Investigating the Anxiety Factors among English for Specific Purposes Students in a Vocational Education setting

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Abstract

This paper investigates the most influential factor of anxiety in the English for Specific Purposes (ESP) context through classroom observation and questionnaires in a private vocational higher education in Indonesia. It also explores the differences in the anxiety level based on the year of study. One hundred seventy-one students participated in the study. The Foreign Language Anxiety Classroom Scale (FLACS) questionnaire was adapted to find out the students' anxiety levels. The questionnaire was administered using Google form, then collected and statistically analyzed using SPSS. It was revealed that the most influential factor of students' anxiety was the domain of Communication Apprehension. Furthermore, the ANOVA test showed that all students in each year suffered from anxiety. The most notable cause of the Communication Apprehension domain was performing without preparation. Self-negative evaluation was the primary cause of the Fear of Negative Evaluation domain. Meanwhile, for the domain of Test Anxiety, failure in language tests was the principal reason. This study implies that teachers should frame pleasant communication in the classroom as well as create fun and collaborative activities to reduce students' anxiety.

Keywords: anxiety, english for specific purposes, language learning, vocational education

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1. Introduction

Foreign Language Anxiety (FLA) refers to learners' distress at their incapability to connect and associate with other people realistically due to their limitation in performing a new language (Horwitz, 2017). Language anxiety can originate from learners' sense of self, self- related cognitions, language learning difficulties, target language cultures, differences in the speakers and interlocutors' social status, and from the fear of losing self-identity (Hashemi, 2011). Thus, foreign language anxiety becomes a crucial factor in the the development of foreign/second language (L2) acquisition (Dewaele & Alfawzan, 2018; MacIntyre & Gardner, 1994; Park & French, 2013).

In general perspective, psychologist described anxiety as "the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system" (Spielberger, 1972 as cited in Horwitz, Horwitz & Cope, 1991). It is mostly distinguished as trait anxiety, state anxiety and situational anxiety. In ESP classroom settings, FLA is considered to be a situational anxiety experienced in the foreign language classroom settings. Thus, FLA is more precisely mentioned as Foreign Language Classroom Anxiety (FLCA) which is defined as "a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process" (Horwitz & Young, 1991). Some of the causes of FLCA are the Test Anxiety, Fear of Negative Evaluation, and Communication Apprehension (Horwitz & Cope, 1991; Piniel, 2006).

Communication apprehension deals with the fear of communicating with other people – both productive and receptive. The second domain, Fear of Negative Evaluation, deals with the expectation of being evaluated negatively in any situation. The last, Test Anxiety is the fear of failing to perform in the foreign language that students expect to be mastered (Kralova, 2016). They arise due to the negative expectation of foreign language learning. Furthermore, the classroom factors, age, gender, certain personality traits, and negative self-perception also contribute to the development of FLCA (Piniel, 2006). In this case, the emphasis of the foreign language anxiety is on the context or situation.

The attention of FLA arouse following the work of Horwitz et al. (1986). Several studies mentioned the importance of identifying FLCA to assist the students' language development (Abdala & Elnadeef, 2019; Dewaele & Alfawzan, 2018; Gerencheal & Mishra, 2019; Jiang & Dewaele, 2020; Matsuda & Gobel, 2004; Park

& French, 2013). The findings of these studies has mentioned that FLCA has significant influence in the L2 acquistion. However, most of the studies were applied in general foreing langauge classroom. The research that specifes the FLCA in English for Specific Purposes (ESP) setting has been neglected.

ESP class is specifically designed to utilize English as a medium of communication in a specific field of study or profession (Basturkmen, 2010). It is designed to build up students' skill in order to enable them to communicate in English (Baghban & Zohoorian, 2011). Thus, ESP class, unlike general EFL class, utilizes more diverse language regeisters such as English for Mechanical Engineering, English for Accounting, English for Medicine, etc. One of the main concern of ESP class is they are not English major students. Thus, they have limited exposure in learning English as it is often only taught for two hours a week.

