

**Identifying factors that contribute to speaking anxiety  
among Kuantan Community College students in ESL classroom**

Nur Umira binti Mustapha<sup>1\*</sup>, Azlilawati binti Ishak<sup>2</sup>,  
<sup>1,2</sup> Kolej Komuniti Kuantan

## ARTICLE INFO

*Article history:*

Received 10 Oktober 2022

Accepted 02 November 2022

Published 30 November 2022

*Keywords:*

ESL

Speaking anxiety

English

FLCAS

## ABSTRACT

Speaking anxiety brings impacts on the learning process because it affects fluency and also the communication process itself. There are many kinds of research done to analyse the speaking anxiety issue and to clarify the factors that contribute to speaking anxiety. This study aimed to identify the contributing factors affecting speaking anxiety among Kuantan Community College students. This study involved all semester one students (91 students) in Kuantan Community College who have registered for SUE 10011 Communicative English course. A quantitative method was employed to analyze the data. The main instrument used to gather the quantitative data is the FLCAS (Foreign Language Classroom Anxiety Scale) which was adapted from a study done by Horwitz and Cope (1986). In the questionnaire, there are 33 items that were divided into 3 factors related to speaking anxiety but for this study 28 questions from FLCAS were adopted with minor adaptation to suit the objectives of the study. The 3 factors which were analyzed in this study are the motivation in learning ESL, fear of negative evaluation and English language proficiency. The data gathered were analyzed using the SPSS software. This study revealed that these 3 factors are very important to determine the anxiety level among the ESL learners. This study suggests that with appropriate teaching methodology and more effective learning environment will help the ESL learners to deal with their anxiety in speaking English language. This study will help the ESL lecturers to know in detail regarding the factors that contribute to speaking anxiety. The lecturers will have the guide to provide an action plan to curb with the problem and at the same time improvise their teaching methods. For future studies related to speaking anxiety, it is better if the researchers could identify effective teaching methodology or techniques on teaching speaking skills. It is hope that with further studies on this issue and with larger scale of respondents will further improved and bring dimensional perceptions towards the language lecturer and the ESL students

\* Corresponding author. *E-mail address:*  
nurumiramustapha85@gmail.com

## INTRODUCTION

Second language anxiety has been identified as one of the major factors affecting second language acquisition. Generally, there are many kinds of research (*MacIntyre and Gardner, 1991; Young, 1991*) done related to anxiety and most of the researchers believed that anxiety can be an obstacle for students to learn English effectively. Therefore, it is very important to look in-depth regarding the issue of speaking anxiety and find the most efficient way to deal with it, especially on the problem of communicating using the English Language.

In most of the ESL classrooms, speaking anxiety is the most crucial problem faced (Phillips 1992; Price.1991) by the teacher/lecturer. Students find it difficult to speak in English and they prefer to be passive during the lesson. Some of the students assumed that learning and speaking using the English language is

quite stressful. According to MacIntyre (1995), anxious students refuse to communicate or use communicative strategies in the language classroom. There are many factors underlining this issue such as worry and fear to speak in front of the class. On the other hand, Macintyre, (1995) also claimed that students who have high levels of anxiety also face difficulties concentrating and often missed classes. This might affect their performance and their grade for the English course.

Therefore, a study needs to be carried out to investigate the possible factors that contribute to this speaking anxiety problem among ESL learners especially at the tertiary level so that the most effective ways to overcome this problem could be identified. Many researchers (MacIntyre and Gardner, 1991; Young, 1991) had been carried out on the issue of using English as a medium of interaction. The studies (Woodrow, L. 2006; Gardner, 1997) have shown that communication in English is due to several problems. A study done by Gardner (1997) discovered that anxiety is one of the major reasons that lead to this speaking anxiety problem. Various studies have also demonstrated that second language anxiety might have a reflective influence on proficiency.(Smyth, Clement & Glikzman, 1976 ; MacIntyre & Gardner, 1994)

At Kuantan Community College, students need to use English extensively for their academic purposes. Their learning materials are mostly in English for almost all courses. In Kuantan Community College, there are special courses developed to enhance the student's proficiency in English as a second language. As for semester one students, they have to enroll in SUE 10011 Communicative English course. This course was purposely introduced to cater of one of the four major skills in learning English as a second language which is speaking skill. Despite having learned English for almost 11 years during their primary and secondary school, students entering Kuantan Community College still have difficulty using the English language effectively and most of them have low proficiency in the English Language

