



When Words Fail: Exploring Speaking Anxiety Among ESL Learners

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ABSTRACT

This study examined the speaking anxiety levels and sources among 130 English as a Second Language (ESL) students at Universitas Pamulang, across basic and intermediate courses. Speaking competence is crucial in today's globalized world, yet anxiety often hinders learners' confidence and participation. Using a quantitative survey, the adapted "Sources of Speaking Anxiety for Learners of English as a Second Language Scale" by Young (1990) was administered. Descriptive statistics, t-tests, and ANOVA were used to analyze the data, looking at anxiety levels and their connection to gender and proficiency. Results showed that over half of the students (53.49%) experienced some speaking anxiety. Interestingly, no significant differences were found based on gender or overall proficiency, except for one specific item: intermediate learners showed higher anxiety when interacting with peers of the opposite sex. The primary sources of anxiety identified were fear of making mistakes, unfamiliarity with topics, fear of evaluation, and limited vocabulary. Conversely, speaking with classmates and engaging in role-play activities were less anxiety-provoking. These findings highlight the need for educators to address both the psychological and teaching aspects of language instruction. The study recommends implementing learner-centered approaches, interactive speaking tasks, and supportive classroom environments to alleviate performance pressure. The results have implications for developing more inclusive and effective ESL instruction, especially where students have limited English exposure outside the classroom. Future research could benefit from qualitative data and larger, more diverse samples.

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ARTICLE INFO

Keywords:

Descriptive statistics;
Learning English;
Second Language;
Self-confidence;
Speaking anxiety

How to Cite in APA Style:

Tampubolon, M. A. (2025). When Words Fail: Exploring Speaking Anxiety Among ESL Learners. *IJLHE: International Journal of Language, Humanities, and Education*, 8(1), 321–334.
<https://doi.org/10.52217/ijlhe.v8i1.1849>

INTRODUCTION

In today's globalized world, foreign language learning plays a crucial role in enhancing communication skills, fostering intercultural understanding, and opening up

new opportunities (Li, 2022). It also contributes to cognitive development, offering individuals new perspectives and broadening their worldview (Galo et al, 2022). In addition to enabling effective communication with others, foreign language learning can lead to a deeper understanding of one's native language by raising awareness of grammatical structures and vocabulary (Loewen & Reinders, 2020).

However, various factors can hinder the process of learning a foreign language. According to Lightbown and Spada (2020), one of the most significant barriers is anxiety, particularly in speaking activities. Learners often feel pressure to perform accurately and fluently, and the fear of making mistakes can result in heightened stress and reluctance to participate. In addition, motivation plays a crucial role. While many learners begin with high motivation, it can wane over time, especially if they lack a personal interest in the language or see little relevance to their future goals (Dörnyei & Ushioda, 2021).

Linguistic features of the target language also contribute to learning difficulties. Unfamiliar grammatical structures and rules—especially those that differ significantly from the learner's native language—can pose major challenges (Ortega, 2020). Similarly, a limited vocabulary base can impede progress across all four skills: reading, writing, listening, and speaking, as learners may struggle to acquire and retain new lexical items (Nation, 2020).

Furthermore, language learning is not solely about mastering grammar and vocabulary; it also involves cultural competence. A lack of cultural awareness may lead to inappropriate or ineffective language use in social contexts (Byram, 2021). Time constraints and limited practice opportunities exacerbate these issues. As language acquisition requires consistent and repeated exposure, insufficient time or a lack of an immersive environment can significantly delay progress (Taguchi & Roever, 2021).

Another common obstacle is first language interference. Learners often transfer grammatical rules, pronunciation patterns, or lexical assumptions from their mother tongue into the new language, leading to persistent errors (Odlin, 2020). Additionally, mismatches between teaching methods and individual learning styles can reduce engagement. If instructional techniques are not well-suited to learners' preferences, motivation may decline, and progress may slow (Reinders & Benson, 2017).

Social and psychological factors also play a significant role. For example, students who are not surrounded by speakers of the target language or who lack support networks may find it more difficult to maintain consistent engagement (Williams & Mercer, 2020). Finally, emotional factors such as insecurity, embarrassment, or fear of making mistakes can discourage learners from participating in communicative activities, especially speaking tasks, further hindering their language development (MacIntyre et al., 2022).

Despite these challenges, foreign language acquisition is achievable through consistent study, strong motivation, and the use of effective learning strategies. Speaking skills constitute a significant part of the language learning process, as they are central to

communication competence (Gkonou et al., 2020).

