INVESTIGATING ENGLISH DEPARTMENT STUDENTS’ FOREIGN LANGUAGE SPEAKING ANXIETY: A CASE STUDY IN UNIVERSITAS AIRLANGGA, INDONESIA

Dyas Intan Rachmawati; Universitas Airlangga
Jurianto ; Universitas Airlangga

Abstract: Anxiety during a speaking performance is a common phenomenon experienced by any EFL learners, including students majoring in English. Focusing on the issue, this study investigates the correlation between students’ foreign language speaking anxiety and speaking achievement. Moreover, this study also observes the levels and the sources of the speaking anxiety among the English Department’s fifth-semester students of Universitas Airlangga. This study used the Foreign Language Speaking Anxiety Scale (FLSAS) by Öztürk and Gurbuz (2014). The FLSAS questionnaire was distributed to 114 students in order to explore the correlation between speaking anxiety and speaking achievement, the speaking anxiety levels, and the speaking anxiety sources. The data collected through questionnaire were analyzed with SPSS 25.0. Pearson Product Moment Correlation is used to determine the correlation, while descriptive statistic analysis is used to investigate the levels and the sources for speaking anxiety. Horwitz, Horwitz and Cope's (1986) theory and Horwitz and Young (1991) about the source and the levels of foreign language speaking anxiety are also used in this study. This study found that there is a significant negative correlation between speaking anxiety levels and speaking achievement. This means the higher the speaking anxiety they experience, the lower the achievement score they get. Most of the students have moderate levels of speaking anxiety, which is mainly due to the fear of negative evaluation. This study indicates that although the EFL learners are often exposed to English, they still experience speaking anxiety. These findings suggest that the lecturers should be more aware of students’ anxiety and use strategies that might encourage the students to speak more confidently.

Keywords: EFL learners, English Department students, FLSAS, Foreign language speaking anxiety, Indonesian EFL learners.

 jurianto@fib.unair.ac.id


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INTRODUCTION

Feelings of anxiety, apprehension, and stressfulness have been recognized as one of the most important factors that influence Foreign Language (FL) learners emotionally (Horwitz E. K., 2001). However, anxiety that appears during the target language (TL) performances is different from the anxiety in general performances (Oxford R. L., 1999). Language anxiety experienced by EFL learners is a phenomenon which mostly comes from the immature foreign language communicative abilities (Horwitz E. K., 2001). The role of anxiety as one of the most anxiety-provoking in speaking performance has been investigated by some researchers. Many of them conclude that anxiety interferes with EFL learners’ performance in speaking. Horwitz (2001) suggests that foreign language anxiety has a negative impact on the language learning process. Allwright, Allwright and Bailey (1991) also stated that the more anxious learners are, the less they are doing well at speaking performances. Speaking in a foreign language has been considered the most difficult skill to develop among learners since it triggers anxiety more than the other skills (Dakowska, 2005; Öztürk & Gürbüz, 2014). Thus, this can be seen that speaking and anxiety are related to each other, and the fact that anxiety negatively influences the EFL learners’ learning process should be taken into consideration.

Living in the EFL environment makes these learners face some limitations in using the foreign language, such as the lack of exposure and the shortage of opportunities in speaking using English. As a result, learners might be vulnerable to anxiety if asked to speak using the TL in the classroom, which is English (Oxford R., 2002). Speaking also involves many processes such as the pronunciation of the words, word meaning, word comprehension, word recognition, and grammar rules that might complicate the understanding of the EFL learners (Fielding, 2007). Besides speaking processes that could overwhelm EFL learners, Horwitz, Horwitz and Cope (1986) explain that there are three sources of foreign language anxiety: communication apprehension, fear of negative evaluation, and test anxiety, which are known to have a major effect on the self-confidence of the learners.

