



## Analysis of Speaking Anxiety in Learning English on Physical education

Fhatur Ananda Sidiq

University of Bengkulu

[Fhatuas0312@gmail.com](mailto:Fhatuas0312@gmail.com)

Iis Sujarwati

University of Bengkulu

[iissujarwati@unib.ac.id](mailto:iissujarwati@unib.ac.id)

**Corresponding email:** [Fhatuas0312@gmail.com](mailto:Fhatuas0312@gmail.com)

### Abstract

Anxiety is a natural reaction that occurs whenever someone encounters anything new and strange. This research aims to provide light on the anxiety levels of Physical Education students when they transition from fieldwork to the classroom. This study was used a descriptive quantitative approach. The research includes twenty-eight University of Bengkulu Faculty of Teacher Training and Education Physical Education students. The items contained in the questionnaire used in this research sourced from the Foreign Language Classroom Anxiety Scale (FLCAS). An investigation into the anxiety levels of students in Bengkulu University's Physical Education Study Programme during their first semester of English language learning yielded several key findings. Only 4% of students reported a high level of anxiety, while the remaining 88% reported a medium level, then only 8% students had low anxiety. The following factors contributed to students' anxiety. Fear of a negative evaluation (mean = 2.42), test anxiety (mean = 2.57), and communication apprehension (mean = 2.56) were the primary causes of students' anxiety when learning English at Bengkulu University's Physical Education Study Program. The study discovered that test anxiety, communication apprehension, and fear of receiving a poor grade are the main causes of the significant anxiety that students in Bengkulu University's Physical Education Study Programme experience when learning the English language.

**Keywords:** Speaking, Anxiety, Classroom

### Introduction

Being able to communicate in front of an audience is essential, for achieving success, in interactions. Therefore it is highly important to cultivate and enhance this skill. This is why it's important for speakers to use clear pronunciation (Rahayu, Eripuddin, Kurniawati, & Susanto, 2023) when communicating with an audience. Being able to communicate through speech is extremely important. In addition English is a subject that is taught at all levels starting from school all the way up, to college. However numerous students who are learning a language face challenges when it comes to achieving fluency in communication. In order to ensure that future experts and professionals from all backgrounds who are not native English speakers are prepared to overcome language barriers in their work, the English language has been incorporated into the core curriculum at all levels of education (Zhiping & Paramasivam, 2013). Many students demonstrate proficiency in areas of learning a language yet they often struggle with the crucial skill of communication. This becomes evident as many students exhibit signs of nervousness and apprehension when trying to speak a language in the classroom. Fear of making mistakes is a major barrier to communication for

ESL students, regardless of how many new words they have learned or how many tests they have completed (Bhattarachaiyakorn & Phettakua, 2023). Bueno, Madrid, and McLaren (2006) assert that the acquisition of speaking abilities is a significant challenge for language learners. The act of speaking is often regarded as the first among the four language abilities in the English language. Despite dedicating years to language learning, many learners struggle to effectively communicate in real-life circumstances when it is required. There are several justifications for surmounting this obstacle. Firstly, it is important for English Language Learners (ELLs) to comprehend the significance of oral communication abilities and actively strive to acquire them, since these skills are essential for their success in a highly competitive global landscape.

The significance of teaching speaking skills has been consistently neglected, resulting in a majority of EFL/ESL instructors prioritising the rote memorization of dialogues and repetitive exercises when instructing these abilities. However, in today's society, there is a growing need for individuals to possess effective communication skills. As a result, English instructors are faced with the responsibility of instructing English Language Learners (ELLs) in the necessary skills to enhance their speaking talents and excel in practical, real-world scenarios. In the current context of teaching English as a foreign language (EFL) or English as a second language (ESL), there is a notable lack of emphasis on the development of oral skills. However, it is important to recognise that in terms of employability, effective communication has more significance than technological proficiency.

Anxiety is a natural reaction that occurs whenever someone encounters anything new and strange. When faced with obstacles, everyone experiences anxiety, such as fear, concern, nervousness, and tension. As a consequence, when worry strikes, everything he or she does may fail. When a student is nervous before speaking, he or she is more likely to make errors. The errors may occur in both the construction of linguistic forms and the communication of meaning. Anxiety may be categorised into three distinct levels. There are three distinct categories, namely low, middle, and high. According to Cendani (2018), anxiety may be classified into three distinct levels: low, middle, and high. The lowest degree of anxiety is considered to be the least challenging. Overcoming low-level anxiety may be rather manageable, since it often arises when individuals encounter novel and unfamiliar situations. The aetiology of anxiety at this particular level is not well defined. Medium level is attributed to a factor of greater difficulty compared to low level, since it entails a higher degree of complexity. The sources of anxiety at this particular level are not just attributed to engaging in novel activities, but also include unfamiliar surroundings and other related circumstances. The most challenging aspect is experiencing a significant amount of anxiousness. This presents a challenging and even hazardous degree of anxiety. The sources of worry at this particular level originate from an individual's internal state. Overcoming this degree of worry needs more time and effort.

