

*Non-English Major Undergraduate Student's Perception of How Speaking Anxiety  
Interacts With Socio-Cultural Factors*

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**Abstract**

Speaking is a crucial component of human language. Language learning and acquisition allow individuals to engage, share knowledge, and communicate with one another. Until now, using English as a second or foreign language every day might be difficult. Uneasy feelings, nervousness, or a sense of fear caused by a person's perception of learning or using a second language is known as language anxiety. A few anxiety students have indicated certain sociocultural factors, among other factors, could be responsible for students' foreign language speaking anxiety. This study aims to investigate the social-cultural factors causing English-speaking anxiety in non-English major undergraduate students. This study used a single case study qualitative approach. In-depth semi-structured interviews were utilized as a data collection tool. The data was collected from a non-English major undergraduate student in East Java. The data revealed several social-cultural related sources of speaking anxiety including students' geographic background, communicative apprehension, social and cultural environment, social status and self-identity, gender, and dialect. The results of this research are expected to offer helpful recommendations to enable English teachers or lecturers to react to their students' speaking anxiety and to assist teachers of lecturers in arranging their classes in a way that may reduce their students' speaking anxiety and promote students' speaking skills.

Keywords: Foreign Language Anxiety, Speaking Anxiety, Socio-Cultural Factors

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## **Introduction**

English language is considered one of the leading International Languages in the 21st Century, the number of its local speakers is less than the number of its users as a second or foreign language (Mckay, 2002). Speaking is a crucial component of human language. Language learning and acquisition allow individuals to engage, share knowledge, and communicate with one another. Until now, using English as a second or foreign language every day might be difficult. Due to the lack of effective communication and speaking abilities, many professionals and individuals globally suffer speaking anxiety when using a foreign language despite being qualified in their fields. Due to the essential role that English plays, many people believe that proficiency in the English language is required for monetary advancement on both a national and global scale.

Uneasy feelings, nervousness, or a sense of fear caused by a person's perception of learning or using a second language is known as language anxiety. Language anxiety experienced by EFL learners is a phenomenon that mostly comes from the immature foreign language communicative abilities (Horwitz, 2001). The role of anxiety as one of the most anxiety-provoking in speaking performance has been investigated by some researchers. Many of them conclude that anxiety interferes with EFL learners' performance in speaking. In learning a foreign language, most of the time the language learners are facing some kinds of problems such as anxiety (von Worde, 1998; Marwan, 2007; Hussein, 2010). Future research should clearly focus on the socio-cultural aspects associated with language acquisition, as Yan & Horwitz's (1998) study found that socio-cultural factors may cause students' speaking anxiety. According to Lo (2017), students' speaking anxiety may be triggered by a range of sociocultural factors in addition to other aspects. As a consequence, he proposed examining these factors in connection to anxiety. According to a thorough review of anxiety research, the majority of these studies have connected anxiety to language, classroom, teacher, and student-related aspects. In this subject, very little thought has been given to evaluating anxiety based on such socio-social aspects.

Due to the differences in the social context and cultural environment in which the second or foreign language learning takes place, students who learn English as an international language frequently express a feeling of stress, nervousness, or anxiety while learning to speak English. They also claim to have a mental block against learning English (Hasmeni, 2011). A careful review of language anxiety research reveals that most studies in this area have attributed language anxiety to factors such as linguistic-related, classroom-related, teacher-related, and student-related. So far, only limited attention has been placed on students' socio-cultural context. In particular, there is a lack of research in Indonesia examining these factors related to speaking anxiety, especially in English.

From the phenomenon above, the purpose of this qualitative research is to investigate the social-cultural factors causing English-speaking anxiety in a non-English major undergraduate student in one of the universities in Indonesia. The present study attempts to fill the gap by investigating socio-cultural factors responsible for non-English major undergraduate students' speaking anxiety.

## **Literature Review**

### ***Foreign Language Anxiety***

In general, anxiety is defined as a feeling of apprehension, a nebulous fear that is only indirectly related with an object (Hilgard et al, 1971). Anxiety may be conveyed in various types of learning, but when it involves language education, it is referred to as second or foreign language anxiety. According to Suleimenova (2013), anxiety is defined as mental distress or uneasiness caused by a fear of danger or misfortune. Foreign Language Anxiety is one of the feelings that have a negative effect on students' perceptions of foreign language learning. Furthermore, foreign language anxiety is associated with feelings of fear, disorder, and concern about the situations where the language is acquired, such as English as a foreign language lesson. Foreign Language Anxiety, which is recognized as an affective factor in a foreign language and normally discussed alongside other individual learner differences, is still regarded as a relatively new and developing area within the field of foreign language research (Gardner & MacIntyre, 1992, 1994).

