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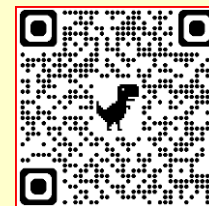
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ENGLISH SPEAKING ANXIETY AND LANGUAGE MOTIVATION AMONG THE ENGLISH MAJOR STUDENTS OF SULTAN KUDARAT STATE UNIVERSITY

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ABSTRACT

This study was conducted to examine the English speaking anxiety and language motivation among English major students. The goal of this study was to determine the level of English speaking anxiety, the language motivation, and determine if there is a significant relationship between English speaking anxiety and language motivation. This study utilized quantitative, non-experimental correlational methods. The respondents of the study were the 1st and 2nd year English major students using total enumeration sampling. Statistics like the mean, standard deviation, Pearson r, t-test and analysis of variance (ANOVA) were applied to analyze the gathered data. The key findings revealed that students have agreed to have a comparable level of English speaking anxiety, particularly in terms of lack of self-confidence, communication apprehension and fear of negative evaluation. It also revealed from the findings that students have a high level of intrinsic motivation rather than extrinsic motivation that means that they are motivated to learn to speak English because of their personal desire. Furthermore, the test showed that there is no significant relationship between English speaking anxiety and language motivation. This implies that students who have a high level of language motivation, does not guarantee that they have low level of English speaking anxiety. The implications of the study is that administrators and curriculum implementers should develop programs and interventions to help students combat their English speaking anxiety and to overcome their fear when it comes to speaking English in front of the class.

KEY WORDS: English Speaking Anxiety, Language Motivation, Intrinsic Motivation, Extrinsic Motivations

INTRODUCTION

With all its peculiarities and challenges, English has come a long way to attain global status. The significance of the English language has spread widely in the current scientific and technological world considering the global job and academic arena. It is the language of business, industry, and information and the language of trust, imagination, and power to discover, invent, innovate, and create (Rajitha & Alamelu, 2020).

One of the elements that have a significant impact on learners' ability to learn English is their speaking anxiety and language motivation. Anxiety, as another highly influential affective factor in language classrooms, started attracting research interest in the early 1970s. So far, has been claimed as a variable most negatively associated with success (MacIntyre, Gardner, 1991). On the other hand, motivation has also been widely researched and agreed to be an important affective variable influencing SL/FL learning. Gardner (1985) defined it as "the extent to which an individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity."

Improving the quality of education in the country is still important. The Commission on Higher Education (CHED) believes the Philippines should accentuate its action to internationalize its educational system, particularly at the university level. On the other hand, speaking intuitively in a foreign language is the most important and difficult skill for ESL and EFL learners. Ramarow and Hassan (2021) conducted a study in Malaysia about the English anxiety and motivation of pre-university learners. The Results of the data analysis of the study established a low level of English language anxiety in speaking English among pre-university students and a moderate level of motivation. However, the level of intrinsic motivation was slightly lower than the level of extrinsic motivation in speaking English among pre-university students. It also showed that there was a significant correlation between English language anxiety and motivation to speak the language.

This issue has occurred in a variety of settings around the country. The Philippines is one of the countries where English is one of the official languages. Therefore, there's a must for educational institutions to promote and propagate the use of English through consistent instruction and communication (Kabigting & Nanud, 2020). In the local research, numerous studies have been conducted on motivation and acknowledged as a significant affective factor influencing SL/FL instruction. Salayo and Amarles (2020) conducted a study in Cavite, Philippines; their study is focused on children studying a second language (L2) and the impact of anxiety on their learning. The results showed that the respondents are highly motivated to learn a second language.

METHODS

Research Design

This study utilized a quantitative approach and applied a descriptive-correlational research design. A research design looks at the relationships between two or more variables. This study used this research design to gather objective data using the survey questionnaire and to correlate the two variables, English-speaking anxiety and language motivation, to determine their relationship and the differences among their sub-scales.

Locale of the Study

This study was conducted at Sultan Kudarat State University, ACCESS, College of Teacher Education (CTE) on May 2023, specifically at Bachelor of Secondary Education (BSED) 1st and 2nd-

year students majoring in English, EJC Montilla, Tacurong City, Sultan Kudarat since it benefits the scholars and students who are facing several academic speaking anxiety and language motivation. Academic speaking aids the students in improving their speaking ability. It requires university students to understand the correct use of language to equip them with effective communication.

