The Level of English-Speaking Anxiety of the Junior High School Students

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Abstract: This study focused on the Level of English-speaking anxiety of Junior High School students. The research aimed to determine the level as well as the main factor that causes their English-speaking anxiety and if there's a significant difference in the level of English-speaking anxiety when the respondents are grouped according to profile. This is a descriptive type of research. The researchers used a 4-point Likert scale survey questionnaire that focused on the level of English-speaking anxiety of the respondents. The statistical tools utilized are weighted mean, standard deviation, and ANOVA in analyzing and interpreting the data. The results indicate that the level of English-speaking skill anxiety of the respondents is high, and the main factor is they get nervous when their teacher asks questions that they are prepared in advance with the highest mean of 2.97. On the hand, the respondents don't worry about making mistakes in English class with the lowest mean of 2.30. The study also showed that there is no significant difference in the English-speaking anxiety and the age as well the grade level of the respondents. On the contrary, there is a significant difference in the English-speaking anxiety and the class classification of the respondents.

Keywords: Level of Anxiety, Anxiety, Descriptive Approach, Comparative Study

I. INTRODUCTION

Language refers to a systematic arrangement of words, grammar, and vocabulary. It is considered the main component of communication, whether written or spoken. Aside from writing and speaking, symbols and gestures are considered a language. With language, people can express their ideas much more accessible. There are several languages around the globe, but English is regarded as the most well-known among others.

In addition, Pachina (2020) said that most people in different parts of the world primarily consider English an international language because they can converse and comprehend it. Correspondingly, it is no doubt that the English language influences every area, whether it be in Technology, education, commerce, the travel industry, communication, medicine, and the arts.

There are four macro skills that students need in learning a language, and these are listening, speaking, writing, and reading. Students should master these skills to be proficient in the language they are studying. Speaking is the most preferred skill of these four macro skills if someone successfully learns the language. Most of the student's goal in learning a language is to have good speaking skills. (Rao, 2019).

Irsyad et al. (2013) claimed that speaking is a verbal communication used by individuals in solidarity. Through it, people can express their opinions, thoughts, and emotions to other people. They also argued that speaking must be mastered by students in learning another language, mainly foreign, aside from writing and listening.

Souriyavongsa et al. (2013) added that most learners are vulnerable to foreign language learning in many parts of the world, particularly in those countries where English is not spoken as their first language. The fear of making mistakes is a factor that contributes to the difficulty of learning and speaking a foreign language.

Anxiety is a general term for the bad or unpleasant emotions that affect human emotions and psychologically lead to stress, concern, and low confidence. In studies on education, anxiety is frequently classified as a trait, characteristic, or state. Most language learners experience anxiety, not only English language learners. Anxiety and stress related to speaking, listening, and learning in a specific circumstance in a second language are known as language anxiety. (Gopang et al., 2015).

According to Afshar et al. (2016), the difficulty experienced by learners in speaking English could be separated into three categories: affective, social, and linguistic issues. Some practical, connected topics include attitude, motivation, self-confidence, fear, language exposure, classroom atmosphere, family history, and student and teacher abilities. Understanding speaking in class and comprehension to practice the English language outside the classroom are socially related issues.

Vocabulary, fluency, grammar, and pronunciation are among the linguistic problems.

Due to several factors, including anxiety, lack of confidence, and nervousness, students frequently experience affect-related issues when speaking. To avoid making mistakes, they will probably talk more slowly. Additionally, learners are feeling shy about speaking in front of the class, and they like pausing while they are speaking. Learners avoid answering a question, so they do not speak and only respond yes or no to their teachers. In socially related issues, learners are usually not good at comprehension when communicating outside the classroom. (Afshar et al., 2016)

Whenever students finish class, the English-speaking activities are ended. Learners use their mother tongue or local dialect to communicate with their peers and family. Correspondingly, students also struggle with linguistic issues because of laziness in viewing and reading books and not always practicing speaking at home. (Afshar et al., 2016)

Undeniably, being fluent in oral communication is everyone's dream and motivation for most students to learn a language, and it is considered their most significant achievement (Ihsan, 2016).