The feelings of anxiety are prevalent in ESP classes in Indonesia as English is learned as a foreign language. Most ESP students are students who are not majoring in English Department. Thus, English is learned as a supplementary course. However, ESP classes are taught as a degree requirement. Thus, ESP students learn English because it is a mandatory and a required subject, not because they like it. It resulted in the rise of their anxiety. Students often express their stress and anxiety by showing reluctant behavior in participating the ESP class. They showed passive engagement and overly dependend on their teacher in solving the language problems.

There is a lot of research investigating anxiety in language learning. However, the research on the ESP setting in a vocational education context is very limited. Especially, as far as the writers' concern, there has been no reports on the students' level of language anxiety in vocational higher education in Indonesia. Unlike the previous studies, this study also investigates the anxiety levels from three different groups of the year of study. The outcome of this study is expected to provide insights and modeling to the ESP lecturers or instructors in the Indonesian Vocational Education setting to create more engaging and meaningful activities to reduce students' anxiety in language learning.

The present study aimed to find out the students' perception on the FLCA's experience during teaching and learning process. Different from previous studies, the current study focused on the students' perception and their experience in ESP settings, which were rarely explored.

Research Questions

(1) What is the most influential domain of FLCA in ESP classess?

(2) Are there differences in ESP students' attitudes towards anxiety based on the year of study?

2. Literature Review

Anxiety has been an issue in foreign language learning. Several studies mentioned that anxiety is a crucial factor in impeding the language learning process (Dewaele & Alfawzan, 2018; Horwitz et al., 1986; MacIntyre & Gardner, 1994). Its origin became a never ending question to be investigated. The sources of anxiety were internal factors, such as trait emotional intelligence, self-related cognition and fear of losing self-identity; and external factors, such as classroom environment, difference in cultures and difference in social status (Kirova et al., 2012; Li & Huang, 2020). Geographical background, experience living in foreign language countries, and the frequency of language use were also found to be influential factors of anxiety. Moreover, Piniel (2006) emphasized that anxiety was highly influenced by the age and the competence of the learners. Thus, many issues have influenced anxiety in a language learning process.

Some studies mentioned the causes of anxiety in the foreign language classroom. Students who were worried about failing their English classes tended to have a higher level of anxiety (Ahmed, 2016). They were also afraid of negative evaluation (Abdala & Elnadeef, 2019; Ahmed, 2016; Mak, 2011; Mukminin et al., 2015). The view of failing a class and negative evaluation had resulted in the negative perception of the success of language learning. Some students also experienced the anxiety since they had lack of vocabulary and grammar(Ahmed, 2016; Akkakoson, 2016; Mauludin et al., 2021; Mukminin et al., 2015). Those two factors were crucial in communication. Students tended to be afraid of being active in communication as they had limited vocabulary and poor grammar knowledge. Furthermore, students who had a short time in preparation also tended to be anxious (Ahmed, 2016; Mak, 2011). Finally, being afraid of making mistakes also contributed to the high level of anxiety that the students experienced (Abdala & Elnadeef, 2019; Khattak et al., 2011).

In university level, some researchers found that anxiety occurred through all states of the year in the university. The study in Saudi showed that freshmen who suffered from anxiety were afraid of making mistakes and often received harsh comments of

their classmates (Abdala & Elnadeef, 2019). In Indonesia, a research of anxiety had been conducted to investigate the anxiety of juniors and seniors in a university which found that the cause of their anxiety was the unprepared classroom(Djumingin et al., 2019). Those two studies emphasized that the external factors contributed significantly to the students' level of anxiety. Another study conducted in a Turkish university concluded a result that the first year students had lower anxiety than the sophomore (Özütürk & Hürsen, 2013). This shows that the higher the expectation and the objectives of the learning, the higher students' level of anxiety.

