EXPLORATION OF STUDENTS' SPEAKING ANXIETY REGARDING FOREIGN LANGUAGE PARTICIPATION IN THE CLASSROOM

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ABSTRACT

Speaking is one of the most crucial skills to cultivate and strengthen communication skills. Speaking proficiency is one of the most difficult components of language learning, particularly for those learning a foreign language. Many language learners have difficulty expressing themselves verbally. They frequently struggle with successfully expressing themselves in a new language. They cease communicating due to psychological hurdles or a lack of acceptable words and expressions. The purpose of this study is to investigate students' worries regarding the types of speaking anxiety experiences they have in the classroom. This research employs descriptive qualitative as a research design. Ten EFL students participated as participants, and the researcher used thematic analysis techniques to analyze the data. The findings of this study reveal that ten EFL students can be said to be anxious about speaking English. Some of them are classified as facilitative anxiety and debilitative anxiety. This study is intended to assist EFL students in considering the speaking demands of their language learners in the context of English language teaching and learning.

Key Words: speaking anxiety, speaking participation, EFL students

ABSTRAK

Berbicara adalah salah satu keterampilan yang paling penting untuk mengembangkan dan memperkuat kemampuan komunikasi. Kemahiran berbicara adalah salah satu komponen pembelajaran bahasa yang paling sulit, terutama bagi mereka yang belajar bahasa asing. Banyak pelajar bahasa yang mengalami kesulitan dalam mengekspresikan diri mereka secara lisan. Mereka sering kali kesulitan untuk berhasil mengekspresikan diri mereka dalam bahasa baru. Mereka berhenti berkomunikasi karena rintangan psikologis atau kurangnya kata-kata dan ekspresi yang dapat diterima. Tujuan dari penelitian ini adalah untuk menyelidiki kekhawatiran siswa mengenai jenis pengalaman kecemasan berbicara yang mereka alami di kelas. Penelitian ini menggunakan deskriptif kualitatif sebagai desain penelitian. Sepuluh siswa EFL berpartisipasi sebagai partisipan dan peneliti menggunakan teknik analisis tematik untuk menganalisis data. Temuan dari penelitian ini mengungkapkan bahwa sepuluh siswa EFL dapat dikatakan cemas dalam berbicara bahasa Inggris. Beberapa di antaranya diklasifikasikan sebagai kecemasan fasilitatif dan kecemasan debilitatif. Penelitian ini dimaksudkan untuk membantu siswa EFL dalam mempertimbangkan tuntutan berbicara dari pembelajar bahasa mereka dalam konteks pengajaran dan pembelajaran bahasa Inggris.

Kata Kunci: kecemasan berbicara, partisipasi berbicara, siswa EFL

INTRODUCTION

Anxiety can be defined as one of the negative emotions that might make it difficult for students to learn English. Speaking anxiety has a huge impact on students' self-esteem since it commonly leads to feelings of failure when they are unable to speak and convey what they know. Arumugan et al. (2021) stated that anxiety is associated with bad feelings as well as physical signs such as trembling, shaky hands, and making mistakes due to worry. Furthermore, in language teaching contexts, anxiety is an intriguing idea that can influence language learning outcomes. Anxiety is a psychological term that is broadly described as a sense of anxiety or apprehension related to an item (Hilgard, Atkinson, & Atkinson, 1971, as cited in Abrar 2018). It can be concluded that anxiety causes students to become insecure, doubt their ability, refuse to participate in class activities, and even lose out on learning the language well.

On the other hand, there is a previous study have made research conducted by Sutarsyah (2017) stated that anxiety about speaking in front of other people may hurt the overall achievement of students' speaking performance, with nervousness having the main impact and worry and tension being second and third respectively, among the negatives anxiety effect. The focus of this study was to discover the significant difference in speaking performance between students with greater levels of speaking anxiety and those with lower levels of speaking anxiety, as well as the substantial influence of students' speaking anxiety on speaking performance. According to Sutarsyah's past research, it is critical to assess students' anxiety levels and the type of anxiety they have regarding their speaking engagement. The researchers discovered that pupils felt apprehensive when speaking, which should be considered one of the crucial abilities in learning English. However, many pupils have yet to develop the ability to communicate in English due to their nervousness. Therefore, the researchers need to explore the causes of students' anxiety in speaking skills participation based on the perspective of each student so that they can maximize their language skills. Overcoming this gap, the researchers focused on exploring the types of speaking anxiety experiences that students have during their participation in the classroom.

