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Factors of Language Anxiety Affecting Self-Confidence in English Speaking Skills of EFL Undergraduate Students

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ABSTRACT

Speaking English fluently is crucial for both professional and personal development. However, language anxiety can be a problem for EFL learners because it serves as an emotional barrier that tends to undermine their confidence and prevent their development in speaking. To assist learners' confidence and success, it is vital to recognize the various factors that contribute to this concern. The various factors of language anxiety that affect undergraduate English education students' self-confidence in speaking, especially students at Universitas Kristen Satya Wacana (UKSW) that come from Bengkayang, Kalimantan Barat are explored in this study. A quantitative research design is used and the researchers collected the data from 30 students using an adapted questionnaire from the Foreign Language Speaking Anxiety Scale to examine four anxiety dimensions: fear of negative evaluation, unpreparedness, public speaking fear and shyness, and general speaking class anxiety. The findings show that those four factors significantly influence students' self-confidence though fear of negative evaluation emerged as the most crucial one. These findings provide insight for teachers and curriculum designers to create a more supportive speaking class environment and increase the self-confidence of EFL students.

Keywords: Keywords: EFL learners, language anxiety, self confidence, speaking skills



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1. INTRODUCTION

1.1. Introduction

It is widely acknowledged that proficiency in English is essential for improving international communication, employment, and education (Azhari & Satimin, 2024). As a global lingua franca, English is used in many different kinds of communication all around the world. As defined by Hymes (1972), a lingua franca serves as a language that is used for communication in global context such as diplomatic, study, and business purposes. English speaking skills helps

students develop their interpersonal and critical thinking abilities, allowing them to navigate a variety of social and professional contexts and articulate ideas clearly (Dwiniasih et al., 2025; Menggo et al., 2025; Nunan, 1991). Additionally, having a good knowledge about English is crucial, especially the speaking skills area. By mastering English speaking skills, students can boost their self-confidence, build good social relationships, and grow their professionalism (Kansil et al., 2022; Menggo et al., 2025).

In many non-English-speaking countries, especially Indonesia, speaking skill is often regarded as the most visible indicator of overall English proficiency (Bakhtiar & Suwandi, 2022; Joni et al., 2023). Although speaking is widely recognized as one of the most essential components of English proficiency and offers numerous advantages for academic, professional, and social success, it is also considered one of the most challenging skills to master (Bakhtiar & Suwandi, 2022; Nadila et al., 2020). Many learners view speaking as the scariest aspect in learning English. According to Kansil et al. (2022), a lot of students feel anxious when they have to communicate in foreign language. It intimidates the learners because when speaking in English learners need to think about fluency, proper grammar, precise word usage, real-time processing, and good pronunciation (Ajiza et al., 2024; Horwitz et al., 1986). Speaking skill allows less time for evaluation and correction than writing or reading, and it impacts their fluency in speaking which may lead to anxiety and self-consciousness (Kansil et al., 2022; Menggo et al., 2025; Nadila et al., 2020).

The anxiousness or fear experienced when speaking a foreign language and it is commonly known as language anxiety (Ajiza et al., 2024;). In line with this definition, language anxiety is also defined as a sense of worriness that people feel when they learn a foreign language (Wang & Yue, 2024; Song, 2024). Among the many variables influencing students' speaking abilities, language anxiety serves as one of the most important factors (Ajiza et al., 2024; Bakhtiar & Suwandi, 2022; Nadila et al., 2020). Anxiety can affect how people see themselves, what they believe, and how they behave (Arifin et al., 2025; Asterina et al., 2025). Fluency and accuracy are also affected by the willingness and students' self confidence, therefore, fostering students' willingness to communicate and boosting their self-confidence are crucial for enhancing overall speaking performance. (Ajiza et al., 2024; Arifin et al., 2025; Asterina et al., 2025; Bakhtiar & Suwandi, 2022).