Some researchers reported the significance of anxiety factors in language learning. Students' emotions were essential in learning foreign language since it influenced students' academic achievement (Ismail, 2015). Students who had a high level of enjoyment in a language classroom had higher scores in foreign language test (Dewaele et al., 2018; Dewaele & Alfawzan, 2018; Fathi & Mohammaddokht, 2021; Li & Huang, 2020). That means the students with low level of anxiety show better performances in language evaluation. Furthermore, students who enjoyed the second language class also had higher level of self-assessment (Brantmeier, 2005). This means students with positive attitude have the capability to conduct self-evaluation and improve their skills independently. Thus, students' with positive attitude in the classroom tends to achieve better results.

Several studies that adopted the FLCAS by Horwitz (1986) provided distinguished findings which discussed the three domains of anxiety; communicative apprehension, fear of negative evaluation and test anxiety. A study in an ESP Setting in Spain explained that communicative apprehension found to be the highest domain to influence anxiety than the other two domains (Amengual-Pizarro, 2018). This result were similar to two other studies conducted in Ethiopia and China that stated the main cause of students' anxiety is the communication apprehension (Bhatti et al., 2016; Gerencheal & Mishra, 2019). Meanwhile, a research conducted in Thailand mentioned that the major domain of the students' anxiety is test anxiety domain followed by fear of negative evaluation domain (Akkakoson, 2016).

In EFL contexts, many researchers found that foreign language learners suffered from moderate to high levels of anxiety. Thai university students in an EFL context suffered from moderate anxiety because of several external factors (Akkakoson, 2016). Similarly, Thai students shared anxiety in provoking situations in classrooms

(Samoilova et al., 2017). University students in Yemen experienced high to moderate level of anxiety (Yassin & Razak, 2018). In Kurdistan and Iraq, the issue of anxiety had massive impact as students feel highly anxious in speaking class (Ahmed, 2016). In Spain, ESP students were also identified to possess high and moderate level of anxiety (Amengual-Pizarro, 2018). This result was in line with several studies that most of the university students in EFL settings possessed moderate to high anxiety level (Gerencheal & Mishra, 2019; Tian, 2019).

Based on the previous studies, it is evident that the anxiety level is a crucial factors in learning a language. In ESP setting, especially, the students were challenged to perform specific registers of English language which were related to their field of study. The main problems were they did not major in English. Thus, they have little exposure to the language as it is not their native language. Different from the previous studies which focus on general EFL settings, the present study explored the FLCAS specifically in ESP classrooms.

3. Methodology

3.1. Participants

This study took place in a private vocational higher education in Indonesia in which the students were the ESP learners. 171 students participated in the study. The age ranged from 18-23 years old. There were three departments involved in this study namely Accounting department consisting of 38 female students and 43 male students (n=81), Business Administration department consisting of 24 female students and 10 male students (n=34), and Information Technology department consisting of 19 females students and 37 male students (n=56). They were divided into the first year (n=46), second year (n=76) and third year students (n=49). The total participants of this study were 171 students with beginner to pre-intermediate English proficiency. The students were enrolled in an ESP program for at least one year (two semesters) – for the information Technology Department – and two years (four semesters) – for the Accounting and Business Administration department.

3.2. Instrumentation

A questionnaire by Horwitz et al., (1986) was used to conduct the research. It encompasses 33 items which had been translated into Bahasa Indonesia to avoid

misunderstanding and misinterpretation. It was administered at the end of semester using Google Form. The administrator guided the students to fill the questionnaire in the classroom, and, for the students who were not in the classroom, they were guided by WhatsApp chat application. The questionnaire used 4-points Likert Scale to ensure the students' commitment for the answer and to maintain its high level of internal reliability (Mak, 2011). Students spent 15-20 minutes to complete the questionnaire.