Anxiety in EFL Speaking

English is the first foreign language that students in Indonesia must master. Then, in learning this foreign language, there are speaking subjects that students need to learn and practice. However,

some students still have difficulty practicing speaking in a foreign language. One of the problems that can affect students' difficulties in receiving speaking lessons is how students receive material in a different language, namely a foreign language that is rarely used by the students themselves in everyday life because most of it is used by English as a foreign language. Anxiety is an overwhelming fear when under pressure that causes a person to feel as though they are amid specific psychological reactions, such as rapid vital signs, sweaty hands, and tightness inside, preventing them from developing their abilities to their greatest potential (Sutarsyah, 2017). In other words, anxiety is one of the most thoroughly studied psychological phenomena. In general, the body reacts to specific events by producing anxiety. Typical symptoms of anxiety include emotions of threat, anxiety, tension, or worry. Meanwhile, Ormrod et al. (2016) assert that anxiety is a sensation of unease and worry associated with a situation with unknown outcomes.

Anxiety can increase a person's anxiety when doing something; in general, excessive fear of everything is also referred to as anxiety. Arumugan et al. (2021) stated that anxiety is associated with negative feelings and physical signs such as trembling, shaky hands, and making mistakes because of

nervousness. When disproportionate, continual concern will dominate and interfere with daily activities such as work, school, social activities, and interpersonal relationships. In brief, someone who has a high level of anxiety and is unable to regulate these sensations will experience the effects of anxiety in daily tasks. This anxiety might be harmful if the person experiencing it is unable to control his/her emotions adequately.

On the other hand, discussions regarding foreign language anxiety have been going on for decades, particularly among students in the speaking class. Research demonstrates that foreign language anxiety hurts foreign students' speech performance. This type of anxiety is thought to be the primary barrier preventing foreign language mastery. Furthermore, according to Quinto and Macayan (2019), as cited by Taqwa (2022), generally believe there is a relationship between English foreign language (EFL) and anxiety, indicating that many individuals believe anxiety plays a role in successful and unsuccessful language learning.

From some of the statements above regarding the definition of anxiety, the author can conclude that anxiety affects foreign language learners in terms of acquiring the target language. Foreign language learners have not been able to

fully master the situation when excessive worries and fears overwhelm them. Although language learning anxiety is included in traditional language learning and teaching research, it is still important to read about this phenomenon to make learning designs and programs that have English-speaking skills goals for students more accessible.

Types of Anxiety in EFL Speaking

There are two types of language anxiety: facilitating and debilitating. Facilitating anxiety has a positive, motivating effect on the learner and is best described as excitement before a difficult activity. On the other hand, debilitating anxiety comprises negative sentiments like worry and fear that impede learning (Alpert & Haber, 1960)

a) Facilitative anxiety is anxiety that has a positive and motivating effect and is best described as exhilaration before a tough assignment; also, it causes students to be more focused on the task and helps increase students' performance, inspiring them to study harder (Alpert & Haber, 1960). Everything has two perspectives. Most students usually think of worry as a negative affective variable, but it does not always harm learning. It has been shown that nervous students do

better than those who are not. As a result, it appears that anxiety can be beneficial to some students. Anxiety, on the other hand, can be beneficial or enabling in the sense that it prepares learners to be more concerned about a task.

b) Debilitative anxiety is anxiety that interferes with learning by causing unpleasant feelings, worries, nervousness, and self-doubt (Alpert & Haber, 1960). The term "anxiety" has a negative connotation and is frequently associated with negative emotions such as nervousness, dissatisfaction, self-doubt, apprehension, and tension. When worry affects students' performance, it is detrimental and unproductive to foreign language acquisition in the classroom. It is distinguished by a fear of failure and a lack of confidence in one's ability to succeed. Students who compare themselves to other students in class and find themselves incapable tend to become apprehensive; yet, as they gain proficiency, their worry reduces. No matter how much tension there is in class, it has a significant impact on EFL. First, anxiety disrupts normal thought processes. Anxiety and panic significantly impair memory, attention, and concentration.

Second, anxiety prevents students from interacting with educational materials. Third, anxiety is frequently associated with a sense of inadequacy. Anxious learners prefer more passive approaches to learning because of their sense of ineptitude. Finally, anxious students are uninterested in attending class. For some students, attending class means merely knowing what is required to pass. However, not all anxiety is detrimental to language development. Anxiety's facilitating side cannot be overlooked either.