Speaking is the verbal expression of thoughts and emotions and the clarification of mental structures, processes, and operations. Speaking ability refers to the capacity to correctly produce sounds, words, and sentences in a given language. It is the ability to convey thoughts and information effectively using the phonological and structural elements of language. This skill plays a crucial role in both personal and professional spheres (Mak, 2011).

Effective speaking is a form of communication that ensures the transmission of thoughts, emotions, and information to others in a clear, comprehensible, and persuasive manner. In such communication, there is active engagement and alignment with the audience; the speaker not only conveys information but also captures the listener's attention, stirs their emotions, and aims to persuade them (Gkonou et al., 2020). However, various factors can hinder the effective execution of speaking skills. Among the most significant is speech anxiety.

Speech anxiety refers to the fear or nervousness individuals experience when they are required to speak in front of a group or in the presence of others. When confronted with speaking situations, individuals may exhibit physical symptoms such as sweating, trembling, rapid heartbeat, dry mouth, or difficulty breathing (Dewaele & Li, 2020). This anxiety can also manifest mentally as fear, nervousness, self-doubt, or even panic when speaking publicly. Some individuals suffering from speech anxiety may actively avoid speaking situations or exert great effort to minimize their participation in speech-related activities in order to evade anxiety (Huang & Zhang, 2016).

Speech anxiety can contribute to negative self-perception and low self-esteem, particularly when individuals perceive themselves as inadequate or ineffective speakers (MacIntyre et al., 2022). This issue is crucial for both teachers and students, as it can lead to various challenges during the language learning process and impact the overall effectiveness of instructional activities (Mercer & Ryan, 2020).

In the process of learning a foreign language, both students and teachers may experience various forms of anxiety that can impede effective teaching and learning. Among students, language anxiety is a prominent concern. Foreign learners often experience fear related to making mistakes when speaking English. This anxiety commonly arises from difficulties in self-expression, the fear of being misunderstood, and the apprehension of negative social judgment (Istiara et al., 2023). Such emotional barriers can significantly hinder oral participation and overall language development (Kholid et al., 2022).

Another contributing factor to student anxiety is low self-confidence. Learners who perceive themselves as lacking sufficient proficiency in speaking English often struggle with self-doubt, which in turn reduces their motivation and limits active engagement in the learning process (Hermansyah et al., 2019). Additionally, some students may become anxious about the pace of their language acquisition, especially when their perceived progress falls short of expectations. This is particularly evident

among those striving to develop more advanced speaking and writing skills, who may feel pressure to perform at a level they have not yet attained (Gregersen et al., 2021).

Teachers are not immune to anxiety in the language classroom. One major source of stress among educators is the challenge of addressing the diverse needs of students who come from a variety of linguistic and cultural backgrounds and possess differing levels of language proficiency. Identifying and implementing appropriate teaching strategies for such a heterogeneous group requires significant pedagogical adaptability, which can be anxiety-inducing for instructors (Goh & Burns, 2022).

Moreover, fostering and sustaining students' motivation to learn a second language is a persistent challenge for teachers. When students show low levels of motivation, teachers may themselves feel discouraged or anxious about their effectiveness in the classroom. Classroom management also emerges as a significant source of stress, particularly when teachers must create and maintain an inclusive environment that accommodates varying cultural perspectives and learning preferences. The complexity of managing these dynamics underscores the emotional labor inherent in language teaching.

Speaking anxiety leads to a loss of self-confidence in students. Although there is no cognitive deficiency, when a student becomes overly stimulated about speaking, they may develop negative attitudes toward the language. Thoughts such as a limited vocabulary, fear of negative evaluation, and fear of being judged cause students to feel anxious while speaking (Dewaele & Li, 2020). Consequently, students who experience speaking anxiety tend to display unwillingness and shyness when it comes to acquiring new knowledge (Gkonou et al., 2020). This anxious state of mind hinders the learning and language acquisition process (MacIntyre et al., 2022). Therefore, research on this issue has become necessary, and numerous studies have been conducted in our country on speaking anxiety in the context of learning English as a second language.

These studies include recommendations aimed at enhancing students' future success. For this reason, the findings of the research hold great significance both theoretically and educationally in terms of understanding and guiding future generations. This study, conducted with students from various universities, adopts a broad perspective and is expected to make significant contributions to the literature by offering measures to address existing problems.