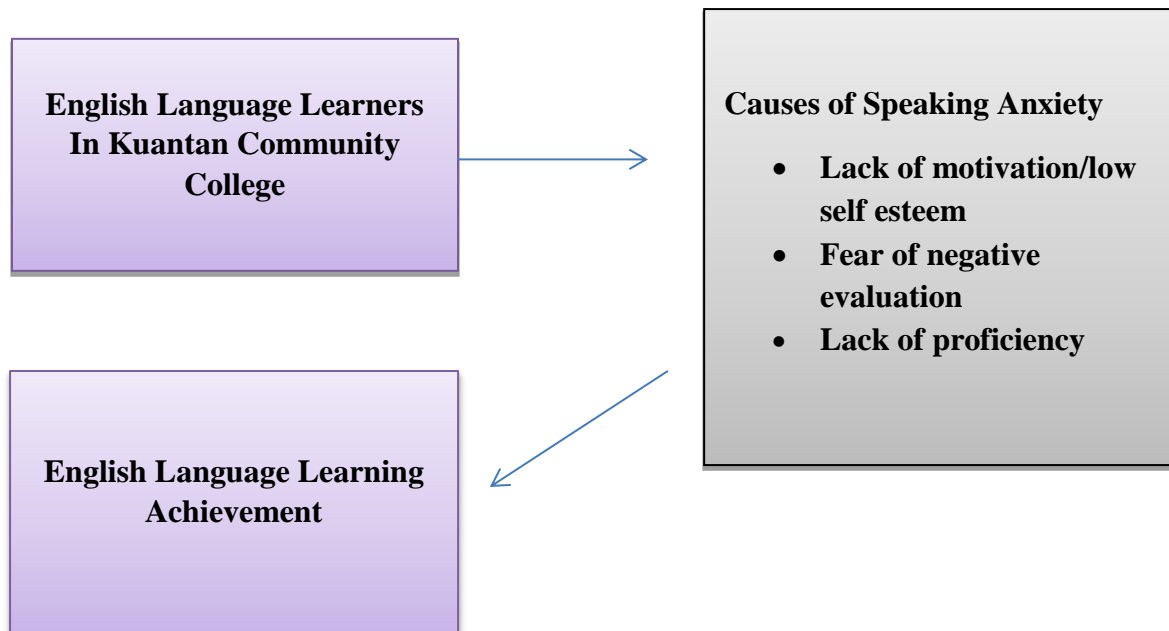
As a result,most of the first semester students have problems with speaking in English language especially in the SUE 10011 class. They are afraid to speak the language and did not show any confidence at all while communicating in English. Even if the lecturer ask them to introduce themselves during the ice-breaking session, they feel nervous and do not know what to say This can be crucial especially when they have to sit for the speaking test.As such; there is a need to look at the factors that contribute to the problem of students' speaking anxiety. By recognizing the factors, it will help the educators to apply appropriate methods to enhance the English Language proficiency among the students.

This study aims to examine the factors that contribute to speaking anxiety among the tertiary level students in an ESL classroom. In addition, this study also focuses on the perceptions of the students on the feeling of anxiety they experienced during ESL classes. .

This study seeks to answer the following research questions:

1. How do the ESL learners feel when they have to communicate using English Language?
2. What are the factors that contributed to speaking anxiety among the ESL learners?

This framework provides a clear description of this study and is used to outline the possible factors of communication apprehension.



*Figure 1: The relationship between the causes of speaking anxiety and the language learning achievement*

## LITERATURE REVIEW

### Introduction

In the past decades, there are many studies done in related with second language anxiety. These studies were conducted by researchers as Oxford, Brown, Horwitz or Gardner who investigate in detail on the concept of anxiety. They offered useful information on the relationship between anxiety and language performance. In one of the study done by MacIntyre (1995) he claimed that if a student is required to speak using the target language, she or he may become anxious, this anxiety can lead to worry and rumination. There are other symptoms associated with anxiety, as for example; nausea, sweating, weak knees and a dry mouth (Boyce et.al. 2007). These feelings are common in the second language classroom as it is considered as the main problem that probably affects their performance. Most of the studies mainly focused on the communication apprehension problem or also known as speaking anxiety. This is where the most problems are reported and anxiety is linked with speaking skill in the classroom. Their findings also reported that students express more anxiety on speaking rather than other language skills.(Keramida, 2009)

#### a. The Concept of Anxiety

Anxiety is a complex psychological term covering many variables. In its simplest form, anxiety can be defined as a general feeling of apprehension including hyper-vigilance, increased sympathetic

nervous system activity, and difficulty concentrating (Davu and Palladino cited in Kelly, 2002, p. 54). Many language learners claimed that anxiety is one of the negative influence on language learning and also found to be the most highly examined variable in educational psychology. (Horwitz, 2001: 113)

Psychologists categorized anxiety in three dimensional categories: trait anxiety, state anxiety, and situation-specific anxiety. Trait anxiety is relatively constant character and more permanent tendency to be anxious' (Ellis, 1994) while state anxiety is a temporary anxiety which in response to a certain anxiety-provoking stimulus such as an important test (Horwitz, 2001). The third category is Situation-specific anxiety, refers to the determined and multi-faceted nature of some anxieties (MacIntyre & Gardner, 1991a: cited in 2001). It is stimulated by a specific type of situation or event such as public speaking, examinations, or class participation (Ellis, 1994: 480).

