

**FACTORS TRIGGERING JUNIOR HIGH SCHOOL STUDENTS'
ANXIETY DURING ENGLISH SPEAKING PERFORMANCE**

(Undergraduate Thesis)

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ABSTRAK

FAKTOR-FAKTOR YANG MENYEBABKAN KECEMASAN SISWA SMP SAAT UJIAN BERBICARA BAHASA INGGRIS

Oleh :

DHANISSA ALIFIA INDRAWAN

Penelitian ini bertujuan untuk menginvestigasi faktor-faktor yang memicu kecemasan pada siswa sekolah menengah pertama selama kegiatan performa berbicara dalam konteks Bahasa Inggris sebagai Bahasa Asing (English as a Foreign Language/EFL). Dengan menggunakan desain penelitian kualitatif, data dikumpulkan melalui observasi kelas dan wawancara menggunakan teknik *stimulated recall*. Partisipan penelitian ini adalah siswa kelas delapan SMP Global Madani Bandar Lampung. Data dianalisis secara fenomenologis untuk mengeksplorasi pemicu-pemicu yang mendasari kecemasan siswa. Hasil penelitian menunjukkan bahwa kecemasan berbicara siswa terutama dipicu oleh interaksi antara ketidakamanan linguistik dan dinamika sosial di dalam kelas. Ketakutan terhadap evaluasi negatif beroperasi melalui sebuah “siklus kecemasan” yang terinternalisasi, di mana antisipasi terhadap respons negatif dari teman sebaya memperkuat ketakutan untuk melakukan kesalahan linguistik, yang pada akhirnya meningkatkan kecemasan selama performa berbicara. Sementara itu, evaluasi yang berkaitan dengan tes memiliki peran yang relatif kecil, karena siswa melaporkan bahwa mereka merasa lebih cemas terhadap reaksi teman sebaya dibandingkan terhadap situasi penilaian formal.

Kata Kunci : Kecemasan, Hambatan, Kelas Bahasa Inggris sebagai Bahasa Asing, Tugas, Berbicara

ABSTRACT

FACTORS TRIGGERING JUNIOR HIGH SCHOOL STUDENTS' ANXIETY DURING ENGLISH SPEAKING PERFORMANCE

By

DHANISSA ALIFIA INDRAWAN

This study aims to investigate the factors that trigger anxiety among junior high school students during speaking performance activities in the context of English as a Foreign Language (EFL). Employing a qualitative research design, data were collected through classroom observations and interviews using the stimulated recall technique. The participants were eighth-grade students of SMP Global Madani Bandar Lampung. The data were analyzed phenomenologically to explore the underlying triggers of students' anxiety. The findings revealed that students' speaking anxiety is primarily triggered by the interaction between linguistic insecurity and social dynamics in the classroom. Fear of negative evaluation operates through an internalized "anxiety loop," in which anticipation of negative peer responses intensifies fear of making linguistic mistakes, ultimately increasing anxiety during speaking performance. Meanwhile, test-related evaluation plays a relatively minor role, as students reported feeling more anxious about peer reactions than formal assessment situations.

Keywords: Anxiety, Apprehension, EFL Class, Performance, Speaking

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ANXIETY DURING ENGLISH SPEAKING PERFORMANCE**

By

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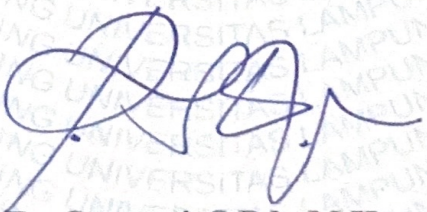
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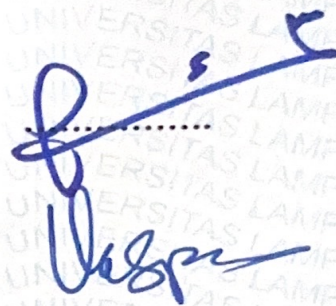
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Menyatakan bahwa skripsi ini Adalah karya saya sendiri. Dalam proses penyusunannya, saya menggunakan bantuan teknologi kecerdasan buatan (*Artificial Intelligence*) sebagai alat bantu dalam pemilihan bahasa dan perbaikan struktur kalimat, yang seluruhnya telah saya tinjau kembali secara mandiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis orang lain, kecuali bagian tertentu yang saya gunakan sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggungjawab saya.

Bandar Lampung, 16 April 2026

Yang membuat pertanyaan,



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CURRICULUM VITAE

Dhanissa Alifia Indrawan is an only child of Heri Indrawan and Siti Zakiyah. She was born in Bandar Lampung on April 2, 2004, and was raised in a highly supportive and academically encouraging environment. From an early age, she developed a strong interest and aptitude in the field of English and Science.

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After completing her formal education from kindergarten to vocational high school in 2022, she decided to continue her studies in the English Education program at the University of Lampung. During her time at university, she gained valuable knowledge and experience from her lecturers and peers. She was also actively involved in organizational activities, particularly in SEEDS, where she served in the Public Relations division and held the position of division secretary.

Alongside her academic journey, she began her teaching career by voluntarily teaching several neighborhood children. She later joined a social community in education, Komunitas Jendela Lampung, where she actively contributed for approximately two years. She then started her professional teaching career at Junior English for Kids, where she taught for around one and a half years. In addition, she gained further teaching experience at Just Speak Indonesia, where she learned extensively from mentors and fellow instructors. Currently, she has established her own private tutoring services.

In November 2024, she was selected as a delegate in an international student exchange program organized by SEAMEO under the SEA Teacher Program. She participated in this program in Manila, Philippines, where she gained insights into educational practices and cultural diversity in a neighboring country. During her time in Manila, she was assigned to study at the University

of Santo Tomas (UST) and was appointed to teach at Dominican School of Manila (DSM) at the elementary level. While teaching at DSM, she was entrusted with teaching science to young learners as a challenge. Without hesitation, she accepted the responsibility, as she has a foundational interest in science alongside her passion for English.