Bandura (1977) defines that self-confidence as someone's belief that developed through personal motivation and it also helps people to realize their potential, maintain their motivation, act positively, and create a supportive environment around them. Aligned with this concept, self-confidence is also viewed as one of the factors that influence students' speaking skills (Joni et al., 2023; Nadila et al., 2020). Students that have a high confidence tend to also have a high willingness to communicate their ideas, take risks, and persist through mistakes (Bandura, 1977; Joni et al., 2023). Otherwise, students with low confidence tend to be more silent (Pham et al., 2021). Moreover, self-confidence is not a fixed and rigid thing. It is about but task-specific that depends on the situation or learning context (Zimmerman, 2000). In English speaking skills, self-confidence is about the ability and the belief to use the language and communicate well. It includes having the courage to express ideas clearly, understand and respond to others, and keep the conversation going, even in difficult or unfamiliar situations. (Bandura, 1977; Joni et al., 2023; Pham et al., 2021).

According to five recent studies, there are some factors that affect students' self-confidence related to their English speaking skills. Some challenges such as lack of English knowledge, inadequate preparation, and fear of making mistakes make students feel unconfident when they need to speak with others (Kansil et al., 2022; Nadila et al., 2020). Studies showed that psychological aspects, including anxiety, shyness, and low motivation are also crucial. It affects students' willingness to participate in oral communication tasks (Bakhtiar & Suwandi, 2022). Research related to English majors in Vietnam defined self-confidence, behavioral and psychological factors as essential factors in shaping students' speaking skills (Pham et al., 2021). Recently, Joni et al. (2023) confirmed that self-confidence has a huge contribution in improving students' English-speaking skills. Similarly, English learners at Universitas Kristen Satya Wacana (UKSW) especially that come from Bengkayang, Kalimantan Barat often face difficulties in expressing ideas fluently and tend to hesitate when interacting in English, mainly due to anxiety, fear of negative evaluation, and limited speaking practice opportunities.

Although previous studies have emphasized the importance of self-confidence in speaking skills, research on how language anxiety directly influences self-confidence among university-level EFL learners, particularly in the Indonesian context, remains limited. This study aims to fulfil these gaps by examining the impact of language anxiety on the self-confidence of undergraduate EFL learners at Universitas Kristen Satya Wacana (UKSW) that come from Bengkayang, Kalimantan Barat, Indonesia. Specifically, this study is going to identify which factors influence

the most. By exploring this area of gaps, this study aims to give new insight into the internal and external factors shaping English-speaking confidence among Indonesian university learners. The results expected could help develop practical methods for reducing anxiety, improving speaking ability, and promoting learning and career advancement.

1.2. Research questions

Based on the background above, this research aims to address the following question:

1. How does language anxiety affect undergraduate EFL students' self-confidence in English speaking?
2. Which factor of language anxiety influences the most students' self-confidence in English speaking skill?

1.3. Significance of the study

This research has three main significance: for researchers, for teachers, and for students. First, for researchers, the results of this study will provide additional references regarding the relationship between language anxiety and self-confidence in English speaking, particularly among university-level EFL learners in Indonesia. The findings can serve as a foundation for future research exploring affective factors in language learning and how they influence speaking performance.

Second, for teachers, the results of this study can guide English teachers in designing more effective speaking activities and supportive learning environments. By understanding which factors of language anxiety most strongly affect students' self-confidence, teachers can implement targeted strategies, such as providing constructive feedback, encouraging peer interaction, or creating low-pressure speaking opportunities to help students become more confident and engaged in oral communication.

Third, for students, the findings can help learners recognize the sources of their anxiety and develop strategies to improve their confidence in speaking English. By being aware of personal, social, and educational factors that influence self-confidence, students can take more active steps toward overcoming anxiety, enhancing participation, and improving their overall English-speaking proficiency.

2. METHOD

2.1. Research Design

This research employed a quantitative method to investigate the factors influencing students' confidence in speaking English, namely fear of negative evaluation, unpreparedness, fear of being in public and shyness, and general speaking class anxiety (Horwitz et al., 1986). The researcher selected quantitative research to measure variables with numbers and to analyze their relationships through statistics. This method allows the researchers to explore which factors of language anxiety that influence students' English speaking skills the most. According to Creswell (2017), quantitative research is a suitable approach when the goal is to investigate the connection between variables and test objective ideas.