Respondents of the Study

The study's respondents were the 75 students using total enumeration from the 1st and 2nd year students of Sultan Kudarat State University (SKSU) – ACCESS Bachelor of Secondary Education (BSED) major in English, enrolled for the Academic Year 2022-2023. Total population sampling is a purposive sampling technique that examines the entire population with particular characteristics. It enabled the researchers to determine the relationship of English-speaking anxiety to language motivation of 1st and second-year-major English students.

Sampling Technique

This study applied total enumeration. Total population sampling is a purposive sampling technique where the researchers examine entire populations (i.e., the total population) with particular characteristics (Laerd Dissertation, 2012).

Data Gathering Instrument

To collect empirical data, closed-ended questionnaires adopted from Toubot, Seng, and Abdullah (2018) for sources of English Speaking anxiety and adopted questionnaire of Ayuningsih (2022) for Language Motivation were given to the respondents to choose their level of agreement on the items provided. Additionally, the questionnaires have been validated based on the authors of the adopted questionnaires. The adapted items were tailored to fit the current study's purposes. 16 items were adapted from Toubot, Seng, and Abdullah's (2018) questionnaires for English-speaking anxiety.

Data Gathering Procedure

Upon the completion of approval sheets to properly conduct the study, the researchers sought approval from the Dean of the College of Teachers Education by presenting a letter of request before surveying the 1st and 2nd-year major in English students. After obtaining the participants' consent, the researchers explained the study's purposes and ensured all respondents met the established criteria. Survey questionnaires, rating scales, and correlation were used. The questionnaire was distributed using hard copy instrumentation so students could access it anytime to avoid class distractions. The researchers also ensured that the respondents' privacy and identity remained confidential. The survey and testing followed a data collection, analysis, and interpretation phase. Upon completing the analysis of the data and elucidating its significance, the researchers presented their findings.

Statistical Treatment

In problem number 1, mean and standard deviation were used to measure the level of English-speaking anxiety of the 1st and 2nd-year English students. In problem number 2, mean and standard deviation were used to measure the level of language motivation of the 1st and 2nd-year English students. In problem number 3, One-Way ANOVA was used to know the difference between the sub-variables under English speaking anxiety. One-way ANOVA determines if there is a statistically significant difference between the corresponding population means by comparing the means of three or more independent groups. In problem number 4, a t-test was used to know the means of two sub-variables under the language motivation. A statistical test called a t-test compares the means of two groups. It is frequently employed in hypothesis testing

to establish whether a procedure or treatment affects the population of interest or whether two groups differ. In problem number 5, correlational analysis was employed to identify the language

motivation applied by the students to overcome their English-speaking anxiety.

RESULTS AND DISCUSSION

Table 1. The Level of English Speaking Anxiety among the 1st and 2nd Year English Students in terms of Lack of Self-Confidence

Statement	Mean	SD	Verbal Description	Interpretation
1. I feel very self-conscious about speaking English in front of other students.	3.76	1.06	Agree	Students agree to have English Speaking Anxiety
2. I am never quite sure of myself when I am speaking English.	3.69	0.89	Agree	Students agree to have English Speaking Anxiety
3. I start to panic when I have to speak without preparation in English classes.	3.65	1.14	Agree	Students agree to have English Speaking Anxiety
4. I don't feel confident when I speak English in classes.	3.39	1.11	Agree	Students agree to have English Speaking Anxiety
Average Mean	3.62	1.05	Agree	Students agree to have English Speaking Anxiety

The data in Table 1 above shows the students' level of English Speaking Anxiety. In lack of self-confidence, the students' overall mean score is 3.62, with a standard deviation of 1.05. The mean score in statement number four indicates that the students have agreed that their self-confidence is affected while speaking in English. The test result supported it. Tridinanti (2018) suggests that students with high anxiety, worry, fear, and low self-confidence in foreign language classes may have difficulties developing their speaking ability. Thus, teachers and lecturers must encourage students to practice speaking English in front of the class, especially to improve self-confidence when communicating in English.

Table 2. The Level of English Speaking Anxiety among the 1st and 2nd year English Students in terms of Communication Apprehension

Statement	Mean	SD	Verbal Description	Interpretation
1. I get upset when I don't understand what the teacher is correcting	3.13	1.16	Neither Agree	Students don't have any opinion of agree or disagree.
2. I can feel my heart pounding when I am going to be called on in English classes.	3.69	1.20	Agree	Students agree to have English speaking anxiety.
3. I feel overwhelmed by the number of rules I have to learn to speak English	3.68	0.87	Agree	Students agree to have English speaking anxiety.
4. I get frightened when I don't understand what the teacher is saying in English.	3.21	1.17	Neither Agree	Students don't have any opinion of agree or disagree.
5. I feel nervous while speaking English with native speakers.	3.53	1.10	Agree	Students have level of English speaking anxiety.
6. I always feel that the other students speak English better than I do	3.81	1.13	Agree	Students have level of English speaking anxiety.
7. I get nervous and confused when I am speaking in English classes.	3.59	0.91	Agree	Students have level of English speaking anxiety.
Average Mean	3.52	1.05	Agree	Students have level of English speaking anxiety.