### **b. The Concept of Speaking Anxiety**

According to MacIntyre (1995), speaking anxiety often interferes with language learning. As a result, anxious students who always worried about making mistakes will not be able to perform actual task efficiently (MacIntyre, 1995, p. 93). This problem brings negative impact towards students' self-esteem especially when they are expected to share information in L2 as they show the evidence of weaknesses. Besides that, students who have a high level of speaking anxiety expressed fear of making mistakes and being corrected by the teacher (Horwitz, 1986, p. 129).

In the investigation of students' perspectives on anxiety and speaking, According to Young (1990), speaking in the foreign language is not entirely the cause of students' anxiety, but speaking in front of the others is the real anxiety-evoking situation. In addition, the study also suggests that L2 students experience fear of self-exposure; they are afraid of revealing themselves or being spotlighted in front of others (p. 546). Young also suggests that in order to reduce language anxiety among L2 learners, the instructor should have a positive response on errors occurred and need to be relaxed when dealing with this matter ( 1991, p. 550).

MacIntyre and Gardner (1994) clearly mentioned that the relationship between anxiety and L2 proficiency as a greater issue in learning the second language. It portrays that the study of anxiety is a broad concept. Based on the study, there is a common relationship between two variables; anxiety and motivation. They suggested that anxiety affects motivation and motivation affects anxiety. Anxiety is combined with self-perceptions of language proficiency and it is essential factor important in obtaining self-confidence in L2 performance. These results clearly indicate that anxiety is the essential component in creating individual differences in language achievement (p. 65).

Apart from motivation, the L2 learners' proficiency in language learning also contributes a role in becoming one of the factors related to speaking anxiety. Language proficiency comprises the major skills in learning the language; listening skills, writing skill, reading skill and also vocabulary skills. These skills mainly contribute as they vital in conveying the information when the process of communication took place. As for example, the vocabulary skill is really important for the speaker to build up ideas and content in their speech delivery.

### **c. Factors Contributing Speaking Anxiety**

#### **Motivation and Language Learning**

In its most basic definition, motivation is a medium used to set the target, the direction, the passion and the persistence of behavior directed towards obtaining one or more aims and goals in doing something. According to Brown (2000), from the behaviorist perspective, motivation is "quite simply the anticipation of reward. It is important it will lead to active involvement and build attitude among learners in order to learn effectively (Ngeow, Karen Yeok Hwa, 1998). It is not an easy task to motivate students to learn and let them engage wholly in the lesson. As an educator it is important for us to identify the sources that will help us to motivate our students. According to Fisher (1990), he underlined 3 major sources of motivation

in learning. Firstly it refers to the learner natural desire to learn or also known as intrinsic satisfaction. Then, the teacher/the institution's role in designing the lesson and creating a conducive learning environment which can also be simplified as extrinsic reward. Lastly, the source is the desire to achieve success in a task which combined both satisfaction and reward.

Motivation can be classified into two types; intrinsic and extrinsic motivation. According to **(Ryan and Deci, 2006 (pp. 56))** intrinsic motivation is defined as the doing of an activity for its inherent satisfaction rather than for some separable consequence. When someone intrinsically motivated, he/she move to act for fun or challenge required rather than because the external result, pressure or reward. In brief, intrinsic motivation is naturally developed by personal pleasure and desire to do something for enjoyment without granting for any reward. For example; in ESL classroom these kinds of students may want to get good marks on an assignment, but if the assignment is not related to their interest, having a great grade is not a major reason to maintain their motivation and in cooperating their effort to finish the task given. In addition, a simple language game as crossword puzzle is completely beneficial for vocabulary enhancement for those who interested in doing this kind of activity rather than analyzing an article to find new words. While for extrinsic motivation, **Carol Bainbridge (About.com Guide)** described extrinsic motivation as a motivation that comes from outside an individual. The motivating factors are external, or outside, rewards such as money, gift or grades. These rewards provide satisfaction and pleasure that the task itself not provides. A person who worked this extrinsic motivation on certain tasks with little interest but they are motivated to accomplish the task simply because the anticipated satisfaction to get the reward. To illustrate this, in the SUE 10011 class, especially in speaking activity, most of the students do not show their interest to learn as they assumed that it's difficult for them to communicate with each other. But, if there is any interactive game/activity which award something such as grade and prize, there will try to compete with each other to get the reward provided. It is clearly shown that the reward itself works as the motivator to attract students to involve actively in the lesson

In this study, we will investigate specifically on this motivating factor. Some of the researchers assumed that most of the anxious L2 learners do not have motivation to utilize the language.