Foreign Language Anxiety (FLA) is a situation-specific form of anxiety that is related to language learning context (Horwitz, 2001). Gardener (1985) had also acknowledged that second or foreign language anxiety was situation-specific. Since its introduction in 1986, the theory of FLA developed by Horwitz, Horwitz, and Cope has been extensively utilized in language anxiety research. According to their argument, construct ambiguity, ambiguous definitions of anxiety, and the absence of an appropriate anxiety measure were the root causes of the conflicting findings in anxiety research up until that point. Horwitz et al., (1986) defined FLA 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. Young (1990) on the other hand, characterizes FLA as an intricate psychological phenomenon particular to language learning.

### ***Speaking Anxiety***

Speaking anxiety is one of the most significant emotional factors that affects foreign language acquisition, and it frequently has a negative impact on students' spoken English performance (Melouah 2013). Speaking anxiety can be mild nervousness to extreme fear. The most typical symptoms of speaking anxiety are hand shaking, shivering, sweating, fear, forgetfulness, blankness, butterflies in the stomach, dry mouth and throat, fast heartbeat, and a squeaky voice. Anxiety about speaking a foreign language has been a major concern in the field of Teaching English as a Foreign Language (TEFL). It has been established that speaking a foreign language with anxiety is one of the most significant influences on students' learning processes. Since the 1970s, a significant number of studies on this topic have been carried out (Abrar et al., 2016). Tanveer (2007) states that the sense that EFL students frequently express uneasiness, anxiety, as well as stress while figuring out how to convey using English. He likewise expressed that most EFL students have a mental block against learning English. This phenomenon happens because the feelings of anxiety in foreign language speaking cause a sense of failure if the EFL learners cannot speak in the classroom.

According to Horwitz et al. (1986), EFL students have considerable foreign language speaking anxiety in testing situations. Being criticized in public is an uncomfortable condition for the majority of students. EFL students report that the most stressful situation to them is when their knowledge and performance in a foreign language fall under evaluation by

other people around them. Horwitz et al., (1986) identified three situation-specific performance anxieties: communication apprehension, test anxiety, and fear of negative evaluation. Communication apprehension is described as the fear of communicating with others, which includes both production and reception apprehension. Communication apprehension can be determined as the fear and anxious feeling about oral communication while communicating with the public (Horwitz et al., 1986). Communication apprehension happens because of the personality traits of individuals, such as shyness, quietness, and hesitation. McCroskey (1997) also mentioned that communication apprehension is the individual's feelings of anxiety or fear that is related to communicating with the public or with a person. McCroskey & Andersen (1976) explained that apprehension of communication has a harmful impact on the learners' performance in communication-based classrooms and a reducing effect on language learners.

Test anxiety derives from the fear of failing to perform in a foreign language. This source of foreign language anxiety refers to the feelings of worry about how others perceive the speaker, either the teacher or the learners' peers. This happens when the EFL learners think that they are being evaluated or judged by either the other students or the teacher (Price, 1991). This could be seen that the students are worried and afraid that they could be judged negatively by others (Horwitz et al., 1986). Thus, the feeling of being observed by others will increase their fear, insecurities, and make them unable to perform well in the classroom. When foreign language learners consider they are unable to impress others with their language ability, they experience fear of negative evaluation. This source is defined as the fear of tests, quizzes, examinations, and other tests or tasks used to evaluate the performance of the learners (Horwitz et al., 1986). EFL learners who experience test anxiety frequently think that it is a failure to achieve less than a perfect score on their tests. According to Calvo & Carreiras (1993), test anxiety is the tendency to worry about one's own performance and aptitude under test conditions. Moreover, Meijer (2001) described that, in testing situations, test anxiety might represent a bias that covers up a student's true potential. Although Foreign Language Speaking Anxiety has always been interpreted to be constructed by three components of anxiety namely communication apprehension, test anxiety, and fear of negative evaluation, language anxiety should be explained through more than these three constructs (Horwitz, 2017).