Alyan (2013) found that communication problems happen because students come across a word they do not understand, a form of a word they do not know how to use, making them unable to express their thought. Other dilemmas in students' speaking are a lack of self-confidence and anxiety. Being unconfident, shy, anxious, nervous, and worried are some of the feelings they might be confronted with, which usually affect their English-speaking skills.

Furthermore, Amiri et al. (2015) showed that high anxiety affected student achievement. The study conducted by Tuncer & Dogan (2015) revealed that foreign language anxiety at the beginning of prep-class education was not effective as a predictor of academic achievement. Still, at the end of education, it accounted for academic failure and significantly predicted academic achievement.

The Philippines is widely known as an English-speaking country. It has been considered one of the official languages of the Philippines since 1972. Most people in the Philippines can speak and use English in communication, especially in government and commerce, particularly in education. Most Filipinos consumed their time learning the English language in schools due to the command of the government of the Philippines. Consequently, the English language is used as a medium of instruction in many higher education institutions in the country. (Giray et al., 2022)

Despite its popularity, many Filipinos, including college students, are still having difficulties and are afraid of using the English language in communication, even though it is being taught in school. Since English is considered a second language in the Philippines, students are engaged in different activities to help them improve their English language and communication skills. But a few of these students still experienced anxiety when using and learning the English language. English-speaking anxiety is one of the factors that interfere with the student's learning of the language. (Giray et al., 2022)

The researchers conducted this study as it connects to them for having the same experience as the said problem. As future teachers, it will help them distinguish if their students have English-speaking anxiety. It also motivated them to dig deeper to know the root cause(s) and find an efficient solution to eliminate the anxiety.

The following literature was initially analyzed and appropriately reviewed to justify the progress of the research framework:

Nowadays, the entire world has transformed into a global village where English has become the universal language of communication. English is widely used worldwide and made as an international language. Scientific research, education, commerce, the internet, travel and tourism, media and newspapers, software, medicine, engineering, information and Technology, entertainment, banking, and other fields extensively used English. (Rao, 2019).

Speaking is one of the essential components of language skills, enabling speakers and listeners to communicate verbally, exchange information, build lasting connections, and transfer ideas. One of the languages with a high demand worldwide for learners is English from different L1 origins across all levels of communication. On the other hand, the speaking abilities of E.S.L. students are always viewed as complicated that requires a lot of time to master. (Aziz et al., 2021).

Speaking is one of the important abilities that must be acquired and improved for effective communication. Developing speaking abilities is one of the most complex language learning components. Most language learners find it challenging to express themselves verbally. They typically struggle while trying to communicate effectively in a new language. They stop talking when they face obstacles or cannot find appropriate words and expressions. (Mei et al., 2017).

Psychological factors like anxiety and self-confidence impact one's ability to speak a foreign language. Students who struggle to develop their speaking skills in foreign language classes experience significant stress, worry, fear, and low self-confidence. (Tridinanti, 2018).

The ability to communicate in English is necessary since it helps face the global globalization era. On the other hand, practicing speaking using the English language is crucial for foreign language learners. In the target language, students go through various procedures and learning forms. Throughout these stages, the students deal with internal and external influences that follow learning English's positive and bad effects. One aspect is anxiety, which can occasionally appear in response to a specific circumstance that can be seen as a primary character. (Rumiyati, 2018).

Ismael (2022) claimed that anxiety is a common experience for English language learners as they acquire language. Although the intensity of foreign language

learning varies from student to student, anxiety's contribution to the process cannot be disputed. (Sevinç and Dewaele, 2018).

According to Drajar et al., 2023 the feeling of anxiety appears due to the physical fear of the listener, such as the worry of being laughed at, the scared of being seen by others, the fear that the information being provided may not be noteworthy, and the dread that they may be boring. Shy and socially apprehensive people tend to run away, making them unsuccessful in social situations, verbally illiterate, and unable to focus.