There are many studies that have explored EFL students’ anxiety levels in speaking performance. Researchers concluded that there is an urgent need to investigate the issue of anxiety during EFL learners’ speaking performance as it can lead to underdeveloped speaking proficiency, affect the students’ speaking performances, as well as the achievement in foreign language learning (Liu & Huang, 2011; Zhang & Liu, 2013; Öztürk & Gürbüz, 2014; Indrianty, 2016; Miskam & Saidalvi, 2019). In foreign language speaking, significant correlations have been noticed between the students’ speaking scores and students’ foreign language speaking anxiety (Zhang & Liu, 2013; Tridinanti, 2018; Pamungkas, 2018). EFL learners who experience higher levels of anxiety in foreign language speaking produce smaller amounts of continuous speech, have longer mid-clause pauses and make more false starts (Mihaljević-Djigunović as cited in Trang, Moni and Baldauf, 2012). Thus, this can be inferred that speaking achievement and foreign language speaking anxiety are closely related. Therefore, this researcher examined the correlation between foreign language speaking anxiety and students’ speaking achievement, anxiety levels in foreign language speaking, and the most anxiety-provoking source among English Department students who are often exposed to the target language. This study also provided a wider explanation of foreign language anxiety and its correlation to students’ oral performance as well as useful information that might
help students overcome foreign language anxiety during a speaking performance.

**LITERATURE REVIEW**

**Speaking Achievement**

In the process of language learning, the main goal of the learner is to acquire language skills, including speaking. A successful process of acquiring a language is determined by the ability of learners to interact and achieve the pragmatic goals with others (Brown, 2007), which makes speaking skill plays an important role in the language learning. Nunan as mentioned in Leong and Ahmadi (2017, p. 34) asserts that, “learning the speaking skill is the most important aspect of learning a foreign language and success is measured based on the ability to perform a conversation in the language.” This could be seen that speaking skill is important to be mastered by foreign language learners since it is related to the development of learners’ achievement.

Moreover, learners’ speaking skill is usually measured through their achievement in the classroom. Good (1973) defines achievement as the skills gained in a certain subject that is usually shown by test scores or by marks assigned by teachers or by both. Moreover, the term achievement, as defined by Wallace (2015), refers to the competence of the students that is measured in several ways. Different from proficiency, achievement reflects the extent of learners’ skills and concepts in a certain skill that is directly based on the curriculum and academic content standards (Gottlieb, 2016). According to Collier (1989), achievement may be measured in a variety of ways, such as by the teacher-made tests, by grade point average, or by the student performance on tests to achieve the objectives of the curriculum.

In this study, the students’ speaking achievement is measured through their scores in a speaking class named Public Speaking and Academic Presentation during the academic year 2018-2019. This course is the last speaking skill class that the English Department students of Universitas Airlangga have to pass.

According to the course syllabus, the learning objective of this class was to improve their ability in speaking skills, especially on the academic presentation, speech, debate, and public speaking. They were also taught how to overcome communication apprehension and other challenges that could appear during the impromptu speech.

**Anxiety in Language Learning**

According to Hilgard, Atkinson and Atkinson as cited in Scovel (1991), anxiety refers to a situation in which someone feels scared, afraid, distressed, upset, even frightened, that is specifically correlated with a particular object. It is generally described as a complex of various experiences and feelings that influence certain aspects of someone’s life (Sanders & Wills, 2003). In language learning, many foreign language learners experience anxiety which influences their language learning process negatively (Horwitz E. K., 2001). In fact, anxiety has been found to be a highly examined aspect in foreign language learning for the past few decades (Sadiq, 2017). There are many researchers who observed foreign language anxiety and provided some definitions of foreign language anxiety. Foreign language anxiety refers to “a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning occurring from the differentness of the language learning process” (Horwitz, Horwitz, & Cope, 1986). Similar to Horwitz, Horwitz and Cope, MacIntyre and Gardner (1994) and Young (1999) defined foreign language anxiety as the feeling of worry, discomfort, and apprehension that often correlated with second or foreign language contexts along with listening, reading, writing and speaking.