The research seeks to answer the following questions:

1. To what extent do students learning English as a second language experience speaking anxiety in English classes?
2. Is there a significant difference between the speaking anxiety levels of students learning English as a second language and their gender?
3. Is there a significant difference between the speaking anxiety levels of students learning English as a second language and their language proficiency level (course level)?

METHOD

Research Model

This study employed the survey model, one of the quantitative research approaches, to determine the level of speaking anxiety among students learning English as a second language. The aim is to describe the issue as it exists.

Study Group

The study group consists of 130 students at the basic and intermediate levels learning English as a second language at Universitas Pamulang. Personal information such as the participants' gender, age, and current course level was obtained through a personal information form attached to the front page of the scale.

Table 1. Distribution of Demographic Characteristics

Group	n	%
Gender		
Female	65	50.39%
Male	64	49.61%
Age		
18–23	107	82.95%
24–29	19	14.73%
30+	3	2.33%
Which English course are you attending?		
Basic English	80	62.02%
Intermediate English	49	37.98%
Do you feel anxious when speaking English?		
Yes	69	53.49%
No	60	46.51%

Data Collection

This study, conducted at Universitas Pamulang, investigated speaking anxiety levels among English as a Second Language (ESL) students using an adapted version of Young's (1990) Sources of Speaking Anxiety for Learners of English as a Second Language Scale. The scale was divided into two sections. The first section gathered demographic information from participants, including their school, gender, age, and general details about their anxiety levels and English classes. The second, and main, section comprised twenty-seven items specifically designed to pinpoint the extent of speaking anxiety. Students rated their anxiety using a five-point Likert scale, with options ranging from (1) Strongly Disagree to (5) Strongly Agree.

Data Analysis

In this study, the data obtained from the application of the scale aimed at identifying the levels of speaking anxiety among learners of English as a second language were analyzed. The scale data were collected from 130 students studying at Universitas Pamulang. All data were entered into SPSS for Windows version 22 for analysis.

Initially, the necessary assumptions were tested to determine whether to apply parametric or non-parametric tests. Skewness and kurtosis values were used to assess normality. An independent samples t-test was used for comparisons between two independent groups. For comparisons involving more than two independent groups, a one-way analysis of variance (ANOVA) was conducted, and the Bonferroni post hoc test was employed to determine the source of significant differences. A significance level of 0.05 was used as the criterion for interpreting whether the obtained values were statistically significant.

Table 2. Findings Regarding the Normal Distribution of the Data

Item	Skewness	Kurtosis	Statement
1	1.08	0.85	I feel better speaking English when we do more activities.
2	-0.08	0.67	I don't know my classmates well, so I feel anxious when speaking English with them.
3	-0.13	-1.00	I feel anxious speaking English in class if I haven't done my homework well.
4	0.27	-0.95	I feel anxious if I am the only one answering a question in English during class.
5	0.06	-0.82	I'm good at English, but I get anxious when I know I will be graded.
6	0.00	-1.44	I fear making mistakes when speaking English in class.
7	1.18	1.21	I enjoy doing pair speaking activities in English with a classmate.
8	0.32	-0.99	I feel anxious speaking English in front of the class.
9	0.64	-0.46	My teacher frequently corrects my mistakes when I speak English, which makes me anxious.
10	0.23	-0.70	I enjoy talking about current events (e.g., newspaper articles) in English.
11	0.47	-0.80	We cover too much content in a short time, which makes me anxious when speaking English.
12	0.25	-1.09	I enjoy performing fun theater plays in English.
13	0.99	0.10	The class is too crowded, which makes me anxious when speaking English.
14	0.06	-1.15	I don't know much about the topics we talk about, which makes me anxious when speaking English.
15	0.13	-1.13	I get anxious when I know we will be doing speaking activities in English.
16	0.47	-0.42	I feel anxious if I am the only student answering a question in English.
17	0.58	-0.44	I enjoy role-playing activities (impersonating someone) in English class.
18	0.77	-0.41	Everyone makes mistakes when speaking English, so I am not afraid of making mistakes in front of my classmates.
19	0.06	-0.90	I enjoy volunteering to answer questions in English, but I get anxious when the teacher asks me directly.
20	1.27	1.37	If the topic is interesting, I enjoy speaking English.
21	0.69	-0.54	We don't speak much English in class, so I get anxious during oral exams.
22	1.07	0.31	I enjoy speaking English with my classmates during class.
23	0.65	-0.47	I feel anxious when my teacher corrects my mistakes while speaking English.
24	1.01	0.79	I get anxious when my classmates usually correct my mistakes while I'm speaking English.