According to Dornyei (1998), he identified a unique situation related to motivation to learn a foreign language. There are three specific aspects need to be taken into consideration. These are that language is at the same time:

- become one of the subjects prior to the communication coding system
- involved in almost all mental activities which become an essential part of our individual identity,
- the most vital source implanted in the culture of the community where it is used.

Thus, it can be assumed that the motivation to learn a second or foreign language is likely more complicated than in many other aspects of learning. As Dornyei points out, there is a need to take into consideration of 'L2 identity' and to relate to at least some aspects of the L2 culture, thereby incorporating additional personality and social dimensions.

### **Language Proficiency/Language Aptitude**

Language aptitude refers to the development of an individual to learn a **foreign language** in a specific condition and time. (Carroll, John B. & Stanley Sapon, 2002). In over 40 years, there are many studies done in related with language aptitude The Modern Language Aptitude Test (MLAT; Carroll & Sapon, 1959) is the most widely used measures, as to compare with other studies such as the Elementary Form of the Modern Language Aptitude Test (Carroll & Sapon, 1967) and the Language Aptitude Battery (Pimsleur, 1966), that illustrate the similar concept. There are two more recent measures introduced by Peterson & Al-Haik (1976) and Parry & Child (1990).

On the other hand, this factor was believed to be the most influencing factor in speaking anxiety. There are several studies which discovered the link between anxiety and proficiency (Aida, 1994; Gardner, 1985; Gardner et al., 1997, cited in Zhang, 2010, p. 9). According to Young (1990), there are significant differences between high proficiency and low proficiency level students in language anxiety. The low proficiency level students is likely more anxious as to compare with those with high level of proficiency.

### **Fear of Negative Evaluation**

Fear of Negative Evaluation (FNE) is considered as one of the performance-anxiety in language learning. **Fear of negative evaluation (FNE)** was first discovered by Watson and Friend in 1969 and was known as “worried about other’s evaluations, feeling misery over their negative evaluations, and the expectation that others would evaluate us negatively. FNE is also related to certain personality dimensions, such as anxiousness, submissiveness, and avoiding social contact with the society. Although there is a similar concept with test anxiety, FNE is considered broader in scope as it applies in any social or evaluative situation. In this context, the individual feel worries about the possibility of being harshly evaluated by others especially among the people around them (Wilson,2006)

According to Horwitz (1986), the difference between language classroom and other academic subjects is the learners will experience continuous evaluation by the teacher. The learners might also feel that they are the subject to the evaluation of their peers. Unfortunately, the learners who are highly concern on others impression towards him/her performance might try to minimize their capability as they are worried of making any mistake and being evaluated negatively (Gregersen & Horwitz, 2002)

In the ESL classroom, students with a fear of negative evaluation will behave passively in the classroom and also refuse to participate in any of the activities conducted during the lesson. In addition, to avoid being evaluate by the teacher, they will also skip classes as this is considered as a serious problem as those activities might help them enhance their performance in language learning (Aida, 1994)

## **METHODOLOGY**

### **Research Design**

The study employed a descriptive research design to identify the most contributing factor of speaking anxiety in the ESL classroom..The study involved the use of a questionnaire adapted from FLCAS (Foreign Language Classroom Anxiety Scale) by Horwitz, Horwitz and Cope (1986). Quantitative data from the questionnaire was analyzed using SPSS to identify the issues and concerns that were raised by the respondents regarding the study.

### **Research Sample/Participants**

The target population of this study is semester one students from all the programs offered in Kuantan Community College The population sample for this study involved a total of 70 students who have registered for SUE 10011 (Communicative English) course in the first semester of their study. This course is a pre-requisite course as they need to get at least Grade C D (40 marks) to continue with other English course in the following semesters.