Through these experience, she developed her classroom management skills across various age groups, ranging from elementary school students to adult learners.

Amid her academic and professional commitments, the researcher, together with her colleague, established a literacy community later known as Lampung Book Party. Since 2024, she has served as the head of the community, through which she has gained valuable connections and expanded her network. Furthermore, she is actively involved in research activities at her university, contributing to academic development and scholarly engagement.

MOTTO

“The mediocre teacher tells. The good teacher explains. The superior teacher demonstrates. The great teacher inspires.”

- William Arthur Ward

“And, when you want something, all the universe conspires in helping you to achieve it.”

- Paulo Coelho

“Dude, sucking at something is the first step to being sorta good at something”

- Jake the Dog, Adventure Time

“فَإِنَّ مَعَ الْعُسْرِ يُسْرًا”

- Al-Insyirah

DEDICATION

In the name of *Allah Subhanahu Wa Ta'ala*, the Most Compassionate and the Most Merciful, I humbly express my deepest gratitude for His boundless guidance and permission, through which I have been able to complete this thesis in a timely manner. This work is dedicated to:

My beloved parents, Mama and Papa, whose endless prayers, unconditional love, and unwavering efforts have guided my steps and made it possible for me to become the first graduate in our family.

I also offer my sincere appreciation to myself for the strength and perseverance to endure every challenge, and for striving to maintain balance between academic responsibilities and work, until this thesis could finally be completed.

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Bandar Lampung, 16 April 2026

The researcher,

Dhanissa Alifia Indrawan

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I. INTRODUCTION

This chapter of the study discusses some points of the main information of the research. It consists of the research background, research question, research purposes, research significance, scope and limitations of the research, and the definition of key terms.

1.1 Research Background

As an international language that serves to unite people from various backgrounds with different cultures and native languages, English is widely used across various sectors especially in education. Therefore, the ability to communicate effectively in English has become a highly important skill for students, especially those in countries where English is not the primary language but is learned as a second or even foreign language, including Indonesia.

In Indonesian schools, English is often taught as a second or foreign language. Through English language learning in schools, students are expected to develop their skills in listening, reading, writing, and most importantly, speaking. Developing English speaking skills in the classroom is essential for students, Rizkyta (2023) states it in her study, “The importance of learning to speak in an educational context is beyond doubt. Good speaking skills are essential in everyday life, both in social settings and the world of work.”. Being proficient in spoken English provides access to academic achievement, career prospects, and cross-cultural awareness.

However, speaking is often considered the most challenging. According to K and Alamelu (2020) Speaking is considered as the fundamental and very efficient form of human communication. It is a process through which people exchange ideas, views, opinions and all other information. For many junior high school students, the ability to speak in English frequently causes significant anxiety. K and Alamelu

(2020) quoting Scovel about anxiety, Scovel said that “anxiety is a very complicated experience that needs to be perceived as a combination of feelings, state of emotions and personality traits”.

Putri et al. (2020), quoting Horwitz and Cope, who are the foundational researchers in this field, said that “Foreign Language Anxiety (FLA) is a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process”. Thus, speaking anxiety stands out as one of the most significant and influential. This is due to the fact that speaking a foreign language demands instant verbal response and live communication, which can increase learners’ worries. When a student feels anxious about doing something, they tend to avoid that activity. This is particularly true in foreign language learning, such as English.

Handayani et al. in their study in 2025 quoted an explanation by Samuelson (as cited in Hadziosmanovic, 2012), A person dealing with speaking anxiety will most likely also experience ongoing worry and anticipate being judged negatively by others. They may repeatedly think about the likelihood that their performance will go poorly and imagine extreme outcomes, they would think over that they are probably going to die of embarrassment or having a failure with their performance. In addition, Krashen explains that severe anxiety can increase the affective filter, creating a mental block that hinders the processing of comprehensible input necessary for language acquisition.

The researcher’s teaching experience also serves as evidence of the anxiety that arises during the process of learning to speak English. This was observed while the researcher was teaching at an English course specifically designed for elementary students, as well as during teaching sessions at SMK SMTI Bandar Lampung. For instance, when the researcher asked students to come to the front of the class and deliver a short speech in English—or even simply to read aloud or answer questions in English—the students often appeared embarrassed and anxious. Many of them even began to sweat, showing clear signs of fear about making mistakes while speaking English in front of their classmates.

Another evidence that was experienced directly by the researcher was when the researcher taught at an English course agency Junior English for Elementary School Bandar Lampung, the students in the course were mostly elementary school children. When the researcher taught there, all students and teaching staff were required to use English in full to familiarize students with an environment that uses English in conversation and daily life so that students are expected to get used to being exposed and also speak English directly. Although the students eventually got used to speaking English, the researcher still found a phenomenon where students often refused to speak in front of the class or make presentations in front of the class and preferred to speak and present from their seats. The researcher found that the students were more fluent when speaking from their seats than in front of the class. When speaking in front of the class, the researcher found that the students stuttered in their speech, their voices became smaller than usual, sweating, eyes that were not focused and became more easily distracted, body language that showed that they lacked confidence, and it was not uncommon for the researcher to find students who stood still without saying a word.

Furthermore, the researcher also discovered that some students who lacked the confidence to speak English were actually capable of producing written work in English with a relatively good level of proficiency. This contrast highlights that the barrier lies not in their language ability but in their speaking-related anxiety. Therefore, it becomes essential for teachers to recognize and understand the psychological and emotional challenges that students face, particularly anxiety when it comes to speaking in a foreign language. By being aware of these issues, teachers can create a more supportive and low-pressure learning environment that encourages participation and gradually builds students' confidence. This way, students can be guided to overcome their fears and eventually speak English more comfortably and confidently, without being held back by anxiety.