To sum up, students who experience anxiety in speaking always behave passively and do not want to participate in class. They often spend their study time shutting themselves down and don't talk much or interact much during learning. This causes students who experience boredom to always be left behind by several students who are active in class. Significant factors that cause students' speaking anxiety are a lack of confidence in their speaking abilities, excessive shyness, and fear of making mistakes. This makes students prefer to be silent in class. According to Deyan (2018), as cited in Ikhsaniyah (2022), speaking anxiety is an individual's fear and nervousness when conversing with others in a foreign language, which

includes actually or avoiding any communication.

METHOD

Research Design

The descriptive qualitative research design is used in this study. Descriptive qualitative research relies on information gathered directly from persons who have firsthand knowledge of the phenomenon under investigation (Bradshaw et al., 2017). The researchers used qualitative descriptive design according to research objectives to explore the types of speaking anxiety experiences that students have during their participation in the classroom.

Data Sources

Data sources were taken from 72 students in the 10th grade of high school in Parung, Bogor. In selecting the subject, the researchers used a purposive sampling technique. According to Creswell (2012), purposive sampling is when a researcher deliberately chooses people and places to study or understand central phenomena. The type of purposive sampling that a researcher decides to use depends on the purpose of the study. Therefore, ten students were selected as the research sample. The researchers used ten members to do an interview based on

the most recently specified criteria (high-level anxiety students and low-level anxiety students) to find the types of students speaking about anxiety in the classroom. The researchers are concerned about a class that has anxiety about speaking a foreign language.

Data Collection Technique

To collect the data, the researchers used the instruments for this study, which are questionnaires and interviews. The questionnaire was used to assess students' levels of anxiety. The questionnaire was adapted from Horwitz's Foreign Language Classroom Anxiety Scale (FLCAS). FLCAS assesses students' levels of foreign language speaking anxiety in a classroom setting through a paper-based questionnaire (Horwitz et al., 1986).

The interview was used as a data collection technique after the researchers classified students based on high anxiety levels. In this part, the researchers focused on the questions posed to students who had high and low levels of anxiety. Students were asked questions on how they felt when speaking English in class, as well as about the effect of nervousness and factors influencing students' speaking engagement based on their perceptions of classroom participation.

Data Analysis Technique

For data analysis techniques, the researchers used thematic analysis, according to Braun and Clarke (2006). According to Braun and Clarke (2006), Thematic Analysis (TA) is the most commonly used method in a qualitative study to explore interviewee replies. It is a way of identifying, comprehending, and presenting pattern topics within data. They also stated that the purpose of TA is not just to synthesize all of the information obtained but to discover and evaluate the information substantially. There are six phases of TA: familiarization with the data, generating initial code, searching for themes, reviewing themes, and defining and producing the report (Braun & Clarke, 2006).

FINDINGS AND DISCUSSIONS

Findings

From the results table 1 of the recapitulation of the FLCAS Results Score and Category, ten students were selected to be interviewed from 72 students: 5 students from the category of students with high anxiety level and five students from the category of students with low anxiety level. The following table 2 & 3 are the students who were interviewed.

Data collection was carried out through interviews with respondents via WhatsApp telephone. During the interview activities, the researchers asked each respondent five questions.

This interview spent about 20 minutes on each respondent. The interviews were conducted using the Indonesian language, and then each answer given was recorded. The researcher then made a transcript of the data from each respondent's answer. The findings from the transcript interview of this research about the EFL students' anxiety about their English-speaking participation in the classroom are as follows table 4.

Table 1. The Guidelines for Interview Questions

Construct	Conceptual Definition	Components	Questions
Types of Speaking Anxiety (Facilitative anxiety and Debilitative Anxiety)	Alpert and Haber (1960) state there are two types of language anxiety based on its effect as follows: Facilitating anxiety is anxiety that has a positive effect, meanwhile Debilitative anxiety is anxiety that has a negative effect.	Facilitative anxiety when students are: 1. self-confident 2. studying beforehand while students are categorized as debilitative anxiety when students feel: 1. worried 2. tense, 3. scared, 4. nervous, 5. self-doubt, 6. stress 7. blank, and 8 . tremble.	*Question 1* How do you feel about speaking English in the classroom? *Question 2* Have you ever felt nervous, worried, or heartbeat when you speak English in the classroom? Why do you feel that? *Question 3* How do you feel your classmates will react if you make a mistake when you speak English in the classroom? *Question 4* In your perspective, what are the biggest factors that cause anxiety in your speaking participation? *Question 5* What have you tried to reduce your anxiety about participating in speaking? Do you have any strategy, and why are you using that strategy?