### **Data Collection Method/Instrumentation**

The study involved the use of one main instrument which is a questionnaire which was distributed via Google Forms platform. The questionnaire was adapted from the FLCAS (Foreign Language Anxiety Scales) which was constructed by Horwitz, Horwitz and Cope (1986).There are 33 items in FLCAS,but for

this study only 28 items was adapted and minor changes made to fit with the research questions. There are 2 sections included. In section A, respondents are required to provide their demographic details which are Gender and Class. While in Section B, respondents were required to respond to the questionnaire based on a 5 point Likert-type scale – i.e. 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 =agree and 5= strongly agree. The scale includes most standard items (positive) as well as some reverse-scored items (negative). Items numbers 2,9,15 and 20 are considered negative items rather than other remaining items. The use of both standard (positive) and reverse-scored items (negative) in a study are purposely to control for response biases ( Eisenbach & Schriesheim, 1995, p. 1177). The items also generally categorized into 3 major variables; motivation .language proficiency and fear of negative evaluation. The main purpose of this study is to identify the most dominant factor among both of these factors in related to the speaking anxiety. The distribution of the sections in the questionnaire is stated below:

<b>Items</b>	<b>Question</b>	<b>Variable</b>
<b>1</b>	I never feel quite sure of myself when I am speaking in my English language class	Proficiency
<b>2</b>	I don't worry about making mistakes while speaking in English	Fear of negative evaluation
<b>3</b>	I tremble when I know that I'm going to be called on to speak in my English class	Motivation
<b>4</b>	It frightens me when I don't understand what the teacher is saying in the English language.	Proficiency
<b>5</b>	It embarrasses me to volunteer answers in English during the class.	Fear of negative evaluation
<b>6</b>	I keep thinking that the other students speak English better than I am	Motivation
<b>7</b>	I am usually at ease during my tests in my English language class.	Proficiency
<b>8</b>	I start to panic when I have to speak without preparation in language class.	Proficiency
<b>9</b>	It does not embarrass me to volunteer answers in English in my English class.	Fear of negative evaluation
<b>10</b>	Even if I am well prepared I still feel anxious speaking English	Motivation
<b>11</b>	I feel confident when I speak English in my English class	Motivation
<b>12</b>	I worry about the consequences of failing my English speaking test	Motivation
<b>13</b>	In a language class, I can get so nervous I forget things I know	Motivation
<b>14</b>	I get upset when I don't understand what the teacher is correcting.	Proficiency
<b>15</b>	I would not be nervous speaking English language with native speakers	Motivation
<b>16</b>	I feel confident when I speak in English	Motivation

17	I am afraid that my language teacher is ready to correct every mistake I make when speaking English	Fear of negative evaluation
18	I can feel my heart pounding when I'm going to be called on to speak in language class.	Motivation
19	The more speaking test I have, the more confused I get	Proficiency
20	I don't feel pressure to prepare very well for English class.	Motivation
21	I feel more tense and nervous in my English class than in my other classes.	Motivation
22	I get nervous and confused when I am speaking in my English language class.	Proficiency
23	When I'm on my way to language class, I feel very sure and relaxed.	Motivation
24	I get nervous when I don't understand every word in that my English language teacher says.	Proficiency
25	I feel overwhelmed by the number of rules you have to learn to speak English.	Proficiency
26	I am afraid that the other students will laugh at me when I speak in English.	Fear of negative evaluation
27	I would probably feel comfortable around native speakers of the foreign language.	Motivation
28	I get so nervous when the language teacher asks me to speak in English without preparation in advance	Fear of negative evaluation

**Table 1: The items and the variable for each of the items**

### Data Analysis Method

This study focused on identifying factors that contribute to tertiary-level students' speaking anxiety in ESL classrooms. Therefore, descriptive statistics need to be applied to analyze and understand the information gathered from the set of data.

The following types of data analysis were used in this study:

1. **Descriptive statistics** (percentages, frequencies, means, and standard deviations)

From the completed questionnaires, the data were analyzed by using SPSS. The frequency analysis was used to analyze the demographic details of the respondent. In addition, the 28 items included in the questionnaire will specifically be grouped under 3 independent variables; Motivation, Evaluation, and Proficiency. In SPSS, the compute variable function was used to classify each item.



## FINDINGS AND DISCUSSION

### Descriptive Statistic of the FLCAS

#### Research Question 1

#### How do the ESL learners feel when they have to communicate using English Language?

The table below reported the descriptive statistic for all 28 items included in the questionnaire.

