

The Level of Students' Speaking Anxiety in Academic Speaking Classes at STKIP Muhammadiyah Aceh Barat Daya

Safriza^{1*}, Zuhri Efendi²

^{1,2}Pendidikan Bahasa Inggris, STKIP Muhammadiyah Aceh Barat Daya, Jl. Nasional Desa Padang Meurantee, Kabupaten Aceh Barat Daya
safrizaa8@gmail.com

Abstract

Speaking anxiety is a prevalent psychological challenge among English as a Foreign Language (EFL) learners, leading to avoidance of oral participation, hesitation in responding to questions, and fear of negative evaluation. This study aimed to identify and classify the levels of speaking anxiety among students in Academic Speaking classes at STKIP Muhammadiyah Aceh Barat Daya, categorizing them as low, moderate, or high. Using a descriptive quantitative approach, the research involved 30 students from the fourth, sixth, and eighth semesters of the English Education Study Program who had completed Advanced Speaking prerequisites, selected through purposive sampling. Data were collected using an adapted Foreign Language Classroom Anxiety Scale (FLCAS) with 33 statements via Google Forms, and analyzed using frequencies and percentages. Findings showed that 90.0% of students experienced moderate speaking anxiety, 6.7% low anxiety, and 3.3% high anxiety, with a mean total score of 101.93. Item-level analysis revealed the highest anxiety was linked to fear of failing to keep up with lessons and speaking about unprepared material, reflecting test anxiety, while lowest scores related to physical panic symptoms. These findings suggest that most students experienced moderate anxiety, sufficient to hinder participation in speaking activities, highlighting the need for supportive, well-structured speaking instruction.

Keywords: Academic Speaking, EFL, FLCAS, Speaking Anxiety

Abstrak

Kecemasan berbicara merupakan tantangan psikologis yang umum terjadi di kalangan pembelajar Bahasa Inggris sebagai Bahasa Asing (EFL), yang menyebabkan penghindaran partisipasi lisan, keraguan dalam menjawab pertanyaan, dan ketakutan akan evaluasi negatif. Penelitian ini bertujuan untuk mengidentifikasi dan mengklasifikasikan tingkat kecemasan berbicara di kalangan mahasiswa kelas Berbicara Akademik di STKIP Muhammadiyah Aceh Barat Daya, dengan mengkategorikannya sebagai rendah, sedang, atau tinggi. Menggunakan pendekatan kuantitatif deskriptif, penelitian ini melibatkan 30 mahasiswa dari semester empat, enam, dan delapan Program Studi Pendidikan Bahasa Inggris yang telah menyelesaikan prasyarat Berbicara Tingkat Lanjut, yang dipilih melalui purposive sampling. Data dikumpulkan menggunakan Skala Kecemasan Kelas Bahasa Asing (FLCAS) yang diadaptasi dengan 33 pernyataan melalui Google Forms, dan dianalisis menggunakan frekuensi dan persentase. Hasil penelitian menunjukkan bahwa 90,0% mahasiswa mengalami kecemasan berbicara sedang, 6,7% kecemasan rendah, dan 3,3% kecemasan tinggi, dengan skor total rata-rata 101,93. Analisis tingkat item mengungkapkan bahwa kecemasan tertinggi terkait dengan rasa takut gagal mengikuti pelajaran dan berbicara tentang materi yang belum dipersiapkan, yang mencerminkan kecemasan ujian, sementara skor terendah terkait dengan gejala panik fisik. Temuan ini menunjukkan bahwa sebagian besar siswa mengalami kecemasan tingkat moderat, yang cukup untuk menghambat partisipasi dalam kegiatan berbicara, menyoroti perlunya pengajaran berbicara yang suportif dan terstruktur dengan baik.