Anxiety is a negative emotional disturbance that typically occurs when you are the focus of attention during a task. anxiety, as defined by (Male, 2018), "is the feeling of situation and fear specifically associated with the text, encompassing speaking, listening, and developing skills in another language". Furthermore, anxiety is a reaction to a certain circumstance. When threatened, they make preparations in advance. Anxiety disrupts one's ability to think clearly. As a result, students with anxiety problems often have trouble expressing themselves in class. Everything boils down to how you feel. As stated by Cui (2011), anxiety has been shown to be associated with speech disfluency and increased heart rate among students while speaking in a second language. Furthermore, this heightened anxiety has been linked to worse academic performance in language assessments. Undoubtedly, worry has a deleterious influence on individuals as it serves to divert their focus. In addition to Cui, Passiatore, Pirchio, and Oliva (2019) have also examined the

detrimental effects of anxiety. They assert that anxiety can have negative consequences across various domains. To mitigate these effects, students may engage in musical activities or singing, which are purported to aid in alleviating anxiety. If not promptly surmounted, anxiety has consequences. For instance, the anxiety associated with second language acquisition can cause students to fail their studies. According to Musliadi (2019), the consequence of anxiety on English-language learners is a lack of confidence. As long as apprehension persists during the second language acquisition process, the pupil struggle to communicate fluently. This demonstrates that anxiety have negative consequences if it is not promptly managed.

One possible reason, for this anxiety may stem from a lack of confidence and fear of making mistakes. According to Tantiwich and Sinwongsuwat (2021) speaking challenges faced by Thai students, such as mispronunciation, word stress errors, intonation issues and grammar mistakes. All of these factors contribute to a classroom environment where students feel concerned about their proficiency, their ability to express their thoughts clearly and the opinions of their peers and teachers. According to Sutarsyah (2017), anxiety is mostly attributed to feelings of anxiousness, followed by worry and tension. Encountering novel and challenging circumstances might elicit sensations of anxiousness. One of the elements that induces fear among the majority of students is the process of learning English during their first semester. According to Alsowad (2016), many variables have been identified as influencing anxiety levels. These factors include the fear of failing, difficulty in recalling previously learned information, and experiencing unease during language tests. According to Agustin's (2019) findings, the primary element contributing to anxiety is the fear of receiving unfavourable reactions from others. It is also seen among students throughout the process of English language acquisition. Individuals may experience apprehension due to the potential for ridicule from their peers and the receipt of unfavourable reactions when they commit errors. The effective approach to reducing students fears and enhancing their conversations involves implementing a welcoming and supportive teaching strategy that prioritizes students language development while fostering a comfortable atmosphere, for open discussions. This study's primary objective is to investigate and resolve the causes of student apprehension, which are linked to a lack of confidence and a dread of making errors in the classroom.

This study used Foreign Language Classroom Anxiety Scale (FLCAS), which was first formulated by Elaine K. Horwitz, Michael B. Horwitz, and Joann Cope in the year 1986. According to Horwitz et al. (1986), language anxiety develops from three major components: test anxiety, fear of negative evaluation by others and communication apprehension. Test Anxiety is caused by a fear of failure. When students face difficult exams or quizzes, they may encounter difficulties, and they frequently encounter unrealistic demands, viewing anything less than their own set of standards as a failure. Fear of Negative Evaluation encompasses the fear of being evaluated by others, the avoidance of evaluative situations, and the expectation of being evaluated negatively; in other words, the fear of negative evaluation causes them to be concerned about what others may think of them. Furthermore, fear of negative evaluation occurs not only during test-taking but also in other social situations such as job interviews or speaking in class. The final component is Communication Apprehension is defined as shyness caused by a fear of communicating with others, difficulties with public speaking, or difficulties listening to spoken words. Students who are afraid of communicating are more likely to be nervous when speaking and being observed in class. This type of student believes they have difficulty understanding others and communicating clearly. As a result, their perceptions influence their foreign language competence, particularly their communication and speaking abilities.