Speaking anxiety is one of the most difficult problems in teaching and learning the English language. The origins and factors underlying speaking anxiety have been the subject of an extensive investigation by educators and researchers. (Rajitha, 2020).

Various factors can cause EFL speaking anxiety. These factors frequently cause learners to hesitate or refrain from speaking a foreign language. Hence, teachers must know how to lessen unfavorable emotions and uncertainties. Therefore, the first step that needs to be taken to address this issue and reduce anxiety is to identify the causes of it in the learners. (Khouni et al., 2022).

Nimat (2013) suggested that anxiety hurts four language skills, which speaking being the most affected. The main causes of stress include speaking in front of the class, making mistakes, losing face, being unable to express oneself, worrying about failing, being unable to understand, having trouble remembering grammar rules, having difficulty pronouncing words, having poor vocabulary, and insufficient knowledge in the English language. The student's inspiration and self-determination are inadequate to lessen the anxiety because it still impacts their achievement.

Consequently, they pointed out that learning and using English outside of class can help students become more knowledgeable and skilled in the language, which will help them feel less anxious and more confident. Thus, it is important for both students and teachers to properly handle situations that cause anxiety and apply the solutions to lessen stress. (Nimat, 2013)

Suparlan (2021) illustrated that there are factors that contribute to students' anxiety, which include their fear of speaking in English, their fear of the teacher's penalties, lack of confidence, worry of being less competent compared to other students, awkwardness, lack of preparation, the nervousness of making mistakes, vocabulary limitations and their habit of using the English language.

Speaking anxiety is caused by students' self-perceptions, learning difficulties, differences between students and cultural gaps, lack of language proficiency, and apprehension over peers and instructor evaluation. Effective (relaxation), cognitive (positive thinking), and behavioral coping mechanisms were employed to deal with speaking anxiety. According to the investigation, students' communication when speaking English is affected by anxiety. (Taly et al.,2020).

Language learners frequently experience classroom anxiety. Various variables can bring on language anxiety, the most prevalent of which are learners' excessive self-consciousness and self-awareness regarding their oral reproduction and performance and their unusual and frequently misguided and wrong thoughts and beliefs in various ways. (Hakim, 2019).

In contemporary EFL contexts, mastering communication skills are the most important component. Nonetheless, it is challenging for language learners to achieve communicative competence in various factors, such as affective aspects, which influence it. Anxiety is the key emotional element that devastates students' oral performances, among the many other affective factors that affect foreign language learning, especially speaking. (Hanifa, 2018).

Speaking in front of others for practice can assist E.S.L. students in getting more comfortable with public speaking, which will help them communicate more fluently. Students could overcome their fear of speaking English and increase their motivation to speak by establishing a public speaking program to practice speaking the language in a supportive and comfortable setting. (Yee et al., 2014, p.127).

Thus, the teachers could offer fewer anxiety-inducing exercises for class. One approach to assisting students in coping with their anxiety may be to provide a consultation regarding speaking anxiety or anything else that makes them anxious. (Handayani et al., 2020)

According to Jugo (2020), teaching English as a medium of instruction is essential to the Philippine education system. The English proficiency of Filipinos is one of the nation's recognized strengths, which supported the growth of its economy and made the Philippines the top provider of voice outsourcing. (Tinsley et al., 2013)

As English is the second language of the Philippines, the curriculum offers sufficient possibilities for students to have successful and competent communication. However, despite all the offers, students still need to develop their skills, as it was noted that some aspects impact and prevent them from successfully learning English. (Arcala, 2021).

Language learners are anticipated to be able to communicate in English. Yet, learners still fear speaking the English language, also known as English-speaking anxiety, which affects many learners, making it difficult for them to perform in class. The findings indicated that communication apprehension, fear of negative evaluation, fear of oral assessment, and fear of grammatical errors and mispronunciation were the main cause of English-speaking anxiety among the students. Additionally, the pressure on students to speak English well has reduced their motivation, self-assurance, reluctance, and anxiety to participate in class. (Garma et al., 2022).

