers will inform me when I make mistakes.	4.02	.933	4 (2.0%)	14 (7.1%)	17 (8.7%)	100 (51.0%)	61 (31.1%)
PTSS 14	My lecturers give me feedback about my learning tasks.	4.21	.983	5 (2.6%)	11 (5.6%)	15 (7.7%)	72 (36.7%)	93 (47.4%)
PTSS 15	My lecturers tell me how I perform in class.	4.02	1.020	4 (2.0%)	16 (8.2%)	28 (14.3%)	73 (37.2%)	75 (38.3%)
PTSS 16	My lecturers give me feedback on my areas of improvement.	4.00	.900	4 (2.0%)	10 (5.1%)	25 (12.8%)	100 (51.0%)	57 (29.1%)

Note: Very High ($M= 4.21-5.00$), High ($M= 3.41-4.20$), Moderate ($M= 2.61-3.40$), Low ($M= 1.81-2.60$), Very Low ($M= 1.00-1.80$)

4.3.3 Descriptive Analysis of Items in Self-Esteem scale (SE)

The level of Self-Esteem can be seen in Table 4.2 that the mean for Self-Esteem Scale (SE) is 3.3765. The mean is within the moderate range ($M= 2.61-3.40$). In Table 4.5, there are 5 reverse items, which are SE2, SE5, SE6, SE8, SE9. These reverse items' data have been converted as well in Table 4.4.

The highest mean score was SE 1, which refers to the item, "On the whole, I am satisfied with myself.", with $M = 4.09$, followed by SE 4, which is the item "I am able to do things as well as most other people." with $M = 4.05$. Next, SE 10, which is the item "I take a positive attitude toward myself." with $M = 4.04$. ranked the third highest mean among all the items.

The lowest mean was recorded for SE 8, which is the item "I wish I could have more respect for myself." with $M = 1.97$. The second lowest is SE 2, which is the item "At times I think I am no good at all." with $M = 2.45$, which followed by the third lowest item in the scale, which is SE 7, referring to the item "I feel that I'm a person of worth.", with a mean score of $M = 2.77$. These items fall within the "Disagree" range, indicating that most students did not align with these negative self-evaluations.

Overall, the SE items reflect generally high self-esteem level among the respondents.

Table 4.5 Mean Score and Total Percentage of Self-Esteem scale (SE)

NO.	Item(s)	M	S.D.	Frequencies and Percentage (%)				
				SD	D	N	A	SA
SE 1	On the whole, I am satisfied with myself.	4.09	.912	3 (1.5%)	8 (4.1%)	31 (15.8%)	80 (40.8%)	74 (37.8%)
SE 2	At times I think I am no good at all.	2.45	1.195	14 (7.1%)	32 (16.3%)	24 (12.2%)	85 (43.4%)	41 (20.9%)
SE 3	I feel that I have a number of good qualities.	3.96	.868	5 (2.6%)	6 (3.1%)	29 (14.8%)	107 (54.6%)	49 (25.0%)
SE 4	I am able to do things as well as most other people.	4.05	1.068	8 (4.1%)	11 (5.6%)	26 (13.3%)	70 (35.7%)	81 (41.3%)
SE 5	I feel I do not have much to be proud of.	3.74	1.076	46 (23.5%)	92 (46.9%)	28 (14.3%)	21 (10.7%)	9 (4.6%)
SE 6	I certainly feel useless at times.	3.87	1.223	81 (41.3%)	53 (27.0%)	28 (14.3%)	24 (12.2%)	10 (5.1%)
SE 7	I feel that I'm a person of worth.	2.77	1.368	37 (18.9%)	69 (35.2%)	22 (11.2%)	38 (19.4%)	30 (15.3%)
SE 8	I wish I could have more respect for myself.	1.97	1.148	10 (5.1%)	15 (7.7%)	21 (10.7%)	64 (32.7%)	86 (43.9%)
SE 9	All in all, I am inclined to think that I am a failure.	2.81	1.378	34 (17.3%)	31 (15.8%)	32 (16.3%)	62 (31.6%)	37 (18.9%)
SE 10	I take a positive attitude toward myself.	4.04	.899	6 (3.1%)	6 (3.1%)	21 (10.7%)	104 (53.1%)	59 (30.1%)

Note: Very High ($M= 4.21-5.00$), High ($M= 3.41-4.20$), Moderate ($M= 2.61-3.40$), Low ($M= 1.81-2.60$), Very Low ($M= 1.00-1.80$)

4.3.4 Descriptive Analysis of Items in Public Speaking Anxiety Scale (PSCAS)

Public Speaking Anxiety Scale PSCAS consists of 4 dimensions which are anxiety factors, communication apprehension factors, comfort in speaking English factors and fear of negative evaluation factor. In Table 4.6, the questions have been sorted based on the dimensions from past related studies (Sugiyati & Indriani, 2021; Yaikhong & Usaha, 2012).

In Table 4.6, fear of negative evaluation factor has the highest mean score comparing to other three dimensions in the table, which is $M = 2.173$, and it falls in the Low range ($M = 1.81-2.60$). Next, the second highest mean would be anxiety factors, which is $M = 2.153$, still under Low range ($M = 1.81-2.60$). The third dimension with the highest mean score would be comfort in Speaking English factors, which is $M = 2.115$, also it falls in the Low range ($M = 1.81-2.60$). Finally, the dimension with the lowest mean score would be communication apprehension factors, which is $M = 2.048$, and it also falls within the Low range ($M = 1.81-2.60$).