A previous study by Ajiza et al. (2024) using a qualitative approach and adopting questionnaire as the instrument with 113 students from 4 different universities in Indonesia from various departments as the participants, shows that the study answered the researcher's question by finding factors that affect students' English speaking anxiety stemming from personal factors such as lack of confidence as the

main factor, and the other factors are lack of knowledge in English proficiency and poor pronunciation.

A previous study by Daflizar (2024) using a quantitative approach adopting survey with 87 students from 3 different institutions of higher education as the participants examines the anxiety outside of the classroom instead inside of the classroom shows that there is significant relationship between students' self-perceived vocabulary size and their anxiety levels, the study also shows that anxiety levels are actually concerning gender since the females exhibited higher anxiety levels than the males.

Another previous study by K and Alamelu (2025) using a qualitative approach adopting open-ended questionnaire as the way to collecting the data of 50 undergraduate students of Art and Science of various disciplines as the participants, the study shows that various factors are affecting the undergraduate final year students. According to the fifty participants, the primary factors are language factor, lack of knowledge of grammar, pronunciation factor, stage fear, lack of confidence, shyness, and peer factor.

Based on the results of the previous studies above, it can be inferred that those studies prove that there is a wide variety of factors affecting anxiety in learning to speak English. So, the researcher in this study maintains to conduct a research mainly dealing with the factors of anxiety towards students' English speaking at Junior High School. The main differences between this study and the previous studies are about the level of the students (participants), the location of the research, and the data collecting technique. Thus, this research is entitled "Factors Triggering Junior High School Students' Anxiety During English Speaking Performance".

1.2 Research Question

Based on the background that has been discussed above, the research question is "What are the factors that mainly trigger anxiety in speaking for Junior High School students?"

1.3 Objective of the research

The main purpose of conducting this study is to identify the factors that affect English language anxiety among junior high school students in an English classroom setting. Specifically, this study aims to:

- Identify the factors that trigger anxiety in students when speaking English in class.

1.4 Uses of the Research

The uses of this research as follows:

1. Theoretically, this study serves to add to the current understanding of language anxiety by investigating certain factors that potentially affect English speaking anxiety in Junior High School students. This study increases the knowledge of how anxiety can arise in junior secondary school students during oral communication in English and contributes to existing theories on second language acquisition and communication comprehension. Moreover, this study offers valuable insights into the psychological and emotional aspects of dealing with language anxiety and speaking anxiety.
2. Practically, this research will be useful in providing valuable insights for educators, curriculum planners and school leaders to address the difficulties related to students' speaking anxiety in English classes. By pinpointing the main sources of students' speaking anxiety, teachers can implement specific strategies and foster a classroom atmosphere that encourages students' confidence and active participation. This research is also useful for students, because with students being able to identify the root causes of their anxiety, students can become more self-aware and better equipped to manage their emotions in speaking situations. This can improve confidence, motivation, and language performance. This research can also serve as a reference or basis for further research in the area of language learning anxiety, especially focusing on specific skills such as speaking.

1.5 Scope of the Research

This study focuses on identifying factors that contribute to anxiety in speaking English among junior high school students in Bandar Lampung. The main objective

is to explore the psychological, linguistic, and environmental elements that influence students' anxiety when speaking English as a foreign language.

The researcher uses a qualitative research method approach design with semi-structured interviews as the main data collection technique to gain detailed insights into students' experiences and perspectives. The participants are selected using purposive sampling, targeting students who show signs of anxiety when speaking English in English class, either based on teacher referrals or direct self-identification.

This study does not intend to quantitatively measure anxiety levels or generalize the results to all junior high school students across Indonesia. Rather, it aims to provide an in-depth understanding and description of the specific factors that trigger English speaking anxiety among selected students in a specific context at a junior high school in Bandar Lampung

II. LITERATURE REVIEW

This chapter deals with various theories within a framework focused on the topic of Anxiety in speaking among Junior High School students. It covers the concepts related to theories of speaking, anxiety, anxiety in speaking, procedure, advantages and disadvantages, theoretical frameworks, and previous studies.

2.1 Definition of Anxiety

Anxiety is an emotional state characterized by feelings of tension, worry, and apprehension in response to perceived threats or uncertain situations. In Freud's psychoanalytic theory, anxiety is understood as a psychological reaction that arises when the ego senses a threat it might not be able to handle. Freud (1936) states that "Anxiety, as a signal, is the response of the ego to the threat of the occurrence of a traumatic situation." This suggests that anxiety serves as an internal alarm system—an emotional response created by the ego to anticipate or respond to perceived dangers, whether these come from external events or internal conflicts among the id—the most primitive and unconscious part of the mind that contains basic instincts and drives, such as hunger, thirst, and aggression, ego, and superego. Freud also explains that "The psyche is overtaken by the affect of anxiety if it feels that it is incapable of dealing by an appropriate reaction with a task (a danger) approaching from outside," reinforcing the idea that anxiety is triggered when the ego believes it lacks sufficient means to cope effectively. This perspective emphasizes that anxiety is not a random or solely emotional experience, but rather a vital regulatory function of the mind. In terms of language learning, this theory helps clarify why learners might feel anxious during speaking activities—the ego views the possibility of embarrassment, failure, or social evaluation as psychological threats, thus producing anxiety to trigger protective mechanisms.