Based on Table 2 above shows that most students also need helping in different settings or anticipated communication with others. The student's overall mean is 3.52 with a standard deviation of 1.05 due to their response to the statements of communication apprehension. Most students have agreed that their apprehension skill in communication was affected by English-speaking anxiety. Bodie (2010) states that communication apprehension (CA) exists among all. The fear of speaking publicly or interpersonally is an experience all individuals encounter to some degree, and with this fear comes the accompanying feelings of reticence, nervousness, and anxiety.

Table 3. The Level of English Speaking Anxiety among the 1st and 2nd year English Students in terms of Fear of Negative Evaluation

Statement	Mean	SD	Verbal Description	Interpretation
1. I get nervous when the English teacher asks questions which I haven't prepared in advance.	3.93	0.94	Agree	Students agree to have English Speaking Anxiety.
2. I am afraid of making mistakes in English class.	3.73	0.83	Agree	Students agree to have English Speaking Anxiety.
3. I get embarrassed to volunteer answers in English classes	3.59	0.95	Agree	Students agree to have English Speaking Anxiety.

4. I am afraid that my English teacher is ready to correct every mistake I make.	3.13	1.23	Neither Agree	Students don't have any opinion of agree or disagree.
5. I am afraid that the other students will laugh at me when I speak English.	3.33	1.18	Neither Agree	Students don't have any opinion of agree or disagree.
Average Mean	3.54	1.03	Agree	Students agree to have English Speaking Anxiety.

The data in Table 3 above shows the students' fear of negative evaluation in English. The students' overall mean score is 3.54, with a standard deviation 1.03. The mean score in statement five shows the students agreed about the fear of negative evaluation in English class. It implies that some are afraid of being chastised by their peers or mocked if they speak English in class. It was supported by the result of the test and also supported by Zhao Na (2007). He said that the students feel uncomfortable when they think that both the lecturer and other students are watching them, thus making them feel more insecure and unable to perform well in class.

Table 4. Summary of the Overall Mean of the Level of English Speaking Anxiety among 1st and 2nd Year English Students

English Speaking Anxiety	Mean	Standard Deviation	Verbal Description
Lack of self-confidence	3.62	1.05	Agree
Communication Apprehension	3.52	1.05	Agree
Fear of negative evaluation	3.54	1.03	Agree
Overall mean	3.56	1.04	Agree

Table 4 shows variables about the levels of English-speaking anxiety of 1st and 2nd year English students. Based on the data provided above, it appears that the respondents agreed to have an English speaking anxiety. The lack of self-confidence had a mean of 3.62 and a standard deviation of 1.05, indicating that students agreed to have English-speaking anxiety due to a lack of self-confidence. Subsequently, the communication apprehension had a mean of 3.52 and a standard deviation of 1.05, meaning that they agreed to have fear and anxiety in communicating in different settings or with others. Meanwhile, the fear of negative evaluation had a mean of 3.54 and a standard deviation of 1.03, indicating that they agreed to have distress over negative evaluation of others. Moreover, the major issue that SKSU-ACCESS BSED major English students encounter when writing is a lack of self-confidence, as was already said. There is a need for these students to be encouraged by their professors to help them boost their self-confidence in order to combat their English speaking anxiety. One of the most crucial but challenging skills for university students to master is English speaking. Speaking is believed to be the most crucial skill among the four skills (listening, speaking, reading, and writing) because knowing a language is referred to as the speaker of that Language (Ur, 1996). The researchers used a questionnaire to gather the data to answer the second research question in the first chapter, which was to find out the level of language motivations of students in terms of intrinsic and extrinsic motivation. After gathering and analyzing, the students' language motivation can be interpreted as "Strongly Agree," with an overall mean score that reaches 4.32 and a total standard deviation of 0.70. The category based on the data analysis of the students' language motivations on their English speaking anxiety in English among 1st and 2nd-year English major students in SKSU-ACCESS is presented clearly in the following tables.