Table 4.6 Mean Score for Each Item and Dimension of Public Speaking Anxiety Scale (PSCAS)

Dimension	No.	Items	Mean of the Items	Total Mean for each dimension
Anxiety Factor	PSCAS 1	I never feel quite sure of myself while I am speaking English.	2.15	M = 2.153
	PSCAS 5	I get nervous when the English teacher asks me to speak English which I have prepared in advance.	1.95	
	PSCAS 17	Even if I am very well prepared, I feel anxious about speaking English.	2.36	
Communication Apprehension factor	PSCAS 2	I start to panic when I have to speak English without preparation in advance.	2.16	M = 2.048
	PSCAS 3	In an English speaking class, I can get so nervous I forget things I know.	2.13	
	PSCAS 7	I get nervous and confused when I am speaking English.	2.12	
	PSCAS 15	I dislike using my voice and body expressively while I am speaking English.	1.78	
Comfort in speaking English factor	PSCAS 12	I face the prospect of speaking English with confidence.	2.02	M = 2.115
	PSCAS 8	I have no fear of speaking English.	2.17	
	PSCAS 4	I feel confident while I am speaking English	2.09	
	PSCAS 10	I feel relaxed while I am speaking English.	2.18	
Fear of negative evaluation factor	PSCAS 9	I can feel my heart pounding when I am going to be called on.	2.60	M = 2.173
	PSCAS 14	I feel anxious while I am waiting to speak English.	2.29	
	PSCAS 6	I am afraid that other students will laugh at me while I am speaking English.	2.04	
	PSCAS 11	It embarrasses me to volunteer to go out first to speak English	2.22	
	PSCAS 13	Certain parts of my body feel very tense and rigid while I am speaking English.	2.07	
	PSCAS 16	I have trouble coordinating my movements while I am speaking English.	1.82	

Note: Very High (M= 4.21-5.00), High (M= 3.41-4.20), Moderate (M= 2.61-3.40), Low (M= 1.81-2.60), Very Low (M= 1.00-1.80)

The level of Public Speaking Anxiety can be seen in Table 4.2 that the mean for Public Speaking Anxiety Scale (PSCAS) is 2.1258. The mean is within the low range ($M = 1.81-2.60$). In Table 4.6, there are 4 reverse items, which are PSCAS 4, PSCAS 8, PSCAS 10, PSCAS 12. These reverse items' data have been converted as well in Table 4.7. The highest mean score was PSCAS 9, which is the item "I can feel my heart pounding when I am going to be called on." with $M = 2.60$, followed by PSCAS 17, which is the item "Even if I am very well prepared, I feel anxious about speaking English.", with $M = 2.36$. The third highest would be PSCAS 9, which is the item "I feel anxious while I am waiting to speak English." with $M = 2.29$. These items indicate that many students can express confidence in specific speaking situations.

In contrast, several items showed low means that indicate anxiety. The lowest mean was found in PSCAS 15, which is the item "I dislike using my voice and body expressively while I am speaking English.", at $M = 1.78$. The second low-scoring item is PSCAS 16, which is the item "I have trouble coordinating my movements while I am speaking English.", at $M = 1.82$ followed by PSCAS 7, which is the item "I get nervous when the English teacher asks me to speak English which I have prepared in advance.", making the mean at $M = 1.95$.

Overall, results show a mix of confidence and anxiety, suggesting that while TESL undergraduates possess some confidence speaking English, they continue to experience notable anxiety, particularly in high-pressure or evaluative settings.

Table 4.7 Mean Score and Total Percentage of Public Speaking Anxiety Scale (PSCAS)

NO.	Item(s)	M	S.D.	Frequencies and Percentage (%)				
				SD	D	N	A	SA
PSCAS 1	I never feel quite sure of myself while I am speaking English.	2.15	1.025	52 (26.5%)	94 (48.0%)	26 (13.3%)	17 (8.7%)	7 (3.6%)
PSCAS 2	I start to panic when I have to speak English without a preparation in advance.	2.16	1.317	80 (40.8%)	62 (31.6%)	16 (8.2%)	19 (9.7%)	19 (9.7%)
PSCAS 3	In an English speaking class, I can get so nervous I forget things I know.	2.13	1.241	79 (40.3%)	60 (30.6%)	21 (10.7%)	24 (12.2%)	12 (6.1%)
PSCAS 4	I feel confident while I am speaking English.	2.09	.94333	4 (2.0%)	13 (6.6%)	33 (16.8%)	92 (46.9%)	54 (27.6%)
PSCAS 5	I get nervous and confused when I am speaking English.	2.12	.993	53 (27.0%)	96 (49.0%)	22 (11.2%)	21 (10.7%)	4 (2.0%)
PSCAS 6	I am afraid that other students will laugh at me while I am speaking English.	2.04	1.294	95 (48.5%)	50 (25.5%)	14 (7.1%)	23 (11.7%)	14 (7.1%)
PSCAS 7	I get nervous when the English teacher asks me to speak English which I have prepared in advance.	1.95	.989	68 (34.7%)	94 (48.0%)	16 (8.2%)	11 (5.6%)	7 (3.6%)
PSCAS 8	I have no fear of speaking English.	2.17	1.133	10 (5.1%)	21 (10.7%)	22 (11.2%)	83 (42.3%)	60 (30.6%)
PSCAS 9	I can feel my heart pounding when I am going to be called on.	2.60	1.307	40 (20.4%)	78 (39.8%)	21 (10.7%)	34 (17.3%)	23 (11.7%)
PSCAS 10	I feel relaxed while I am speaking English.	2.18	1.006	7 (3.6%)	15 (7.7%)	33 (16.8%)	93 (47.4%)	48 (24.5%)
PSCAS 11	It embarrasses me to volunteer to go out first to speak English.	2.22	1.090	51 (26.0%)	91 (46.4%)	22 (11.2%)	24 (12.2%)	8 (4.1%)
PSCAS 12	I face the prospect of speaking English with confidence.	2.02	.992	3 (1.5%)	13 (6.6)	41 (20.9%)	67 (34.2%)	72 (36.7%)
PSCAS 13	Certain parts of my body feel very tense and rigid while I am speaking English.	2.07	1.168	79 (40.3%)	64 (32.7%)	23 (11.7%)	21 (10.7%)	9 (4.6%)
PSCAS 14	I feel anxious while I am waiting to speak English.	2.29	1.191	53 (27.0%)	86 (43.9%)	16 (8.2%)	29 (14.8%)	12 (6.1%)
PSCAS 15	I dislike using my voice and body expressively while I am speaking English.	1.78	.961	96 (49.0%)	65 (33.2%)	22 (11.2%)	9 (4.6%)	4 (2.0%)
PSCAS 16	I have trouble coordinating my movements while I am speaking English.	1.82	.991	94 (48.0)	64 (32.7%)	21 (10.7%)	14 (7.1%)	3 (1.5%)
PSCAS 17	Even if I am very well prepared, I feel anxious about speaking English.	2.36	1.209	49 (25.0%)	84 (42.9%)	22 (11.2%)	26 (13.3%)	15 (7.7%)

Note: Very High (M= 4.21-5.00), High (M= 3.41-4.20), Moderate (M= 2.61-3.40), Low (M= 1.81-2.60), Very Low (M= 1.00-1.80)

4.4 Correlational Analysis

4.4.1 Relationship between English Language Usage and Speaking Anxiety

The Pearson produce-moment correlation was used in this study to study the relationship between English language usage and speaking anxiety. In Table 4.8, it shows that there is a significant negative relationship between English Language Usage (ELUS) and Public Speaking Anxiety (PSCAS). [$r = -.244, p < .001$.] This proves that the respondents who used more English in their daily life tends to experience lower levels of speaking anxiety. The p-value in the table shows that [$p < .001$], which it means that it has a significant association (Ratner, 2009). Hence. the null hypothesis, H_{01} is rejected.