**Anxiety in Foreign Language Speaking and Its Levels**
In the area of teaching English as a Foreign Language (TEFL), anxiety in foreign language speaking has caused great concern. Anxiety in foreign language speaking has been recognized as one of the important factors which affect students’ learning process. A significant number of studies that concerns about this issue have been conducted since the 1970s (Abrar, Failasofah, Fajaryani, & Masbiorotni, 2016). Tanveer cited in Miskam and Saidali (2019) explains that EFL learners often express anxiety, nervousness, as well as stressfulness while learning to communicate using English. He also stated that most EFL learners have a ‘mental block’ against learning English. This phenomenon happens because the feelings of anxiety in foreign language speaking cause a sense of failure if the EFL learners cannot speak in the classroom.

According to Öztürk and Gürbüz (2014), there are three foreign language speaking anxiety levels: low, moderate, and high. These levels can be seen from the total score of the Foreign Language Speaking Anxiety Scale (FLSAS) which adapted from the Foreign Language Classroom Anxiety Scale (FLCAS) by Horwitz, Horwitz, and Cope. In Horwitz’s observation (1991), among Spanish and French students, students who have lower anxiety levels receive higher grades than students with higher levels of anxiety. In another study, Aida (1994) observed American students who learn Japanese and found that higher anxiety level students got lower scores than other students with a lower anxiety level. On the other hand, Debreli (2016) examined Turkish EFL learners and found that learners with higher anxiety level had better speaking skills than students with a lower level of anxiety. According to him, this happens because of the competitiveness between the classmates and teachers’ expectations of the higher anxiety level students.

Sources of Foreign Language Speaking Anxiety

There are three sources of anxiety in foreign language speaking, according to Horwitz, Horwitz, and Cope (1986) who introduced the term foreign language anxiety: communication apprehension, fear of negative evaluation, and test anxiety. These sources of anxiety are proven to have a great effect on the learners’ self-confidence.

Communication apprehension can be determined as the fear and anxious feeling about oral communication while communicating with the public (Horwitz, Horwitz, & Cope, 1986). Communication apprehension happens because of the personality traits of individuals, such as shyness, quietness, and hesitation. McCroskey (1997) also mentioned that communication apprehension is the individual’s feelings of anxiety or fear that is related to communicating with the public or with a person. McCroskey and Andersen (1976) explained that apprehension of communication has a harmful impact on the learners’ performance in communication-based classrooms and a reducing effect on language learners. The communication apprehension among the students has generated uncontrollable anxiety. According to Indrianty (2016), this issue could lead to the inability to speak and has reduced the interest of the students in speaking performances.

According to Horwitz, Horwitz, and Cope (1986), the other source of foreign language anxiety is the fear of negative evaluation. This source of foreign language anxiety refers to the feelings of worry about how others perceive the speaker, either the teacher or the learners’ peers. This happens when the EFL learners think that they are being evaluated or judged by either the other students or the teacher (Price, 1991). This could be seen that the students are worried and afraid that they could be judged negatively by others (Horwitz, Horwitz, & Cope, 1986). Thus, the feeling of being observed by...
others will increase their fear, insecurities, and make them unable to perform well in the classroom. Moreover, Ohata (2005) explained that even in a small group, EFL learners might feel anxious for negative evaluation from their peers which makes them quieter and hesitant to speak.

The last source is test anxiety. This source is defined as the fear of tests, quizzes, examinations, and other tests or tasks used to evaluate the performance of the learners (Horwitz, Horwitz, & Cope, 1986). EFL learners who experience test anxiety frequently think that it is a failure to achieve less than a perfect score on their tests. According to Calvo and Carreiras cited in Zhang and Liu (2013), test anxiety is related to worrying about one’s own performance and aptitude under test conditions. Moreover, Meijer (2001) described that, in testing situations, test anxiety might represent a bias that covers up students’ true potential.