Table 5. The Level of Intrinsic Language Motivation among the 1st and 2nd Year English Major Students

Statement	Mean	SD	Verbal Description	Interpretation
1. Learning to speak English is good for self-development.	4.87	0.38	Strongly Agree	Students highly agree to have Language Motivation
2. Learning to speak English will allow me to talk to more and more diverse people.	4.75	0.46	Strongly Agree	Students highly agree to have Language Motivation
3. I learn to speak English to improve my English skills.	4.77	0.45	Strongly Agree	Students highly agree to have Language Motivation
4. Learning to speak English will allow me to be more comfortable with speaking English.	4.96	0.20	Strongly Agree	Students highly agree to have Language Motivation
5. Learning to speak English will allow me to gain a better understanding and appreciation of English.	4.87	0.34	Strongly Agree	Students highly agree to have Language Motivation
6. Learning to speak English allows me to participate more freely in the activities of other cultural groups.	4.71	0.51	Strongly Agree	Students highly agree to have Language Motivation
7. I learned to speak English because of something I always wanted to do.	4.61	0.63	Strongly Agree	Students highly agree to have Language Motivation
8. I learn to speak English because I enjoy learning it.	4.61	0.56	Strongly Agree	Students have high level of Language Motivation

9. I feel confident in learning to speak English.	4.25	0.71	Strongly Agree	Students highly agree to have Language Motivation
10. I use my time to learn to speak English.	3.91	0.85	Agree	Students agree to have Language Motivation
Average Mean	4.63	0.51	Strongly Agree	Students have high level of Language Motivation

Based on Table 5 above, the student's intrinsic motivation level is "Strongly Agree," with an overall mean of 4.63 and a standard deviation of 0.51. It was indicated that learning English allows students to master it. It allows them to indulge themselves in various circles and cultural groups. Through speaking English, students become more literate and confident and can enhance their speaking ability. It is supported by the previous study conducted by Tantip-Kitjaroonchai (2012), who found that intrinsic motivation facilitates the learners' needs, and increases their learning outcomes. Also, it helps the learners to know what they have stored in their minds, what they can do, and the skills they need to learn in the target language.

Table 6. The Level of Extrinsic Language Motivation among 1st and 2nd year English Major Students

Statement	Mean	SD	Verbal Description	Interpretation
1. Learning to speak English is very important for my future career.	4.84	0.35	Strongly Agree	Students highly agree to have Language Motivation
2. Learning to speak English is useful for getting a good job.	4.75	0.57	Strongly Agree	Students highly agree to have Language Motivation
3. I learn to speak English because I need it to continue my study abroad.	4.04	1.10	Agree	Students agree to have Language Motivation
4. I learn to speak English because I want to do well in my exams.	4.53	0.62	Strongly Agree	Students highly agree to have Language Motivation
5. I have to learn to speak English because it makes me a more knowledgeable person.	4.33	0.87	Strongly Agree	Students highly agree to have Language Motivation
6. I learn to speak English because I can contribute more to society.	4.36	0.78	Strongly Agree	Students highly agree to have Language Motivation
7. I need to learn to speak English to complete my studies.	4.53	0.66	Strongly Agree	Students highly agree to have Language Motivation
8. Learning to speak English is very important to me because other people will respect me if I can speak English well.	3.69	1.10	Agree	Students agree to have Language Motivation
9. I study English to please my family.	2.79	1.35	Neither Agree	Students don't have any opinion of agree or disagree
10. I feel no one is truly educated unless he is fluent in speaking English.	2.27	1.48	Disagree	Students disagree to have language Motivation
Average Mean	4.01	0.89	Agree	Students agree to have Language Motivation

The data in Table 6 above shows the student's extrinsic motivation level. The students' overall mean score in this factor is 4.01, with a total standard deviation of 0.89. The mean score in this category indicated that students were motivated. It indicates that extrinsic motivation fuels one's desire. It shows that there is a need to speak well in English, for it allows the students to attain their goals. It is further supported by Wu and Wu (2008), who concluded that students are motivated differently, and their ability to be more fluent in English depends on their self-confidence and achievement in the learning process.

Table 7. Summary of the Overall Mean of the Level of Language Motivation among 1st and 2nd Year English Students.