Table 2. List of Interviewee Students' High Anxiety Level

Interviewee List	Name	Score	Anxiety Level
Interviewee 1	Student 1	137	High Anxiety Level
Interviewee 2	Student 21	131	
Interviewee 3	Student 24	135	
Interviewee 4	Student 44	121	
Interviewee 5	Student 59	119	

Table 3. List of Interviewee Students' Low Anxiety Level

Interviewee List	Name	Score	Anxiety Level
Interviewee 1	Student 5	84	Low Anxiety Level
Interviewee 2	Student 27	81	
Interviewee 3	Student 34	78	
Interviewee 4	Student 35	77	
Interviewee 5	Student 68	72	

Table 4. The Types of Students' Anxiety

Interviewee List	Facilitative		Debilitative							
	Self-Confidence	Study Beforehand	Worried	Tense	Scared	Nervous	Self-doubt	Stress	Blank	Tremble
Student 1			√		√	√	√			√
Student 21	√				√	√	√			
Student 24	√			√	√	√		√		
Student 44				√	√				√	√
Student 59			√	√	√	√	√	√		√
Student 5	√	√				√				
Student 27	√	√				√			√	
Student 34	√	√			√					
Student 35	√		√			√	√			
Student 68						√				

Based on the table 4, the results of interviews with ten students stated that all students felt anxious about participating in speaking in class related to their appearance and the opinions of others if they made mistakes. The researchers found types of students' anxiety in speaking participation in the classroom, namely positive-related anxiety (facilitative anxiety) and negative-related anxiety (debilitative anxiety). **Facilitative Anxiety**

Facilitative anxiety is experienced by EFL students while speaking orally in the classroom participation. The researchers discovered that when students are confident during the class, they experience facilitative anxiety. When students wish to perform, they study and prepare well ahead of time to lessen their fear, which is known as facilitative anxiety. The data for EFL students' facilitative anxiety were divided into topics, namely self-confidence and study beforehand (Alpert & Haber, 1960)

Self-confidence

Question 1

"How do you feel about speaking English in the classroom?"

Question

Extract 1

"*Not too much, but sometimes I get nervous, but usually it's because I'm confident.*"

(Student 5)

According to the research, EFL students report feeling joyful and excited while speaking English, and they aim to have confidence to prevent fear. Students try to combat negative worry by convincing themselves that they can speak English fluently. The researcher concluded that if a student fights their negative anxiety with confidence, it demonstrates that the student is classified as having positive anxiety or facilitative anxiety.

Study beforehand

Question 3

"*How do you feel your classmates will react if you make a mistake when you speak English in the classroom?*"

Extract 2

"*Usually because a lot of people don't understand in class, so if I'm wrong, they just keep quiet. Sometimes it's like learning together to fix things that are wrong, then because before that I already prepared the material, so I'm to study beforehand first so if, for example, something goes wrong, I can handle it quickly.*"

(Student 27)

According to the research, EFL students report reading their material

before the presentation day. Anxiety increases when students speak or give presentations, so they strive to prepare thoroughly ahead of time. The researcher classifies students who prepare themselves as having facilitative anxiety. The results demonstrated that worry motivates students to work hard.

Debilitative Anxiety

In speaking English in class, students often experience anxiety, which makes it difficult for students to speak and participate actively in class. The themes related to debilitative anxiety are worried, tense, scared, nervous, self-doubt, stress, blank, and tremble. The data about debilitative anxiety can be seen as follows:

Worried

Question 1

"*How do you feel about speaking English in the classroom?*"

Extract 3

"*My feeling is that speaking English in class is difficult and complicated, and it is difficult to understand the meaning of English. Sometimes, when the teacher explains using English, I don't understand, and sometimes I feel worried, and I ask how it is going because I don't get the point.*"

(Student 1)

According to the research, EFL students frequently worry when they want to actively participate in speaking English in class, and they frequently worry when they present something incorrectly. Students are nervous before they begin to speak. Worrying harms student performance in both public speaking and class presentations. Therefore, the above statement the researcher concludes that worry affects the performance of EFL students in speaking class and has a negative effect. So, that means EFL students experience exhibiting debilitating anxiety.

Tense

Question 2

"Have you ever felt nervous, worried, or heartbeat when you are speaking English in the classroom? Why do you feel that?"