Table 4.8 *The Correlation between English Language Usage and Speaking Anxiety*

		English Language Usage Mean	Public Speaking Anxiety Mean
English Language Usage Mean	Pearson Correlation	1	-.244 **
	Sig. (2-tailed)		<.001
	N	196	196

** . Correlation is significant at the 0.01 level (2-tailed).

4.4.2 Relationship between Perceived Teacher Support and Speaking Anxiety

Next, to evaluate the relationship between perceived teacher support and speaking anxiety, the Pearson produce-moment correlation was employed. In Table 4.9, it can be seen that a moderate negative correlation was found between Perceived Teacher Support (PTSS) and Public Speaking Anxiety (PSCAS). [$r = -.535, p < .001$.] This relationship has the strongest significant relationship among the three other variables assessed. The result indicated that students who received more support from their lecturers, would have lower speaking anxiety. As mentioned by Ratner (2009), the p-value is significant when the value is less than 0.001. Hence, the relationship is significant because the p-value in the table is $p < .001$. Hence. the research hypothesis H_{02} is rejected.

Table 4.9 *The Correlation between Perceived Teacher Support and Speaking Anxiety*

		Perceived Teacher Support Mean	Public Speaking Anxiety Mean
Perceived Teacher Support Mean	Pearson Correlation	1	-.535 **
	Sig. (2-tailed)		<.001
	N	196	196

** *Correlation is significant at the 0.01 level (2-tailed).*

4.4.3 Relationship between Self-Esteem and Speaking Anxiety

Finally, the Pearson product-moment correlation again to evaluate the relationship between the self-esteem and speaking anxiety. The relationship between self-esteem and public speaking anxiety was also found to be significant and negative as can be seen in Table 4.10 [$r = -.344, p < .001$]. The relationship proves that students with higher self-esteem tend to have lower levels of English-speaking anxiety. With the p-value in the table is lower the 0.001, it can be sure to say that the relationship is significant (Ratner, 2009). Hence. the research null hypothesis, H_{03} was rejected.

Table 4.10 *The Correlation between Self-Esteem and Speaking Anxiety*

		Self-Esteem Mean	Public Speaking Anxiety Mean
Self-Esteem Mean	Pearson Correlation	1	-.344 **
	Sig. (2-tailed)		<.001
	N	196	196

** *Correlation is significant at the 0.01 level (2-tailed).*

4.5 Summary

To summarise everything up, this chapter has shown the results collected from the quantitative study through the use of SPSS version 29.0.1. Based on the correlation analysis, it can be seen that all three independent variables have negative and significant relationship to the dependent variable, which is speaking anxiety. Also, there is a moderately strong relationship between perceived teacher support and speaking anxiety.

CHAPTER FIVE: DISCUSSION AND CONCLUSION

5.1 Introduction

This chapter gives an explanation of the findings, which will link it to the six research questions. Next, the chapter will continue on stating the implications of the study to different stakeholders in the education field. Furthermore, this chapter will also provide some ways in reducing speaking anxiety among TESL undergraduates while pinpointing on some limitations of the study. Also, this chapter will provide some recommendations for a more reliable and improved research in the future. Finally, this chapter will share a complete summary for this chapter and for the research.

5.2 Discussion of Findings

5.2.1 The Level of Speaking Anxiety Among the TESL Undergraduates

This section provides insight on RQ 1, ‘What is the level of speaking anxiety among the TESL undergraduates?’ The level of Public Speaking Anxiety can be seen in Table 4.2 that the mean for Public Speaking Anxiety Scale (PSCAS) is 2.1258. The mean is within the low range (M= 1.81–2.60). This can be perceived that TESL undergraduates in the study experience relatively low levels of speaking anxiety during oral presentations.

Several factors may explain this low level of anxiety. First of all, TESL undergraduates are exposed to more English-speaking activities compared to students in non-language programmes. As future English teachers, they are frequently engaged in class presentations, micro-teaching, group discussions and teaching practice. This may help them to build their confidence in communication. However, some students are still conquering speaking anxiety

and do not have enough experience in terms of speaking, so it caused the mean score to be low level. This slightly aligns with the findings by Tajuddin et al. (2021), who mentioned that pre-service teachers shows that the pre-service teachers are affected by the three out of four factors in PSCAS, which are test anxiety, fear of negative evaluation and comprehension apprehension and an emerging theme, topic anxiety. In Darmawan et al. (2021), the results have aligned with this study as it mentioned that students demonstrated high confidence in their speaking due to sufficient practice. Similarly, Desvitasari (2023), Lau et al. (2019), Mohd Zamri and Hashim (2023) and Suparlan (2021) have reported that the speaking anxiety levels among undergraduates and pre-service teachers are ranging from majorly low to moderate levels.

In contrast, some studies do not align with the results. For example, in Achanan et al. (2021), it was reported that 64% of the respondents has shown high levels of speaking anxiety. Also, in Daud et al. (2019), In, Mohamad et al. (2023), they have categorized nine key factors that may cause speaking anxiety pre-service ESL teachers to have speaking anxiety during oral presentations instead of just four. The reason why may be caused by students are still not yet exposed to too much practice in presenting in English since they are may be just starting university. Also, some TESL undergraduates are not too exposed in environment that would use English majorly since early childhood. Besides, some studies used qualitative studies instead of quantitative so that there are no mean scores to be recorded.