**Descriptive Statistics**

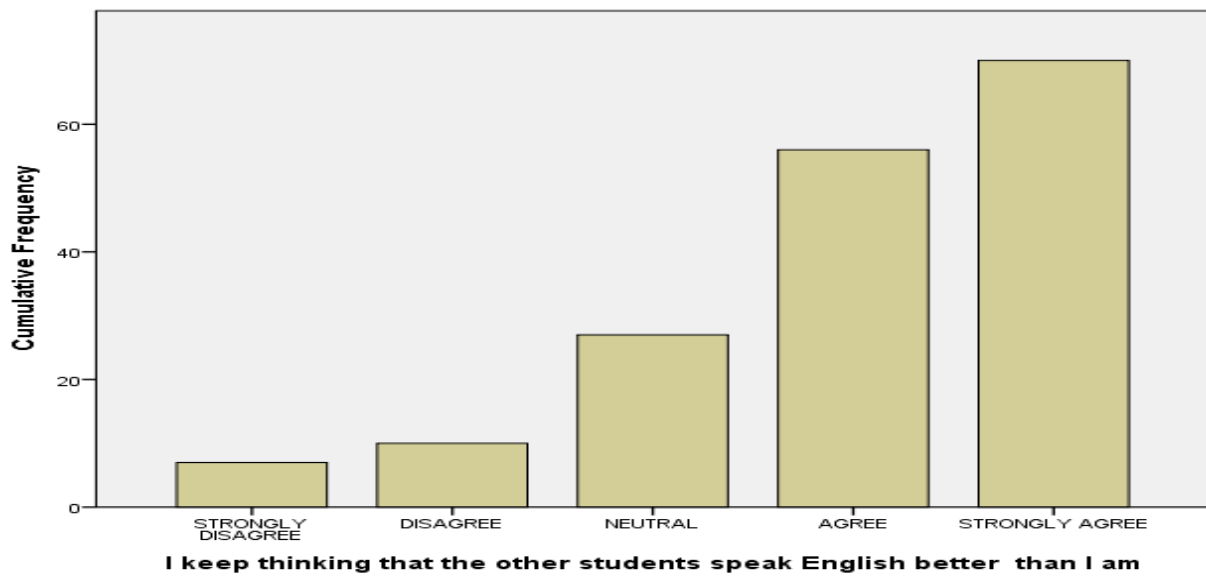
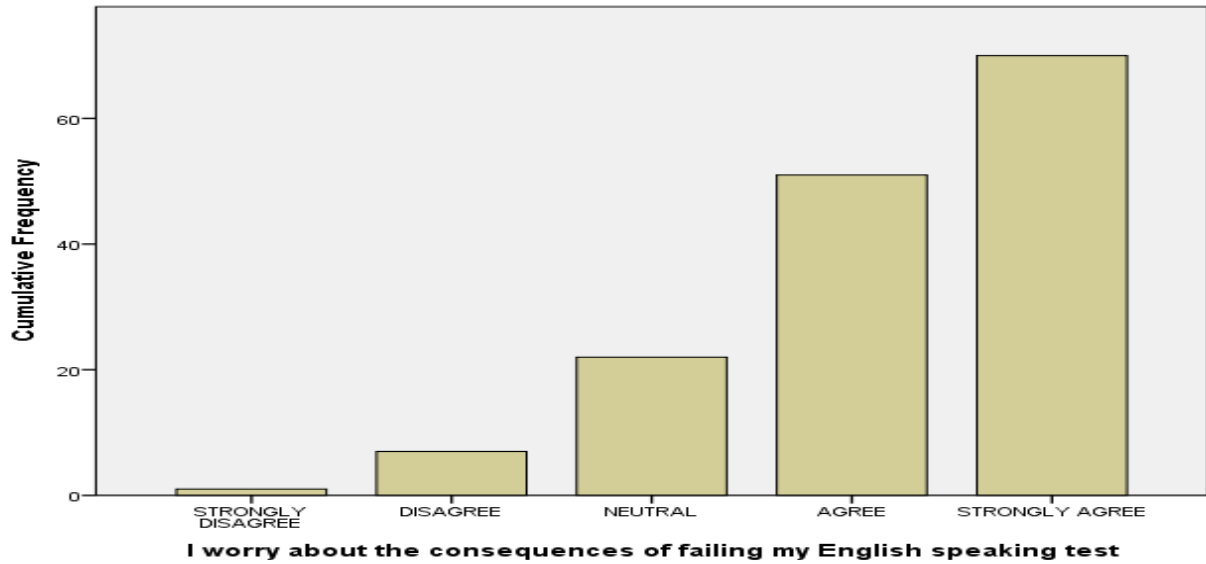
	N	Mean	Std. Deviation
I never feel quite sure of myself when I am speaking in my English language class	70	3.16	1.016
I do not worry about making mistakes while speaking in English	70	3.26	1.212
I tremble when I know that I'm going to be called on to speak in my English class	70	3.36	1.155
It frightens me when I do not understand what the teacher is saying in the English language.	70	3.19	1.219
It embarrasses me to volunteer answers in English during the class	70	2.96	1.233
I keep thinking that the other students speak English better than I am.	70	3.57	1.162
I am usually at ease during my tests in my English language class.	70	3.00	1.090
I start to panic when I have to speak without preparation in English language class.	70	3.54	1.212
It does not embarrass me to volunteer answers in English in my English class.	70	3.03	1.063
Even if I am well prepared , I still feel anxious speaking English	70	3.53	1.139
I feel confident when I speak English in my English class.	70	2.94	1.062
I worry about the consequences of failing my English speaking test	70	3.84	.973
In language class, I can get so nervous I forget things I know.	70	3.33	1.176
I get upset when I don't understand what the teacher is correcting	70	3.36	1.130
I would not be nervous speaking English language with native speakers	70	2.87	1.062
I feel confident when I speak in English	70	2.90	.995