From the explanation before there are some the related studies to the speaking anxiety, the first study from Bozkirli (2019), This study examined the anxiety of speaking in

public among teacher candidates at Kafkas University in Turkish. Another related studies are from Agustin (2019), Miskam, & Saidalvi (2019), Wahyuddin, Korompot, and Baa (2022), Aulia (2020), Badrasawi, Solihu, & Ahmad (2020), Bhattacharachaiyakorn & Phettakua (2023). This research investigates the occurrence of speaking anxiety among university students originating from countries other than Indonesia. Various objects are examined in these research from Seref & Çinpolat (2021), Faqih (2023) the research examined perspective of their college instructors. The last study from Sarikaya & Bulut (2022) the research examined speaking and writing anxiety of gifted students in Turkey. The investigation of speaking anxiety in the domain of Physical Education is a relatively new and insufficiently examined topic in the current research literature. The uniqueness of Physical Education students stems from their participation in hands-on, field-based learning activities that extend beyond the confines of the conventional classroom setting. The primary focus of their educational trajectory is on physical activity and practical skills, prioritising these aspects above traditional academic coursework. In light of the unique academic environment, it is particularly captivating to explore the degree of speaking anxiety encountered by these kids in a traditional classroom setting. The primary objective of this research endeavour is to provide insight into the hitherto unexplored domain of anxiety levels among Physical Education students during the transition from their customary experiential learning in the field to a more conventional classroom environment. This observation is anticipated to provide significant context and comprehension of the psychological variables influencing their academic experiences.

In accordance with the aforementioned, the research inquiries of this investigation are (1) What are the levels of anxiety of the first semester students who study English at Physical Education Study Program of Bengkulu University academic year 2023/2024? (2) What are the factors that make students of the first semester who study English at Physical Education Study Program of Bengkulu University academic year 2023/2024 feel anxiety?

## **Research Methodology**

The current investigation used a descriptive quantitative approach. Quantitative approaches include the systematic gathering, examination, interpretation, and recording of findings in a research investigation (Creswell & Creswell, 2017). The primary aim of this research was to provide a comprehensive understanding of the levels of anxiety experienced by students during discussions in the context of physical education. The present study used this approach to describe and analyse research results, with a special focus on addressing the research question of "what." The researcher developed study inquiries in the form of "what" questions, which were based on the diverse degrees of anxiety shown by the students, as well as the underlying elements that contribute to their anxiety.

The research has a sample size of 82 students, who are divided among three distinct classes: class A, class B, and class C. The sizes of these courses differ, with class A consisting of twenty-six students, class B consisting of twenty-seven students, and class C consisting of twenty-eight pupils. The study's sample consists of twenty-eight students who are currently enrolled in the Physical Education programme at the Faculty of Teacher Training and Education at the University of Bengkulu. The aforementioned individuals are currently enrolled in their inaugural academic term and are presently engaged in the study of English as a compulsory component of their prescribed course of study. In order to get a sample that accurately represents the population, a random sampling method was used. This approach was chosen due to the fact that each of the three classes consisted of an equal number of students, which facilitated an impartial selection procedure. The research was carried out under the supervision of a sole certified lecturer and an assistant lecturer, both of whom had extensive qualifications and expertise in the field of English language instruction.

The individual's skills and competence make them highly suitable for providing instruction in the English language to this particular cohort of pupils.

The major instrument for data collection in this study used questionnaires. The questionnaires used to determine the factors and justifications that contribute to the speaking anxiety encountered by students who are enrolled in the Physical Education program. The items contained in the questionnaire used in this research sourced from the Foreign Language Classroom Anxiety Scale (FLCAS), which was first formulated by Elaine K. Horwitz, Michael B. Horwitz, and Joann Cope in the year 1986. Likert Scale was used in the instrument with categories are Strongly Agree, Agree, Disagree, Strongly Disagree. In order to assist students enrolled in the Physical Education Study Programme in completing the questionnaire, the questions translated into Bahasa Indonesia. The FLCAS questionnaire has a comprehensive set of 33 questions.

This research used data from the University of Bengkulu Faculty of Teacher Training and Education Department of Physical Education. According to strict research ethics, the study procedure started with a formal permission request. The researcher asked the teachers for permission to conduct the questionnaire. Distributing student surveys was the next step after permission. This procedure was meticulously conducted to include varied student views and opinions. The goal was to fully capture their views and observations on classroom speaking fear. After collecting surveys, the researcher began data analysis. The researcher carefully studied, scrutinised, and synthesised the data in this step. The objective was to find important insights and trends in students' replies to illuminate their classroom speaking anxiety experiences. This ethical approach ensured data was handled carefully and participants' viewpoints were respected throughout the study process.