The Malaysian Philosophy of Education emphasizes producing individuals who are holistic in character, confident, communicative, and able to contribute to society (Ministry of Education, 2001). By fostering confidence and communication skills, the educational system able to promote these important skills, especially for TESL undergraduates. This finding is important because it may help TESL undergraduates to be a better English teacher in schools, which can help to be students' role model in classrooms. Besides, if the future teachers show

anxiety, it may unintentionally transmit speaking anxiety to their students. Finally, it highlights the cultural dimension of evaluation anxiety. In Daud et al. (2019), “afraid of losing face” is one of the factors reported which they are afraid of embarrassing themselves in front of students and teachers when making mistakes.

In conclusion, the level of speaking anxiety among TESL undergraduates is low, but that does not deny the fact that all TESL undergraduates are good in speaking. Hence, the education system needs to think of a way to resolve this issue.

5.2.2 Factors causing speaking anxiety among TESL undergraduates.

This section provides insight on RQ 2, ‘What are the factors causing speaking anxiety among TESL undergraduates?’

In the Public Speaking Classroom Anxiety Scale (PSCAS), the items were separated into four dimensions referring to the past studies (Sugiyati & Indriani, 2021; Yaikhong & Usaha, 2012). Public Speaking Anxiety Scale PSCAS consists of four dimensions which are anxiety factors, communication apprehension factors, comfort in speaking English factors and fear of negative evaluation factor. Although all of the factors’ mean value fall within the low range, these dimensions may reveal the psychological and individual sources that can may cause speaking anxiety among TESL undergraduates.

As can be seen in Table 4.6 in the Chapter 4, the highest dimension is the fear of negative evaluation, which has the mean score of $M = 2.173$, which is in the low range ($M = 1.81-2.60$). This has suggested that the overall speaking anxiety of the TESL undergraduate is low, but the students are pressured to perform well in front of lecturers and peers who may perceive their performance. This finding is consistent with the past studies like Alrashidi (2022),

Fong et al. (2022), Syafi'i (2020), and Tajuddin et al. (2021) which identify fear of judgement, embarrassment, and peer comparison as persistent issue among TESL undergraduates, which is under the fear of negative evaluation. This anxiety is culturally reinforced in Malaysia's society, where maintaining a positive social image is important. Students are afraid of making mistakes especially in front of the public because it may lead to embarrassment, negative judgement or losing face (Daud et al., 2019).

The second highest dimension contributing to speaking anxiety was anxiety factor. This dimension primarily shown students' general feelings of tension and nervousness when speaking English. Although the mean for this dimension falls within the low range ($M= 1.81-2.60$), which is $M = 2.153$, some TESL undergraduates still report experiencing physiological and emotional discomfort during speaking tasks. Achanan et al. (2021), Alamelu & Rajitha (2020) and Mohamad et al. (2023) have reported that TESL undergraduates have shown discomfort during oral presentations, some shows signs like emotional stress, including nervousness, fear, and low mood. Some shows physical signs like sweating, shaking, and fast heartbeat, and even forgetting prepared content mid-speech. The findings suggest that TESL students who may expose themselves in abundant of situations in English, some of them would still experience anxiety based on the difficulty of the task, the preparedness, and also the classroom environment.

The third highest dimension contributing to speaking anxiety is comfort in speaking English factor, with a mean score of $M = 2.115$ and fall within the low range ($M= 1.81-2.60$). The results have shown that only minority of undergraduates felt discomfort in using English. Alamelu & Rajitha (2020), Darmawan et al. (2021), Shamsuri et al. (2021), and Wahyuningsih and Maisyanah (2021), mentioned that one of the strategies to overcome the discomfort in using English is through the consistent practicing of English through social media, movies, and

music. This suggests that undergraduates are able to feel comfort in using English may not just be due to exposure or language proficiency, but also from repeated practice in a supportive classroom environment and technology.

The fourth and last factor with the lowest mean score is communication apprehension factor, with the mean score of $M = 2.048$, which it falls in the low range ($M = 1.81-2.60$). As mentioned before, communication apprehension is when learners feel anxious or lack of confidence while using the language, especially in public or group situations (Horwitz et al., 1986). This result has suggested that undergraduates mostly do not feel anxious when they need to use the language to speak spontaneously or engage in real-time conversations. This may be due to the fact that they normally converse in English within their friend group or in class with the lecturers. The results aligned with Rachmawati and Jurianto (2020), where they reported that this factor contributes the least to speaking anxiety. However, most of the studies does not align with the results as they report communication apprehension is the most significant factor (Achanan et al., 2021; Azmi and Osman, 2024; Damayanti & Listyani, 2020; Desvitasari, 2023; Lau et al., 2019).

All in all, among the four dimensions, the most prominent dimensions are the fear of negative evaluation. The education system and TESL lecturers needed to take note of this issue and provide evaluation or critics more ethically and professionally.

5.2.3 Correlation between English Language Usage on Speaking Anxiety

This section provides insight on RQ 3, 'Is there a correlational relationship between English language usage and speaking anxiety among TESL undergraduates?'

The relationship between English language usage and speaking anxiety has weak negative relationship. This suggested that the respondents who used more English in their daily life tends to experience slightly lower levels of speaking anxiety. TESL students tend to use more English because in Malaysian universities, English is tended to be the most dominant languages compared to other languages. Due to most of the students came from different background and different races, English tended to be the most preferred language used. Besides, TESL undergraduates would become future teachers, hence they are exposed to a lot of oral presentations activities to train and foster their speaking abilities. This finding is consistent with the linguistic factor studies in past studies. Several studies linked limited vocabulary, grammar issues, and low fluency which can increase anxiety (Daud et al., 2019; Wahyuningsih & Maisyanah, 2021; Suparlan, 2021). Past studies also mentioned that students who lacked of exposure in English may also increase nervousness during oral presentations (Achanan et al., 2021; Dana & Aminatun, 2022).

According to the results, the respondents are somewhat confident in using English, but not fluent enough to remove anxiety fully. Hence, it can be sure that linguistic factor or specifically, English language usage can affect speaking anxiety among TESL undergraduates, but other non-linguistic factors such as social factors and psychological factors may affect the undergraduates' English-speaking anxiety as well. Another notable result is the fact that TESL undergraduates used more English when it comes to writing. This may be due to most of the courses in Malaysian universities are conducting in English, especially for TESL programmes.