### ***Socio-Cultural Factors Causing Speaking Anxiety***

Understudies' tension was significantly influenced by individual factors (Yan & Horwitz, 2008). They also talked about two important sociocultural factors and said that students' immediate sociocultural contexts might also produce speaking anxiety for them: parental impact and understudies' territorial distinctions. Anxiety was also influenced by gender, the arrangement of classes, language proficiency, and the characteristics of teachers. It is essential that Yan & Horwitz (2008) focus on only two socio-social factors: understudies' provincial distinctions and parental impact, as anxiety-provoking factors. Tseng (2012) summarizes psychological and socio-cultural factors associated with anxiety, namely low self-esteem, social environment, cultural differences, social status and self-identity, gender, strict and formal classroom, presentation, and fear of making mistakes.

According to Alcalá (2007), self-esteem is a psychological and social phenomenon in which a person evaluates their own self in terms of values. This can lead to a variety of emotional states, and can become developmentally stable, but is still susceptible to variation based on personal circumstances. When learning a second or foreign language, many students

experience low self-esteem. The social environment is important factor in the contexts of second language acquisition because it interacts with other people around them, such as classmates, instructors, and society. A study by Rochecouste et al. (2012) found that social learning strategies such as social study support groups assisted in the development of participants' English, implying that it is critical to provide opportunities for social interaction and an environment that encourages students to take a risk and engage in social activities. Language anxiety can be caused by cultural differences. According to Toyama & Yamazaki (2002), a common cause of speaking anxiety in relation to cultural differences is a divergence in culturally accepted beliefs. According to Tseng (2012), as the cultural background of the speaker and the cultural background of the target language can be very different, such as the use of vocabulary, students may experience more anxiety when learning the target language if they are less familiar with it. Due to differences in students' cultural backgrounds and target language vocabulary, misinterpretations of the speaker's messages will not be well received.

Anxiety among students is directly connected to their social status. According to Giles et al. (1975), the social status or social distance among interlocutors (between foreign students and persons from the host country) may have a significant impact on how they communicate. In a study conducted in Canada by MacIntyre and Gardner (1991), the perspectives of French and English speakers regarding the English and French cultures and languages were contrasted. They discovered that French speakers had a greater impact on English than French speakers of English. This was because English as a first language environment was seen as a threat to French culture. As a result, studying English has become more difficult in terms of attitude and motivation. Gender has repeatedly been associated with emotional aspects and performance. According to Yashima et al. (2009)'s study, anxiety was discovered partially across people, with female participants in public speaking experiencing higher anxiety than males. Cheng & Erben (2012) stated that language anxiety and gender exist for cultural reasons.

The formal educational environment contributes to language anxiety. Quiet classrooms will cause language anxiety since someone will attract a lot of attention from all of the students because they will raise their voice, leading to a loss of confidence (Effiong, 2016). Pressures that occur in highly evaluative environments, notably in the foreign language classroom where performance is continually monitored by both the teacher and other students, offer more stress in learning the second language. Many students struggle with expressing themselves in front of others since preparations such as practicing English in terms of content delivery and intelligibility must be done beforehand. Throughout this process, some students become worried and lose confidence. Young (1990) found that students prefer not to be called forward to speak. According to Young (1991), activities requiring oral communication, such as reading activities, oral tests, and random oral reports, generate anxiety. These findings imply that oral performances like presentations and being summoned in front of the class lead to anxiety. Fear of making mistakes stems from apprehension of being judged negatively. Tseng (2012) says that learners are terrified and panic because they are afraid of seeming uncomfortable, foolish, or incompetent in the opinions of their fellow students or others. Speaking and learning a language will become a significant concern in this circumstance. Moreover, Gregersen & Horwitz (2002) assert that learners' fear of making mistakes has been found to be closely associated with their anxiety to preserve their positive image or impression in the views of their teachers and fellow students.

This study investigated students' perceptions of how speaking anxiety interacts with socio-cultural factors. Specifically, this study addressed one research question: What socio-cultural

factors do students believe contribute to English speaking anxiety in non-English major undergraduate students?