The researcher intends to do a comprehensive quantitative analysis of the data. The quantitative information was systematically analysed using Microsoft Excel, enabling a thorough examination of the averages and percentages obtained from the survey responses. The present study was undertaken to perform a comprehensive analysis in order to get a thorough understanding of the perspectives held by the students. This analysis aimed to facilitate the assessment of whether the students' viewpoints were mostly positive or negative.

## **Findings and Discussion**

### **Findings**

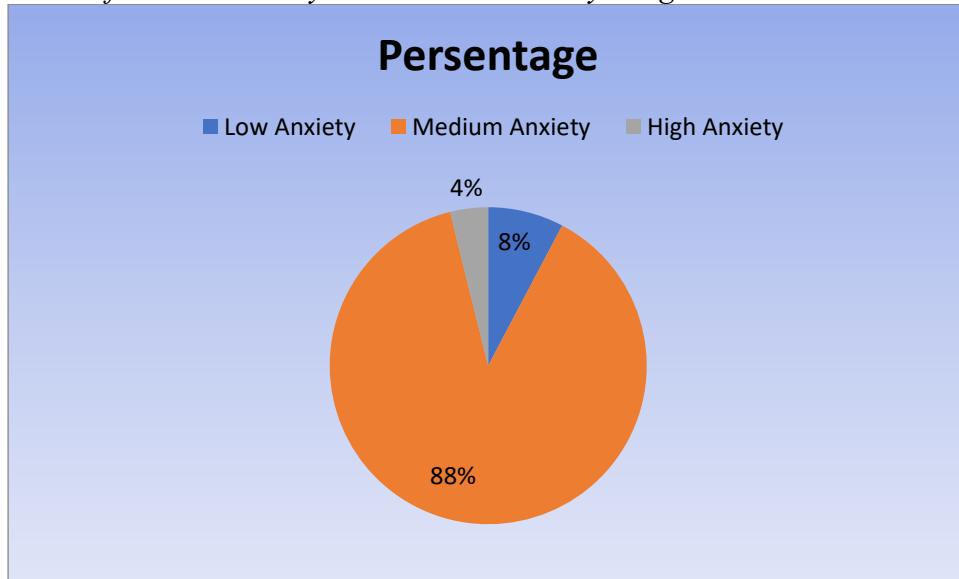
The investigation's findings are as follows: First, the data show that the majority of students (23 out of 26) have moderate anxiety about their English language learning during the first semester. Second, the following three factors contribute to the anxiety that Bengkulu University Physical Education Program students experience when learning English during the academic year 2022-2023:

1. Evaluation Anxiety (Moderately Affected)
2. Communication Apprehension (Moderately Affected)
3. Fear of Poor Negative Evaluation (Moderately Affected)

With a total average of 2.53 anxiety in learning English at Physical Education Study Program Bengkulu University.

### **Anxiety Levels in Students**

In this section, the researcher presents the findings regarding the anxiety levels of Bengkulu University students enrolled in the Physical Education Study Programme. The chart below shows the results of this study.

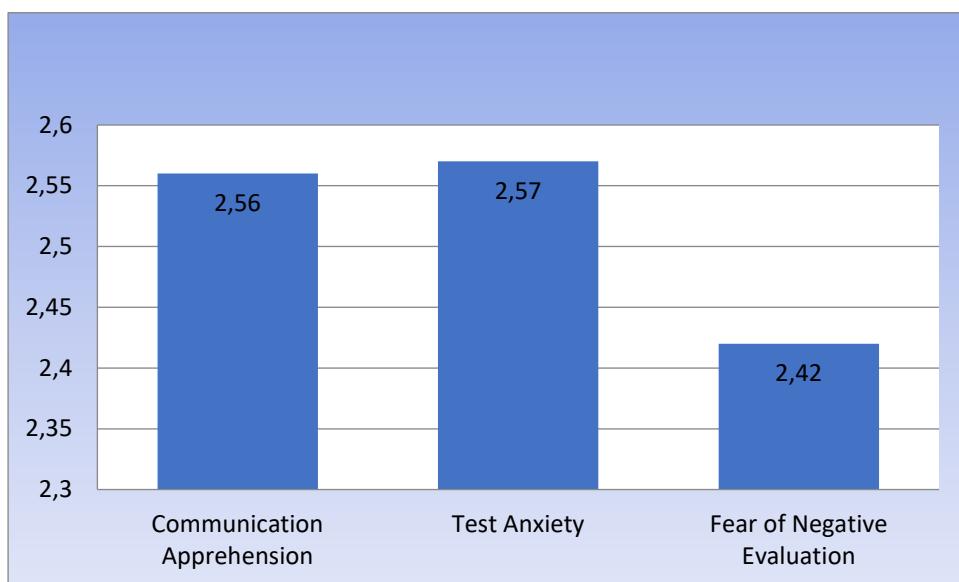
**Figure 1***Anxiety Level of Students in Physical Education Study Program*