Kata kunci: Berbicara Akademik, EFL, FLCAS, Kecemasan Berbicara

Copyright (c) 2026 Safriza, Zuhri Efendi

✉ Corresponding author: Safriza

Email Address: safrizaa8@gmail.com (Jl. Nasional Desa Padang Meurantee, Kabupaten Aceh Barat Daya)

Received 30 June 2026, Accepted 14 July 2026, Published 28 July 2026

INTRODUCTION

Among the core competencies in EFL, speaking holds particular importance, as it functions as the main channel through which communication takes place. Through speaking, students are able to express ideas, share opinions, and participate in meaningful classroom interactions. In higher education, particularly in Academic Speaking classes, students are expected to communicate their ideas clearly

and confidently in English because effective oral communication skills contribute to successful classroom interaction and academic achievement (Patwary & Chowdhury, 2021). Despite this, classroom observations reveal that a considerable number of students continue to struggle with spoken English. Many learners exhibit reticence during discussions, hesitate when responding to lecturers' questions, avoid speaking-related tasks, or display signs of nervousness when required to speak publicly. Furthermore, students frequently express concern over grammatical inaccuracies and pronunciation errors, as well as apprehension regarding critical feedback from instructors and peers. These patterns suggest that students' difficulties in speaking cannot be attributed solely to insufficient linguistic competence, but are also strongly influenced by psychological dimensions, most notably speaking anxiety.

Speaking anxiety represents one of the most prevalent challenges encountered by EFL learners, as it can adversely affect students' participation, self-confidence, and overall speaking performance. Learners who experience this anxiety frequently exhibit reduced confidence in articulating their ideas and are inclined to avoid oral communication activities altogether. This is corroborated by Nayyef et al. (2023), who found that speaking anxiety significantly affects students' classroom participation and speaking performance. In addition, speaking anxiety can reduce students' willingness to communicate and hinder their ability to demonstrate their actual language competence (Gao, 2021). As a result, students become passive during speaking activities even though they understand the material being discussed. This classroom phenomenon indicates that speaking anxiety remains an important issue in the EFL learning context, especially in Academic Speaking classes that require active oral participation.

Furthermore, speaking anxiety is closely related to students' psychological and emotional conditions. Students often experience nervousness, fear, stress, and worry when asked to speak in English. Rajitha and Alamelu (2020) explained that these emotional responses may appear in both physical and psychological forms, such as trembling, sweating, difficulty concentrating, and a tendency to avoid participation. Speaking activities are often perceived as threatening situations because students are afraid of making mistakes and receiving negative evaluations. Supporting this view, Höl and Kasimi (2022) argued that fear of negative evaluation, peer comparison, and limited language proficiency constitute the primary factors contributing to heightened anxiety and diminished student engagement in the classroom. Similarly, Yu (2022) noted that foreign language anxiety is among the most prominent negative emotions learners experience, often occurring alongside other affective states such as fear, tension, and shame that intensify during oral communication tasks. Therefore, understanding speaking anxiety is essential to improving students' communication skills and academic success.

Before discussing speaking anxiety specifically, it is necessary to clarify the broader concept of anxiety and how it has been classified in the language-learning literature. Anxiety in general has been categorized into three types, namely trait anxiety, state anxiety, and situation-specific anxiety (Macintyre & Gardner, 1991). Trait anxiety refers to a relatively stable personality characteristic that predisposes an individual to feel anxious across a wide range of situations, whereas state anxiety

describes a transient emotional response that arises momentarily in reaction to a particular event, such as facing an examination. Situation-specific anxiety, by contrast, occurs consistently within a particular type of situation or context, such as public speaking or foreign language use, and is considered the most relevant perspective for understanding anxiety experienced in language classrooms (Macintyre & Gardner, 1991). Speaking anxiety in EFL classrooms is generally regarded as a form of situation-specific anxiety, since it emerges specifically when learners are required to communicate orally in the target language rather than reflecting a general personality trait (Horwitz et al., 1986). Understanding this classification is important because it clarifies that speaking anxiety is not a fixed trait of the learner, but a response that can be shaped and reduced through appropriate classroom conditions and instructional support.