**METHOD**

As mentioned earlier, this study investigated the anxiety levels in foreign language speaking and the most foreign language speaking anxiety-provoking source among the EFL learners. In this study, a quantitative method was applied. In order to observe the issue, Foreign Language Speaking Anxiety Scale (FLSAS) questionnaire was used as the instrument to collect the research data. FLSAS is a questionnaire consisting of 18 items that adapted from Öztürk and Gürbüz (2014). FLSAS is structured by selecting 18 questions focusing only on students’ anxiety in foreign language speaking from 33 questions of Horwitz, Horwitz, and Cope’s Foreign Language Classroom Anxiety Scale (FLCAS) that concerns the foreign language classroom environment. Every item on FLSAS is a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). The total score ranged from 18 to 90. The questionnaire results were collected by using Google Form in order to make cost and time more efficient as well as to make the writer easier to conduct the research. Overall, the Cronbach’s alpha value of 18 items in the FLSAS questionnaire was .909 which suggests that the items in this instrument have relatively high internal consistency. Furthermore, by using the Statistical Package for Social Sciences (SPSS) 25.0, the data collected were analyzed using descriptive statistics. In this study, the participants were 114 fifth-semester students from the English Department of Universitas Airlangga during the academic year 2019-2020.

**Analyzing the Correlation Between Students’ Foreign Language Speaking Anxiety and Students’ Speaking Achievement**

In an attempt to answer this issue, the FLSAS questionnaire results and students’ speaking achievement scores were analyzed by using Pearson Product Moment Correlation. The independent variable (X) in this study was the foreign language speaking anxiety, while the dependent variable (Y) was the students’ speaking achievement. Moreover, the writer hypothesizes that:

- H$_0$ : There is no significant correlation between EFL learners’ anxiety levels and speaking proficiency. The hypothesis can be accepted if Sig. scores is higher than 0.05.
- H$_1$ : There is a significant correlation between EFL learners’ anxiety levels and speaking proficiency.

In order to find out which hypothesis is accepted, the writer follows the rules below (Pramesti, 2018):

- Sig > 0.05, H$_0$ will be accepted
- Sig < 0.05, H$_0$ will be rejected

The level of significance that is used is 0.05 which means the alternative hypothesis (H$_1$) will be accepted if the probability of error is below 5% (p<0.05).

**Analyzing the Foreign Language Speaking Anxiety Levels**

As Öztürk and Gürbüz (2014) explain, there are three levels of foreign language
speaking anxiety which are low level, moderate level, and high level. In order to categorize the students to these levels, the total score from the FLSAS questionnaire results was used. Students who get a total score ranging from 18 to 53 are considered as having a low level of foreign language speaking anxiety. Furthermore, the total score ranging from 54 to 72 shows the moderate level of foreign language speaking anxiety. Thus, students with a high level of foreign language speaking anxiety will get a total score of more than 72.

**Analyzing the Most Foreign Language Speaking Anxiety-Provoking Source**

In order to rank the sources of foreign language speaking anxiety sources from the most anxiety-provoking to the least anxiety-provoking, the mean score from each foreign language speaking source was calculated. Furthermore, the most anxiety-provoking source will have the highest mean score, while the least anxiety-provoking source will have the lowest mean score.

**RESULTS AND DISCUSSION**

The Correlation Between Students’ Foreign Language Speaking Anxiety and Students’ Speaking Achievement

As explained before, the Pearson Product Moment in SPSS 25.0 was used to seek the correlation between two variables: students’ foreign language speaking anxiety (X) and students’ speaking achievement (Y). The results from the calculation are presented in Table 1 below.