## **Methodology**

This research used a qualitative case study approach. A case study refers to a single instance of some bound system, ranging from one individual to a class, a school, or an entire community (McKay, 2006). In-depth semi-structured interviews were used as a data collection tool. The data were collected from one final-year student majoring in non-English at a university in East Java. The selection of interviewed participants was non-English undergraduate students who were available and willing to be interviewed. The participant took part in an in-depth semi-structured interview regarding his speaking anxiety. The interviews were conducted when the participants had free time and the place was determined based on the convenience of the participants. The interviews have been conducted using the Indonesian language to make the participants feel comfortable in the interview process and facilitate communication. The interview session lasted for approximately 30-40 minutes. A high quality digital voice-recorder was used to record all the interviews for accuracy and transcription purposes. After conducting the interviews, the data were transcribed by listening to the video recording to be coded into several themes afterward.

The data analysis followed Strauss and Corbin's (1999) open coding approach to examine participants' statements regarding socio-cultural factors affecting English speaking anxiety. The researcher carefully coded each transcript, engaging in iterative categorization refinement based on themes that appeared across the transcripts. Subsequently, the researcher re-evaluated and refined the codes and categories to accurately describe the socio-cultural factors causing speaking anxiety. The patterns in the participant data were then looked for, with codes cross-checked against the category names and each other to ensure alignment with existing categories and consistency with each other.

## **Findings and Discussion**

### ***Student's Geographic Background***

There is evidence in the data that students' place of origin may influence his English language and speaking ability. The participant is from a small city in Central Kalimantan. He did not have the opportunity to seek better English training and speaking skills. Therefore, he is worried about his success in speaking English now. In contrast to rural areas, urban areas and cities have excellent English-medium schools, universities, and English language centers that provide a variety of programs for students' language proficiency.

“When I go to university in East Java, I feel a very big difference between my senior high school in Central Kalimantan and university. Because at senior high school, the teaching method was very monotonous, so I didn't feel interested and enjoyed/comfortable when learning English in class. We also spoke English rarely. Because of it, I also don't speak English fluently and do not have enough competence. Compared to my university friends who come from big cities, I feel highly incompetent because they have high English competence and speak English fluently.”

This finding is consistent with Yan & Horwitz's (2008) study that suggests that regional differences in the English language education system affect students' speaking proficiency

and can promote students to worry about their performance in their university class. Different geographical background conditions between rural areas and urban areas can influence students' attitudes in learning English (Hossain, 2016). According to Cheung (2021), the main reason is that cities have significant resources in education while rural areas are highly inconsistent with people's learning needs.

### ***Communicative Apprehension***

The participant doubts his ability to communicate well in the classroom. This can build up his speaking anxiety, as well as make him reluctant to communicate. The participant prefers to be silent rather than speaking English in an effort so that others do not judge him that his ability is still lacking. Communication apprehension (CA) generally refers to a type of anxiety experienced before or during interaction with other people.

“I'm not really confident to speak English, because I know my skills are very minimal. I often make fun of myself for this. Since I barely speak English, I also worry that the other person won't understand what I'm saying.”

Communication apprehension generally refers to a type of anxiety experienced before or during interaction with other people. Communicative apprehension is one of the primary sources of speaking anxiety (Horwitz, 2010; Kim, 2009; Trang et al., 2013; Sadighi & Dastpak, 2017; Toubot & Seng, 2018). It may be experienced due to many factors, for instance when students cannot speak effectively because of poor speaking skills (Tóth, 2011) and when they perceive themselves as unable to communicate in the foreign language (Arnold, 2007). It could be argued that if students doubt their ability to communicate successfully in the class this may escalate their SA, as well as discourage them from communication. According to Young (1990), communicative increases when students have to perform in front of the whole class. According to Horwitz et al. (1986) the higher status of the teacher may also contribute to students' communicative apprehension.

### ***Fear of Negative Evaluation***

The feeling of being negatively evaluated by peers, friends, and being observed as incompetent student by others was also identified as an anxiety provoking factor in speaking in a second or foreign language. From the interview, the participant confessed that he was always afraid of making mistakes. He did not want to get negative comments from his lecturer and classmates.

“Because I appear to speak English in front of the class with the skill I lack, I feel like I am the center of attention. I'm anxious and worried that my intonation and pronunciation will be off. My classmates' expressions, such as frowning, laughing, and reflexively looking at each other, also appear to make fun of me. In addition, my lecturers provide only criticism rather than any input, making me even more insecure, depressed, and afraid.”