Based on the data displayed above, the following conclusions were drawn: One student (4%) selected "High Level," twenty-three students (88%) selected "Medium Level," and two students (8%) selected "Low Level." According to the data, 23 out of 26 students were categorised as mediumly proficient. Additionally, students in Bengkulu University's physical education study programme report an overall anxiety level of medium when learning English during their first semester.

### Students' Anxiety Factor

Students in Bengkulu University's Physical Education Study Programme's first semester of English language instruction often struggle with many anxieties from three main sources. The main causes of students' anxiety are test anxiety, communication anxiety, and the fear of a low grade. First, test anxiety plagues students and hinders their academic performance. Exams and assessments can cause stress, making it harder to focus and remember information. Physical Education Study Programme students may struggle to learn due to test anxiety. Second, communication anxiety increases students' anxiety during their first English language lessons. When expressing thoughts and ideas in a new language, discomfort and self-consciousness can result. Students' fear of making linguistic mistakes or communicating poorly can hinder their language acquisition and academic engagement by preventing them from participating in class discussions. Bengkulu University Physical Education Study Programme students are also stressed by the possibility of a low grade. Academic evaluation and grading criteria uncertainty can cause widespread unease. This fear may cause students to avoid learning, reducing their enthusiasm and language skills. To understand these concerns, the chart below shows the specific factors that caused anxiety in Bengkulu University Physical Education Study Programme students in their first semester of English language instruction:

**Figure 2***Factors Contributing to Students' Fear of Learning English in Bengkulu University's Physical Education Study Programme*



According to the above figure, the following factors contributed to anxiety: fear of a negative evaluation (mean = 2.42), test anxiety (mean = 2.57), and communication apprehension (mean = 2.56). At Bengkulu University's Physical Education Study Programme, test anxiety—whose mean is 2.57—was the primary cause of students' anxiety when learning English.

The first factor that caused the students in Communication Apprehension with mean of 2.56. The following are the reasons behind communication anxiety: First, the mean of statement 33 "I would probably feel comfortable around native speakers of the language" is 2.88, and 81% choose high in this statement. Second, with a weight mean of 2.88 and 69% choosing high, statement number 9 "I started to panic when I had to speak unprepared in language class" Thirs, the statement number 14 "I won't be nervous about speaking a foreign language with a native speaker" has a weight mean of 2.73 and 61,5% of respondents rate it highly. According to the statement above, most students of the Physical Education Study Programme at Bengkulu University are anxious about learning English because they are unprepared before entering the class and prefer to speak around native speakers rather than their friends.

Test anxiety was the next factor that was concerning. Test Anxiety has a mean of 2.57. The subsequent scenarios are those that cause students to experience test anxiety: First, statement number 28, "I felt very insecure and anxious when walking to English class," has a weight mean of 3.11, and 81% of students selected it as their top choice. Second, with a weight mean of 2.92 and 73% of students selecting "high," is statement number 10, "I was worried about the consequences of failing my foreign language classes." Third, with a weight mean of 2.84 and 73% of students selecting "high," is statement number 8, "I often feel uncomfortable when doing English test questions." In summary, students experiencing test anxiety may feel unprepared for the class. Anxiety among students also arises from taking tests and worrying about the outcome.

Fear of Negative Evaluation was the final factor, with a mean of 2.42. With a mean of 2.62 and 69% of students selecting this statement, the statement that caused students anxiety at number 31 was highly endorsed. The statement was, "I was afraid that other students would laugh at me when I spoke in a foreign language." Next, with a mean of 2.62 and 65% of students selecting "high," statement number 33 also caused anxiety in the students: "I feel nervous when the language teacher asks questions that I haven't prepared for." Finally, with a mean of 2.53, statement number 23—"I always feel that other students speak foreign languages better than me"—was selected highly by 62% of students. According to the

aforementioned statement, students' anxiety during their English language studies at Bengkulu University's Physical Education Study Programme is primarily caused by their fear of receiving a poor grade. Examples of these anxieties include feeling unprepared for questions from the language teacher and fearing that their friends made fun of them if they make a mistake when speaking English in class because they believe their friends are more intelligent than they are.