<table>
<thead>
<tr>
<th>Table 1: Correlation between Foreign Language Speaking Anxiety and Speaking Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>FLSAS Scores</td>
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<tr>
<td>----------------</td>
</tr>
<tr>
<td>FLSAS Scores</td>
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<tr>
<td></td>
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<tr>
<td></td>
</tr>
<tr>
<td>Speaking Achievement Scores</td>
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<td></td>
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</tr>
</tbody>
</table>

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

From the result above, it can be seen that the significance score was 0.004. As mentioned previously, H0 will be rejected if Sig < 0.05. From Table 1, it can be seen that the Sig in this study was 0.004 which means it is smaller than 0.05. Then, this can be understood that H0 is rejected and H1 is accepted. Therefore, it can be said that there is a significant correlation between EFL learners’ foreign language speaking anxiety levels and speaking achievement. Moreover, it can be seen that the Pearson correlation score (r value) was -0.269. This means that there was a negative correlation between two variables. As explained by Cramer (1998), if the r value is between 0 and -1, it can be interpreted as a negative correlation. Overall, this means that there is a significant correlation between students’ foreign language speaking and students’ speaking achievement, and the correlation between these variables is a negative correlation. A negative correlation means that the higher the foreign language speaking anxiety the
students are experiencing, the lower the speaking achievement the students will get.

The Levels of Students’ Foreign Language Speaking Anxiety

This study also aimed to examine the foreign language speaking anxiety levels among English Department students who are often used English. In order to measure the levels of foreign language speaking anxiety, the data from FLSAS questionnaire was used. Consisting of 18 questions and each question is a 5-graded Likert scale, the total scores of the FLSAS questionnaire are ranged from 18 to 90. As explained above, there are three levels of foreign language speaking anxiety according to Öztürk and Gürbüz (2014): low level, moderate level, and high level.

Furthermore, to reveal the level of English Department students’ foreign language speaking anxiety, the frequency of the data was computed through descriptive statistical analysis using SPSS 25.0. The statistical results presented in Table 2 indicates that most English Department students of Universitas Airlangga experienced a moderate level of foreign language speaking anxiety.

Table 2: Levels of Foreign Language Speaking Anxiety

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>High</td>
<td>7</td>
<td>6.1</td>
<td>6.1</td>
<td>6.1</td>
</tr>
<tr>
<td>Low</td>
<td>46</td>
<td>40.4</td>
<td>40.4</td>
<td>46.5</td>
</tr>
<tr>
<td>Moderate</td>
<td>61</td>
<td>53.5</td>
<td>53.5</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>114</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

As can be seen from Table 2, 53.5% of the English Department students (n=114) experienced a moderate level of foreign language speaking anxiety. Meanwhile, 46.4% of students were at a low level of foreign language speaking anxiety, and only a few of them (1.4%) were classified in a high level of foreign language speaking anxiety.

According to Horwitz and Young (1991), students with low anxiety levels are most likely to have confidence that makes them feel less embarrassed to interact with others, even though they also experience some difficulties during speaking in front of others. Meanwhile, students with moderate anxiety levels could be described as those who feel less confident in a certain condition and students with high anxiety levels tend to feel unconfident on their capability, which makes them afraid to speak, even in a necessary situation (Horwitz & Young, Language Learning Anxiety: From Theory and Research to Classroom Implications, 1991). This means that there were only 1.4% of English Department students who feel unconfident and afraid to speak, 40.4% of the students who feel confident and less embarrassed to speak in front of others, and most of the students (53.5%) who feel less confident in a particular situation.

One of the reasons behind the students’ moderate anxiety level might be the sources that could trigger students’ anxiety. Furthermore, according to Horwitz, Horwitz and Cope (1986), there are three sources that play such important role in the students’ anxiety which are: communication apprehension, fear of negative evaluation, and test anxiety. Further
explanation about these anxiety-provoking sources is described in the next part. Another factor that might contribute to the students’ anxiety was self-confidence among the students. Brown (2007) explained that the students’ self-confidence is one of the factors that determine their success in foreign language learning. He also stated that the key to becoming successful in learning a foreign language is the students’ belief in their ability to do and complete the tasks. By believing in themselves, self-confidence will appear and motivate them in achieving their goals in language learning. Moreover, the speaking activities itself could be the reason behind the students’ anxiety. As explained by Horwitz, Horwitz and Cope (1986), EFL students tend to be very self-conscious when they are required to speak using the foreign language in front of the class that could expose their inabilities. These inabilities could be like the students’ limited grammatical knowledge, immature vocabulary, or the nervousness that suddenly appears when they were called on to speak without any proper preparation. As explained by Khusnia (2016), error correction made by the students’ peers or the teachers also has the potential to trigger the students’ foreign language speaking anxiety.