2.2. Samples/Participants

Thirty EFL students from Universitas Kristen Satya Wacana (UKSW) participated in this study and all of them come from Bengkayang, Kalimantan Barat. The researchers employed a purposive sample method to choose the participants, considering their experience and knowledge (Creswell & Creswell, 2017). There are three two main criteria that the researcher is looking for. First, the participants must be familiar and study in the English field. Second, the participants must actively use English in their daily life. Third, the participants are from rural areas of Bengkayang Kalimantan Barat, a context where English learners are often reported to have lower self-confidence in speaking English. These criteria help researchers to find suitable participants. Further demographic details are provided in the table below.

Table 1. Participants Demography

No.	Demography variable	Category	Frequency
1.	Gender	Male	19
		Female	11
2.	Age	22 Years Old	17
		23 Years Old	7
		24 Years Old	5
		26 Years Old	1
3.	Year of Study	3rd Year	30
4.	Total Participant		30

2.3. Instruments

In this research, the researchers used a questionnaire as the main instrument for data collection. This instrument was designed to collect key information about the factors that influence students' speaking skills. Using a questionnaire helps researchers gather data in an organized way which makes the findings more reliable and valid. This research applies a quantitative approach

by applying the Foreign Language Speaking Anxiety Scale (FLSAS). FLSAS is an adaptation of the Foreign Language Classroom Anxiety Scale (FLCAS) developed by Horwitz et al. (1986). This instrument consists of 17 questions that focus on speaking skills, with responses using a 5-point Likert scale. The participants were asked to rate each statement on a scale ranging from “Strongly Agree” to “Strongly Disagree.” The collected data were analyzed using exploratory factor analysis (EFA) in SPSS version 21 and the questionnaire items were grouped into four key dimensions: fear of negative evaluation, lack of preparation, shyness or public speaking anxiety, and general speaking class anxiety. Further questionnaire items are available in the following table:

Table 2. Questionnaire Items

No.	Questions	Dimension
1.	Taking extra English oral classes per week wouldn't be a problem for me.	Fear of Negative Evaluation
2.	I worry that my English teacher is prepared to point out every mistake I make when I speak.	
3.	I don't feel anxious about making mistakes in the oral class.	
4.	I get anxious when I don't understand what the teacher is saying in the oral class.	
5.	I feel very uncomfortable speaking English in front of other students.	
6.	I get anxious when the English teacher poses questions to me, and I need to answer during the oral class.	
7.	I constantly feel my classmates speak English better than I do.	
8.	I become anxious and disoriented when I speak English in my oral class.	
9.	I am afraid the other students will laugh at me when I speak English.	
10.	I feel embarrassed to answer voluntarily in my speaking class.	Unpreparedness
11.	I feel panic when asked to speak in my English class without preparation.	
12.	I always feel unconfident when speaking in oral classes.	
13.	When it is my turn to speak in oral class, I feel my heart pounding.	Fear of Being in Public / Shyness
14.	I experience shaking when I am going to be called in the oral class.	
15.	I feel more nervous and tense in oral class than in other classes.	General Speaking Class Anxiety
16.	The nervousness I feel in oral class often makes me forget the information I have learned.	
17.	I am confident when speaking in oral class.	

The researchers used SPSS to analyze the data that had been collected. From the results, the highest correlation coefficient is 0.891 and the lowest correlation coefficient is 0.262. With a df of 28 (n-2) and a significance value of 0.05, the r table value is 0.361. From the 17 items, 16

exceeded the value of 0.361 ($r_{\text{count}} > r_{\text{table}}$), meaning they could be used to measure the research variables. Further information is provided in the table below.

Table 3. Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
A1	54.0667	112.478	0.607	0.887	0.745
A2	55.2667	93.099	0.262	0.807	0.806
A3	54.7333	116.823	0.59	0.753	0.763
A4	53.8667	91.706	0.572	0.753	0.791
A5	54.8333	84.489	0.622	0.923	0.781
A6	54.7667	83.357	0.718	0.782	0.775
A7	54.2	86.786	0.693	0.86	0.781
A8	54.9333	78.823	0.891	0.908	0.761
A9	54.3667	84.102	0.713	0.845	0.776
B10	55.2333	79.22	0.831	0.944	0.764
B11	54.4	81.559	0.756	0.883	0.771
B12	54.9	84.3	0.676	0.844	0.778
C13	54.4333	87.909	0.618	0.842	0.785
C14	54.5333	84.878	0.756	0.876	0.776
D15	54.6667	81.816	0.804	0.91	0.769
D16	54.4333	83.564	0.696	0.811	0.776
D17	54.9	124.369	0.876	0.918	0.772

The results of the reliability test showed a *Cronbach's Alpha* value of 0.814, which indicates that this research instrument has a high level of reliability and is defined as a good category. The finding showed that the instrument used in this study has strong internal consistency and can be relied on as an appropriate measuring tool to collect data in this research.