I am afraid that my language teacher is ready to correct every mistake I make while speaking in English.	70	2.61	1.195
I can feel my heart pounding when I'm going to be called on to speak in English language class.	70	3.50	1.126
The more speaking test I have, the more confused I get.	70	2.93	1.094
I don't feel pressure to prepare very well for English class.	70	3.14	1.081
I feel more tense and nervous in my English class than in my other classes.	70	2.80	1.098
I get nervous and confused when I am speaking in my English language class.	70	3.10	1.065
When I'm on my way to English class, I feel very sure and relaxed.	70	3.41	.860
I get nervous when I don't understand every word that my English language teacher says.	70	2.93	1.159
I feel overwhelmed by the number of rules I have to learn to speak English&	70	3.46	.912
I am afraid that the other students will laugh at me when I speak in English.	70	2.97	1.329
I would probably feel comfortable around native speakers of English language.	68	3.04	.969
I get so nervous when the language teacher asks me to speak in English without preparation in advance	70	3.56	1.112
Valid N (listwise)	68		

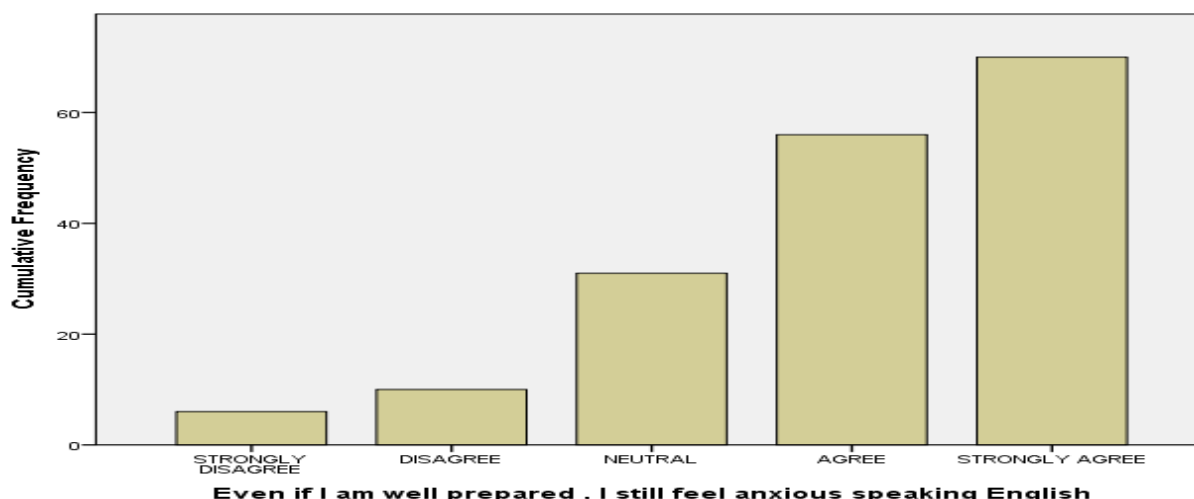
Table 2: Descriptive statistic of FLCAS

From the table above, the respondents indicate the highest mean on Item 12 “*I worry about the consequences of failing my English speaking test*” (Mean = 3.84 SD = 0.973). This clearly shows that all the respondents do really concern about their assessment and they know if they fail for the test, they will face negative consequences. 48 out of 70 respondents agree with the statement as stated in the table below

The second item that reported the highest mean is Item 6: *I keep thinking that the other students speak English better than I am* (Mean = 3.57 SD = 1.162). This item is categorized under the Motivation factor. Respondents feel anxious to speak English because they are worried other people speak better than them and this will embarrass them and they will be demotivated as well.