Based on the results shown in the above chart, it can be inferred that test anxiety, communication anxiety, and fear of receiving a poor grade are the factors that contribute to students' anxiety when learning English at Bengkulu University's Physical Education Study Programme. These factors are averages of each aspect, ranked highest to lowest. Three factors could be identified in the students that contributed to their anxiety when learning English.

**Table 1**  
*The Highest Average Across All Aspects and Items*

| Factor that causing students' anxiety   | Average | Prediate          | Aspects                     | Item Number |
|---|---------|-------------------|-----------------------------|-------------|
| When walking to English class, I felt very insecure and anxious.                      | 3.11    | Strongly Affected | Text Anxiety                | 28          |
| I started to panic when I had to speak unprepared in language classes                 | 2.88    | Strongly Affected | Communication Apprehension  | 9           |
| I was afraid that other students would laugh at me when I spoke in a foreign language | 2.62    | Strongly Affected | Fear of negative evaluation | 31          |

As demonstrated in method of this study, the questionnaire consists of 33 statements that are broken down into 3 aspects: 11 items for the first aspect (communication apprehension), 15 items for the second aspect (text anxiety), and 7 items for the third aspect (fear of negative evaluation). The above table lists each aspect's highest mean for each item. Students' anxiety is caused by the mean of each item in each aspect, ranging from the highest to the lowest. When the language instructor poses questions, I become anxious. I was apprehensive and felt very insecure walking to English class. When I had to speak in front of groups of people without prior preparation in language classes (3.11), I became anxious (2.88) and worried that other students would make fun of me for speaking a foreign language (2.62).

## Discussion

The purpose of this study is to ascertain the degree of anxiety experienced by students at Bengkulu University's Physical Education Study Programme as well as the factors that contribute to this anxiety. Three significant factors, namely fear of negative evaluation, test anxiety, and communication apprehension, were identified as significant contributors to students' anxiety in learning English, according to the findings of a study conducted at the Physical Education Study Program of Bengkulu University. Second, The students are mostly have moderately anxiety in speaking when learning English. Test anxiety is the main factor contributing to students' anxiety when learning English.

Test anxiety is the biggest contributor to Bengkulu University's Physical Education Study Programme students' anxiety, especially during English language instruction. First-semester English students worry most about this formidable factor. Test anxiety affects students' mental health in many ways. Many Bengkulu University Physical Education Study Programme students have vividly expressed their anxiety. Trembling is one of these reactions, especially when facing language class. Anxiety over being corrected by the language instructor for every linguistic error makes the environment tense and self-conscious. Students also fear peer ridicule when speaking a foreign language. Anxiety is increased by students' worries about unexpected language instructor questions. Students worry about failing and getting a low grade due to their English language struggles. Test anxiety is exacerbated by academic evaluation fear, which lowers students' academic performance.

Miskam and Saidalvi (2019) and Wahyuddin et al. (2022) conducted research on the prevalence of moderate anxiety levels among students suffering from test anxiety. However, contrary findings from Bhattarachaiyakorn and Phettakua (2023) indicate a higher level of anxiety among students in this specific section, implying that the impact of test anxiety varies across student populations. Furthermore, Musliadi's (2019) research discovered a parallel concern in the form of communication anxiety. When students are learning English, the fear of making linguistic errors or facing challenges in effective communication becomes a palpable source of distress. Aulia's (2020) research adds to this by emphasising that anxiety stems not only from academics but also from students' fear of negative evaluation, both from lecturers and peers.

Student communication apprehension, shown by their distress when forced to speak unprepared or their preference to interact with native speakers, highlights the need for a comprehensive and supportive educational environment. Multifaceted measures to create a nurturing and inclusive learning environment are needed to address these concerns and improve Bengkulu University students' language learning experience. Holistic support programmes can reduce communication anxiety. These program may include language immersion, communication workshops, and one-on-one tutoring. These support programmes can reduce communication anxiety by offering students many ways to improve their language skills and confidence. Also important is creating inclusive learning environments. Classrooms should encourage students to speak freely without judgement. Teachers can emphasise collaboration, group discussions, and interactive learning. Diverse teaching materials and cultural content can also help students feel included. Bhattarachaiyakorn and Phettakua (2023) and Wahyuddin et al. (2022) found moderate anxiety in students in this section, but Miskam and Saidalvi (2019) found lower anxiety. This discrepancy emphasises the need for student-specific interventions. Understanding the causes of these variations and refining support strategies may require more research.