Table 4. Reliability Statistic

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
0.807	0.814	17

2.4. Data Collection

A questionnaire was used to gather the data in this research. The questionnaire was adapted and modified from the Foreign Language Classroom Anxiety Scale (FLCAS) developed by Horwitz et al. (1986). The questionnaire used a close questionnaire that contains 17 questions. A closed questionnaire is defined as one where the researcher provides the choice answer, and

respondents only need to fill in the answers or check the options provided by the researchers. In this research, the researchers provided 5 response options, namely strongly agree, agree, neutral, disagree, strongly disagree. It is designed to collect information in the form of quantitative data. By using this questionnaire, the researchers gain a clear picture of what kinds of factors affect students' self-confidence. The 17 questions were created using Google Form, and the researchers distributed the link to the participants via WhatsApp. The participants were instructed to complete the questionnaire individually at their convenience. The responses were then collected automatically through Google Form, compiled, and analyzed to identify patterns and factors influencing students' self-confidence in English speaking.

2.5. Data Analysis

The data were analyzed by calculating the average score of each questionnaire item. To examine the effect of self-confidence on English speaking ability, the researcher applied the Likert Scale. As noted by Joshi et al. (2015), the Likert Scale is made up of several statements that respondents use to assess their answers to a question.

The average of the statements from the questionnaire used to collect the data was determined by the researchers in order to understand the results. The researchers used the Likert Scale to calculate whether self-regulated learning had an impact on improving the respondents' English speaking ability. After that, the researchers analyzed the data using SPSS.

To classify the category of the mean (average) on each factor, the range was determined using the formula $= 5.00 - 1.00$ (highest score – lowest score) = 4. Because the method used 5 categories (Five Box Method), the class interval is $r/k = 4/5 = 0.8$. The details are as follows:

Table 5. Category of The Mean

Average Score	Criteria
1,00 – 1,80	Very Low
1,81 – 2,60	Low
2,61 – 3,40	Average
3,41 – 4,20	High
4,21 – 5,00	Very High

3.FINDINGS AND DISCUSSION

3.1. Findings

The findings of this research related to undergraduate students of English education in Universitas Kristen Satya Wacana (UKSW). This research explores students' self-confidence that tends to influence their speaking skills. According to the point of view of these participants, four classroom-related factors of self-confidence which are Fear of negative evaluation, Unpreparedness, Fear of being in public and shyness, and General speaking class anxiety are found to contribute to the English speaking skills. The findings of the data are discussed in the following analysis.

Table 7. Mean of All Factors

Factors	Mean	SD
Fear of Negative Evaluation	31,26	4.784
General Speaking Class Anxiety	10,1	1.516
Unpreparedness	9.56	3.371
Fear of Being in Public and Shyness	7,1	1.954
Total	14,505	2.906

Based on data above, the highest mean score was found in *fear of negative evaluation* ($M = 31.26$, $SD = 4.78$), indicating that students felt most anxious about how others perceive their performance. Meanwhile, the lowest score was in *fear of being in public and shyness* ($M = 7.10$, $SD = 1.95$), this factor relates to students' indicated feeling anxious about engaging in speaking tasks showing that this factor contributed less to their speaking anxiety. However, the mean score for all factors was 14,505 and the SD for all factors was 2.906. These findings showed that language anxiety affects the students' self-confidence in English speaking skills.