Extract 4

"Often, it's <u>because I'm really tense</u> about being laughed at if I speak the wrong English. Sometimes, why am I like that? So it keeps on stressing, so it makes me feel down all the time, so I lack confidence."

(Student 59)

The data stated that EFL students have tension. This tension is one of anxiety. Students feel anxious when students are talking in class. Based on the data described above, the researcher concluded that tension has a negative effect on the performance of EFL students. From this data, the researcher categorized tension as a type of debilitating anxiety.

Scared

Question 2

"Have you ever felt nervous, worried, or heartbeat when you are speaking english in the classroom? Why do you feel that?"

Extract 5

"My feeling <u>is usually scared</u> to say the wrong English, and then I'm scared my friends will look at me."

"If that happens often, I'm sure <u>I'm always scared</u> and trembling because my other friends look at me."

(Student 44)

Based on the data, many EFL students reported their experience of being scared when speaking in class. Students are scared that they will not be able to present their best and make mistakes when speaking. Related to the statement above, the researcher concludes that scare is a type of debilitating anxiety. Referring to the students' statement above, this indicated that scare has a negative impact on student participation in speaking in class.

According to the findings, many EFL students reported feeling scared when speaking in class. Students are concerned that they will not be able to

give their best performance and will make blunders when speaking. Concerning the preceding statement, the researchers determined that being scared is a sort of debilitating anxiety. According to the student's response above, being scared harms student involvement in speaking classroom participation.

Nervous

Question 2

"Have you ever felt nervous, worried, or heartbeat when you are speaking English in the classroom? Why do you feel that?"

Extract 6

"It feels like it's exciting and happy. I also like English, but when I speak English in front of the class, I'm really nervous."

(Student 24)

The data showed that some EFL students feel anxious about speaking in class. In this case, nervousness is one of the anxiety problems. That feeling arises when participating in speaking in class. Usually, they start to get nervous when they see the audience paying attention. Based on the statement above, the researcher categorizes nervousness as a type of debilitative anxiety because it has a negative effect on student performance while participating in class.

Self-doubt

Question 3

"How do you feel your classmates will react if you make a mistake when you speak English in the classroom?"

Extract 7

"I feel happy, just a little embarrassed because I stutter when I speak English, and then I feel insecure with my friends who can speak English well."

"Usually, they just keep quiet. Just like what I said earlier, they cornered me because I mispronounced."

(Student 21)

The data stated that students often feel insecure about their speaking ability in class. They feel that they are not as good as other friends. It causes students to feel left behind and do not process better to be able to participate actively in class. Based on the statement above, the researcher concluded that self-doubt is part of debilitating anxiety.

Stress

Question 3

"How do you feel your classmates will react if you make a mistake when you speak English in the classroom?"

Extract 8

"Surely, that can make me down and a little stressed, but usually, my friends chuckle the most if I make a mistake."

(Student 24)

On the data, when the researcher asked EFL students about their experiences in speaking activities in class, the students answered that they felt stressed during the speaking activities. When students feel stressed, it has a negative effect on their presentations. Based on the statement above, the researcher concluded that stress is part of debilitating anxiety.

Blank

Question 3

"*How do you feel your classmates will react if you make a mistake when you speak English in the classroom?*"

Extract 9

"*For me, the delivery of vocabulary and pronunciation is a bit long. Sometimes, I tend to forget and get blank, so that's what tends to annoy me.*"

(Student 27)

The data showed students feel that when anxiety arises when speaking, they will feel blank and forget what they are going to convey. The EFL students feel that he or she is feeling anxious about what leaves them blank. This shows that students cannot say something and forget the concept. If students feel anxious about speaking, they will forget their concepts during the activity. The data above shows that

students who feel blank interfere with student performance. Thus, the researcher classified blanks as a type of debilitating anxiety.

Tremble

Question 4

"*In your perspective, what are the biggest factors that cause anxiety in your speaking participation?*"

Extract 10

"*The biggest factor that causes me to often worry when speaking English is because I'm nervous, afraid of being wrong, mispronounced, then I don't have a lot of vocabulary in English, so that's what often makes me tremble, so I rarely speak English in class.*"

(Student 1)

Based on the data, some EFL students reported that they felt tremble. When students speak in class and feel that the audience is starting to see and pay attention to them, students begin to feel their whole bodies shaking uncontrollably. It is stated clearly that students feel tremble is an anxiety that interferes with student performance when speaking in class.