To provide a more systematic explanation of this phenomenon, this study employs the theory of Foreign Language Anxiety (FLA) developed by Horwitz, Horwitz, and Cope (1986). This theory was formulated to account for the affective factors influencing the language learning process, an area that had previously received insufficient scholarly attention. Three interrelated dimensions make up FLA, namely apprehension about communicating, concern over being judged negatively, and anxiety tied to testing situations. In the learning context, communication apprehension causes students to hesitate in oral participation; fear of negative evaluation creates doubt in expressing ideas; and test anxiety increases pressure during speaking assessments. These three components are interconnected and create emotional barriers that may affect students' speaking performance in EFL classrooms.

To assess students' levels of anxiety, Horwitz et al. (1986) developed the Foreign Language Classroom Anxiety Scale (FLCAS), a 33-item instrument that has been extensively utilized in EFL research to identify students' anxiety in foreign language learning, particularly within speaking activities. Across various EFL studies, FLCAS scores are commonly employed to categorize students' anxiety levels into low, moderate, and high classifications (Marpaung et al., 2023; Norahmi et al., 2025). Each of these anxiety categories is characterized by distinct behavioral and psychological traits among students. Students with low anxiety levels are generally more confident, calm, and active in speaking activities. Students with moderate anxiety occasionally feel nervous, yet they remain capable of participating in speaking activities when encouraged or guided by the lecturer. Meanwhile, students exhibiting high anxiety levels tend to avoid speaking-related tasks, experience intense fear of negative evaluation, and frequently display physical symptoms such as trembling, sweating, and difficulty organizing their thoughts while speaking.

Empirical studies also support the existence of speaking anxiety among EFL learners. Several previous studies have shown that most students experience speaking anxiety at moderate to high levels. Nurilahi and Suhartono (2022) found that the majority of students had relatively high anxiety levels, while only a small number were categorized as having low anxiety. Similarly, Nayyef et al. (2023) reported that restricted vocabulary and pronunciation struggles stood out as the leading contributors to students' anxiety when speaking. In addition, Millatu and Ghaniy (2023) revealed that most students

experienced moderate levels of anxiety in speaking classes, while only a few students experienced low and high levels of anxiety. Likewise, Hermagustiana et al. (2021) identified a meaningful relationship linking learners' self-efficacy, their anxiety in learning the target language, and how well they performed in speaking among Indonesian EFL learners, while Indahyanti et al. (2023) confirmed that public speaking anxiety was strongly associated with students' fear of negative evaluation. Similarly, Daflizar (2024) reported that Indonesian EFL students experienced considerable speaking anxiety outside the classroom, which was related to their self-perceived speaking skills and vocabulary proficiency. Alfiani et al. (2022) further identified test anxiety as one of the primary factors contributing to students' speaking anxiety, particularly when they were asked to speak on unprepared topics or awaited their turn to perform. These findings indicate that speaking anxiety can significantly hinder students' communication abilities, particularly in academic contexts.

Despite these findings, several gaps remain in the existing literature. First, many previous studies have focused more on the causes and factors of speaking anxiety rather than specifically classifying students' anxiety levels into low, moderate, and high categories using FLCAS within the Indonesian context. For example, Quvanch et al. (2024) examined levels of speaking anxiety among EFL undergraduates using the FLCAS, yet this level-based classification approach remains rarely applied among Indonesian higher education students. Second, research on students' speaking anxiety in higher education contexts in Indonesia, particularly at STKIP Muhammadiyah Aceh Barat Daya, remains limited. Therefore, this study seeks to identify and classify students' speaking anxiety levels in Academic Speaking classes at STKIP Muhammadiyah Aceh Barat Daya based on FLCAS categories of low, moderate, and high anxiety. Accordingly, this research examines the subsequent question: What is the level of students' speaking anxiety in Academic Speaking classes at STKIP Muhammadiyah Aceh Barat Daya?