Building on this foundational understanding, anxiety takes on a specific form in the context of language learning—commonly referred to as foreign language anxiety—which manifests uniquely during communication in a non-native language. Foreign language anxiety (FLA) is widely acknowledged as a unique psychological phenomenon that specifically impacts individuals learning a new language within formal educational environments. According to Horwitz, Horwitz, and Cope (1986), foreign language classroom anxiety refers to “a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process.” This definition highlights that FLA is not simply a general feeling of nervousness, but rather a context-specific form of anxiety triggered by the unique cognitive and emotional challenges of language acquisition. It frequently appears during activities such as speaking, listening comprehension, or being evaluated—contexts in which learners may fear being judged negatively, experience difficulty expressing themselves, or suffer from low self-confidence. Therefore, gaining insight into the specific characteristics of foreign language anxiety is essential for recognizing both the internal and external influences that lead to students’ discomfort and hinder their performance in second language classrooms.

2.2 Types of Anxiety

Many language learners often feel anxious when they have to speak in a foreign language. According to Horwitz as cited in Subasi (2014), and Toyama and Yamazaki (2018), there are three components of FLA, there are:

1. Communication Apprehension

Communication Apprehension refers to the anxiety that arises when an individual is required to communicate using a foreign language, particularly in interactive situations such as speaking activities in English classes. This anxiety is closely related to fear of speaking, discomfort in communicative interactions, and difficulty in expressing ideas orally. It has been proposed that language learners may possess sophisticated thoughts and ideas; however, their limited vocabulary and grammatical knowledge in the foreign language hinder their ability to convey these ideas effectively, which contributes to increased anxiety

(Haroud et al., 2025). This form of anxiety is distinct from glossophobia, which refers to a general fear of public speaking regardless of the language used, as Communication Apprehension is specifically tied to the challenges of communicating in a foreign language context.

2. Fear of Negative Social Evaluation

Fear of Negative Evaluation refers to the feeling of apprehension or concern about being judged, evaluated, or perceived negatively by others, particularly in social and performance-based contexts. In the context of foreign language learning, this anxiety is often intensified by students' lack of confidence in their language abilities and expressions, which may lead them to perceive themselves as unable to accurately convey their identity or create the desired social impression. As a result, individuals may experience anxiety while speaking due to concerns about being judged, criticized, or viewed negatively by others (Diana, 2024). This form of anxiety is widespread and frequently emerges in evaluative social contexts, such as classroom speaking activities and presentations.

3. Test Anxiety

It describes the experience of anxiety and apprehension that individuals feel before or while taking academic exams, which can impair their performance and impact their overall mental health. This form of anxiety is strongly linked to academic testing and is primarily driven by a fear of not succeeding (Diana, 2024). Learners who suffer from this type of anxiety frequently have past negative encounters with examinations, which may contribute to a sense of self-doubt and increased fear of failure in future assessments (Ustabaşı, 2024).

2.3 Speaking skills in Language Learning

Speaking is one of the most essential skills in human communication, serving as a primary channel through which individuals express their emotions, thoughts, and intentions. In the context of language learning—particularly when English is learned as a second or foreign language—speaking holds a vital role in facilitating

both social interaction and academic engagement. It is a language skill that individuals use daily to share ideas and emotions, typically involving two or more people in reciprocal communication (Hutabarat & Simanjuntak, 2019). Nevertheless, effective oral communication in a foreign language can be influenced by various factors, especially psychological ones such as anxiety and self-confidence. Speaking proficiency encompasses several components that English language learners need to master.

2.4 Anxiety in Speaking learning

McCroskey, quoted in a study from Molnar and Crnjak (2018), defines that speech communication anxiety refers to the degree of fear or nervousness an individual experiences when interacting with one or more people. This definition highlights the emotional and psychological difficulties students may face during spoken communication, especially in academic environments where they are required to use a second or foreign language. In EFL contexts, communication anxiety can greatly reduce students' willingness to engage in classroom discussions, give oral presentations, or interact with peers (Hameed and Jawad, 2024). As learners become increasingly aware of their linguistic limitations—such as grammar, pronunciation, or vocabulary—their anxiety levels may rise (Kayaoğlu and Sağlamel, 2013), further impairing their ability to express themselves clearly. This underscores the importance of examining not only the existence of communication apprehension among junior high school students but also the factors that contribute to it within English-speaking situations.

Building on McCroskey's definition, speaking anxiety in language learning is commonly viewed as a context-specific type of anxiety that hampers learners' ability to communicate effectively in a foreign language. Horwitz, Horwitz, and Cope (1986) explain that this anxiety stems from several factors, including fear of negative evaluation, communication apprehension, and test anxiety. These elements lead learners to hesitate and avoid speaking, particularly when they are concerned about making errors or being judged by others.

In addition, this anxiety is shaped by both internal factors—such as a learner's confidence and their perceived language skills—and external influences like the

classroom atmosphere and interactions with peers (Fadlan, 2020). Elevated anxiety levels often result in reduced speaking performance, decreased participation, and obstacles to language acquisition. Recognizing these theoretical insights highlights the importance of addressing both emotional and linguistic difficulties to foster a supportive learning environment for language students.

2.5 Advantages and Disadvantages of the Research

In conducting thorough research on the factors contributing to students' anxiety when speaking English, it is important to acknowledge that any research method—particularly qualitative approaches—has its own set of strengths and limitations. This section outlines the benefits and challenges of using a phenomenological approach to examine English-speaking anxiety among junior high school students. Such an evaluation is essential for gaining a deeper understanding of the emotional and psychological aspects of second language learning, while also ensuring that the research is conducted with a well-rounded and informed perspective. By aiming to reveal the essence of students' lived experiences, phenomenological analysis offers meaningful insights into the personal realities of language learners. Within the scope of this study, which seeks to investigate both internal and external factors that heighten speaking anxiety, the following discussion presents the key advantages and drawbacks of adopting this approach.