Language Motivation	Mean	Standard Deviation	Verbal Description
Intrinsic	4.63	0.51	Strongly Agree
Extrinsic	4.01	0.89	Agree
Overall mean	4.32	0.70	Strongly Agree

Table 7 above shows that these variables are about students' language motivation used in conquering English-speaking anxiety. Based on the data shown above, respondents generally have a strongly agreed upon utilized language motivation in the questionnaires. The intrinsic motivation had a mean of 4.63 and a standard deviation of 0.51, indicating that students strongly agree to be intrinsically motivated. Moreover,

the extrinsic motivation had a mean of 4.01 and a standard deviation of 0.89, indicating that students agree to be extrinsically motivated. The result of this study provides insightful information about the language motivations utilized by the 1st and 2nd-year English major students in Sultan Kudarat State University -ACCESS. As the students strive to improve and learn English speaking skills, they are more likely to feel drained to continue moving. Thus, language motivation is fuel to keep the students achieving their goals. Dörnyei (1998) stated that motivation is a key component in learning including English speaking. An inner source, preference, desire, emotion, reason, need, impulse, or purpose moves a person to a particular action. It is said that it is one of the prime factors that influence the speed and amount of success of foreign language learners. Several studies prove that English language learning motivation affects students' speaking ability. For example, in Degang, (2010) claimed that learners are relatively high English learning motivated, close to equally motivate to speak English. Moreover, Tuan and Mai (2015) found in their study that English-speaking motivation is believed as one of the factors affecting students' speaking performance. It is deemed to be essential to learners' language learning success.

Differences between Lack of Self-Confidence, Communication Apprehension, and Fear of Negative Evaluation

The third research problem investigates the differences between the lack of self-confidence, communication apprehension, and fear of negative evaluation. Table 8 presents the one-way ANOVA results on these three sub-variables under English Speaking Anxiety. The analysis was used to determine whether there were any statistically significant differences between the means of three or more independent (unrelated) groups. The situation in which a significance testing procedure indicates the statistical differences observed are unlikely to reflect chance variation.

Table 8. Results of the One-way Analysis of Variance on Variables under English Speaking Anxiety

Variables under English Speaking Anxiety						
1.Lack of Self-Confidence						
2.Communication Apprehension						
3.Fear of Negative Evaluation						
ANOVA						
Source	SS	Df	MS	F	P-value	Interpretation
Between Groups	0.43	2.00	0.21	1.07	0.34	There is no significant difference between the three variables
Within Groups	44.15	222.00	0.20			
Total	44.58	224.00				

Table 8 indicates no significant difference between the lack of self-confidence, communication apprehension, and fear of negative evaluation. ($F [2,222] = 1.07, p > 0.05$). Statistically, the students have the same level of English-speaking anxiety in terms of lack of self-confidence, communication apprehension, and fear of negative evaluation. It can be inferred that the 1st and 2nd year English major students have a comparable level of anxiety in speaking English. No one from these three variables was voted the most by the students. It is indicative that students admitted to having English Speaking Anxiety not only because of a lack of self-confidence but also because of other factors, which are communication apprehension and fear of negative evaluation. Relative to the findings, Toubot, Seng, and Abdullah (2018) state that the student's level of speaking anxiety is high, especially when they speak English without preparation, due to their fear of making mistakes and when they speak English in front of their class. It also stated in their findings that the common cause of anxiety in speaking English among the students was a 'lack of confidence' in the English language. Alwis (2020) suggests several recommendations for educators and students to solve the problem of students' anxiety. Educators should focus on and promote strategies of continuous practice of the English Language and self-evaluation methods to access language proficiency.

Differences between Intrinsic Motivation and Extrinsic Motivation

The fourth research problem investigates the differences between intrinsic and extrinsic motivation. Table 9 presents the t-test results on these two sub-variables under language motivation. The analysis was used to compare the means of the two groups. This tool is often used in hypothesis testing to determine whether a process or treatment affects the population of interest or whether two groups are different.

Table 9. T-Test Result Comparing the Difference between Intrinsic Motivation and Extrinsic Motivation

Variables	N	Mean	SD	t-crit	Df	P	Interpretation
Intrinsic Motivation	75	4.63	0.51	1.98	148	.00	There was a significant difference between Intrinsic and Extrinsic Motivation
Extrinsic Motivation	75	4.01	0.89				

Table 9 shows the results of the t-tests indicating a significant difference between the student's intrinsic and extrinsic motivation ($p < .00$). This means that the 1st and 2nd-year English major students of SKSU were intrinsically motivated when speaking English. They are motivated to learn and to speak English because of the inner drive or for personal satisfaction rather than external factors like rewards or punishments (Longhurst, 2019). Pong (2002) found that intrinsic motivation had a closer relationship with language achievement and influenced the choice of strategies more than extrinsic motivation. It was also found that more intrinsically motivated students tended to use cognitive and meta-cognitive strategies, while extrinsically motivated ones preferred affective strategies more.