Table 1
The Distribution of the Answers

Score	Description
4	Strongly agree
3	Agree
2	Disagree
1	Strongly disagree

3.3. Data Analysis

The purpose of using the questionnaire was to figure out the three domains of language anxiety. Those three domains are Communication Apprehension (11 items), Test Anxiety (15 items) and Fear of Negative Evaluation (7 items). Those three domains were allocated in random number as follows: Communication Apprehension (1,4,8,13,14,18,23,26,28,29,31); Test Anxiety (3,5,7,7,10,11,15,16,19,20,21,24,25,27,33); Fear of Negative Evaluation (2,6,12,17,22,30,32). The total score ranged from 33 (the lowest) to 132 (the highest). The lowest score described low anxiety while the highest score reflected high anxiety. The mean score limit was 2.5 with the mean total of 82.5. Students were considered to have high anxiety if their total score was more than 82.5. Each item in the questionnaire was then written as Q, where Q1 stands for questionnaire number 1.

To analyze the data, the Statistical Package for the Social Sciences (SPSS) software version 26 (IBM, New York) was used. The data were downloaded from the google form report. The data were first processed to find out the their validity and reliability. Then, data were processed to find out the students' mean score using the descriptive statistics. Initially, all students' mean scores were analyzed to figure out their level of language anxiety. After that, the results were classified into three domains (Communication Apprehension, Test Anxiety and Fear of Negative Evaluation) to perceive what domain is the major factor of language anxiety. The

mean scores were also needed to find out the highest item which reflects the highest anxiety factor. The data were also classified based on students' level of study and their majors. To figure out the differences between year groups, the ANOVA test was performed. To ensure the validity of the data, Post-Hoc test was performed which was followed by Tukey Test.

4. Results

According to the data analysis, Table 2 shows the demographics of the participants. The table depicts the number of students based on the year of study and their major.

Table 2
Demographics of Participants

Demographic Information		N	Percentage (%)
Year	First Year	46	26.9
	Second Year	76	44.4
	Third Year	49	28.6
Department	Accounting	81	47.3
	Business Administration	34	19.8
	Information Technology	56	32.7

To find out the students' attitude toward anxiety, the data were classified into three domains: communication apprehansion, negative evaluation, and test anxiety. The following are the results based on the average mean score of each domain in each year.

Table 3
The Most Important Domain Based on the Year of Study

Domain	Year 1		Year 2		Year 3	
	Mean	Std. Deviation	Mean	Std. Deviation	Mean	Std. Deviation
Communication Apprehension	2.61	0.95	2.52	0.94	2.61	0.92
Fear of Negative Evaluation	2.57	0.96	2.39	0.97	2.54	0.93
Test Anxiety	2.38	0.97	2.40	0.95	2.58	0.88

Table 3 depicts that Communication Apprehension is the most important domain for students in all years. The Test Anxiety is the second most important domain for the second and third year students, and the Fear of Negative Evaluation is the

second most influential for the first year students. The questionnaire used the Likert score of 1-4; thus, if the average was higher than 2, it showed that the level of anxiety was high. Based on the data analysis, the mean scores reflected that all the domains perceived high level of anxiety. However, the mean score for Communication Apprehension showed a slightly higher than Fear of Negative Evaluation and Test Anxiety for all years of study. Thus, it was concluded that this domain was the most influential among the three.

Furthermore, to investigate the differences in students' attitude towards anxiety, the most influential item was ranked from the lowest to the highest in each domain in each year of study**.**

Table 4

The Least Influential Items in each Year of Study

Domain	1st year			2nd year			3rd year		
	Item	Mean	Std. Deviation	Item	Mean	Std. Deviation	Item	Mean	Std. Deviation
CA*	Q18	2.02	.82	Q26	2.30	.90	Q18	2.42	.97
FNE*	Q17	1.80	.95	Q17	1.81	.93	Q17	1.91	.99
TA*	Q16	1.26	.57	Q16	1.48	.79	Q16	1.48	.81