25	0.61	-0.33	I get anxious when the student I speak English with is of the opposite gender.
26	0.58	-0.50	I don't know English grammar well, so I get anxious speaking in class.
27	0.56	-0.64	I feel anxious when speaking English with a student whose English is better than mine.

In Table 2, skewness and kurtosis coefficients—measures of central tendency—were used to determine the distribution of the collected data. Since the skewness and kurtosis values fall within the range of ± 2.0 , it was evaluated that the data meet the assumption of normality, and thus, the analyses were carried out using parametric tests. The table presents the students' levels of anxiety in various situations related to speaking English, as well as the distribution of these anxiety levels. Overall, it is observed that a majority of the students experience anxiety in certain contexts (e.g., during activities or when the teacher provides corrections); however, in some statements (e.g., speaking with classmates), the level of anxiety is relatively lower.

RESULTS AND DISCUSSION

This section presents and interprets the findings obtained from the data collection instruments used in the study.

1. Findings and Interpretations Related to the First Sub-Problem

The table below presents the distribution of responses to the items on the scale measuring the sources of speaking anxiety among learners of English as a second language.

Table 3. Distribution of Responses to the Items on the Scale of Sources of Speaking Anxiety Among Learners of English as a Second Language

Items on the Scale of Sources of Speaking Anxiety	Strongly Disagree n	Disagree %	Neutral n	Agree %	Strongly Agree n
Item 1	6	4.65	8	6.20	19
Item 2	38	29.46	56	43.41	13
Item 3	17	13.18	35	27.13	31
Item 4	18	13.95	53	41.09	24
Item 5	9	6.98	37	28.68	37
...	...	...	...	...	...

Upon examining the distribution of responses in Table 3, it is observed that the participants' levels of anxiety vary depending on the situation and statement. It can be inferred that engaging in activities tends to reduce anxiety, while assignments and being graded tend to increase it. Additionally, social factors such as getting to know classmates and answering questions alone also influence anxiety levels.

The majority of participants enjoy engaging in English-speaking activities with their peers. However, a significant group expresses fear of speaking in front of the class or of making mistakes. Overall, students tend to enjoy activities such as theater performances and role-playing and do not experience much anxiety in these

contexts. Nevertheless, having too many students in class or lacking sufficient knowledge about the topic can lead to anxiety for some students.

Notably, responding to questions individually stands out as a significant source of anxiety among the students. It is also observed that students feel more comfortable when discussing interesting topics or interacting with their peers.

The following table presents the results of an independent samples t-test conducted to determine whether speaking anxiety experienced by students while learning English varies according to gender.

2. Findings and Interpretation Related to the Second Sub-Problem

The following table presents the findings of a comparison based on gender regarding the items on the scale measuring sources of speaking anxiety among learners of English as a second language.

Table 4. Findings Related to the Comparison by Gender of the Items on the Speaking Anxiety Sources Scale Among Learners of English as a Second Language.

Gender	Items on the Speaking Anxiety Sources Scale Among Learners of English as a Second Language	Female Mean	SD	Male Mean	SD	t	df	p
Item 1	3.92	1.08	3.98	1.11	0.32	127	0.75	
Item 2	2.12	1.14	2.23	1.07	-0.57	127	0.57	
Item 3	2.88	1.13	2.88	1.18	0.01	127	0.99	
Item 4	2.43	1.05	2.77	1.08	-1.79	127	0.08	
Item 5	2.89	1.23	3.16	0.95	-1.37	127	0.17	
Item 6	2.95	1.39	2.94	1.45	0.07	127	0.95	
Item 7	3.89	1.26	4.02	1.12	1.13	127	0.26	
Item 8	2.68	1.16	2.48	1.23	0.91	127	0.36	
Item 9	2.42	1.13	2.42	1.17	-0.03	127	0.97	
Item 10	3.11	1.20	3.13	1.12	0.08	127	0.93	
Item 11	2.72	1.24	2.53	1.04	0.95	127	0.34	
Item 12	3.31	1.31	3.06	1.37	-1.04	127	0.30	
Item 13	2.14	1.12	1.98	1.11	0.79	127	0.43	
Item 14	2.85	1.34	2.88	1.16	-0.13	127	0.90	
Item 15	2.54	1.15	2.42	1.02	0.61	127	0.54	
Item 16	2.46	1.05	2.45	1.04	0.05	127	0.96	
Item 17	3.35	1.19	3.40	1.06	0.22	126	0.83	
Item 18	3.94	1.14	3.69	1.18	-1.23	127	0.22	
Item 19	2.92	1.14	2.83	1.09	0.48	127	0.63	
Item 20	4.18	0.98	4.13	0.98	-0.34	127	0.73	
Item 21	2.17	1.23	2.31	1.18	-0.67	127	0.50	
Item 22	4.05	1.14	3.81	1.22	-1.13	127	0.26	
Item 23	2.40	1.12	2.58	1.17	-0.89	127	0.38	
Item 24	2.15	1.08	2.14	1.01	0.07	127	0.94	
Item 25	2.09	1.03	2.31	1.01	-1.23	127	0.22	
Item 26	2.28	1.07	2.20	1.03	0.40	127	0.69	
Item 27	2.40	1.17	2.45	1.18	-0.30	127	0.76	
Overall	2.86	0.40	2.86	0.39	0.05	127	0.96	

