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 isused to determine the correlation, while descriptive statistic alanalys is isused to investigate the levels and the sources for speaking anxiety. Horwitz, Horwitzand Cope's(1986) theory and Horwitz and Young (1991) about the source and the levels o f 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 lang uage speaking anxiety, Indonesian EFL learners.

✉ jurianto@fib.unair.ac.id

INTRODUCTION

Feelings of anxiety, apprehension, and stressfulness have been recognized as oneof the most important factors that influence ForeignLanguage (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 anxietyinterfereswith EFL learners' performance in speaking. Horwitz(2001)suggests that foreignlanguage anxiety has a negative impact onthe language learningprocess. Allwright, Allwrightand 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 consideredmost difficult skill to develop among learners since it triggers anxiety more than the other skills(Dakowska, 2005; Öztürk & Gürbüz, 2014).Thus, this can be seenthat speaking and anxiety arerelated toeach other, and the fact that anxiety negatively influencesthe EFL learners' learning process shouldbetakeninto consideration.

Living in the EFL environment makes these learners face some limitations in using the foreign language, such as the lackof exposure and the shortage of opportunities in speaking using English. As aresult, learners might be vulnerable to anxiety if asked to speak using the TLin the classroom, which is English(Oxford R. , 2002). Speaking also involves many processes such as the pronunciation of the words, wordmeaning, word comprehension, word recognitionand 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 leadtoundeveloped 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 (MihaljevićDjigunović 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 researchexamined the correlation between foreign language speaking anxiety and students' speaking achievement, anxiety levels inforeign language speaking,and the most anxiety-provoking source among English Department students who are often exposed to the target language.This study alsoprovided a wider explanation offoreign language anxiety and its correlation to students' oral performance as well as useful information that might

help students overcome foreignlanguage 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 toCollier (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 UniversitasAirlangga 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 inScovel (1991), anxiety refers to a situation in which someone feels scared, afraid, distressed, upset, evenfrightened, thatisspecificallycorrelatedwith a particular object. It is generally described as a complex of various experiences and feelings that influencecertain aspects of someone's life(Sanders & Wills, 2003). In language learning, many foreign languagelearnersexperienceanxiety which influences their language learning process negatively(Horwitz E. K., 2001). In fact, anxiety has been found to be a highly examined aspect in foreignlanguage learning for the past few decades (Sadiq, 2017). There are many researchers who observed foreignlanguage anxiety and provided some definitions of foreign languageanxiety. Foreignlanguage 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, Horwitzand Cope, MacIntyre and Gardner (1994) and Young (1999)defined foreign language anxiety as thefeeling of worry, discomfort, and apprehensionthat oftencorrelated with secondor foreignlanguage contexts along withlistening, 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 foreignlanguagespeaking 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, & Masbirorotni, 2016). Tanveer cited in Miskam and Saidalvi (2019) explains that EFL learners often express anxiety, nervousness, as well as stressfulnesswhile 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 speakingcausea sense of failure if the EFL learnerscannot speak in the classroom.

According to Öztürk and Gürbüz(2014),there are three foreignlanguage speaking anxiety levels: low, moderate, and high. These levels can be seen from the totalscore of the Foreign Language Speaking AnxietyScale (FLSAS) which adapted from the Foreign Language Classroom Anxiety Scale (FLCAS) by Horwitz, Horwitz, and Cope. InHorwitz's observation(1991)amongSpanish and French students, students whohave lower anxiety levels receive higher grades thanstudents withhigher 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 withalower anxiety level. On the other hand, Debreli (2016) examined Turkish EFL learners and foundthat learners with higher anxiety levelshad better speaking skills than students with a lower level of anxiety. According to him, this happens because of the competitivenessbetween theclassmates 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, Horwitzand Cope(1986)who introduced the term foreignlanguage anxiety: communicationapprehension, 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 toIndrianty(2016), this issue could lead to the inability to speak and has reduced the interest of the students in speaking performances.