English Speaking Anxiety and Language Motivation

The fifth research problem investigates the relationship between English-speaking anxiety and Language motivation of the 1st and 2nd-year English major students of SKSU. Table 13 shows the correlational analysis between the sub-scales of English-speaking anxiety and Language motivation.

Table 13. Correlational Analysis between the English Speaking Anxiety and Language Motivation

Variables	Intrinsic Motivation	Extrinsic Motivation
Lack of Self-confidence	0.129 ^{ns}	-0.052 ^{ns}
Communication Apprehension	-0.188 ^{ns}	-0.139 ^{ns}
Fear of Negative Evaluation	0.175 ^{ns}	0.023 ^{ns}

Note: r -critical ($df[.05]=.232$)* - significant, ns - not significant

As revealed from the data, English-speaking anxiety in terms of lack of self-confidence has no significant relationship to intrinsic and extrinsic motivation ($r=0.129$, $r=-0.052 > r\text{-tab} = .232$) same also with communication apprehension ($r=-0.188$, $r=-0.139 > r\text{-tab} = .232$) and fear of negative evaluation ($r=0.175$, $r=0.023 > r\text{-tab} = .232$). Most likely, language motivations have no relation to the level of English-speaking anxiety of the students. It implies that students who have a high level of language motivation do not guarantee that they have a low level of English-speaking anxiety. Moreover, it does not mean they have a high level of English-speaking anxiety. They tend to need a higher level of language motivation. The relationship between English-speaking anxiety and language motivation is not statistically significant ($r = -.03 < r\text{-tab} = .232$). Hence, there is no way that these two variables can be associated. The current findings contradict the claim of Ramaraw and Hassan (2018), who pointed out that students who are likely to experience high levels of anxiety tend to be less motivated in the learning and speaking process. According to a previous study by Djafri and Supra (2018), motivation does not substantially impact foreign language anxiety. Past studies have suggested that the two factors are related; some have found a negative link between motivation and language learning anxiety (Gardner & MacIntyre, 1993), while others have discovered a potential positive link between highly motivated students and high levels of anxiety (Kitano, 2002).

CONCLUSIONS

The focus of this study is to determine the significant relationship between English-speaking anxiety and language motivation. In doing so, English major students at the university level filled out questionnaires. The results of the study showed that most of the students agreed to have English-speaking anxiety in terms of lack of self-confidence, communication apprehension, and fear of negative evaluation. It was also revealed from the findings that students were motivated intrinsically rather than extrinsically. Furthermore, One-way analysis of variance showed no significant difference between the three variables under English-speaking anxiety, and results of t-test results, showed a significant difference between intrinsic and extrinsic motivation. On the other hand, the correlational analysis showed no significant relationship between English-speaking anxiety and language motivation. The data presented in this study suggests that even English major students were experiencing English-speaking anxiety. This study also suggests that English-speaking anxiety and language motivation cannot be associated since both of these variables have no significant relationship with each other. To address this situation, the research conducted with English major students has proposed enhancement programs and interventions to help students overcome English-speaking anxiety and to explore other factors aside from intrinsic and extrinsic motivation that would help them determine the factors that have a significant relation to English speaking anxiety.

RECOMMENDATIONS

Upon a thorough study of the findings, the following actions are recommended:

1. The teachers need to know their students' background, attitude in speaking, and the reason behind having English speaking anxiety before employing strategies to help them combat it, increase their oral or language performance, and stimulate motivation.
2. Administrators and curriculum implementers may develop enhancement programs and interventions to help students overcome English-speaking anxiety.
3. Students should be encouraged by their professors to help them boost their self-confidence to combat their English speaking anxiety. They should be engaged in activities to help improve their self-confidence and communication apprehension and overcome fear of negative evaluation.
4. Despite the students' high level of language motivation, the results showed no relationship with the level of English-speaking anxiety. Thus, being motivated intrinsically or extrinsically does not guarantee that students have a low level of English-speaking anxiety. It is then suggested that future researchers need to explore other factors aside from intrinsic and extrinsic motivation that would help them determine the factors that have a significant relation to English-speaking anxiety.
5. Similar studies in the future need to be carried out in other fields or courses to validate results and assess students' speaking anxiety and language motivation.
6. Future researchers may triangulate this research into a qualitative one to further develop evident and stronger data.

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