- Advantages:

1. Phenomenology enables the researcher to delve into students' genuine emotions, perceptions, and interpretations regarding speaking English—particularly their anxiety, which is typically internal and not easily observed during classroom interactions.
2. Phenomenology facilitates an exploration of how students interpret their anxiety, their perceptions of its causes, and the impact it has on their learning, offering a deeper insight that goes beyond observable behavior.
3. It is particularly effective in revealing how various factors—such as the school environment, peer influence, teacher interactions, past experiences, and self-confidence—contribute to anxiety, especially given the often complex and interconnected nature of these elements.

- Disadvantages:

1. Phenomenological analysis involves detailed transcription, coding, and interpretation of each participant's experience, which can be time-consuming and effortful.
2. Since it emphasizes depth over breadth, the results may not be applicable to all junior high school students, even those within the same school.

2.6 Theoretical Framework

This study is informed by the Foreign Language Anxiety Theory proposed by Horwitz, Horwitz, and Cope (1986), which identifies three interconnected elements that contribute to anxiety in language learning: communication apprehension, fear of negative evaluation, and test anxiety.

To gain deeper insight into the psychological roots of this anxiety, the study also incorporates Freud's psychoanalytic theory, which interprets anxiety as a warning signal from the mind when a person feels threatened or unprepared to handle a situation. Applied to English speaking tasks, this perspective sheds light on why students may experience fear, insecurity, or emotional unease when anticipating failure or embarrassment.

A phenomenological approach frames this research, enabling the exploration of students' firsthand experiences with speaking anxiety in a rich and detailed manner. This methodology supports the aim of identifying the psychological, linguistic, and environmental influences—such as classroom dynamics, peer pressure, self-esteem, and language proficiency—that shape anxiety in a particular school environment. By emphasizing individual stories, the study seeks a nuanced, context-sensitive understanding rather than broad generalizations.

Collectively, these theoretical approaches offer a solid framework for identifying the multifaceted emotional and situational factors that contribute to students' anxiety when speaking English as a foreign language.

2.7 Previous Studies

A study by Diana et al. (2024) investigated the factors contributing to English-speaking anxiety among EFL students and the strategies they used to cope with it.

The findings revealed five primary causes of anxiety: lack of preparation, fear of making mistakes, limited English proficiency, excessive academic pressure, and fear of others' reactions. These factors were consistently echoed in students' personal accounts during interviews. The study also highlighted four coping strategies students used to manage their anxiety: shifting their mindset, staying relaxed, building confidence, and improving their speaking skills. The research emphasizes the significance of psychological, linguistic, and social influences in shaping students' speaking anxiety and suggests that creating supportive classroom environments and encouraging positive self-perception are essential in helping students overcome these challenges.

Another study conducted by Fadlan (2020) aimed to identify the types of FLA experienced by students, as well as the factors that cause language anxiety in EFL students. The study adopted a qualitative approach and was conducted at Makassar State University. The result of this study is the discovery of three types of anxiety experienced by students when conducting seminars using English, the three types are anxiety related to positive (facilitative anxiety), all students feel anxious when speaking at seminars, but there are some who can still control their feelings as facilitative anxiety. anxiety related to negative (debilitative anxiety), this anxiety appears in students who face very difficult or complicated situations. And the last, anxiety which was not related to any of it, this anxiety occurs if students feel low anxiety and does not interfere, therefore their anxiety does not affect their performance. Fadlan revealed that Facilitative anxiety always supports students to give more and supports students to achieve their goals, this type of anxiety also supports student motivation to be able to work harder.

III. METHODS

This chapter of the study discusses the research methodology consists of the place and the time of this research, the research design, the participants, the research instrument, the procedure of data collecting technique, and the data analysis.

3.1 Research Design

This study adopts a qualitative research approach, which emphasizes the interpretation of human experiences and aims to uncover the underlying meanings, patterns, and perspectives that shape individual behavior. Rather than relying on statistical analysis, qualitative research draws insights from non-numerical data as it cited on a study conducted by Aspers and Corte (2019), which says from a qualitative perspective that quantitative research is about numbers and counting, and from a quantitative perspective, qualitative research is everything that is not about numbers. To make it more relatable, the researcher focused on the application of phenomenology in qualitative approach. In this context, the researcher conducted the interviews to gain an in-depth understanding of students' experiences and perceptions related to their anxiety when speaking English.

The research design applied in this study is phenomenology. It aims to explore and understand the participants' subjective experiences regarding a particular phenomenon—in this case, the anxiety experienced when speaking English in the classroom. Additionally, the study seeks to find the facts that are derived inductively from field data. The data was collected in the researcher's hometown, Bandar Lampung.

The initial step of the research involves formulating a set of guiding questions to serve as prompts during the recall interviews. Once these questions have been finalized and reviewed by experts, the researcher proceeded to conduct interviews to obtain the primary data. This structured approach is intended to examine and

provide insight into whether individual and external factors contribute to students' anxiety when speaking English in the classroom.

3.2 Place and Time of the Research

This research was conducted in SMP Global Madani Bandar Lampung, Indonesia, a junior high school program as the provider of research participants in this study. This school was chosen as the research site due to its dynamic English learning environment and its emphasis on oral language practice within the classroom, which aligns with the research focus of exploring students' speaking anxiety. To ensure equal comparison of the participants, the data was collected from the same age range of participants, i.e. 8th grade middle school students. Data collection is scheduled for August 2025 to October 2025.