METHOD

A quantitative, descriptive framework was used in this research to map out the extent of speaking anxiety among the students in Academic Speaking classes at STKIP Muhammadiyah Aceh Barat Daya. Quantitative research was considered appropriate because the study focused on collecting numerical data and measuring students' speaking anxiety levels. According to Creswell (2017), quantitative research is used to measure variables and analyze numerical data statistically. This study used a quantitative method to measure how much speaking anxiety the students felt during their Academic Speaking classes.

To achieve this objective, the study was conducted at STKIP Muhammadiyah Aceh Barat Daya. The participants consisted of 30 students from the fourth, sixth, and eighth semesters of the English Education Study Program at STKIP Muhammadiyah Aceh Barat Daya who had completed the Advanced Speaking classes. Semesters 4, 6, and 8 were targeted because, at the time of data collection, they were the only cohorts that had completed this prerequisite; students from lower semesters were not

yet eligible. The participants were selected based on their experience in performing various speaking activities in English classrooms and were considered relevant to the objective of this study. The sample was selected using purposive sampling because the researcher intentionally chose participants who met specific criteria related to the research objective, a technique commonly used when participants are chosen based on characteristics relevant to the research purpose rather than through random selection (Etikan et al., 2016).

To measure participants' levels of speaking anxiety, the instrument employed in this study constituted an adapted version of the Foreign Language Classroom Anxiety Scale (FLCAS) originally developed by Horwitz et al. (1986). The questionnaire comprised 33 statements modified to suit the context of the present study while preserving the original dimensions of FLCAS, namely communication apprehension, fear of negative evaluation, and test anxiety. A five-point Likert scale (Likert, 1932) was utilized, consisting of Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), and Strongly Disagree (SD). Negative statements were scored from 5 (Strongly Agree) to 1 (Strongly Disagree), whereas positive statements (Items 1, 5, 23, 24, and 25) were reverse-scored from 1 (Strongly Agree) to 5 (Strongly Disagree). Following the reverse-scoring procedure, scores from all 33 items were aggregated to derive each participant's total FLCAS score.

With respect to the reliability of the instrument, the original FLCAS developed by Horwitz et al. (1986) has been reported to demonstrate strong internal consistency, with a Cronbach's alpha coefficient of .93 and a test-retest reliability of .83 ($N = 108$), indicating that the instrument reliably measures foreign language classroom anxiety across repeated administrations. To ensure that the adapted version used in this study retained comparable psychometric quality, the internal consistency of the 33 adapted items was recalculated based on the responses of the 30 participants, yielding a Cronbach's alpha of .927. This result closely mirrors the reliability reported for the original FLCAS, confirming that the adapted instrument used in the present study remained highly reliable for measuring students' speaking anxiety in this context.

With the instrument's psychometric quality confirmed, data were collected by distributing the adapted FLCAS questionnaire to participants via Google Forms. Prior to distribution, the researcher explained the purpose of the study and ensured that participants understood their responses would be used solely for research purposes. Participants were instructed to answer all questionnaire items honestly, based on their experiences in Advanced Speaking classes. Once all responses had been collected, the data were exported from Google Forms to Microsoft Excel for further analysis. Responses were subsequently coded and converted into numerical scores according to the Likert scale, a widely used psychometric scaling method for quantifying respondents' attitudes and perceptions in questionnaire-based research (Taherdoost, 2019). After applying the reverse-scoring procedure to the positive statements, the scores of all questionnaire items were summed to obtain each participant's total anxiety score, with possible scores ranging from 33 to 165. To facilitate the interpretation of students' speaking anxiety levels, total FLCAS scores were classified into three categories low, moderate, and

high by dividing the total score range into three equal intervals: low anxiety (33–77), moderate anxiety (78–121), and high anxiety (122–165). Finally, the data were analyzed using descriptive statistics, specifically frequencies and percentages, with the findings presented in tabular form.