According to the results of the t-test conducted to determine whether the speaking anxiety experienced by students while learning English differs significantly by gender, no statistically significant difference was found in the item scores based on gender ($p > 0.05$).

Additionally, the overall score computed from all items on the scale also did not show any statistically significant difference between genders ($p > 0.05$).

The table below presents the results of an independent samples t-test conducted to determine whether speaking anxiety experienced by students while learning English differs according to proficiency level.

3. Findings and Interpretation Regarding the Third Sub-Problem

The table below presents the findings of the comparison of the items from the *Sources of Speaking Anxiety Scale* among learners of English as a second language, according to their proficiency levels.

Table 5. Findings Related to the Comparison of Items from the Speaking Anxiety Sources Scale of Learners of English as a Second Language According to Proficiency Levels

Items from the Speaking Anxiety Sources Scale	Proficiency Level	t	df		p
		SD	C1	SD	
Item 1	4.00	1.02	3.88	1.20	
Item 2	2.11	1.06	2.29	1.17	
Item 3	2.81	1.19	2.98	1.07	
Item 4	2.55	1.09	2.67	1.05	
Item 5	2.96	1.10	3.12	1.11	
Item 6	2.91	1.36	3.00	1.50	
Item 7	3.95	1.18	3.96	1.22	
Item 8	2.43	1.25	2.84	1.07	
Item 9	2.39	1.15	2.47	1.14	
Item 10	3.15	1.16	3.06	1.16	
Item 11	2.54	1.19	2.78	1.07	
Item 12	3.13	1.29	3.29	1.43	
Item 13	1.94	1.00	2.27	1.25	
Item 14	2.81	1.26	2.94	1.23	
Item 15	2.48	1.07	2.49	1.12	
Item 16	2.36	1.05	2.61	1.02	
Item 17	3.30	1.11	3.49	1.14	
Item 18	3.89	1.08	3.69	1.29	
Item 19	2.74	1.06	3.10	1.16	
Item 20	4.19	0.97	4.10	1.01	
Item 21	2.18	1.18	2.35	1.25	
Item 22	4.08	1.16	3.69	1.19	
Item 23	2.50	1.11	2.47	1.19	
Item 24	2.13	1.02	2.18	1.07	
Item 25	2.05	0.90	2.45	1.16	
Item 26	2.10	0.91	2.47	1.21	
Item 27	2.51	1.24	2.29	1.04	
General Average	2.82	0.37	2.92	0.42	

According to the results of the t-test conducted to determine whether there are statistically significant differences in the speaking anxiety experienced by

students learning English as a second language, based on their proficiency levels, it was found that the statement *"I feel anxious when the student I am speaking English with is of the opposite sex"* shows a statistically significant difference in responses across proficiency levels ($t = -2.19$; $p < 0.05$). When the mean scores are examined, it was observed that learners at the Basic level ($M = 2.05$) scored lower than those at the Intermediate-level ($M = 2.45$). This result indicates the influence of language proficiency level on such social anxieties. As learners' language proficiency increases, so do their expectations of themselves and their awareness of social roles. Therefore, Intermediate-level learners may experience more anxiety when communicating with members of the opposite sex due to the pressure of using their language skills more effectively. On the other hand, Basic-level learners, who still perceive themselves as being in the learning phase, may be less affected by such social concerns.