*CA: Communication Apprehension ; FNE: Fear of Negative Evaluation ; TA: Test Anxiety

Table 5

The Most Influential Items in each Year of Study

Domain	1st year			2nd year			3rd year		
	Item	Mean	Std. Deviation	Item	Mean	Std. Deviation	Item	Mean	Std. Deviation
CA*	Q8	2.95	1.01	Q8	2.81	1.00	Q28	2.93	.80
FNE*	Q22	3.13	.88	Q2	2.88	1.08	Q22	2.95	.81
TA*	Q24	2.91	1.00	Q9	3.02	1.04	Q9	3.12	.90

*CA: Communication Apprehension ; FNE: Fear of Negative Evaluation ; TA: Test Anxiety

Firstly, for the communication apprehension domain, in the first year, the lowest item was Q18 (I feel confident when I speak in foreign language class) and the highest one was Q8 (I start to panic when I have to speak without preparation in language class). For the second year, Q26 (I get nervous and confused when I am speaking in my language class) was the lowest item and Q8 (I start to panic when I

have to speak without preparation in language class) is the highest one. In the third year, the lowest item was Q18 (I feel confident when I speak in foreign language class), and the highest one was Q28 (I get nervous when I don't understand every word the language teacher says).

Then, for the domain of negative evaluation, the first year students perceived Q17 (I am afraid that my language teacher is ready to correct every mistake I make) as the lowest item, and Q22 (I always feel that the other students speak the foreign language better than I do) as the highest one. For the second year, Q17 (I am afraid that my language teacher is ready to correct every mistake I make) was the lowest item, and Q2 (I don't worry about making mistakes in language class) was the highest one. For the third year, the lowest one was Q17 (I am afraid that my language teacher is ready to correct every mistake I make), and the highest one was Q22 (I always feel that the other students speak the foreign language better than I do) for the highest.

Finally, for the test anxiety domain, Q16 (I often feel like not going to my language class) was considered to be least influential for the first year students, and Q24 (Language class moves so quickly I worry about getting left behind) was the highest one. For the second year, the lowest one was Q16 (I often feel like not going to my language class), and the highest one was Q9 (I worry about the consequences of failing my foreign language class). For the third year students, Q16 (I often feel like not going to my language class) was the lowest one, and Q9 (I worry about the consequences of failing my foreign language class) was the highest one.

To further investigate the differences in students' attitudes towards anxiety, one-way ANOVA test was performed. The result concluded that there was no significant differences in the students' attitude toward anxiety at the p < .05 in all years of study [F(2,96) = 1.274, p = .284]. This indicated that each group suffered from anxiety.

Table 6
ANOVA Test for Differences in Students' Attitude Toward Anxiety

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.350	2	.175	1.274	.284
Within Groups	13.199	96	.137		
Total	13.549	98			

5. Discussion

5.1. The Most Influential Domain of Anxiety

The first research question addressed the most influential domain of anxiety in each year of study, which resulted in communication apprehension as the most influential one. The finding is similar to the previous studies (Amengual-Pizzaro, 2018, Bhatti et al., 2016; Gerencheal & Mishra, 2019). It was considered the main factor that students perceive as the most significant source of anxiety. Students from all years of study in this study agreed that they felt very anxious when dealing with communication. Communication apprehension referred to the feeling of shyness characterized by fear and anxiety in communicating with people. Since English is learned as a foreign language in Indonesia, this phenomenon can be found anywhere in the English classroom.