RESULTS AND DISCUSSION

Presented below are the findings regarding the level of speaking anxiety experienced by students in Academic Speaking classes at STKIP Muhammadiyah Aceh Barat Daya. The data were derived from 30 students who completed the adapted Foreign Language Classroom Anxiety Scale (FLCAS) questionnaire, with total scores subsequently classified into three categories: low, moderate, and high anxiety.

Based on the calculated total scores of the 30 respondents, scores ranged from 46 to 133, yielding a mean of 101.93 and a standard deviation of 16.95. This mean score falls within the moderate anxiety category (78–121); however, it lies relatively close to the upper boundary of this range, suggesting that students' anxiety levels tended toward the higher end of the moderate category.

Table 1. Distribution of Students' Speaking Anxiety Levels

Anxiety Level	Frequency (n)	Percentage (%)
Low Anxiety (33-77)	2	6.7
Moderate Anxiety (78-121)	27	90.0
High Anxiety (122-165)	1	3.3
Total	30	100

Table 1 reveals that the majority of students (27 students, or 90.0%) fell into the moderate anxiety category, whereas only 2 students (6.7%) were classified as experiencing low anxiety and 1 student (3.3%) as experiencing high anxiety. These findings suggest that speaking anxiety was prevalent among nearly all students in this study, with moderate anxiety emerging as the most dominant level.

To obtain a more detailed picture of the specific aspects contributing most to students' speaking anxiety, the mean score for each of the 33 FLCAS items was calculated. Table 2 presents the five items with the highest mean scores as well as the five items with the lowest mean scores.

Table 2. Five Highest and Five Lowest Mean Item Scores

Item	Statement	Mean
14	I am afraid that I will not be able to keep up with the lesson.	3.77
31	I am afraid that the lecturer will ask me to say something that I have not prepared.	3.73
21	I feel that other students are more proficient in English than I am.	3.70
15	I become nervous when I do not understand part of the English lesson.	3.70
19	I feel that my English ability is not as good as I thought it was.	3.63
28	I feel pressured to prepare well for English assignments.	2.57
5	I feel calm and relaxed in English classes.	2.57
18	I feel more comfortable when I do not have to understand every word in English.	2.40
3	I would feel more comfortable if I did not have to take English classes.	2.13
11	I often feel like fainting during English classes.	1.87

As shown in Table 2, the highest mean scores were found in items related to the fear of being unable to keep up with the lesson (Item 14, $M = 3.77$), fear of being asked to speak about unprepared material (Item 31, $M = 3.73$), and feelings of being less proficient than classmates (Item 21, $M = 3.70$),

along with nervousness about not understanding the lesson (Item 15, $M = 3.70$). Another relatively high mean score was found for Item 19 ($M = 3.63$), indicating that many students felt their English ability was not as good as they had previously thought. In contrast, the lowest mean scores were found in items reflecting physical panic symptoms, such as feeling like fainting during English classes (Item 11, $M = 1.87$), and items reflecting a wish to avoid English classes altogether (Item 3, $M = 2.13$). Other low-scoring items included feeling more comfortable when not having to understand every word in English (Item 18, $M = 2.40$), feeling calm and relaxed in English classes (Item 5, $M = 2.57$), and feeling pressured to prepare well for English assignments (Item 28, $M = 2.57$).

As a sample characteristic rather than a focus of analysis, it can be noted that participants were unevenly distributed across the three semesters, with semester 8 contributing the largest share; since this study did not aim to compare anxiety levels across semesters, this distribution is reported here only for descriptive purposes.