Discussions

The finding regarding the types of student anxiety during class speaking, the researchers found types that were

grouped into two, namely debilitative anxiety and facilitative anxiety, according to the theory of (Alpert & Haber, 1960). The data from the interviews revealed that it is related to facilitative anxiety, which the researchers grouped into themes, that there is self-confidence, and that studying beforehand of time has a positive effect on the students, which can help them perform better. The researchers organized various themes in debilitating anxiety: worried, tense, scared, nervous, self-doubt, stress, blank, and trembling. According to the investigator, which indicates anxiety can take the form of facilitative anxiety if students have self-confidence and study beforehand. Students always prepare because they are anxious, and if they prepare well, this can transform into facilitative anxiety. Then, some students are worried, tense, scared, nervous, self-doubting, stressed, blank, and trembling.

Some studies relevant to the factors influencing speaking skills are reviewed in this section. (Park & Lee, 2005) explored the relationship between anxiety, self-confidence, and speaking performance in students of second languages. One hundred thirty-two Korean students took part in this study. The findings of this study revealed that students' anxiety levels had a negative link with their oral performance. It is in

line (Arumugan et al., 2021) that anxiety is associated with negative feelings and physical symptoms such as trembling the body, shaking hands, and making mistakes due to anxiousness. (Azwar & Harahap, 2021) A study was conducted on the factors influencing Indonesian EFL learners' willingness to speak English in class. According to the findings of this study, EFL students are primarily willing to speak English in the classroom. Furthermore, several factors such as topic familiarity, topic interest, topic preparation, topic comfort, challenging topic, group size, task familiarity, seating arrangement, gender and age of interlocutor, interlocutor familiarity, fear of making mistakes, and fear of evaluation are found to influence EFL learners' willingness to speak English in classrooms. The findings indicated that using appropriate activities for speaking competence can be a helpful method for reducing speakers' nervousness.

Based on the results of the data interviews, it can be concluded that anxiety can be in the form of facilitative anxiety and debilitative anxiety. Someone can be said to have facilitative anxiety if they have confidence and study beforehand. Before students speak English in class, they prepare themselves because sometimes there are some obstacles and distractions that cause anxiety to arise when speaking in

class, and if students prepare well, then it can be concluded as facilitative anxiety. Then, if students feel worried, tense, afraid, nervous, hesitant, stressed, blank, and trembling, it is said that the student is categorized as debilitative anxiety. Therefore, the researcher concluded that facilitative anxiety leads students to increase their participation, whereas debilitative anxiety weakens and hinders students' participation in speaking classes.

CONCLUSION AND SUGGESTIONS

This study delves into the complex realm of anxiety as it pertains to students' speaking skills and their class participation. Notably, two distinct forms of anxiety emerge from this exploration, offering insights into the multifaceted nature of this psychological phenomenon. Moreover, the study uncovers a spectrum of outcomes, revealing that the results can be categorized as either positive or negative based on the participants' experiences.

The interview data serves as a pivotal lens through which researchers examine the relationship between anxiety and language proficiency. Within this framework, facilitative anxiety emerges as a noteworthy aspect, encompassing themes such as self-confidence and the positive influence of

pre-emptive studying on students' overall performance. This facet stands in stark contrast to debilitating anxiety, which manifests through worrisome feelings, tension, fear, self-doubt, stress, a blank mind, and trembling. Collectively, these manifestations pose formidable barriers to effective English communication in a classroom setting.

Anxiety, as elucidated in the study, is not merely an abstract concept but a physiological response to situations perceived as potentially dangerous or critical. This understanding provides a foundational framework for comprehending the intricacies of how anxiety impacts language learning and class participation.

However, the research grapples with inherent limitations that merit consideration. Primary among these is the reliance on interview data, predominantly collected through online platforms like WhatsApp telephone calls. This mode of data collection, while informative, leaves room for methodological gaps, particularly in the absence of observational techniques.

The incorporation of observational methods becomes crucial to enrich the exploration of the relationship between anxiety and student participation in a foreign language context. Surprisingly, the current study omits this valuable data collection technique, thereby

leaving uncharted territory in understanding the nuances of the phenomenon.

As the research journey continues, a recommended avenue for refinement involves expanding the participant pool and conducting interviews multiple times. This iterative approach holds the promise of unearthing deeper perspectives, contributing not only to the existing body of knowledge but also guiding future researchers in navigating the intricacies of language-learning anxiety and its impact on class dynamics.

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