The findings of this study indicated that most E.S.L. students experience English-speaking anxiety, which impacts their fluency. The students worry that if they can't speak English fluently, the teachers will correct them, and

other students will judge them. The learners found that their limited vocabulary knowledge in English made it challenging for them to communicate well or express themselves. Learners need greater support from their teachers and classmates to put more effort into confidently speaking English. This will help them to lessen their level of English-speaking anxiety. The learners speak the second language more confidently when they are more motivated and less stressed. (Zarei et al., 2022)

The study's findings highlighted the challenges of learning English in different ways, such as the learners' fear of making mistakes in grammar and their worry about how others will perceive them. It also affects how they pronounce words when they don't spend time studying or looking up the right spelling of vocabulary words in a dictionary. (Tejada et al., 2019)

Learners are anxious about making mistakes in pronouncing words during class recitation. The outcomes show that teachers and administrators should not only teach the rules and regulations of the English language to the learners but also create some programs and workshops that will improve the student's English language proficiency. (Tejada et al., 2019)

Additionally, they can add interest by creating games that make learning enjoyable and simple. The students' trust and confidence in speaking English in public must be increased by implementing a program or workshop. Parents may help their children succeed in school by encouraging them to work hard. (Tejada et al., 2019)

An intervention program is suggested after knowing the results of the study. It is effective and helpful for students who struggle to improve their English-speaking skills. As a result, language teachers can modify the program to enhance their students' communicative proficiency in their target languages and prevent code-switching in informal and everyday circumstances. (Gapasin et al., 2022).

There are several factors why students become anxious. It can be from the people around them, like their teachers and other students. In the learning process, especially in the discussions and performances, learners choose to be quiet because they feel shy. Since students experienced this problem, teachers needed to recognize and understand the students' anxiety in English. (Damayanti et al., 2020)

The Philippines is a multilingual country, and for the country's development, learning the so-called "global language" is important. The Department of Education implemented the K-12 curriculum to solve the needs of students in the Philippines to become globally competitive not only in other things but also in the English language, specifically in speaking skills. To lessen their anxiety about speaking the English language, learners find solutions or techniques. (Santos et al., 2021, p. 39)

Based on the study's conclusion, the researchers recommended that instructors be conscious of their learners' anxiety and stress and how it affects their learning process. In accord, they suggest that language instructors should provide group activities that will help the learners to lessen their anxiety by making equal opportunities to speak using the English language inside and outside of the classroom to improve their English proficiency in speaking. (Santos et al., 2021, p. 39)

Language learners experience emotional stress, sickness, and cognitive challenges when they learn English. It also increased the learners' anxiety when they got negative feedback from others. The study also discovered that the students employed coping mechanisms to deal with their anxiety by using practical resources like reading English books and a dictionary. The strategy helped students write down their ideas, overcome their nervousness, and be open to the teacher's corrections or feedback. (Maquidato, 2021).

This study is important to distinguish the different factors that contribute to students' anxiety in speaking and formulate possible solutions that will help them overcome their speaking challenges.

This study's aspiration to show the level of English-speaking stress of Junior High School students undoubtedly influences their success in speaking English. This research proved that students' English-speaking anxiety is an obstacle to their competence in speaking.

II. STATEMENT OF THE PROBLEM

The researchers aimed to determine the level of English-speaking anxiety in the different programs, such as regular classes, particular science classes, a special program in journalism class, and a particular program in sports class, of junior high school students in one of the public schools in Santa Rita, Pampanga for this school year 2023.

Specifically, the researchers pursued to answer the following questions:
1.   What is the demographic profile of the respondents in terms of:
       1.1   Age;
       1.2   Grade Level; and
       1.3   Class Classification?
2.   What is the level of English-speaking skill anxiety of the respondents?
3.   Is there a significant difference in the level of English-speaking anxiety when the respondents are grouped according to profile?
4.   Based on the result, what intervention program can be proposed?