Discussion

The findings of this study indicate that the majority of students (90.0%) experienced moderate speaking anxiety, whereas only small proportions exhibited low (6.7%) or high (3.3%) anxiety levels. This finding aligns with Millatu and Ghaniy (2023), who similarly found that most students experienced moderate levels of anxiety in speaking classes, with only a small number falling into the low or high categories. However, this result contrasts with that of Nurilahi and Suhartono (2022), who reported that the majority of students exhibited relatively high levels of anxiety. This discrepancy may be attributed to variations in learning context, students' exposure to speaking practice, and the classification method employed to determine the boundaries between anxiety categories.

This predominance of moderate anxiety may be explained by participants' prior exposure to speaking practice through the Advanced Speaking course, which appears to have kept their anxiety from escalating to a high level without eliminating it altogether, since oral communication inherently involves unpredictable and evaluative elements that continue to generate apprehension (Horwitz et al., 1986). This is consistent with Gao (2022), who noted that speaking anxiety fluctuates with learners' familiarity with the task, and with Marpaung et al. (2023), who found that students with moderate anxiety typically remain able to participate when guided by the lecturer, explaining why most students here, despite visible anxiety, were still willing to engage in speaking tasks.

The mean score's position near the upper end of the moderate category, as reported in the Results section, should not be read as evidence that students' anxiety can be disregarded. Rather, this finding corroborates Nayyef et al. (2023), who emphasized that even moderate levels of anxiety can meaningfully diminish students' classroom participation and confidence in oral communication. In other words, a "moderate" classification does not imply that the anxiety is inconsequential; its proximity to the high-anxiety threshold instead signals a need for proactive pedagogical intervention before it escalates further.

To better illustrate how the 33 FLCAS statements relate to the three underlying dimensions of

FLA, example statements from each theme are presented below. The test-anxiety theme is exemplified by Item 14, "I am afraid that I will not be able to keep up with the lesson," and Item 31, "I am afraid that the lecturer will ask me to say something that I have not prepared," both of which recorded the highest mean scores in this study. The fear-of-negative-evaluation theme is represented by Item 21, "I feel that other students are more proficient in English than I am," and Item 19, "I feel that my English ability is not as good as I thought it was," reflecting students' concern about being compared unfavorably with their peers. Meanwhile, the communication-apprehension theme is illustrated by Item 15, "I become nervous when I do not understand part of the English lesson," which points to anxiety rooted in difficulties of comprehension rather than in speaking performance itself. These examples show that although all 33 statements were designed around the same three dimensions, students responded most strongly to items tied to assessment-related speaking tasks and social comparison, rather than to items describing physical panic symptoms.

When interpreted through the lens of Horwitz et al.'s (1986) Foreign Language Anxiety (FLA) theory, the item-level results reveal that all three components of FLA communication apprehension, fear of negative evaluation, and test anxiety contributed to students' speaking anxiety, albeit to varying degrees. The highest-scoring items (Items 14 and 31) reflect test anxiety, particularly students' fear of being required to perform unpredictable or unprepared speaking tasks under assessment-like conditions. This finding is consistent with Höl and Kasımi (2022), who emphasized that unpredictability and evaluative pressure serve as strong triggers of foreign language anxiety. It also corresponds with Alfiani et al. (2022), who identified test anxiety as one of the key factors contributing to freshmen's speaking anxiety, alongside fear of negative evaluation and communication apprehension, particularly when students were required to perform speaking tasks without sufficient preparation time. Meanwhile, items associated with social comparison such as feeling less proficient than classmates (Item 21) and doubting one's own ability (Item 19) reflect fear of negative evaluation, which aligns with Höl and Kasımi's (2022) argument that peer comparison significantly heightens students' anxiety. The item concerning difficulty keeping pace with comprehension (Item 15) represents communication apprehension stemming from difficulties in understanding rather than from speaking itself.