Fear of negative evaluation is defined as an apprehension about others' evaluations, avoidance of evaluative situations, and the expectation that others would evaluate oneself negatively (Horwitz et al., 1986). Fear of negative evaluation is also considered to be one of the major contributors to students' speaking anxiety (Horwitz, 2013; Alghothani, 2010; Naudhani et al., 2018; Oteir & Al-Otaibi, 2019). Price (1991) conducted interviews with

highly anxious students and found that several students preferred to sit silently in the class due to the fear “of being laughed at by others, of making a fool of themselves in public”. It means they might avoid participating in oral tasks which would improve their speaking. Likewise, Tsiplakides & Keramida (2009) conclude that the majority of their subjects experienced speaking anxiety due to the fear that their peers and the teacher would judge them negatively and make fun of them. Moreover, teachers’ use of humiliation, fear, and intimidation can cause students to develop habits of disorders, shyness, withdrawal, and anxiety (Yunus et al., 2011).

### ***Social and Cultural Environment***

The social environment is an important factor in the context of second language acquisition because it interacts with other people around them, such as classmates, instructors, and society. To the participant, the social environment problem is his challenge. He lives in a place that does not use English in daily life. The environment has an important role in the contexts of learning a second language as students interact everyday with other people around them including their own peers, teachers, and society (neighbors) where they live. Therefore, the environment where he lives prefers to use Indonesian and local languages in his daily activities rather than using English. This condition does not support the academic life of the participant.

“My local friends' and the people around me influence me to believe that learning English is not necessary. These people think that if we only speak Indonesian and local languages, studying English is useless. They say it's better to learn the local language deeper and preserve it, English is not cool. I've only recently realized that I need to work hard to catch up in order to improve my quality of life by learning English.”

Spada & Lightbown’s (2010) argues that language acquisition may not be successful if language learners or users do not have access to social relationships in situations where they are considered valued partners in communication. As language practices involve social practices, learners who practice the target language inside the classroom but not outside will find it difficult to speak which enhances anxiety. A study by Rochecouste et al. (2012) found that social learning strategies such as social study support groups assisted in the development of participants’ English, implying that it is critical to provide opportunities for social interaction and an environment that encourages students to take a risk and engage in social activities. It is dissimilar from the anxiety of EFL students who studied English in the context where English is a first language and where they could benefit from the surrounding community who use English in daily life for acquisition. Clements et al. (2001) assert that frequent positive contacts with L2 users and society result in more linguistic confidence and a positive image of learners.

### ***Social Status and Self-Identity***

Anxiety among students is directly connected to their social status. In this study, the self-identity and social status are framed within participant-lecturers’ and participant-his friends’ relationships. Through interviews, the participant shared social status as students in relation to teachers and friends, reflecting that this relationship is a manifestation of how they explain their identity branching out in the depiction of social status. The participant is afraid to speak



English to people he thinks are better at it, like the lecturers and friends from big cities who already speak English well.

"I was afraid of making mistakes while speaking in English with my lecturer. I was also more afraid to speak English with my lecturer than I speak with my friend. When I was speaking English with my friends, I enjoyed it more and felt more relaxed. Meanwhile, When I was face-to-face with my lecturer, especially when we were alone and without my friends, I frequently felt unable to think clearly. My tongue was too stiff to say the sentences or words I already created in my head, so I frequently struggled to say them."

Hasmeni (2011) asserts that a speaker's sense of inferiority complex while talking to someone higher in status may cause stress or anxiety which might lead to the loss of one's positive self-image or self-identity. According to Hussain & Ali (2019), linguistic ability differences between mother-tongue and second-language speakers create intercultural communication anxiety, and speaking in a higher-ranked language can make speakers feel anxiety. Anxiety among students is directly connected to their social status. According to Giles et al. (1975), the social status or social distance among interlocutors may have a significant impact on how they communicate.

### ***Gender***

Gender has often been observed in relation to factors that cause fear of speaking and inhibit speaking performance. In the interview, the participant admitted that his female friends were more open and easy to talk to than his male friends. He feels more comfortable learning to speak English with his female friends because they can give him subtle evaluations and suggestions so he can improve his speaking skills. However, the participant felt that he was not suitable for learning and speaking in English with his male friends because they seemed to give criticism in an uncomfortable way.

"I enjoy it more when I speak English with my female friends. Because my female friends understand and correct me more gently when I make mistakes in speaking English. On the other hand, when I speak English with male friends, the atmosphere appears to be more serious and tough."