Students' fear of negative evaluation and ridicule during foreign language communication highlight the need to boost their self-confidence and address perceived deficiencies. The fear of negative evaluation is the final factor causing Bengkulu University Physical Education Study Programme students to worry about learning English. This aspect, marked by unease about critical assessments from instructors and peers, greatly affects students' learning experiences. The research shows that Bengkulu University Physical Education Study Programme students fear negative evaluation, causing anxiety. Apprehension stems from a fear of being judged negatively by lecturers and classmates, creating a daunting environment that hinders English language learning.

Multiple studies, including Bhattarachaiyakorn and Phettakua (2023), Wahyuddin et al. (2022), and Miskam and Saidalvi (2019), found moderate anxiety in students in this section. These findings demonstrate the widespread fear of negative evaluation and its impact on Physical Education Study Programme English language students. The findings of Aulia

(2020) and Agustin (2019) support the dominant role of fear of negative evaluation in language learning anxiety. Both studies show that students fear negative feedback from peers and professors and are reluctant to learn English.

To address this complex issue, interventions that boost students' self-confidence and correct perceived deficiencies are essential. Educational institutions could implement targeted programmes to build students' resilience, foster a growth mindset, and provide constructive feedback that emphasises improvement rather than criticism. A culture of constructive peer evaluation and supportive faculty-student interactions can reduce the fear of negative evaluation and empower students to take on challenges and learn from their mistakes.

## Conclusion and Suggestion

Several key findings emerged from an investigation into the anxiety levels of students in Bengkulu University's Physical Education Study Program during their first semester of English language learning. 88% of students reported a medium level of anxiety, with only 4% reporting a high level and 8% reporting a low level. The main causes of this anxiety were identified as evaluation anxiety, communication apprehension, and fear of receiving a poor negative evaluation. Overall anxiety was found to be primarily caused by test anxiety, followed by communication anxiety and fear of negative evaluation. Students expressed particular concern about interacting with native speakers and speaking in class unprepared, both of which caused significant anxiety. During English test questions, test anxiety was rooted in feelings of insecurity, fear of failure, and discomfort. Fear of being laughed at, feeling nervous during unprepared language teacher questions, and feeling inferior to peers were all associated with fear of negative evaluation. In summary, the study founded that students in Bengkulu University's Physical Education Study Programme experience significant anxiety during their English language learning, which is primarily driven by test anxiety, communication apprehension, and fear of negative evaluation.

Future research can help to develop targeted and evidence-based interventions, policies, and strategies to reduce anxiety and improve the English language learning experience for students in Bengkulu University's Physical Education Study Program. By implementing the recommendations, Bengkulu University's Physical Education Study Programme can help to create a more supportive and conducive learning environment for students, reducing anxiety and improving the overall English language learning experience. Create activities and exercises that specifically target communication skills within the English language curriculum. Encourage students to interact with native speakers, speak spontaneously, and gain confidence in expressing themselves in English.

## REFERENCES

- Agustin, N. (2019). *The analysis of factors that affect students' anxiety in speaking for presentation (A study of the Fourth Semester Students at the English Education Study Program of Universitas Bengkulu in Academic Year 2018/2019)*. Faculty Teacher Training and Education Universitas Bengkulu. Thesis. UNIB: Unpublished.
- Aulia. D. (2020). An analysis of Students' anxiety in speaking for discussion class. *Journal of Development and Innovation in Language and Literature Education*. 2(20). 312. <https://doi.org/10.26858/eltww.v6i2.10486>
- Badrasawi, K. J., Solihu, A., & Ahmad, T. B. T. (2020). Second language speaking anxiety among malaysian postgraduate students at a faculty of education. *International*

*Journal of Education and Literacy Studies*, 8(2), 54-61.  
DOI:[10.7575/aiac.ijels.v8n.2p.54](https://doi.org/10.7575/aiac.ijels.v8n.2p.54)

Bhattarachaiyakorn, S., & Phettakua, S. (2023). English speaking anxiety among northeastern thai university students. *LEARN Journal: Language Education and Acquisition Research Network*, 16(1), 384-407. <https://so04.tci-thaijo.org/index.php/LEARN/index>