Fear of negative evaluation

Table 8. Fear of Negative Evaluation

Factors	N	Min	Max	Mean	Std. Deviation
Taking extra English oral classes per week wouldn't be a problem for me.	30	1.00	5.00	3.9667	.96431
I worry that my English teacher is prepared to point out every mistake I make when I speak.	30	1.00	5.00	2.7667	1.25075
I don't feel anxious about making mistakes in the oral class.	30	1.00	5.00	3.3000	1.39333
I get anxious when I don't understand what the teacher is saying in the oral class.	30	2.00	5.00	4.1667	.79148
I feel very uncomfortable speaking English in front of other students.	30	1.00	5.00	3.2000	1.29721
I get anxious when the English teacher poses questions to me, and I need to answer during the oral class.	30	1.00	5.00	3.2667	1.22990
I constantly feel my classmates speak English better than I do.	30	1.00	5.00	3.8333	1.01992
I become anxious and disoriented when I speak English in my oral class.	30	1.00	5.00	3.1000	1.29588
I am afraid the other students will laugh at me when I speak English.	30	1.00	5.00	3.6667	1.18419

The statement of fear of negative evaluation that got the highest score was “I get anxious when I don't understand what the teacher is saying in the oral class” with the mean score 4.1667 and standard deviation .79148. Meanwhile the lowest statement was “I worry that my English teacher is prepared to point out every mistake I make when I speak” with the mean score was 2.7667 and standard deviation 1.25075. The findings indicate that *fear of negative evaluation* was the most influential factor affecting students' speaking confidence. The highest concern appeared when students could not understand the teacher's explanation, which caused significant anxiety, while worries about being corrected by the teacher scored lowest.

General speaking class anxiety

Table 9. General Speaking Class Anxiety

Factors	N	Min	Max	Mean	Std. Deviation
I feel embarrassed to answer voluntarily in my speaking class.	30	1.00	5.00	2.8000	1.34933
I feel panic when asked to speak in my English class without preparation.	30	1.00	5.00	3.6333	1.29943
I always feel unconfident when speaking in oral classes.	30	1.00	5.00	3.1333	1.22428

Another important factor considered in this study was *general speaking class anxiety*. For the factor of *general speaking class anxiety*, the highest mean score was obtained from the statement “I feel panic when asked to speak in my English class without preparation” (M = 3.63, SD = 1.29), while the lowest score came from “I feel embarrassed to answer voluntarily in my speaking class” (M = 2.80, SD = 1.34). This indicates that lack of preparation was the most critical trigger of anxiety in this category.

Unpreparedness

Table 10. Unpreparedness

Factors	N	Min	Max	Mean	Std. Deviation
When it is my turn to speak in oral class, I feel my heart pounding.	30	1.00	5.00	3.6000	1.03724
I experience shaking when I am going to be called in the oral class.	30	1.00	5.00	3.5000	1.07479

This factor consists of two items that refers to the responsibility of the learners’ anxiety action that in turn, disrupts their performance. FL learners emphasize learning grammar, sentence structure, vocabulary, and set phrases, yet face challenges when using the language in real-life situations. The highest item of Unpreparedness was “When it is my turn to speak in oral class, I feel my heart pounding” (Mean=3.6000, SD=1.03724). However the lowest statement of the factor was “I experience shaking when I am going to be called in the oral class” (Mean=3.5000, SD=1.0749). Both items reveal that students frequently experienced physical symptoms of anxiety when unprepared.

Fear of being in public and shyness

Table 11. Fear of Being in Public and Shyness

Factors	N	Min	Max	Mean	Std. Deviation
I feel more nervous and tense in oral class than in other classes.	30	1.00	5.00	3.3667	1.21721
The nervousness I feel in oral class often makes me forget the information I have learned.	30	1.00	5.00	3.6000	1.24845
I am confident when speaking in oral class.	30	1.00	5.00	3.3667	1.21721

The last main factor consisting of only three statements that are explored in this research is Fear of Being in Public and Shyness. This factor is explained as a cause of speaking anxiety among FL learners. The highest score among three factors was “The nervousness I feel in oral class often makes me forget the information I have learned” (Mean=3.6000, SD=1.24845). The lowest mean was “I am confident when speaking in oral class” (M = 3.37, SD = 1.22). These results suggest that being the center of attention in class often led students to lose focus and confidence.