3.3 Research Participants

This study focused on teenage students, specifically those in the 8th grade of junior high school. The participants were purposively selected based on several criteria aligned with the objectives of the research. To gain a comprehensive understanding of the classroom context, the researcher directly participated in classroom activities and observed the natural learning environment. During the speaking performance session, students worked in pairs and presented their performances in front of the class. From two different classes, a total of four (4) students were chosen as the main participants for qualitative data collection, which was conducted through interviews and stimulated recall techniques. The selection of these participants was carried out using purposive sampling, in which individuals were deliberately chosen based on their relevance to the research focus, particularly in terms of their knowledge, experience, and perspectives (Creswell, 2014). The specific criteria for selecting these participants included:

1. Students who appeared to exhibit signs of anxiety when performing in front of the class, as identified through discussions between the researcher and the classroom teacher based on the teacher's observations during English lessons.

2. Students who had relevant experience in speaking or performing activities in front of the class.
3. Students who were willing to provide consent to participate in in-depth interviews and stimulated recall sessions, and who were available to take part in the data collection process.

From the two classes observed by the researcher, there were a total of 40 students, with 20 students in each class. All students were assigned a speaking task in English by their teacher. On the first day, the researcher entered the first class, followed by the second class on the next day.

In the first class, the speaking task assigned by the teacher involved small group discussions consisting of four students. The activity was conducted while students were seated in circles within their respective groups. On the following day, in the second class, the task given required students to engage in pair interactions and perform in front of the class before their peers.

Based on considerations and discussions between the researcher and the classroom teacher, the researcher decided to interview two students from the first class and two students from the second class. However, the researcher ultimately chose to proceed with analyzing the interview data from the two participants in the second class.

The two selected participants were involved in structured pair performances in front of the class, which provided clearer interactional contexts where potential anxiety-triggering situations could be more visibly observed. In contrast, the other two students primarily engaged in small-group discussions while seated, where interactional dynamics were less explicit and less aligned with the focus of this study on identifying potential anxiety triggers in speaking performance contexts.

The criteria for selecting participants for primary data collection were based on a video recorded from a previous observation in the class, which the researcher joined. The video was watched and observed by the researcher to see which students showed symptoms of anxiety when speaking English in class. In addition, participants should have prior experience speaking English in front of the class,

demonstrate varied levels of English proficiency, and possess adequate communication skills to actively engage in the interview process.

3.4 Data Collection Technique

To obtain rich and valuable data, the researcher has used these techniques:

1. Stimulated recall

The researcher has recorded video footage of the students' performances in the classroom to help identify specific moments in which students appeared to exhibit signs of anxiety. These recordings have been used as the primary visual stimuli during the interview process, particularly for stimulated recall techniques, as well as for data triangulation. After recording the classroom performances and discussing the students' speaking experiences and previous tasks with the classroom teacher, the researcher purposively selected two students to be interviewed. The interviews employed a stimulated recall method, in which the researcher and participants watched the video recordings of their performances together. When relevant moments appeared, the researcher posed questions to obtain accurate data regarding the activity and to explore.

3.5 Research Instrument

The instrument that was used in this study was Stimulated Recall (SR). This instrument was used to collect data to find answers to the researcher's research questions.

- Stimulated Recall

Stimulated Recall (SR) was used to encourage participants to provide personal and in-depth responses, as anxiety is a subjective experience. This technique involves showing participants video recordings of their own actions to help them recall and better understand what occurred (Paskins et al., 2017). SR also allows researchers to explore participants' thinking processes, evaluate teaching strategies, and enhance awareness of their own cognition (Zhai et al., 2024). Additionally, it can create a more comfortable, low-anxiety environment and promote self-reflection

among students (Cinkara, 2016). The data obtained through this technique were then used to support the selection of key participants for interviews.

- Interview Protocol

This interview protocol served as a guideline for conducting semi-structured interviews with two selected participants. It directed the researcher in implementing the stimulated recall technique, in which questions were posed based on specific moments jointly observed with the participants through video recordings. The questions were carefully developed to facilitate an in-depth exploration of the participants' feelings, reflections, and both internal and external factors perceived as triggers of anxiety during English speaking performance.

3.6 Procedures of Data Collection Technique

This study employed three complementary stages for data collection, as detailed below:

- Video Recording

The data collection began with a video recording session conducted during regular classroom speaking activities to ensure the authenticity of the performances. These recordings are then reviewed to identify learners who display observable signs of speaking anxiety. Selected segments from the recordings are prepared to be used as visual prompts in the subsequent recall interviews.

- Stimulated Recall Session

After getting the participants from the video recording, the stimulated recall session was conducted to explore the participants' thoughts, feelings, and perceptions during their speaking performance. Chosen video clips that display signs of anxiety serve as visual triggers for reflection. Each participant watches their performance individually in a comfortable and private environment, with the video paused at relevant points to encourage discussion. The researcher asks some questions from the interview protocol to explore both internal and external factors influencing anxiety.

- Data Transcription:

All interviews were recorded and then transcribed verbatim (word by word) for data analysis purposes.

3.7 Trustworthiness of the Research

To ensure the quality of data in qualitative research, the concept of trustworthiness is applied instead of statistical measures such as validity and reliability commonly used in quantitative studies. Trustworthiness consists of four key criteria: credibility, transferability, dependability, and confirmability (Lincoln & Guba, 1985). In this study, the researcher implemented the following strategies to achieve trustworthiness:

1. Credibility

Credibility refers to the extent to which the researcher's interpretations accurately represent the participants' perspectives and ensure that the findings correspond to reality. To enhance the credibility of the study, the researcher employed the following strategies:

- Data triangulation:

The researcher utilized multiple data sources, including transcripts of in-depth interviews and video recordings of classroom observations.

- Member checking:

The researcher employed two forms of member checking, namely informal approaches. Informal member checking was conducted during the interview process to clarify and confirm the researcher's initial interpretations based on the participants' responses.