Hence, the result of the English language usage and speaking anxiety has weak negative correlation relationship. However, this does not mean that this factor does not affect TESL undergraduates' speaking anxiety. Educators should promote the use of English among undergraduates so that they could also decrease the undergraduates' speaking anxiety.

5.2.4 Correlation between Perceived Teacher Support on Speaking Anxiety

This section provides insight on RQ 4, 'Is there a correlational relationship between perceived teacher support and speaking anxiety among TESL undergraduates?'

Perceived Teacher Support was reported at a high level of correlation with speaking anxiety ($M = 4.0871$), which showed a strong negative relationship. This means that students who received more support from their lecturers are supposed to experience lower levels of English-speaking anxiety.

This finding supports the fact that social factor is associated speaking anxiety according to the past studies. Studies that showed lecturers' behaviour, classroom environment and pedagogy style links to students' confidence and anxiety levels (Alamelu & Rajitha, 2020; Shamsuri et al., 2021). Teachers' encouragement, constructive feedback, and respectful interactions between teachers and students were reported to reduce fear of negative evaluation, which was reported by Syafi'i (2020) and Alrashidi (2022). Besides, Daud et al. (2019) has also mentioned that a supportive learning environment lowers anxiety among students as it helps making students feel safe to make mistakes.

The high level of perceived teacher support among the participants may explain why speaking anxiety among the participants was low comparing to other variables in this study. The findings highlighted that social factors, specifically teachers' support, play an important role in shaping students. The result has also reinforced the argument made by multiple researchers that teacher-student interaction is one of the most powerful influences in terms of speaking anxiety, which also aligns with Bandura's Self-Efficacy Theory (1977). Supportive Malaysian TESL lecturers who respected the students and also may help students feel safer making mistakes, hence reduce speaking anxiety.

5.2.5 Correlation between Self-Esteem on Speaking Anxiety

This section provides insight on RQ 5, 'Is there a correlational relationship between self-esteem and speaking anxiety among TESL undergraduates?'

In terms of self-esteem, it has a weak negative correlation with speaking anxiety. This proves that the higher the self-esteem, the lower the English-speaking anxiety that the students will experience, but not in a very significant way.

The result is able to prove that individual factors such as self-esteem, self-confidence, motivation, and self-efficacy contributes to speaking anxiety (Wulandari & Istiani, 2021; Fernandes et al., 2021). Students with low self-confidence and self-esteem tend to become more anxious due to heightened fear of making mistakes and negative judgement (Syafi'i, 2020; Tajuddin et al., 2021). In reverse, students with high self-confidence and self-esteem tend to become less anxious.

The findings also align with Krashen's Affective Filter Hypothesis, where learners with higher self-esteem have lower affective filters, which helps in lowering anxiety. Also, Bandura's Self-Efficacy Theory (1977), supports the idea that students who believe in their own ability to perform well are less likely to feel anxious during speaking tasks.

Hence, the strong negative correlation between self-esteem and speaking anxiety in this study reinforces the fact that individual factors, or psychological factors play a significant role in reducing speaking anxiety among TESL undergraduates.

5.3 Implications of the Study

5.3.1 Theoretical Implications

The study has offered several theoretical implications for the understanding of speaking anxiety. First of all, the findings validated with the theoretical foundation of FLCAS by Elaine K. Horwitz, Michael B. Horwitz and Joann Cope in 1986 with three dimensions of factors. By utilising PSCAS instrument with introducing a new factor into the scale, the current study provides empirical support to make sure that Horwitz's theoretical framework is still relevant and can be applicable in university contexts. The result shows the dominant sources of anxiety among TESL undergraduates closely align with Horwitz's original dimensions.

In addition, the results have extended Horwitz's framework by showing that PSCAS's four-dimensional structure remains theoretically related for multilingual and multicultural environments such as Malaysian universities. The addition of comfort in speaking English as a relevant component that reflects the undergraduates shifting nature in using the language comfortably like their mother tongue, especially for TESL undergraduate students.

Besides, the findings have proven the perceived teacher support scale is applicable in university context. Since the findings indicated that perceived teacher support has a higher correlational relationship with speaking anxiety, it highlighted the important role of perceived teacher support. The findings support that social support is one of the important factors when it comes to speaking anxiety.

Next, the findings related to self-esteem has proven the link with Bandura's self-efficacy theory (1977) support the theoretical concepts of self-efficacy. The theory has been validated through the findings, that undergraduates who believe in their speaking abilities are more likely to have their emotion regulated during oral presentation and vice versa. Therefore,

the findings confirm that self-esteem functions as an important psychological factor influencing speaking anxiety through the mechanism of self-efficacy.

All in all, these findings suggest that speaking anxiety should be viewed not just caused by linguistic factor, but also by individual factor and social factor as well. This supports and extends Horwitz's theoretical framework, confirming the complexity of speaking anxiety and highlighting the need for frameworks that consists of linguistic factor, individual factor and social factor as well. The present study strengthens the theoretical understanding of speaking anxiety among TESL undergraduates and provides for the relevance of Horwitz's theory.

5.3.2 Practical Implications

The findings of this study offer several practical implications for TESL undergraduates, English language educators, and higher education institutions. First of all, the results have provided TESL undergraduates with a clear understanding of the factors causing speaking anxiety, which are low self-esteem, perceived teacher support, and English language usage. TESL students will become more aware of their own emotional responses and are able to take steps to manage their anxiety by understanding the factors that causes it. As future teachers, the undergraduates need to regulate their emotions as it may influence the students in the classrooms and the pedagogical process.

Next, the study also mentioned about the importance of educators' professionalism. Lecturers can try different approaches based on the findings. Educators should try to maintain professionalism and offer help when the students needed it. Also, the lecturers should maintain a respectful tone towards the undergraduates as it may reduce their speaking anxiety. Lecturers

should also try other ways as well, such as promoting the use of English in class and also to encourage them to be confident in what they do, to promote their self-confidence.

Besides, the study also mentioned about the importance of social support, which is the perceived teacher support. Educators play a crucial role in creating a supportive and positive classroom for the students to reduce their anxiety. Since there is a strong correlational relationship between perceived teacher support and speaking anxiety, teachers need to incorporate more encouragement, positive reinforcement, and constructive feedback during speaking tasks to help the students to reduce their speaking anxiety. Lecturers who are able to create a positive classroom environment by viewing mistakes as part of learning process instead of an obstacle that students cannot conquer.