According to Horwitz, Horwitzand Cope (1986), the other source of foreignlanguage anxiety is the fear of negativeevaluation. This source of foreign languageanxiety 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 studentsor the teacher (Price, 1991). This could be seen that the studentsareworried 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 themunable to perform well in the classroom. Moreover, Ohata(2005)explained that even in asmallgroup, EFL learners might feelanxious for negativeevaluation from their peers which makes them quieter and hesitant to speak.

The last source is test anxiety. This sourceis 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 thetendency to worryabout one's ownperformance and aptitude under test conditions. Moreover, Meijer (2001)described that, in testing situations, test anxiety might represent a bias that covers up students'truepotential.

METHOD

As mentioned earlier, this study investigated the anxiety levels in foreignlanguage speaking and the most foreignlanguage 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-item 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 werecollected 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 usingthe Statistical Package for Social Sciences (SPSS) 25.0, thedata collected wereanalyzed using descriptive statistics. In this study, the participantswere 114fifth-semester students fromthe English Department of UniversitasAirlangga during the academic year 2019-2020.

Analyzing the Correlation Between Students' Foreign Language Speaking Anxiety and Students' Speaking Achievement

In 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. scoreis 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. Studentswho get a total score ranging from 18 to 53 are considered as having a lowlevel of foreignlanguage speakinganxiety. Furthermore, the total scoreranging from 54 to 72 shows the moderate levelof foreign languagespeaking anxiety. Thus, students with a highlevel offoreign language speakinganxiety 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 1: Correlation between Foreign Language Speaking Anxiety and SPeaking Achievement

		FLSAS Scores	Speaking Achievement Scores
FLSAS Scores	Pearson Correlation	1	-.269**
	Sig. (2-tailed)		.004
	N	114	114
Speaking Achievement Scores	Pearson Correlation	-.269**	1
	Sig. (2-tailed)	.004	
	N	114	114

**. 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, H_0will 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 H_0 is rejected and H_1 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 scoresof 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 2indicates that most English Departmentstudents of UniversitasAirlangga experienced a moderate level of foreign language speaking anxiety.

Table 2: Levels of Foreign Language Speaking Anxiety

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	**High**	7	6.1	6.1	6.1
	Low	46	40.4	40.4	46.5
	Moderate	61	53.5	53.5	100.0
	Total	114	100.0	100.0	

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 ata 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 isdescribedin 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 inabilitiescould 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 byKhusnia(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 evaluationwas 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

	N	Mean	Std. Deviation
Communication Apprehension	114	2.9526	.66814
Fear of Negative Evaluation	114	3.2134	.78503
Test Anxiety	114	3.1798	1.10335
Valid N (listwise)	114		

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

	N	Mean	Std. Deviation
Communication Apprehension	46	2.9433	.66371
Fear of Negative Evaluation	46	3.2005	.77637
Test Anxiety	46	3.1769	1.10785
Valid N (listwise)	46		

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

	N	Mean	Std. Deviation
Communication Apprehension	61	2.9495	.65652
Fear of Negative Evaluation	61	3.2134	.34864
Test Anxiety	61	3.1915	1.10241
Valid N (listwise)	61		

Table 6: Source of Foreign Language Speaking Anxiety among High Anxiety Level Students

	N	Mean	Std. Deviation
Communication Apprehension	7	2.9522	.6758
Fear of Negative Evaluation	7	3.2132	.79365
Test Anxiety	7	3.1891	1.11407
Valid N (listwise)	7		

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 byIndrianty(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 UniversitasAirlangga. 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 UniversitasAirlangga (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.

REFERENCES

Abrar, M., Failasofah, Fajaryani, N., & Masbirorotni. (2016). EFL Student Teachers' Speaking Anxiety: The Case in One English Teacher Education Program. *Indonesian Journal of English Education, 3*(1), 60-75.