Zakiya et al. (2022) study found that the participants acknowledged their female friends were easier to talk to than their male friends. In addition, Tseng (2012) explains that gender-related anxiety might appear because of the different experiences of feeling anxious or comfortable while talking to the opposite sex, which is culturally-laden. Furthermore, the study of Yashima et al. (2009) found that anxiety appeared partially among people, as female participants in public speaking have higher anxiety than male. According to Cheng & Erben (2012), language anxiety and gender exist because of cultural reasons.

### ***Formal Educational Environment***

The formal classroom environment was also found to contribute to the participant. Formal classroom environment is a classroom situation of which generally, it has a quiet, serious, and tense atmosphere. The participant couldn't think straight and study well due to the pressure created in the classroom. Therefore, it would be better if the lecturer in the class could

provide a method that could create a fun and enjoyable classroom atmosphere to prevent pressure in the class so that student learning goals could be achieved.

"The situation that made me feel pressured was when I was talking with the lecturer (formal situation) because I was confused about arranging and choosing the right vocabulary. I also feel nervous to speak English in class because of the tense atmosphere. However, when talking to friends outside of class, I don't feel too much pressure because my friends can understand if I'm wrong."

Research on speaking anxiety revealed that the rigid, tense classrooms where interactions among peers and between teacher-students are frequent cases, anxiety increases (Effiong, 2016). Hasmeni (2011) asserts that the more friendly and informal the language classroom environment, the less it is likely to be anxiety provoking. Padmadewi (1998), in her study, confirmed that students would feel anxious in speaking class because of the pressure from speaking tasks which required them to present spontaneously within a limited time. Additionally, Young (1986) found that most students were particularly anxious when they had to speak a foreign language in front of their class. In the teaching and learning process, the teacher plays an important role because he or she is the most inspired person in the classroom, and students mostly pay attention to their teacher. Brown (2007) mentions that in the course of teaching, teachers can take on a variety of roles, which may help students learn. The rapport that they establish with their students and, of course, their own level of knowledge and skills will have a significant impact on their capacity to effectively carry out these tasks. Most of the discipline problems in the classroom are caused by such factors as boredom, not understanding the relevance of the information, and incorrect modalities for learning (Tileston, 2004).

### *Accent*

An accent is also one of the factors that cause participants to experience fear of speaking English. The participant has a strong accents due to Dayak-Javanese descent. The participant often accidentally brings out his regional accent when speaking English which causes him to often be made fun of by his friends because they find it funny and unique. Although there is nothing wrong with that, it makes the participant feels anxious and embarrassed.

"I speak with a thick mixed accent because I'm Dayaknese-Javanese. I am used to speaking in a dialect when I speak local languages and Indonesian. Then, sometimes I often unconsciously bring out my dialect when I speak English. It made my friends at college laugh when they heard me speak English. However, now they regard it as something unique."

Njeru (2013) study said that most people from the rural areas face accent problems in speaking English because they grow up in the villages where only one language is used, therefore face difficulties in acquiring the second or third language. Accent concerns about the different ways of producing speech (Derwing & Munro, 2009). In contrast, Moyer (2013) states that adults tend to consider their L1 accent as an integral part of their the idea of self, and therefore may resist acquiring a new accent in the L2 as it ultimately means losing a part of their established concept of self. However, she claims that children are more likely to be less inhibited and speak with a more-native sounding accent. However, other studies have questioned the extent to which learners feel they must retain their L1 accent to preserve their identity. Derwing (2003) looked to examine this connection and explore whether students felt

that they would lose aspects of their own identities if they aimed to speak with a native-like accent. The majority of the participants reported that they did not feel like they were losing their identity when speaking their L2, because they associated identity more strongly with their L1.

### **Conclusion and Recommendation**

The aim of this study was to investigate the social-cultural factors causing English-speaking anxiety in non-English major undergraduate student. The study reveals eight socio-cultural factors that may contribute to speaking anxiety and that it is a pervasive phenomenon in English language classrooms. There are students' geographic background, communicative apprehension, social and cultural environment, fear of negative evaluation, social status and self-identity, gender, and accent. The participant in this study considered the factors that may seriously influence his speaking performance in class. Therefore, it needs targeted attention and an active response from English teachers or lecturers in order to address it. According to the findings of this study, the researcher recommends that English teachers and lecturers give more attention to classroom management in order to successfully minimize their students' speaking anxiety and enhance their English speaking abilities.

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