In addition, the findings suggest that increasing English language usage in the classroom can contribute in reducing anxiety. Although the correlation was weak, there is still a minority of students who felt anxious when they try to speak in front of the class due to lack of usage of English. Lecturers can prepare speaking tasks and opportunities for the students to speak in English. Low-stakes speaking tasks or group discussions are able to help students to become more comfortable in speaking English over time. Also, educators should try to promote the students to integrate English into their daily part of life and informal setting to build their confidence in speaking even further.

Finally, the institution and educators should provide the learners with courses or programmes which can help with managing anxiety. Educators should teach the students on how to manage the students' anxiety before their oral assessments. Techniques such as breathing exercises, rehearsal strategies, and building self-confidence can help the students to cope with anxiety more effectively. Besides, the universities and educators could help by providing practice sessions and giving feedback loops to graded speaking tasks may further reduce

performance pressure and improve readiness. This can create a safe environment for the undergraduates to be able to speak confidently in public.

5.4 Limitations of the Study

Firstly, time constraints posed a significant challenge. The data collection period was set for only one month, resulting in a relatively limited number of responses and also the researcher found out it was too short for data collection. The short duration may have caused low response rate, which can affect the overall representativeness of the sample and potentially reduce the reliability of the statistic.

Secondly, although the Google Form link was distributed across various universities in Malaysia, not all respondents met the required criteria. Some individuals who were not TESL undergraduates completed the questionnaire, and additional time was needed to manually filter and remove these responses.

Thirdly, the study lacked contextual depth because it relied solely on quantitative data without any qualitative for in-depth understanding. As a result, the researcher was unable to explore participants' perspectives in speaking anxiety in greater detail. This limits the ability to explain why strength of correlations varied across different factors, and restricts a deeper understanding of the underlying factors influencing English language usage, teacher support, self-esteem, and speaking anxiety.

Finally, response bias may have been present in the study. Some participants may have answered the questionnaire in a rush without giving thoughtful consideration to each item. In addition, the presence of reverse items could have caused confusion, leading to unintentional mistakes or inconsistent responses.

5.5 Recommendations for Future Study

To improve the reliability of the research for future researches, some recommendations will be shared. First of all, the period for data collection should be extended to improve the response rate and sample representativeness. This can encourage the researchers to start early and let the respondents to have more time to answer the questionnaire.

Besides, the future researches could include stricter criteria and automated screening mechanisms. This can help in ensuring the participants do meet the criteria of the study and ensure the quality of the data.

In addition, future researchers can consider to employ mixed-methods design to this topic. This can help in gaining a more in-depth perspective of the respondents towards speaking anxiety. Also, this can help with researchers to be able to explain the underlying factors on why the relationship between factors varies.

Finally, the questionnaire design can be improved by explaining the reverse items to avoid confusion. Also, future researches should collaborate with more universities which offer TESL programmes to ensure the higher quantity and quality of data.

5.6 Summary

This chapter contains a discussion of research questions about the level of speaking anxiety among TESL undergraduates, the most prominent factors in speaking anxiety, the correlation of English language usage and speaking anxiety, the correlation of perceived teacher support with speaking anxiety, and finally, the correlation between self-esteem with speaking anxiety. In addition, this chapter also contains a description of the theoretical and

practical implications of this study to understand that this study is impactful to the higher education field. Furthermore, this chapter also provide some recommendations on the limitations of the research and future research,which provides valuable references for future research. Finally, the conclusion of this chapter is an overview of the whole study, which shows that speaking anxiety should be solve to create better future English teachers.

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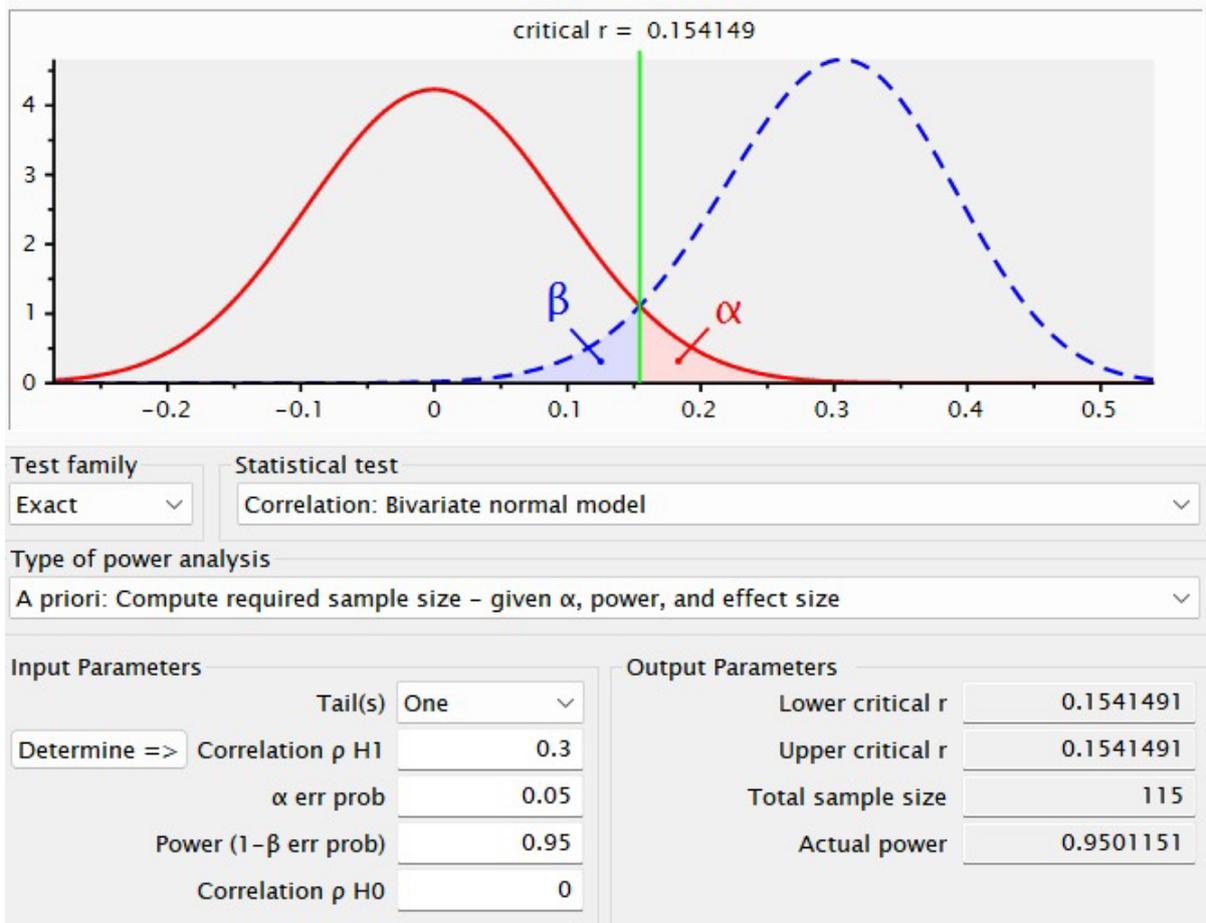
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Appendices