Aida, Y. (1994). Examination of Horwitz, Horwitz, and Cope's Construct of Foreign Language Anxiety: The Case of Students of Japanese. *The Modern Language Journal, 78*(2), 155-168.

Allwright, R., Allwright, D., & Bailey, K. M. (1991). *Focus on the Language Classroom: An Introduction to Classroom Research for Language Teachers.* United Kingdom: Cambridge University Press.

Brown, H. D. (2004). *Language Assessment: Principles and Classroom Practices.* New York: Longman.

Brown, H. D. (2007). *Principles of Language Learning and Teaching* (5th ed.). New York: Pearson Longman.

Cameron, L. (2001). *Teaching Languages to Young Learners.* Cambridge: Cambridge University Press.

Collier, V. P. (1989). How Long? A Synthesis of Research on Academic Achievement in a Second Language. *TESOL Quarterly, 23*(3), 509-533.

Dakowska, M. (2005). *Teaching English as a Foreign Language.* Warszawa: Wydawnictwo Naukowe PWN.

Debreli, E. (2016). Sources and Levels of Foreign Language Speaking Anxiety of English as a Foreign Language University Students with regard to Language Proficiency and Gender. *International Journal of English Language Education, 4*(1), 49-63.

Fielding, M. (2007, September). Jean Rudduck (1937-2007) 'Carving a new order of experience': A preliminary appreciation of the work of Jean Rudduck in the field of student voice. *Educational Action Research, 15*(3), 323-336.

Florez, M. C. (1999). Improving Adult English Language Learners' Speaking Skills. *National Center for ESL Literacy Education.*

Good, C. V. (Ed.). (1973). *Dictionary of Education* (3rd ed.). New York: McGraw-Hill.

Gottlieb, M. (2016). *Assessing English Language Learners: Bridges to Educational Equity: Connecting Academic Language Proficiency to Student Achievement* (2nd ed.). United States of America: Crown Publishers.

Harmer, J. (2001). *The Practice of English Language Teaching.* Cambridge: Pearson Education ESL.

Hatch, E., & Farhady, H. (1982). *Research Design and Statistic for Applied Linguistics.* London: Newbury House Publishers.

Horwitz, E. K. (1991). Preliminary evidence for the reliability and validity of a foreign language anxiety scale. In E. K. Horwitz, & D. J. Young, *Language anxiety: From theory and research to classroom implications* (pp. 37-39). Englewood Cliffs, New Jersey: Prentice Hall.

Horwitz, E. K. (2001). Language Anxiety and Achievement. *Annual Review of Applied Linguistics*, 112-126.

Horwitz, E. K., & Young, D. (1991). *Language Learning Anxiety: From Theory and Research to Classroom*

Implications. Englewood Cliffs, New Jersey: Prentice Hall.

Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). Foreign Language Classroom Anxiety. *The Modern Language Journal, 70*(2), 125-132.

Indrianty, S. (2016, April). Students' Anxiety in Speaking English (A Case Study in One Hotel and Tourism College in Bandung). *ELTIN Journal, Journal of English Language Teaching in Indonesia, 4*(1), 28-40.

Khusnia, A. N. (2016, September). Students' Perspectives on Speaking Anxiety in the English Foreign Language Classroom. *Ahmad Dahlan Journal of English Studies (ADJES), 3*(2), 41-52.

Leong, L.-M., & Ahmadi, S. M. (2017). An Analysis of Factors Influencing Learners' English Speaking Skill. *International Journal of Research in English Education*, 34-41.

Liu, M., & Huang, W. (2011). An Exploration of Foreign Language Anxiety and English Learning Motivation. *Education Research International*, 1-8.

MacIntyre, P. D., & Gardner, R. C. (1994). The effects of induced anxiety on three stages of cognitive processing in computerized vocabulary learning. *Studies in Second Language Acquisition*, 1-17.