The Sources of Students’ Foreign Language Speaking Anxiety

In this part, the main focus is the anxiety-provoking sources among English Department students who are often exposed to English but still experiencing foreign language speaking anxiety. In order to determine the sources and the major causes of foreign language speaking anxiety, the descriptive statistical analysis was also used. Through the calculation of mean scores from each source of foreign language speaking anxiety, it was found that fear of negative evaluation was the most anxiety-provoking source, while the communication apprehension became the least anxiety-provoking source. Table 3 above presents the most anxiety-provoking source to the least anxiety-provoking source. It can be seen that the fear of negative evaluation has the highest mean score which is 3.2134 followed by test anxiety which has 3.1798 and communication apprehension which has the lowest mean score which is 2.9526.

Moreover, the anxiety-provoking sources among the students from each anxiety level were also observed to find out whether there was a difference anxiety-provoking rank between each level or not. Table 4, Table 5, and Table 6 below show the rank of anxiety-provoking sources among low, moderate, and high anxiety level students. From the tables above, it can be seen that there was no difference in the anxiety-provoking sources rank between three different anxiety levels. It can be seen that although the level of anxiety was different, the fear of negative evaluation always became the most anxiety-provoking source and followed by test anxiety, while the communication apprehension was always the least anxiety-provoking source.
Table 3: Foreign Language Speaking Anxiety Sources among English Department Students

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication Apprehension</td>
<td>114</td>
<td>2.9526</td>
<td>.66814</td>
</tr>
<tr>
<td>Fear of Negative Evaluation</td>
<td>114</td>
<td>3.2134</td>
<td>.78503</td>
</tr>
<tr>
<td>Test Anxiety</td>
<td>114</td>
<td>3.1798</td>
<td>1.10335</td>
</tr>
<tr>
<td>Valid N (listwise)</td>
<td>114</td>
<td></td>
<td></td>
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</tbody>
</table>

Table 4: Source of Foreign Language Speaking Anxiety among Low Anxiety Level Students

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication Apprehension</td>
<td>46</td>
<td>2.9433</td>
<td>.66371</td>
</tr>
<tr>
<td>Fear of Negative Evaluation</td>
<td>46</td>
<td>3.2005</td>
<td>.77637</td>
</tr>
<tr>
<td>Test Anxiety</td>
<td>46</td>
<td>3.1769</td>
<td>1.10785</td>
</tr>
<tr>
<td>Valid N (listwise)</td>
<td>46</td>
<td></td>
<td></td>
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</tbody>
</table>

Table 5: Source of Foreign Language Speaking Anxiety among Moderate Anxiety Level Students

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication Apprehension</td>
<td>61</td>
<td>2.9495</td>
<td>.65652</td>
</tr>
<tr>
<td>Fear of Negative Evaluation</td>
<td>61</td>
<td>3.2134</td>
<td>.34864</td>
</tr>
<tr>
<td>Test Anxiety</td>
<td>61</td>
<td>3.1915</td>
<td>1.10241</td>
</tr>
<tr>
<td>Valid N (listwise)</td>
<td>61</td>
<td></td>
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Table 6: Source of Foreign Language Speaking Anxiety among High Anxiety Level Students

<table>
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<tr>
<th></th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication Apprehension</td>
<td>7</td>
<td>2.9522</td>
<td>.6758</td>
</tr>
<tr>
<td>Fear of Negative Evaluation</td>
<td>7</td>
<td>3.2132</td>
<td>.79365</td>
</tr>
<tr>
<td>Test Anxiety</td>
<td>7</td>
<td>3.1891</td>
<td>1.11407</td>
</tr>
<tr>
<td>Valid N (listwise)</td>
<td>7</td>
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</table>