3.2. Discussions

The present study examined four major factors influencing students’ self-confidence in speaking English: *fear of negative evaluation, general speaking class anxiety, unpreparedness, and fear of being in public and shyness*. Overall, the findings suggest that evaluation apprehension and lack of preparation play the most significant roles in shaping learners’ speaking anxiety. These findings are important because they demonstrate that students’ confidence is not only a matter of linguistic competence but also of psychological readiness and perceptions during oral performance.

Fear of negative evaluation

Fear of negative evaluation emerged as the strongest factor undermining students’ self confidence especially in English speaking skills. Students who fear negative evaluation often view communicating using a foreign language as a risky experience instead of a chance to improve. Based on the findings, students in this study admit that they feel insecure, anxious and nervous when they have to deal with speaking English, especially when they can not even understand what people say when communicating. The feeling of fear that someone will see them negatively when speaking is one of the core factors that lead someone to language anxiety (Ajiza et al., 2024). Based

on the findings in this study, students that feel anxious, nervous, and lack self-confidence when speaking in front of people tend to avoid speaking. This occurs because they were particularly afraid of making mistakes and being judged negatively by others.

Students with low self-perception of language proficiency tend to view themselves as less capable and they often avoid speaking in English (Kansil et al., 2022; Menggo et al., 2025). Anxiety is often experienced by students that pay attention and focus more on other perceptions. Instead of taking a look at their actual ability they tend to feel fear of being evaluated and the way they make negative scenarios in their head lead them to anxiety (Ajiza et al., 2024; MacIntyre & Gardner, 1994). The results of this research show that students' confidence depends more on how they feel about social judgment than on their actual English speaking skills. Furthermore, the findings of this study confirm that fear of negative evaluation remains one of the strongest factors that cause speaking anxiety among undergraduate students of English education. Many participants expressed uncertainty during oral classes and it decreased participation, limited language output, and slower progress in developing their speaking skills.

General class speaking anxiety

General class speaking anxiety refers to the anxiety or fear that students feel when they have to speak English in front of others. From the statement of the questionnaire, “I feel panic when asked to speak in my English class without preparation,” the finding showed that many students experienced a high level of anxiety when they were required to speak spontaneously in front of others. Unprepared speaking tasks often trigger panic and increase speaking anxiety because students fear making mistakes when speaking in front of others (Arifin et al., 2025; Asterina et al., 2025). Students who compare their skills to others tend to feel anxious. Speaking in front of others is a requirement of English speaking activities (Ajiza et al., 2024; Menggo et al., 2025). In this condition, learners’ focus changes. The fact that they are supposed to focus on their speaking skill, shifts to self-monitoring, which further disrupts fluency and confidence.

Findings showed that self-perception, negative attitudes, and frustration are key factors contributing to anxiety in foreign language speaking activities. Anxiety primarily disrupts fluency rather than grammatical accuracy, as anxious learners tend to pause, hesitate, or avoid speaking altogether (Bakhtiar & Suwandi, 2022). These findings confirm that speaking anxiety is not caused solely by language ability, but by situational pressure and fear of public performance.

Unpreparedness

Unpreparedness affects students' anxiety, it occurs a lot when students have to face speaking tasks in front of people. Foreign language learners, especially English in this context, often focus on memorizing grammar, vocabulary, and phrases. The legit struggle is actually when using the language in real-life situations (Ajiza et al., 2024; Menggo et al., 2025). Finding In this research expressed that students feel panicked when they have to speak without preparation in English class. Their anxiety levels increase because they are not yet fluent, and they often avoid participating in English class because they are not ready and not familiar with certain topics. However, students who prepare well become more confident. Making good preparation is crucial to help students reduce their language anxiety.

Regarding the finding of this study, unpreparedness is one of the factors that leads students to speaking anxiety. There are two reasons shown, the first one about limited language proficiency and second, difficulty responding to unexpected questions. Students that have lower proficiency often feel anxious when they have to speak because they are not confident about their language skills. This factor attributing their discomfort to insufficient vocabulary, pronunciation issues, or awkward sentence structures (Arifin et al., 2025; Bakhtiar & Suwandi, 2022; Nadila et al., 2020). Ajiza et al. (2024) define that lack of preparation causes mental stress and makes students tend to avoid speaking opportunities. This issue highlights the importance of preparation and practice in building confidence and minimizing anxiety in language learning contexts.