Bozkirli, K. Ç. (2019). An analysis of the speaking anxiety of turkish teacher candidates. *Journal of Education and Training Studies*, 7(4), 79-85. DOI:[10.11114/jets.v7i4.4060](https://doi.org/10.11114/jets.v7i4.4060)

Cendani, D. A. (2018). Students' anxiety level in speaking on general English class a case study at English Teacher Education Department UIN Sunan Ample Surabaya. Undergraduate thesis, UIN Sunan Ampel Surabaya. [http://digilib.uinsby.ac.id/25154/7/Dyah%20Ari%20Cendani\\_D05213006.pdf](http://digilib.uinsby.ac.id/25154/7/Dyah%20Ari%20Cendani_D05213006.pdf)

Cui, J. (2011). Research on high school students' English learning anxiety. *Journal of Language Teaching and Research*, 2(4). 1. DOI:[10.4304/jltr.2.4.875-880](https://doi.org/10.4304/jltr.2.4.875-880)

England, B. J., Brigati, J. R., Schussler, E. E., & Chen, M. M. (2019). Student anxiety and perception of difficulty impact performance and persistence in introductory biology courses. *CBE—Life Sciences Education*, 18(2), ar21. doi: [10.1187/cbe.17-12-0284](https://doi.org/10.1187/cbe.17-12-0284)

Faqihi, M. A. H. (2023). Saudi EFL students' speaking anxiety from the perspective of their college instructors. *International Journal of Education and Literacy Studies*, 11(2), 138-146. <https://journals.aiac.org.au/index.php/IJELS/article/view/7684>

Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). Foreign language classroom anxiety. *The Modern language journal*, 70(2), 125-132. <https://doi.org/10.2307/327317>

Passiatore, Y., Pirchio, S., Oliva, C., Panno, A., & Carrus, G. (2019). Self-efficacy and anxiety in learning English as a Foreign language: Singing in class helps speaking performance. *Journal of Educational, Cultural and Psychological Studies (ECPS Journal)*, (20), 121-138. DOI:[10.7358/ecps-2019-020-passi](https://doi.org/10.7358/ecps-2019-020-passi)

Rahayu, P., Eripuddin, E., Kurniawati, D., & Susanto, A. (2023). Public speaking anxiety in mechanical engineering students. *AL-ISHLAH: Jurnal Pendidikan*, 15(2), 2570-2576. <https://doi.org/10.35445/alishlah.v15i2.3762>

Male, H. (2018). Foreign Language Learners' Anxiety in Language Skills Learning: A Case study at Universitas Kristen Indonesia. *JET (Journal of English Teaching)*, 4(3), 170. <https://doi.org/10.33541/jet.v4i3.854>

Miskam, N. N., & Saidalvi, A. (2019). Investigating English language speaking anxiety among Malaysian undergraduate learners. *Asian Social Science*, 15(1), 1-7. DOI:[10.5539/ass.v15n1p1](https://doi.org/10.5539/ass.v15n1p1)

Sarikaya, B., & Bulut, K. (2022). The investigation of gifted students' speaking and writing anxiety level according to some variables. *Education Quarterly Reviews*, Vol.5 Special Issue 2: Current Education Research in Turkey, 407-416. DOI:[10.31014/aior.1993.05.04.632](https://doi.org/10.31014/aior.1993.05.04.632)

Seref, I., & Çinpolat, E. (2021). Speaking anxiety of students learning Turkish as a foreign language: Instructors' Experiences. *Open Journal for Educational Research*, 5(2). <https://eric.ed.gov/?id=EJ1332519>

Wahyuddin, W., Korompot, C. A., & Baa, S. (2022). Undergraduate elt students' speaking anxiety in the use of e-learning in Indonesia. *Klasikal: Journal of Education, Language Teaching and Science*, 4(2), 387-401. <https://doi.org/10.52208/klasikal.v4i2.299>

Zhiping, D. & Paramasivam, S. (2013). Anxiety of speaking English in class among International Students in a Malaysian University. *International Journal of Education and Research*, 1(11), 1-16.

[https://www.researchgate.net/publication/280099101\\_ANXIETY\\_OF\\_SPEAKING\\_E\\_NGLISH\\_IN\\_CLASS\\_AMONG\\_INTERNATIONAL\\_STUDENTS\\_IN\\_A\\_MALAYSIAN\\_UNIVERSITY](https://www.researchgate.net/publication/280099101_ANXIETY_OF_SPEAKING_E_NGLISH_IN_CLASS_AMONG_INTERNATIONAL_STUDENTS_IN_A_MALAYSIAN_UNIVERSITY)