According to Horwitz, Horwitz and Cope(1986), fear of negative evaluation is the feeling of worry about the way others perceive and observe the speaker, either the speakers’ teacher or peers. Based on their explanation, most EFL learners are afraid of being judged negatively by others. Ohata(2005) also explained that these anxious feelings of being negatively judged might appear in a small group, which could make the students feel hesitant to speak. Therefore, it can be said that most English Department students experienced foreign language speaking anxiety because of the fear of being negatively evaluated by others which might increase their insecurities, fear, anxious and make them unable to perform well in their speaking performances. As mentioned previously, error correction made by the students’ peers or the teachers has the potential to trigger anxiety among the students (Khusnia, 2016).

The next foreign language speaking anxiety source that also triggers the students’ anxiety was test anxiety. Test
anxiety refers to the fear of examinations, quizzes, and other tests that are used to evaluate the learners' performances (Horwitz, Horwitz, & Cope, 1986). Most EFL students who experience test anxiety will frequently think that it is a failure to achieve less than a perfect score on their tests. This could be said that most English Department students were afraid to have less than a perfect score. As explained by Meijer (2001), in educational testing, test anxiety might represent a bias that covers up the students' true potential. This happens because test anxiety could make the students nervous which might make their performance not as it should be.

Then, the least anxiety source in foreign language speaking among English Department students was communication apprehension. The term communication apprehension is defined as the feeling of fear and anxious about communication while the students are required to speak in front of the public that is caused by the personality traits such as shyness, quietness, and hesitation (Horwitz, Horwitz, & Cope, 1986; McCroskey J. C., 1997). Moreover, as stated by Indrianty (2016), communication apprehension could lead to the inability to speak and has reduced the interest of the students in speaking performances. This could be interpreted that most of English Department students actually had no problem in communicating using the target language since communication apprehension became the least anxiety-provoking source among the others. This might happen because English Department students are often exposed to English, so there was only a small amount of unwillingness to speak using English among these students.

Therefore, in order to cope with anxiety in foreign language speaking, according to Horwitz, Horwitz and Cope (1986), the teachers have two options to deal with students who experience anxiety: 1) teachers can help the anxious students to cope with the existing anxiety-provoking situation, or 2) teachers can make the learning environment becomes less stressful. Moreover, in order to lessen the speaking anxiety among the students, the teachers should be able to increase the students' self-confidence. Brown (2007) suggests that to build students' self-confidence, the teachers should motivate the students explicitly, both verbally and nonverbally, that they should believe in themselves that they could accomplish the task given.

CONCLUSION
This study investigated the correlation between students' foreign language speaking anxiety levels and students' speaking achievement scores, the levels of students' foreign language speaking anxiety, as well as the most foreign language speaking anxiety-provoking source among fifth-semester students of English Department in Universitas Airlangga. The results revealed that there is a significant negative correlation between the variables, the students' foreign language speaking anxiety levels and students' speaking achievement scores. This negative correlation shows that the higher the levels of students' foreign language speaking anxiety, the lower the scores of their speaking achievement.

This study also found that most English Department students in Universitas Airlangga (53.5%) were experiencing a moderate level of foreign language speaking anxiety, which means that most of them only feel less confident in a certain condition, such as speaking test situation. Furthermore, the finding of this study also shows that the most anxiety-provoking source was fear of negative evaluation, which means that most of the students were afraid of being negatively evaluated by others which might increase their insecurities, fear, anxious and make them unable to perform well in their speaking performances. Therefore, in order to deal
with the anxiety in foreign language speaking, researchers suggest that the teachers should help the students by making the class environment less stressful and by motivating the students to increase their self-confidence. Hopefully, these findings can increase the awareness of both foreign language learners and language educators about the foreign language speaking anxiety that affects the students' achievement.

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