*Appendix A The G*Power analysis chart and data*

FACTORS AFFECTING SPEAKING ANXIETY IN ORAL PRESENTATIONS AMONG TESL UNDERGRADUATES

Good day! I am Yeong Chi Yan, a final year undergraduate student pursuing Bachelor of Arts (Hons) English Education from Faculty of Education, Universiti Tunku Abdul Rahman (UTAR) Kampar campus, Perak.

The purpose of the study is to investigate the factors affecting speaking anxiety in oral presentations among TESL undergraduates. Your participation will greatly contribute to the success of this survey. I truly appreciate your help in participating in this survey, and your responses will remain private and will be used strictly for academic purpose only.

This questionnaire consists of FIVE (5) parts (Parts A, B, C, D, & E) and it will take about TEN (10) minutes to complete. You are required to answer ALL the questions. Please be assured that all information you will provide will be kept completely PRIVATE and CONFIDENTIAL. Therefore, we would greatly appreciate if you could respond to this survey as openly and honestly as possible. Thank you.

Kindly contact any of the following in-charge persons, if you have questions.

Mr. Yeong Chi Yan (Student ID: 2300708) (Email: yeongchiyan0903@utar.my, Mobile: 0165008129)

Supervisor: Dr Tiew Chia Chun (Email: tiewcc@utar.edu.my)

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 - f) Employment History
 - g) Medical History
 - h) Blood type
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 - j) Religion
 - k) Photo
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3. Your personal data may be transferred and/or disclosed to third party and/or UTAR collaborative partners including but not limited to the respective and appointed outsourcing agents for purpose of fulfilling our obligations to you in respect of the purposes and all such other purposes that are related to the purposes and also in providing integrated services, maintaining and storing records. Your data may be shared when required by laws and when disclosure is necessary to comply with applicable laws.
4. Any personal information retained by UTAR shall be destroyed and/or deleted in accordance with our retention policy applicable for us in the event such information is no longer required.
5. UTAR is committed in ensuring the confidentiality, protection, security and accuracy of your personal information made available to us and it has been our ongoing strict policy to ensure that your personal information is accurate, complete, not misleading and updated. UTAR would also ensure that your personal data shall not be used for political and commercial purposes.

Consent:

6. By submitting or providing your personal data to UTAR, you had consented and agreed for your personal data to be used in accordance to the terms and conditions in the Notice and our relevant policy.
7. If you do not consent or subsequently withdraw your consent to the processing and disclosure of your personal data, UTAR will not be able to fulfill our obligations or to contact you or to assist you in respect of the purposes and/or for any other purposes related to the purpose.
8. You may access and update your personal data by writing to us at **yeongchiyan0903@1utar.my, tiewcc@utar.edu.my.**

- I have been notified by you and that I hereby understood, consented and agreed per UTAR above notice.
- I disagree, my personal data will not be processed.
-

PART A: Demographic Profile

The following questions refer to the demographic profile of the respondents. Please provide the appropriate information by marking in the bracket provided to represent your answer.

Gender *

Male

Female

Age *

23

Race *

Chinese

Programme (e.g., TESOL, English Education) *

TESL

University *

- Public/Government
- Private/Non-government
-

State that you originally reside *

- Pulau Pinang
- Kedah
- Perak
- Selangor
- Wilayah Persekutuan Kuala Lumpur
- Negeri Sembilan
- Kelantan
- Melaka
- Johor
-

Part B: ELUS-11 (English Language Usage Scale)

Please answer the following questions in Part B by marking the most appropriate response.

1. In general, what language(s) do you speak? *

- Only non-English language(s)
- More non-English than English
- Both non-English and English equally
- More English than non-English
- Only English

2. In general, what language(s) do you read? *

- Only non-English language(s)
- More non-English than English

2. In general, what language(s) do you read? *

- Only non-English language(s)
- More non-English than English
- Both non-English and English equally
- More English than non-English
- Only English

3. What language(s) do you usually speak at home? *

- Only non-English language(s)
- More non-English than English
- Both non-English and English equally
- More English than non-English
- Only English

4. In which language(s) do you usually think? *

- Only non-English language(s)
- More non-English than English
- Both non-English and English equally
- More English than non-English
- Only English

5. What language(s) do you usually speak with your friends? *

- Only non-English language(s)
 - More non-English than English
 - Both non-English and English equally
 - More English than non-English
 - Only English
-

6. What language do you usually listen to news broadcasts (e.g. on TV, radio, internet)? *

- Only non-English language(s)
 - More non-English than English
 - Both non-English and English equally
 - More English than non-English
 - Only English
-

7. What language(s) do you usually watch movies without subtitles? *

- Only non-English language(s)
 - More non-English than English
 - Both non-English and English equally
 - More English than non-English
 - Only English
-

8. When reading a passage, in which language(s) are you able to grasp the main ideas without referring to a dictionary? *

- Only non-English language(s)
- More non-English than English
- Both non-English and English equally
- More English than non-English
- Only English

9. When taking notes at a presentation, in which language are you able to write quickly without errors? *

- Only non-English language(s)
- More non-English than English
- Both non-English and English equally
- More English than non-English
- Only English

10. In which language(s) are you able to write information about events from memory without using a dictionary? *

- Only non-English language(s)
- More non-English than English
- Both non-English and English equally
- More English than non-English
- Only English

More English than non-English

Only English

10. In which language(s) are you able to write information about events from memory without using a dictionary? *

Only non-English language(s)

More non-English than English

Both non-English and English equally

More English than non-English

Only English

11. In general, which language do you prefer to use? *

Only non-English language(s)

More non-English than English

Both non-English and English equally

More English than non-English

Only English

Part C: PTSS-16 (Perceived Teacher Support Scale)

Please use this scale to answer the following questions in Part E by marking the most appropriate response.