On the other hand, the lowest-scoring items suggest that students' anxiety was largely psychological rather than physically debilitating. Very few students reported extreme physical symptoms such as feeling like fainting (Item 11), and most students did not wish to avoid English classes entirely (Item 3). This pattern supports the classification of most students' anxiety as moderate rather than high, since, as explained by Marpaung et al. (2023), even those experiencing moderate anxiety remain capable of engaging in speaking tasks, especially with lecturer encouragement, whereas students with high anxiety tend to avoid speaking tasks altogether and show strong physical symptoms of distress. This is in line with Quvanch et al. (2024), who also found a predominantly moderate level of speaking anxiety among EFL undergraduates using the FLCAS, with physical symptoms such as shaking and sweating emerging alongside psychological manifestations such as forgetfulness and

negative thoughts, most noticeably among students still early in their studies.

Building on this pattern, these results suggest several concrete instructional strategies for lecturers teaching Academic Speaking courses. First, since test-related pressure emerged as the strongest anxiety trigger, structured speaking practice, in which tasks are broken into predictable stages with clear expectations and adequate preparation time, can reduce the sense of unpredictability that students find most threatening. Second, anxiety can be eased through gradual exposure, moving students from low-stakes activities such as pair work and rehearsed presentations toward more demanding, spontaneous, or assessment-like tasks only once sufficient confidence has been built. Third, because fear of negative evaluation and peer comparison were also prominent, feedback should be constructive and framed around specific, actionable improvements rather than overall judgments of ability, so that correction does not reinforce students' self-doubt. Finally, supportive classroom interaction, including peer collaboration, positive reinforcement, and a non-judgmental atmosphere, can help normalize mistakes as part of learning and encourage more willing participation. Together, these strategies are consistent with Young (1991), who argued that a low-anxiety learning environment depends on supportive instructor conduct and reduced evaluative pressure, thereby promoting fuller student engagement in oral communication tasks.

CONCLUSION

Drawing on the results and discussion above, this study achieved its purpose of identifying students' speaking-anxiety levels through an adapted FLCAS instrument. Based on data from 30 respondents, the majority (90.0%) experienced moderate anxiety, with smaller proportions experiencing low (6.7%) and high (3.3%) anxiety; the total FLCAS mean score of 101.93 lay close to the high-anxiety boundary, suggesting that this anxiety was substantial enough to potentially hinder students' active participation in speaking activities.

Item-level analysis further showed that anxiety was mostly triggered by test-related pressure and fear of negative evaluation, with comparatively low physical panic symptoms, indicating that students' anxiety was more psychological than physically debilitating. These findings are consistent with Horwitz et al.'s (1986) framework of foreign language anxiety, with test anxiety and fear of negative evaluation emerging as the most influential contributors.

As elaborated in the Discussion, these findings carry practical implications for lecturers, who can help reduce students' speaking anxiety through structured speaking practice, gradual exposure to oral tasks, constructive feedback, and supportive classroom interaction.

This study is nonetheless limited by its small sample of 30 students from a single institution, which restricts generalizability. Future research should employ a larger, more diverse sample, incorporate qualitative methods such as interviews to explore the underlying causes of anxiety, and examine the relationship between speaking anxiety and actual speaking performance.

Despite these limitations, the instrument's demonstrated reliability and the consistency of the

findings with the Foreign Language Anxiety framework suggest that this study offers a useful foundation for developing more supportive speaking-instruction strategies, both at STKIP Muhammadiyah Aceh Barat Daya and in comparable EFL settings.