The third item that reported the highest mean is Item10: *Even if I am well prepared I still feel anxious speaking English* (Mean= 3.53 SD=1.139). From this statement, it is indicated that the feeling of being anxious naturally happened even though they had prepared earlier. They don't have any motivation to speak in English because most of the time they just follow what the teacher asks them to do and all the preparation is just for the sake of completing a task



## Research Question 2

### What are the factors that contributed to speaking anxiety among ESL learners?

From the questionnaire, there are 28 items included, and the items are categorized into 3 variables; motivation, proficiency, and motivation ( Refer to Table 1: The items and the variable for each of the items). Using SPSS software, the items were transformed into their category by computing the variable. This will ease the process of analyzing the data based on each variable. The descriptive analysis is as follows:

#### Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
PROFICIENCY	70	1.73	4.64	3.2117	.57093
MOTIVATION	68	1.73	5.00	3.2941	.49198
FEAROFNEGATIVEEVALUATION	70	1.33	4.00	2.9381	.57467
Valid N (listwise)	68				

Table 3: Descriptive statistics for the variables

From the table above, we can see that the most convincing factor that leads to speaking anxiety among the students is the motivation factor ( Mean= 3.29 SD= 0.491). From the descriptive statistic, as stated in table 2, most items that exhibit the highest mean score are categorized under motivation. As a result in Item 18 *I can feel my heart pounding when I'm going to be called on to speak in English language class* (Mean= 3.50 SD= 1.126). From the statement, it shows that the students feels demotivated to speak the language and it leads to other feelings such as panic, nervousness as well as fear to utilize the language in the English classroom. Motivation is very

important in learning a language, inclusive of extrinsic and intrinsic motivation. The priority is on their intrinsic motivation, which is defined as doing something because it is inherently interesting or enjoyable. When they do something that they have an interest in, they don't feel pressured and nervous.

The second contributing factor to the issue is proficiency (Mean= 3.21 SD=0.570). Proficiency is referring to their language proficiency, Language proficiency refers to the ability to understand and utilize the rules in learning ESL. There are 11 items categorized under this variable and one of it is item number 14 “ *I get upset when I don't understand what the teacher is correcting.* ” (Mean= 3.36 SD=1.130). This statement refers to respondents' anxious feeling caused by their inability to understand and follow the teacher in the English classroom. In this case, it is similar to the study reported by Aida (1994) and Burden (2004), indicating that it is considered as a serious problem if the students face difficulty in understanding and following the ESL teacher's instruction. Based on the data above, the proficiency level of the ESL learner did influence the level of anxiety in speaking the language. They can't communicate if they do not possess good vocabulary and know how to use the correct pronunciation of English words. To communicate, they will have to be proficient, especially when constructing their sentences.

This study also aimed to investigate other factors of speaking anxiety which is fear of negative evaluation. Negative evaluation from the lecturer and also friends can cause anxiety among the ESL learners. There are 6 items in the questionnaire which were grouped under this factor. Those related items are item number 2,5, 9, 17, 21,26. In item number 5, “*It embarrasses me to volunteer answers in English during the class*”, the respondents exhibited their agreement on the statement given (Mean=2.96, SD=1.23). It shows that they feel shy to volunteer answering any question as they are worried about making errors and being humiliated by other students. It is similar with the condition in Item number 26, “*I am afraid that the other students will laugh at me when I speak in English*” (Mean=2.97, SD=1.33), this clearly shown that most of the respondents are anxious to speak the language because they know that their classmate will laugh at them when they did not use proper words or their pronunciation is wrong. The evaluation or the feedback from the lecturer is also becoming one of the biggest fear among the respondents. Based on the result for item number 17, “*I am afraid that my language teacher is ready to correct every mistake I make*” (Mean= 2.61, SD=1.195).

## CONCLUSION

This study aims to examine the factors that contribute to speaking anxiety among tertiary-level students in an ESL classroom. In addition, this study also focuses on the perceptions of the students on the feeling of anxiety they experienced during ESL classes. The data obtained, it exhibits that the motivation factor is the most contributing factor to the issue. Apart from that, language proficiency and fear of negative evaluation also give some impacts but it is depending on the situation. To summarize, to speak confidently without being anxious student need to motivate themselves to learn English and also enjoy the learning process entirely. The findings of this study bring meaningful implications to the ESL learning process. The language lecturer/teacher will be able to diagnose the problems in detail and provide efficient strategies to cope with the speaking anxiety problems. As for the limitation of the study, a direct approach like an interview session will likely get a clear description of the issue instead of using a questionnaire. Hence, with these issues in hand, further research should be conducted to provide a more holistic understanding of the whole scenario.

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