In ESP classes, students are required to master the registers and language features of specific profession. In this case, they are expected to utilize language as a form of communication. For Business Administration students, for instance, they are expected to be able to deliver business information or current affairs related to business topics in English. The problem occurs when they show the difficulty in delivering message (oral communication anxiety) or speaking in public (stage fright). In some cases, they also have difficulty in comprehending spoken information (receiver anxiety). This is linked with the previous finding which mentioned the factors that influenced the anxiety in communication is students' oral competence (Jiang & Dewaele, 2020). One of the issues that occurs in this phenomenon is the students' self-perception of their communication ability (Shao et al., 2013). Students who developed anxiety mostly were aware that they had low competence in performing the skills (Fathi & Shirazizadeh, 2020; Piniel, 2006). Students who have negative self-evaluation about themselves in foreign language communication tend to have low language achievement level.

Students' anxiety which was caused by their negative evaluation was a reflection of the implementation of English learning material which was not widely exposed (Jiang & Dewaele, 2019; Mauludin, 2020). In other words, students tend to have little or no exposure in the implementation of the language in daily activities. The limited experience causes students' struggle in performing their foreign language ability. ESP learning focuses on the students' ability to have a conversation or explain information during the learning process. This activity creates tension among students who have

low-level communication skills. Some students have problems speaking in groups, and they experience higher difficulty speaking English, especially when their performance is frequently monitored. Even, students who are talkative in their native language are silent during the English communication activity.

One of the main factors that caused their trouble in speaking was the limited vocabulary (Abdala & Elnadeef, 2019). To establish a well-structured communication, students were required to possess enough vocabulary knowledge to deliver the messages (Sadighi & Dastpak, 2017). The lack of vocabulary leads the communication problems that raise speaking anxiety. When students fail to find appropriate words to express something, they feel embarrassed. The results in their low engagement in English communicative activity. In this case, teachers or language instructors should assist using explicit lexical instruction or utilizing short stories to develop their strategies in improving vocabulary.

Students' struggles in communication apprehension are also highly influenced by the classroom atmosphere. Teachers' negative behavior tended to positively correlate with students' anxiety (Dewaele et al., 2018; Jiang & Dewaele, 2019; Saito et al, 2018). Teachers who are strict and unpredictable establish negative perceptions of the students. The activity in which teachers randomly select students to perform in front of the class create an uncomfortable situation. These anxiety-provoking experiences increase the students' negative perception of their ability which hinders their skill development (Jiang & Dewaele, 2020).

Furthermore, students' communication apprehension was also related to the insufficient opportunity for participation in the classrom (Sadighi & Dastpak, 2017). This justification arises as English is a foreign language in the Indonesian context. Thus, its communicative function is limited. In Indonesia, most ESP students only learn English once a week for 14-16 meetings in a semester. They only have two courses during their study. Thus, they have a very limited opportunity to comprehend, explore, and improve their language skills. Since English is not widely used, students mainly master passive knowledge by recognizing several vocabularies or language features. Outside the classroom, English is not performed. This lack of habit in communication using English influences their communication apprehension. This problem can actually be alleviated by utilizing the technology advancement in which English application or English learning websites are widely established. With the teachers' guidance, students can utilize the online learning devices to improve their skills outside the classroom.

Test anxiety is generally caused by the fear of failure. Students feel anxious as they burden themselves that having bad score means a failure. Since some quizzes or tests are regularly conducted, students who possess test anxiety often encounter difficulties. In oral performance, particularly, students may experience both communication and test anxiety simultaneously. In the current study, students in the second and third years considered it the second most influential factor, while first-year student considered it the least influential. This result is different from Akkakoson's (2016) study, which mentioned this domain as the most prominent one.

Factors that caused test anxiety was the expectation of linguistic accuracy in tests, quizzes, and exams (Jiang & Dewaele, 2019). In foreign language contexts, teachers tend to focus more on grammatical mistakes or linguistic inaccuracy, which increase the students' anxiety about making mistakes. Since most courses require a certain grade to pass the exam, the ESP class tends to be examination-oriented. This practice causes the anxious atmosphere which hinders students' achievement. In the present study, on the other hand, test anxiety is not considered the most influential factor. Since most examinations in Indonesian higher education are conducted twice (mid-semester test, and final semester test), students have sufficient time to prepare for the test, which reduces their anxiety a little bit.