For the other items on the scale, the participation scores did not show statistically significant differences according to learners' proficiency levels ($p > 0.05$). Likewise, no statistically significant difference was found in the overall total of the scale ($p > 0.05$).

Discussion

This study, conducted with 130 students enrolled at English Letters Department of Universitas Pamulang, investigates the speaking anxiety levels of learners studying English as a second language. According to the findings, no statistically significant differences were identified based on gender or proficiency level.

The data obtained reveal that 53.49% of learners of English as a second language experience speaking anxiety. Based on the responses to the scale measuring sources of speaking anxiety, no statistically significant differences were found between participants based on gender ($p > 0.05$). Therefore, it can be stated that there is no strong correlation between gender and the speaking anxiety experienced while learning English.

The speaking anxiety of learners of English as a foreign language can be categorized under four main themes, and no significant differences were observed based on gender. Similarly, there is also the hypothesis that speaking anxiety varies according to gender.

The scores obtained from the French-English speaking anxiety scale for bilinguals did not vary significantly by gender, which aligns with the present study's findings (Young, 1990). In a study by Tuan and Mai (2015), no statistically significant difference was found in English-speaking anxiety levels based on gender among Chinese EFL learners ($t = .735$, $p > .05$). Similarly, Dewaele et al. (2020) concluded that there were no significant differences in foreign language speaking anxiety according to gender or proficiency level.

However, a study by Mak (2011) revealed that female students reported slightly higher levels of language anxiety than male students across several subdimensions. According to Cohen's (1988) criteria, although the effect size was small, the difference was statistically meaningful in favor of higher anxiety in females.

Li (2022), in his study of L1 and L2 speaking anxiety among Chinese university students, conducted a t-test to determine whether students' anxiety in their native language differed significantly from the anxiety experienced while learning English, based on gender. The results indicated a statistically significant difference in English-speaking anxiety ($t = 2.200$; $p = 0.030$; $p < 0.05$), with female students ($M = 61.47$) reporting higher levels of anxiety than male students ($M = 54.51$).

According to Huang and Zhang's (2016) research, Chinese students' English-speaking anxiety levels ranged from moderate to high. However, their anxiety did not significantly vary based on gender, institution, grade level, prior international experience, or multilingualism. These findings are largely consistent with other studies in the existing literature.

Teaching English as a second language is generally conducted based on the proficiency levels defined by the Common European Framework of Reference for Languages (CEFR). In this study, course level was evaluated as a significant variable in examining learners' speaking anxiety. It was observed that beginner-level students experienced significantly higher levels of anxiety compared to intermediate-level students.

Similarly, the study by Li (2022), which explored English-speaking anxiety across different course levels, found a significant difference in students' speaking anxiety and course levels, especially in the subdimension of anxiety in out-of-class communication. Although the effect size was small (Cohen, 1988), it was observed that intermediate-level participants reported higher general and out-of-class speaking anxiety compared to beginner-level students.

The findings of this study are expected to serve as a guide for current and future research. Effective language teaching techniques—such as student-centered instruction, role-playing activities, language games, and interactive teaching methods—can facilitate the successful transmission of the richness of the English language. A combination of these methods can be used to promote English language teaching to broader audiences. Technology-supported instructional processes can enhance accessibility and effectiveness. Through these means, the richness of the English language—intertwined with cultural values, history, and geography—can be passed on to future generations. This transmission will contribute to a deeper understanding of the language's meaning and usage.

CONCLUSION

This study has examined speaking anxiety experienced while learning English as a second language from the perspectives of 130 students of English Letters at Universitas Pamulang. To gain a deeper understanding of the causes of speaking anxiety in English as a second language, more detailed and comprehensive studies may be conducted.

Future research could be expanded by including a larger and more diverse sample group, allowing for more in-depth analysis. Furthermore, the specific factors that lead to heightened levels of anxiety in students should be investigated in detail to identify the underlying causes contributing to this phenomenon.

As noted in the discussion section, it has been observed that existing studies on anxiety among learners of English as a second language are predominantly quantitative in nature, with relatively few qualitative or mixed-method approaches. In addition to quantitative research, future studies could incorporate qualitative methods by including teacher and student perspectives to provide richer and more nuanced insights.

For learners of English as a second language, particularly in developing practical speaking skills for everyday use, it is recommended to increase the number and variety of speaking activities. Topics selected for speaking practice should align with students' interests, as this approach is likely to enhance their motivation and engagement in speaking tasks.

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