2. Transferability

Transferability in qualitative research refers to the provision of rich and detailed data that enable readers to assess the applicability of the findings to their own contexts. To support transferability, the researcher implemented the following strategies:

- In-depth description:

In this study, the researcher provided a rich and detailed description of the research context, including anxiety, English speaking performance, junior high school students, and the University of Lampung, as well as the data collection process. This included detailed explanations of the use of video recordings and the stimulated recall technique. Such comprehensive descriptions enable readers to assess whether the findings of this study are applicable or relevant to their own contexts or needs.

3. Dependability

Reliability refers to the consistency and stability of the data and its interpretation throughout the research process, enabling readers to understand the procedures and steps undertaken by the researcher in conducting the study.

- Audit trail

In conducting this study, the researcher systematically documented all stages of the research process, including data collection, data coding, and all analytical decisions, to ensure transparency and traceability of the study.

- Peer debriefing

Peer debriefing was conducted to review the researcher's interpretations, thereby enhancing the consistency and credibility of the analytical process. This process was undertaken through consultation with the researcher's peers.

4. Confirmability

Confirmability refers to the objectivity of research findings, indicating the extent to which interpretations and conclusions are derived from the data rather than the researcher's biases or preferences, ensured through clear links between the data and the findings as well as transparency in the research process.

- Confirmation audit

By maintaining a comprehensive audit trail, the study allows readers to trace the development of interpretations and conclusions from the collected data, ensuring the confirmability of the findings.

- Reflexivity

In this study, the researcher continuously engaged in reflecting on the researcher's positionality, assumptions, and potential biases. Reflective notes were maintained to document the researcher's thoughts, feelings, and decisions, allowing these aspects to be revisited and considered during the process of data interpretation.

3.7 Data Analysis

The data were analyzed using a coding process adapted from Strauss and Corbin (1998), including initial, axial, and selective coding, while being guided by a theory-driven framework. To find out if there are factors that influence anxiety towards speaking English, the researcher proceeded with the following steps:

1. Transcription and Coding

Stimulated recall recordings were transcribed and the responses were coded according to themes related to students' experiences and perceptions of anxiety in speaking English. At this stage, the researcher identified initial codes in each data segment that indicated changes in participants' expressions or body language, reflecting an increase in anxiety during English speaking performance. The coding process was conducted manually.

2. Phenomenological Analysis

Phenomenological studies aim to explore and understand the meaning behind an individual's lived experience relating to a particular concept or phenomenon. According to Creswell (2007), this approach emphasizes how individuals perceive and understand their world, capturing the richness and depth of their personal experiences. Some specific qualitative research adopts a phenomenological approach when the aim is to gain an in-depth and personal understanding of how individuals experience a particular phenomenon (Saldana, 2011). An important component of this research design is maintaining a strong focus on reflexivity throughout the data collection and analysis process. This involves an awareness of our role and identity as researchers, our values, our

relationship to the topic, and the interpretive lens we apply to the research (Mathews & Anderson, 2021).

Based on this approach, this study aims to uncover the general essence of the participants' lived experiences, with a particular focus on the phenomenon of language learning anxiety. Guided by Horwitz and Cope's (1986) theory—which outlines communication apprehension, fear of negative evaluation and test anxiety as the main components—the phenomenological method offers a way to explore in depth how individuals experience these issues.

3. Deductive Analysis

Deductive analysis is an approach in which the researcher uses existing theories or frameworks to guide the analysis of data, applying predetermined categories to interpret the findings. As Goets and Lecompte (as in Lincoln and Guba, 1985) said that generative research is generally conducted through inductive analysis, whereas verifiable research is conducted through deductive analysis. In this study, the researcher employed a deductive analysis approach by using Horwitz's theory as the guiding framework for data analysis. The predefined concepts derived from the theory were used to categorize and interpret the data, allowing the researcher to examine how the findings align with the theoretical perspectives.

This chapter has outlined the research methodology, including the research design, data sources, data collection techniques and procedures, research instruments, trustworthiness, and data analysis, in order to provide a comprehensive understanding of the study. The following chapter will present the findings and discussion of the research

V. CONCLUSION AND SUGGESTIONS

In this chapter, the researcher presents the conclusions derived from the findings of the study, along with several recommendations. These conclusions are drawn from the results and analysis discussed in the previous chapters. Additionally, the recommendations are formulated based on the data analysis in order to contribute to the improvement and development of future research.

5.1 Conclusion

This study aimed to identify the main factors that trigger speaking anxiety among junior high school students in a foreign language classroom. Based on the analysis of the findings, it can be concluded that students' speaking anxiety is primarily shaped by the interaction between linguistic inadequacy and social dynamics in the classroom.

The results confirm that students' speaking anxiety in a foreign language context is primarily influenced by two major factors, namely Fear of Negative Evaluation (FNE) and Communication Apprehension (CA), as proposed in the Foreign Language Anxiety framework by Elaine K. Horwitz, Michael B. Horwitz, and Joann Cope (1986). The findings show that FNE emerges as the most dominant factor, particularly through Social Sensitivity Anxiety (SSA), followed by Fear of Negative Peer Judgement (FNPJ), while Anticipating Negative Peer Reaction (ANPR) appears less frequently. Communication Apprehension (CA) is identified as the second dominant factor, mainly reflected in Public Speaking Anxiety (PSA) and supported by Perceived Linguistic Inadequacy (PLI), whereas Test Anxiety (TA) does not emerge as a significant factor in this study.