REFERENCE

- Creswell, J. W., & Creswell, J. D. (2017). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage publications.
- Daflizar, D. (2024). Out-of-class speaking anxiety among Indonesian EFL students and its relationship with self-perceived speaking skills, vocabulary proficiency, and gender. *JOLLT Journal of Languages and Language Teaching*, 12(1), 240-253.
- Alfiani, W., Asib, A., & Supriyadi, S. (2022). Pedagogy : Journal of English Language Teaching Factors Influencing Speaking Anxiety of FLSP Freshmen. 10(2), 123–136. <https://doi.org/10.32332/joelt.v10i2.5254>
- Etikan, I., Musa, S. A., & Alkassim, R. S. (2016). Comparison of Convenience Sampling and Purposive Sampling. 5(1), 1–4. <https://doi.org/10.11648/j.ajtas.20160501.11>
- Gao, J. (2021). Scales assessing L speaking anxiety : Development , validation , and application.
- Höl, D., & Kasımi, Y. (2022). 28 . A growing dilemma : English speaking anxiety-in-EFL classrooms : A review of research Yabancı dil sınıflarında İngilizce konuşma kaygısı üzerine bir derleme çalışması. 28(14), 421–438. <https://doi.org/10.29000/rumelide.1132581>
- Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). Foreign language classroom anxiety. *The Modern language journal*, 70(2), 125-132.
- Indahyanti, R., Rahman, A. W., Mursidin, M., Makassar, U. I., & Parepare, U. M. (2023). MEASURING LANGUAGE ANXIETY OF EFL STUDENTS IN. 5(1), 196–203.
- Likert, R. (1932). A technique for the measurement of attitudes. *Archives of Psychology*, 22(140), 1–55.
- Macintyre, P. D., & Gardner, R. C. (1991). Methods and results in the study of anxiety and language learning: A review of the literature. *Language Learning*. 41(1), 85–117.
- Marpaung, N. R., Fithriani, R., Islam, U., & Sumatera, N. (2023). English Speaking Anxiety Among Indonesian Junior High School Students : Unveiling Causes. 9(1), 146–163.
- Millatu, R., & Ghaniy, A. (2023). FLSP Students ' Anxiety And Their Learning. 10(1), 81–95. <https://doi.org/10.22219/celtic.v10i1>.
- Nayyef, A., Alazeer, M., & Ahmed, Z. A. (2023). Students ' Speaking Anxiety in EFL Classroom. 8(2), 100–107. <https://doi.org/10.22161/ijels>
- Norahmi, M., Aristia, C. F., & Mairing, J. P. (2025). (Journal of English Education and Linguistics Studies) P-ISSN: 2407-2575 E-ISSN: 2503-2194 <https://jurnalfaktarbiyah.iainkediri.ac.id/index.php/jeels>. 12(October 2025), 843–875.
- Nurilahi, R., & Suhartono, L. (2022). AN ANALYSIS ON THE CAUSE OF STUDENTS ' SPEAKING

- ANXIETY IN EFL CLASSROOM. 3(2), 95–104. <https://doi.org/10.26418/jeep.v3i2.54273>
- Patwary, M. N., & Chowdhury, S. (2021). Classroom Interaction as a Way of Developing Students' Speaking Skill at the Tertiary Level EFL Classroom:: An Empirical Investigation. *Crossings: A Journal of English Studies*. 12, 220–250.
- Quvanch, Z., Qasemi, A. S., & Na, K. S. (2024). Analyzing levels , factors and coping strategies of speaking anxiety among EFL undergraduates in Afghanistan Analyzing levels , factors and coping strategies of speaking anxiety. *Cogent Education*, 11(1). <https://doi.org/10.1080/2331186X.2024.2413225>
- Rajitha, K., & Alamelu, C. (2020). ScienceDirect Procedia ScienceDirect ScienceDirect. *Procedia Computer Science*, 172(2019), 1053–1058. <https://doi.org/10.1016/j.procs.2020.05.154>
- Taherdoost, H. (2019). What Is the Best Response Scale for Survey and Questionnaire Design ; Review of Different Lengths of Rating Scale / Attitude Scale / Likert Scale. 8(1), 1–10.
- Yu, Q. (2022). A Review of Foreign Language Learners ' Emotions. 12(January), 1–10. <https://doi.org/10.3389/fpsyg.2021.827104>
- Young, D. J. (1991). Creating a low-anxiety classroom environment: What does language anxiety research suggest? *The Modern Language Journal*, 75(4), 426–439. <https://doi.org/10.2307/329492>