[Strongly Disagree =1, Disagree =2, Neutral =3, Agree =4, Strongly Agree =5]

1. My lecturers will take time to help me when I need help for my study. *

	1	2	3	4	5	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

2. My lecturers organise activities for me to collaborate with others in learning. *

	1	2	3	4	5	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

3. My lecturers try their best to ensure the study materials I need. *

	1	2	3	4	5	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

4. My lecturers create conditions to promote my growth in study. *

	1	2	3	4	5	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

5. My lecturers trust me. *

	1	2	3	4	5	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

6. My lecturers respect me. *

	1	2	3	4	5	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

7. My lecturers are happy to listen when I want to talk about questions/problems related to academics. *

	1	2	3	4	5	
--	---	---	---	---	---	--

7. My lecturers are happy to listen when I want to talk about questions/problems related to academics. *

	1	2	3	4	5	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

8. My lecturers treat me fairly. *

	1	2	3	4	5	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

9. My lecturers provide information to assist me in solving problems myself. *

	1	2	3	4	5	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

10. My lecturers teach me how to handle things through examples. *

	1	2	3	4	5	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

11. My lecturers give me study advice. *

	1	2	3	4	5	
--	---	---	---	---	---	--

11. My lecturers give me study advice. *

	1	2	3	4	5	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

12. My lecturers tell me the focus and the difficulties of my learning. *

	1	2	3	4	5	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

13. My lecturers will inform me when I make mistakes. *

	1	2	3	4	5	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

14. My lecturers give me feedback about my learning tasks. *

	1	2	3	4	5	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

15. My lecturers tell me how I perform in class. *

	1	2	3	4	5	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

Strongly disagree



Strongly agree

14. My lecturers give me feedback about my learning tasks. *

1

2

3

4

5

Strongly disagree

Strongly agree

15. My lecturers tell me how I perform in class. *

1

2

3

4

5

Strongly disagree

Strongly agree

16. My lecturers give me feedback on my areas of improvement. *

1

2

3

4

5

Strongly disagree

Strongly agree

PART D: RSES-10 (Rosenberg Self-Esteem Scale)

Please use this scale to answer the following questions in Part C by marking the most appropriate response.

[Strongly Disagree =1, Disagree =2, Neutral =3, Agree =4, Strongly Agree =5]

1. On the whole, I am satisfied with myself. *

	1	2	3	4	5	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

2. At times I think I am no good at all. *

	1	2	3	4	5	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

3. I feel that I have a number of good qualities. *

	1	2	3	4	5	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

4. I am able to do things as well as most other people. *

	1	2	3	4	5	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

5. I feel I do not have much to be proud of. *

	1	2	3	4	5	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

6. I certainly feel useless at times. *

	1	2	3	4	5	
Strongly disagree	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

7. I feel that I'm a person of worth. *

	1	2	3	4	5	
	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	

7. I feel that I'm a person of worth. *

	1	2	3	4	5	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

8. I wish I could have more respect for myself. *

	1	2	3	4	5	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

9. All in all, I am inclined to think that I am a failure. *

	1	2	3	4	5	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

10. I take a positive attitude toward myself. *

	1	2	3	4	5	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

PART E: PSCAS-17 (The Public Speaking Anxiety Scale)

Please use this scale to answer the following questions in Part B by marking the most appropriate response.

[Strongly Disagree =1, Disagree =2, Neutral =3, Agree =4, Strongly Agree =5]

Q1. I never feel quite sure of myself while I am speaking English. *

	1	2	3	4	5	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

Q2. I start to panic when I have to speak English without a preparation in advance. *

	1	2	3	4	5	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

Strongly disagree

Strongly agree

Q3. In an English speaking class, I can get so nervous I forget things I know. *

1

2

3

4

5

Strongly disagree

Strongly agree

Q4. I feel confident while I am speaking English. *

1

2

3

4

5

Strongly disagree

Strongly agree

Q5. I get nervous and confused when I am speaking English. *

1

2

3

4

5

Strongly disagree

Strongly agree

Q6. I am afraid that other students will laugh at me while I am speaking English. *

1

2

3

4

5

Strongly disagree

Strongly agree

Q7. I get nervous when the English teacher asks me to speak English which I have prepared in advance. *

	1	2	3	4	5	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

Q8. I have no fear of speaking English. *

	1	2	3	4	5	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

Q9. I can feel my heart pounding when I am going to be called on. *

	1	2	3	4	5	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

Q10. I feel relaxed while I am speaking English. *

	1	2	3	4	5	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

Q11. It embarrasses me to volunteer to go out first to speak English. *

	1	2	3	4	5	
--	---	---	---	---	---	--

Q11. It embarrasses me to volunteer to go out first to speak English. *

	1	2	3	4	5	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

Q12. I face the prospect of speaking English with confidence. *

	1	2	3	4	5	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

Q13. Certain parts of my body feel very tense and rigid while I am speaking English. *

	1	2	3	4	5	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

Q14. I feel anxious while I am waiting to speak English. *

	1	2	3	4	5	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

Q15. I dislike using my voice and body expressively while I am speaking English. *

	1	2	3	4	5	
--	---	---	---	---	---	--

Q15. I dislike using my voice and body expressively while I am speaking English. *

	1	2	3	4	5	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

Q16. I have trouble coordinating my movements while I am speaking English. *

	1	2	3	4	5	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

Q17. Even if I am very well prepared, I feel anxious about speaking English. *

	1	2	3	4	5	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

End of survey

Thank you for your time and willingness to participate in this survey. Your response is greatly appreciated and will be treated with the utmost respect and confidentiality. Wishing you a pleasant day.

You may now close this page after you pressed the submit button.



Appendix B Response from Google Form