It is important to note that the subcategories identified in this study—namely Public Speaking Anxiety (PSA), Perceived Linguistic Inadequacy (PLI), Fear of Negative Peer Judgement (FNPJ), Social Sensitivity Anxiety (SSA), and

Anticipating Negative Peer Reaction (ANPR)—were generated inductively from the data analysis. While these subcategories are grounded in the broader framework of Communication Apprehension (CA) and Fear of Negative Evaluation (FNE) proposed by Elaine K. Horwitz, Michael B. Horwitz, and Joann Cope (1986), they are not explicitly defined in the original theory. Therefore, these subcategories should be understood as data-driven refinements that provide a more specific description of how CA and FNE are manifested in the context of this study. Rather than proposing new theoretical constructs, this study offers these subcategories as contextualized representations and potential extensions that may support a more nuanced understanding of foreign language anxiety.

The study further reveals that students' anxiety develops through both situational stages and a self-reinforcing loop. In terms of stages, anxiety is observed to increase when students are required to perform speaking tasks, particularly in real-time situations, and decrease once the performance is completed. This stage-based pattern, as reflected in PSA, shows that anxiety is closely tied to the immediacy of speaking demands.

In addition, a clear self-reinforcing loop is identified, particularly within PLI and aspects of FNE. Students' belief that they are not capable of using English leads to fear and hesitation during speaking. This fear may result in difficulties such as making mistakes or forgetting what to say during performance. These experiences then reinforce the initial belief that they are not capable, which in turn increases their anxiety in future speaking situations. A similar pattern can also be seen in social aspects of anxiety, where negative experiences or the fear of peer reactions lead students to anticipate negative judgement, further intensifying their anxiety. This loop indicates that anxiety is not only triggered by external situations, but is also maintained and strengthened by students' own beliefs and experiences over time.

Overall, these findings demonstrate that foreign language anxiety is a dynamic phenomenon shaped by the interaction of social (FNE), situational (PSA), and cognitive (PLI) factors. Anxiety is not a static condition, but a process that fluctuates across situations and is reinforced through repeated experiences. It is

important to note that this study does not aim to generalize its findings to a broader population. Instead, it focuses on identifying and describing the factors contributing to students' speaking anxiety within a specific classroom context. The findings are therefore context-bound and reflect the experiences of the participants in this particular setting, although they may offer transferable insights for similar contexts.

Further, this study contributes to the understanding of anxiety in foreign language learning, particularly in English-speaking classes, by highlighting how classroom interactions and task design may be linked to situations that could trigger anxiety among students. The findings indicate that speaking activities are not neutral but are influenced by their structural and interactional demands, which can affect how students participate.

Despite its contributions, this study has several limitations. One potential limitation lies in the data collection process, particularly the possibility of leading questions during interviews, which may have influenced participants' responses. In addition, the study involves a limited number of participants within a single setting. Nevertheless, these limitations do not diminish the value of the findings, but rather highlight the need for further research in more diverse contexts and with varied methodological approaches.

5.2 Suggestions

Based on the findings of the study, the researcher also provides several recommendations addressed to students, teachers, and future researchers.

5.2.1 For Students

As students, we need to understand that anxiety in speaking a foreign language is a natural part of the learning process. Making mistakes does not indicate incompetence; rather, it reflects active engagement in learning. Therefore, instead of avoiding speaking opportunities due to fear of being judged, we should gradually challenge ourselves to participate more actively. Reducing overreliance on memorization and practicing more spontaneous communication can also help us build flexibility and strengthen our speaking confidence. At the same time, we share

responsibility in shaping a supportive classroom environment. Being aware that laughter or negative reactions may intensify a peer's anxiety, we should cultivate mutual respect and encouragement. By managing our own self-doubt and supporting one another, we can reduce the anxiety loop that often begins with fear of mistakes and social judgment, and instead foster a healthier and more constructive learning atmosphere.

5.2.2 For Teachers

Teachers play a central role in shaping the psychological climate of the classroom. It is important to ensure that the classroom becomes a safe space where making mistakes is treated as a natural and valuable part of the learning process. Clear norms about mutual respect should be consistently reinforced, particularly regarding peer reactions to errors. Minimizing ridicule, sarcasm, or excessive correction in front of peers can help prevent the development of fear of negative evaluation.

Based on these findings, students who participated in structured pair-talk activities in front of the class exhibited more visible speaking interactions compared to those who engaged in small-group discussions while seated. This suggests that different types of speaking activities can create different conditions for interaction, some of which have the potential to trigger anxiety in students.

Therefore, teachers are advised to carefully design speaking activities by considering how task structure can influence student participation. Structured activities, such as paired presentations, can be used to facilitate clearer interaction patterns; however, teachers should avoid forcing students to perform and instead provide opportunities for voluntary participation. This approach allows students to engage in speaking activities in a way that reduces the likelihood of anxiety-inducing situations.

Additionally, teachers are encouraged to pay closer attention to patterns of student participation to identify which classroom situations have the potential to trigger anxiety, and to adjust their teaching strategies accordingly.

5.2.3 For Future Research

In light of the findings and acknowledged limitations of this study, several recommendations are proposed for future researchers who intend to examine anxiety in English language learning contexts.

1. Future studies may involve a larger number of participants to obtain broader and more varied perspectives on the factors triggering speaking anxiety. Since this study focused on two participants to gain in-depth insights, further research with more diverse samples may help strengthen the generalizability of the findings.
2. Future researchers are encouraged to explore the interaction between linguistic factors and social dynamics more systematically. The present study indicates that linguistic insecurity and social fear operate in an interconnected “anxiety loop.” Therefore, further investigation using mixed methods or longitudinal designs could provide deeper understanding of how these factors influence each other over time.
3. Future research may examine additional contextual variables such as teacher feedback style, classroom management strategies, or peer culture in shaping students’ speaking anxiety by extending the questionnaire questions further. These aspects were not deeply explored in this study but may significantly contribute to students’ emotional experiences in foreign language classrooms.

This chapter has discussed the conclusion of the research, including suggestions for the students, teachers, and future researchers.

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