As for the factor of "fear of negative evaluation", students in the second and third years consider it as the least influential factor, while the first-year student considered it as the second most influential. This result reflected that negative evaluation, though causes anxiety, does not have significant impact compared to communication apprehension. This result is different from the similar study, which perceived "fear of negative evaluation" as the most significant cause of students' anxiety (Yahya, 2013). In another study, students had negative perception when their teachers made corrections during their performance (Ok & Ustacı, 2013). Students are anxious and afraid if they find out that their choice of words or their meanings cannot be delivered. Instead of being a positive reflection, this practice reduces the students' motivation and increases their anxiety. However, the current study did not reflect the negative evaluation as the highest anxiety factor since most ESP teachers in Indonesia are aware of students' weaknesses. Since ESP students are not in English major, most teachers understand that their English ability is mostly beginner to intermediate. Teachers mostly provide time to prepare for the evaluation process. The corrective feedback is given, and though it also causes

anxiety, the feedback is mostly general and does not reflect to a specific individual.

Communication apprehension is the main element that hinders their language improvement since all the students in each year of the study perceive it as the most influential factor. Teachers and language instructors should recognize this factor and reduce it. One of the ways is by providing an enjoyable classroom and building a good relationship with the students. A comfortable environment increases students' confidence level to show their ability despite their limited skills.

5.2 Students' Attitude Towards Anxiety

The second research question addressed the most influential item in each domain to find out their attitude toward anxiety. In the communication apprehension domain, the first and second-year students reflected in Q8 (I start to panic when I have to speak without preparation in language class) as the highest factor of anxiety. In ESP class, the first-year students did not want to volunteer themselves in speaking activities when the teacher asked them. This is caused by their lack of language skills that hinder them from performing without preparation. The main cause of this anxious behavior is their fear of inability to express the message in oral communication. They reflected that their vocabulary knowledge is limited, and this weakness becomes a strong contributor to their failure in English communication (Ardasheva et al., 2018). In similar findings, students are mostly reluctant to participate in speaking activities since they increase their anxiety (Yahya, 2013). Speaking skills are considered the most anxiety-provoking part of foreign language learning (Amengual-Pizarro, 2018; Mauludin, 2021). This activity can even lead students to cut class and not participate in the learning activity.

The third-year students, on the other hand, perceived Q28 (I get nervous when I don't understand every word the language teacher says) as the most significant one. This result indicates that students consider teachers' behavior as the source of anxiety. One way to assist students in having exposure to English environment is by providing English instruction during the classroom activity. However, students who have lower-level skills have little ability to understand the instruction. Their fear of misunderstanding the teachers' message causes them to be anxious. They are afraid of making mistakes, which leads to their anxious behavior. This is related to the previous studies that mention the students' anxiety is caused by their lack of vocabulary and grammatical structure in understanding information (Ahmed, 2016;

Akkakoson, 2016; Mukminin et al., 2015). In this particular situation, teachers should be able to facilitate the beginner level students with appropriate instruction by using their native language to bridge the gap.

For the domain of "Fear of Negative Evaluation", the first and third-year students considered Q22 (I always feel that the other students speak the foreign language better than I do) as the most influential one. This factor actually indicates that the students' low level of confidence. They reflects that their ability is adequate for joining or even passing the class. The main cause of this behavior is their self-negative evaluations (Jin & Dewaele, 2018; Shao et al., 2013). Their study mentioned that students with positive evaluation tend to have better achievement since they have the resilience to experience the learning struggle (Shao et al., 2013; Mohammadzadeh & Alavinia, 2021).