MacIntyre, P., & Gardner, R. (1989). Anxiety and Second Language Learning: Toward a Theoretical Clarification. *Language Learning*(39), 251-275.

McCroskey, J. C. (1997). Willingness to communicate, communication apprehension, and self-perceived communication competence: Conceptualization and perspectives. In J. A. Daly, J. C. McCroskey, J. Ayres, T. Hopf, & D. M. Sonadre, *Avoiding Communication: Shyness, Reticence, and Communication Apprehension* (2nd ed., pp. 75-108). New Jersey: Hampton Press.

McCroskey, J. C., & Andersen, J. F. (1976, September). The Relationship between Communication Apprehension and Academic Achievement among College Students. *Human Communication Research, 1*(3), 73-81.

Meijer, J. (2001). Learning potential and anxious tendency: Test anxiety as a bias in educational testing. *Anxiety, Stress, and Coping*, 337-362.

Miskam, N. N., & Saidalvi, A. (2019). Investigating English Language Speaking Anxiety among Malaysian Undergraduate Learners. *Asian Social Science, 15*(1), 1-7.

Nunan, D. (2003). *Practical English Language Teaching.* New York: Mc Graw Hill.

Ohata, K. (2005). Language Anxiety from the Teacher's Perspective: Interviews with Seven Experienced ESL/EFL Teachers. *Journal of Language and Learning, 3*(1), 133-155.

Oxford, R. (2002). Sources of variation in language learning. In R. B. Kaplan, *The Oxford handbook of applied linguistics* (pp. 245-252). Oxford: Oxford University Press.

Oxford, R. L. (1999). Anxiety and the language learner: New insights. (J. Arnold, Ed.) *Affect in Language Learning*, 58-67.

Öztürk, G., & Gürbüz, N. (2014). Speaking anxiety among Turkish EFL learners: The case at a state university. *Journal of Language and Linguistic Studies, 10*(1), 1-17.

Pamungkas, A. (2018). The Effect of English Language Anxiety on Speaking Performance of English Department Students. *RETAIN, 6*(3), 228-236.

Pramesti, G. (2018). *Mahir Mengolah Data Penelitian dengan SPSS 25.* Jakarta: PT Elex Media Komputindo.

Price, M. L. (1991). The Subjective Experience of Foreign Language Anxiety: Interviews with Highly Anxious Students. *Language*

Anxiety: From Theory and Research to Classroom Implications, 101-108.

Sadiq, J. M. (2017). Anxiety in English Language Learning: A Case Study of English Language Learners in Saudi Arabia. *English Language Teaching, 10*(7), 1-7.

Sanders, D., & Wills, F. (2003). *Counselling for anxiety problems* (2nd ed.). London: Sage.

Scovel, T. (1991). The effect of affect on foreign language learning: A review of the anxiety research. In E. K. Horwitz, & D. J. Young, *Language Learning Anxiety* (pp. 101-108). Englewood Cliffs, New Jersey: Prentice Hall.

Trang, T. T., Moni, K., & Baldauf, R. B. (2012). Foreign Language Anxiety and Its Effects on Students' Determination to Study English: To Abandon or Not to Abandon?

TESOL in Context Special Edition, 1-14.

Tridinanti, G. (2018). The correlation between speaking anxiety, self-confidence, and speaking achievement of undergraduate EFL students of private university in Palembang. *IJELS (International Journal of Education and Literacy Studies), 6*(4), 35-39.

Wallace, S. (Ed.). (2015). *A Dictionary of Education* (2nd ed.). Oxford, United Kingdom: Oxford University Press.

Young, D. J. (1999). *Affect in foreign language and second language learning: A practical guide to creating a low-anxiety classroom atmosphere.* Boston: McGraw-Hill.

Zhang, W., & Liu, M. (2013). Evaluating the Impact of Oral Test Anxiety and Speaking Strategy Use on Oral English Performance. *The Journal of Asia TEFL, 10*(2), 115-148.