III. DESIGN

The researchers utilized quantitative descriptive research to show the anxiety level of junior high school students. They applied the comparative study to see the significant difference in their anxiety.

IV. RESPONDENTS

The researchers focused on the Junior High School Students in the Philippines because they will be the primary target in determining the level of English-speaking anxiety.

Mainly, the researchers selected four different programs for Junior High School students: the regular class, special science class, special program in journalism class, and special program in sports class where English is part of their curriculum. Additionally, speaking skill is one of the most important components in learning the English language, which is suitable for our study of students' English-speaking anxiety.

Using the Raosoft Calculator, the researchers used (a sample size) with a 95% level of confidence and a 5% margin of error.

Grade Level	No. of Respondents	Percentage
Grade 7	78	24%
Grade 8	81	25%
Grade 9	84	26%
Grade 10	79	25%
Total	**322**	**100%**

Table 1. *Sample Population of the Respondents*
Instrument

The researchers used the Likert scale, a rating scale used to measure opinions, attitudes, or behaviors. It consists of a statement or a question, followed by a series of five or seven answer statements. Respondents choose the option that best corresponds with their feelings about the statement or question. (Bhandari et al., 2020)

The researchers distributed the questionnaires to the respondents in person. When creating the instrument, the criteria for designing a successful data collection method will be considered. The instrument was composed of two parts.

Part 1 centered on the demographic profile of Junior High School Students- respondents in terms of the variable: age, grade level, and class classification.

Part 2 concentrated on the respondents' English-speaking skill anxiety level.

The standardized questionnaire's data underwent several validation procedures to guarantee its reliability and validity. The specialists and authorized individuals in the English academic setting were initially sought by the researchers. These two individuals were English professor at Santa Rita College in Pampanga who holds both a master's degree in the field of education and a license as professional teacher.

The survey questionnaire was finally tested to a Cronbach Alpha Item Analysis to ensure that each indicator on the survey questionnaire was valid and dependable from a scientific standpoint of 0.87 good. The reliability test has been passed for the 24 statements using a four-point Likert scale.

V. STATISTICAL TREATMENT

The researchers in this study used the following statistical tools and techniques. Quantitative analysis was employed in measuring the level of English- speaking anxiety of the Junior High School Students.

1. **Frequencies-Percentage**

   The frequencies-percentage method was used to describe the profiles of the respondents in terms of age, grade level, and class classification of the Junior High School students.

2. **Weighted-Arithmetic Mean**

   The weighted- arithmetic mean was used to measure the students' speaking anxiety levels. In particular, the mean is denoted by x of the scores, $x_1, x_2, x_3, x_4...x_n$ is given by the formula:

   $$x = x_1, x_2, x_3, ...x_n = \frac{\Sigma x_i}{n}$$

   $$x = \frac{\Sigma f(x)}{\Sigma f}$$

   Weighted Mean (Average) Formula
   Xwt. = $\frac{x1w1 + x2w2 + ...xnwn}{N}$ where: Xwt. = weighted mean

   w = weight of the score

   N = total number of respondents

3. **Analysis of Variance (ANOVA)**

   Analysis of Variance (ANOVA) was used to determine the significant difference according to age, grade level and class classification, and the English-speaking anxiety of the respondents. A one-way ANOVA is used when you have categorical independent variables with two or more categories to gain information about the relationship between the dependent and independent variables. If no true variance exists between the groups, the ANOVA's F-ratio should equal close to 1. The one-way ANOVA is used to determine whether there are any statistically significant differences between the means of three or more independent (unrelated) groups.

   The following are to be observed:

   A. If there is a significant difference, the computed F-value is greater than the F-critical value and the p-value is less than 0.05. Hence, the null hypothesis should be rejected, and the alternative hypothesis be accepted.