Fear of being in public and shyness

The findings in this study found that undergraduate students of English education feel fear and shy when they have to speak in public. Ajiza et al. (2024), define the fact that shyness is often misinterpreted as a lack of motivation leads students to the misunderstanding itself. Shyness reflects performance anxiety that occurs due to the lack of confidence. Bakhtiar & Suwandi (2022) also emphasized that psychological barriers such as shyness and fear of negative evaluation directly affect students' confidence and their speaking skills. The findings also indicate that many students feel nervous and hindered when asked to perform in oral classes. Even when they already understand the topic, they often become confused and stressed, which ultimately lowers their speaking performance. Aligning with this context, Nadila et al. (2020) found that students tend to avoid speaking in public even when they are good enough in the topic because they do not want to experience being laughed at. This supports the idea that fear of being in public and shyness

significantly contribute to speaking anxiety in foreign language learners, making speaking classes feel intimidating or even frightening.

Students' self-confidence in speaking English is shaped by both psychological and contextual factors. Supported by previous research, speaking anxiety occurs not simply from language limitations. It comes from some factors such as students' perceptions of judgment, lack of preparation, and social exposure (Ajiza et al., 2024; Horwitz et al., 1986). This research highlights fear of negative evaluation as more significant. These differences indicate that while anxiety factors are universal, their relative influence may vary across educational and cultural contexts, underscoring the need for tailored pedagogical approaches that build students' confidence through supportive evaluation, structured preparation, and positive classroom environments. Addressing these affective barriers through supportive teaching methods and confidence-building activities is therefore essential to help learners engage more actively in speaking practice.

4. CONCLUSIONS

4.1. Conclusion

This study explored some factors that influence students' self confidence, especially students from undergraduate English education at Universitas Kristen Satya Wacana. Using thematic analysis within a qualitative framework the finding showed that students experienced four key factors that influence their self confidence when speaking English, such as: fear of negative evaluation, general speaking class anxiety, unpreparedness, and fear of being in public or shyness. The findings of this study show that students' self-confidence in speaking English is strongly influenced by psychological and emotional aspects rather than their knowledge about language itself. The participants' experiences reveal that self-confidence emerges as a complex construct shaped by internal perceptions, emotional readiness, and the learning environment.

Furthermore, the results emphasize increasing self-confidence in speaking not only about practice more. It is also about how to create a supportive classroom atmosphere. Aligning with this issue, teachers as an educator play an important role in developing students' self confidence, providing accurate feedback, and promoting positive peer interaction. Students in this study agreed that positive environments as well as supportive feedback could reduce anxiety and enhance confidence. Therefore, this study highlights how crucial it is to provide learning environments that promote active participation and provide practice opportunities in order to help students improve their ability to communicate and emotional resilience when speaking English.

4.2. Suggestions

First, by constantly practicing speaking in comfortable environments, students should be motivated to develop their self confidence. They can use simple daily conversations, role-plays, or group discussions to reduce fear of making mistakes. In addition, students are also advised to make a good preparation before speaking class. They can start reviewing vocabulary and practicing pronunciation, to minimize the feelings of unpreparedness. Students might also feel more comfortable and confident while expressing their opinions when they receive support from their lecturers and peers in the form of positive feedback rather than negative feedback.

Second, since the emotional aspects of students' self-confidence were the main focus of this study, it is recommended that future research explore the particular coping mechanisms students employ to gain control over their shyness and anxiety. Exploring these strategies in depth could provide valuable insights into how learners regulate their emotions during speaking class and how educators can help and support them.

Third, this research contributes to understanding how fear of negative evaluation, general anxiety, unpreparedness, and shyness affect self-confidence in speaking English. For teaching activities, the lecturers are encouraged to create classroom activities that reduce students' fear of evaluation, such as peer collaboration, reflective tasks, and interactive presentations. Teachers may also consider increasing the level of difficulty in speaking tasks so that students can experience small, achievable successes that build long-term confidence.

Hopefully, this study can serve as both a practical guide for educators in creating supportive learning environments and an inspiration for future researchers to further examine interventions that enhance students' self-confidence in English speaking.

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