Students with self-negative evaluation, on the other hand, tend to have lower achievement as they consider their learning experience a failure since the beginning. In this case, it is essential for the teachers or language instructors to establish students' positive behavior in learning process. Students' positive orientation, including optimism, happiness, emotional control, and assertiveness, reduced their anxiety (Jiang & Dewaele, 2020; Seifoori, 2014). Growing confidence in their ability in communication should be the priority of learning activity. It is also important to emphasize that some students may underestimate their actual language proficiency. Thus, a learning environment that supports their skills development should be provided.

For the domain of anxiety, the first-year student considered Q24 (Language class moves so quickly I worry about getting left behind) as the most influential one. It means the first-year students are concerned about their English class performance. As graduating with high grades is the goal of students, this factor leads to students' anxiety (Amengual-Pizarro, 2018). The students who cannot keep up the pace tend to worry more about their exam results than how to catch up with the learning progress. On the other hand, the second and third-year students perceived Q9 (I worry about the consequences of failing my foreign language class) as the most influential item. During the learning process, students tend to be uncomfortable sharing their anxiety with their peers and teachers (Guo et al., 2018). One of the reasons is the classroom setting which develops the sense of competitiveness instead of collaboration. Students tend to perceive perfect scores as the reflection of

success. The initiation to share the burden by collaborative learning is rarely provided. In this setting, seeking help can be considered a threat to their self-esteem and a sign of failure. This resulted in their anxiety regarding the consequences of failing the learning process.

6. Conclusion

The present study points out the most influential domain in Foreign Language Anxiety and the specific attitudes that contribute to the anxiety of ESP Students. There are several important aspects that can be highlighted. First of all, based on the statistical result using ANOVA, it is reflected that all the students in each year of the study experienced anxiety. Secondly, the factors of their anxiety are mostly similar in terms of the domains and the items causing the anxiety. For the domain, the most influential one is Communication Apprehension. It is considered to be the main cause of anxiety in ESP class. Then, students in each year of study tend to possess different attitudes that cause anxiety. In communicative apprehension, performing without preparation is the most notable one. In the fear of negative evaluation, students' self-negative evaluation is the most prominent one. As for the test evaluation, students are afraid of the consequence of language learning failure.

There are several implications of the findings. Firstly, the results of the present study emphasize the need to constantly and consistently build a comfortable relationship between teachers and students. As students feel anxious about presenting their skills, teachers or language instructors need to establish a condition that performing language skills is not threatening. Then, building vocabulary knowledge is significant, especially in the ESP setting in which the registers are distinguished according to the field of study. Building a solid academic and technical vocabulary is also essential to assist students in delivering their thoughts and message. Thirdly, the teachers' skills in giving instruction for the students are also significant.

Teachers should recognize students' language level ability to provide appropriate guidance to help them finish the task or accomplish a goal. Next, it is essential to grow students' confidence through collaborative learning and fun activities that is not examination-oriented. Students feel less anxious if their accomplishment is not evaluated by grade. Finally, teachers should provide various opportunities to enable ESP students to practice their skills outside classroom. One of the ways is by

utilizing online websites or English applications that they can access anytime.

Then, several limitations of the present study and suggestions for future studies deserve to be highlighted. Firstly, the data for the analysis are limited since it only applies the mean score and ANOVA test to interpret the results. Students' anxiety is influenced by complicated factors; thus, their individual perception by involving in-depth interview will better understand the causes of anxiety. Furthermore, future studies that examine the influence of students' anxiety toward the learning outcome should be conducted to measure how influential the anxiety is toward students' linguistic skills. Secondly, the current study was conducted in a homogenous setting environment. Thus, the results may be different in other cultural settings. Further research in the ESP context encompassing different cultural backgrounds should be conducted to see how heterogeneous classroom affects students' anxiety.

Furthermore, the current study did not include demographic information (sex, age, family background, geographical information) in the data analysis. It is essential to replicate this study by including those variables to further explore on the causes of students' anxiety. Finally, the findings of this study are limited to the interpretation of quantitative experimental data. Further research adopting qualitative methods may provide better insights into students' Foreign Language Anxiety.

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