   B. If there is no significant difference, that is, if the computed F-value is less than the F-critical value and the p-value is greater than 0.05, accept the null hypothesis. For purposes of preciseness, the Data Analysis in Excel was used.

4. **Norms of Interpretation for data analysis:**

Arbitrary score	Numerical values	Extent	Interpretation
4	3.26 – 4.00	Strongly agree	Very High

3	2.51 – 3.25	Agree	High
2	1.76 – 2.50	Disagree	Low
1	1.00 – 1.75	Strongly disagree	Very Low

Formula: $\frac{4-1}{5} = \frac{3}{4} = 0.75$

Also, the weighted standard deviation was used and calculated based on the weighted mean and it attaches more importance to data with more weight than to data with less weight. A standard deviation of zero indicates that data points are close to the mean. Whereas a high or low standard deviation indicates data points are above or below the mean.

VI. RESULT AND DISCUSSION

Findings for Statement of the Problem 1
Demographic Profile

Age	Frequency	Percentage
12 years old	21	6.52
13 years old	94	29.19
14 years old	76	23.60
15 years old	79	24.53
16 years old	52	16.15
Total	**322**	**100.00**

Table 2. **Age of the Junior High School Students**

Table 2 illustrated that out of 322 respondents, ninety-four (94), or 29.19%, were 13 years old students, seventy-nine (79), or 24.53%, were 15-year-old students, seventy-six (76), or 23.60%, were 14 years old students, fifty-two (52) or 16.15% were 16 years old students and twenty-one (21) or 6.52% were 12 years old students. This indicated that the 13 years old was the highest frequency while the age of 12 obtained the lowest frequency.

Based on the result, most of the 7th-grade students at the age of 13, while the others begin at the age of 12. This means that the students in the 7th grade usually start between the ages of 12 and 13. Their age depends on when they start kindergarten.

Grade Level	Frequency	Percentage
Grade 7	78	24.22
Grade 8	81	25.16
Grade 9	84	26.09
Grade 10	79	24.53
Total	**322**	**100.00**

Table 3. **Grade Level of the Junior High School Students**

Table 3 showed that out of 322 respondents, eighty-four (84), or 26.09%, were grade 9 students, while eighty-one (81), or 25.16%, were grade 8, seventy-nine (79), or 24.53%, were grade 10 students and seventy-eight (78) or 24.22% were grade 7 students. This indicated that the grade 9 students were the highest frequency while the grade 7 students had the lowest frequency.

As a result, Grade 9 was considered the most challenging year for the students since it was the second to the last level before grade 10, while the students in grade 7, which is the first level in secondary school, said that they have different levels of learning based on their experience in primary school; some are happy and successful while others are not. In this study, most of the students in the different programs are in grade 9, while the lowest population is grade 7 students from the different programs.

Classification	Frequency	Percentage
Science	21	6.52
Sports	26	8.07
Journalism	18	5.59
Regular	257	79.81
Total	**322**	**100.00**

Table 4. **Class Classification of the Junior High School Students**

Table 4 revealed that out of 322 respondents, two hundred fifty-seven (257), or 79.81%, were regular class students. In contrast, twenty-six (26), or 8.07%, were special program in sports students, twenty-one (21), or 6.52%, were special science class students, and eighteen (18), or 5.59%, were special program in journalism students. This indicated that the regular class students reflected the highest frequency while the special program in journalism students obtained the lowest frequency.

Findings for Statement of the Problem 2
Level of English-Speaking Skill Anxiety of Junior High School Students

N O.	DISTRIBUTION OF ITEMS	WEIGHTED MEAN	SD	VERBAL INTER-PRETATION
1.	I never feel quite sure of myself when I am speaking in English.	2.69	0.76	High Level
2.	I don't worry about making mistakes in English class.	2.30	0.86	Low Level
3.	I tremble when knowing that I'm going to be called on to speak English.	2.72	0.93	High Level
4.	It frightens me when I don't understand what the teacher is saying in English.	2.52	0.90	High Level
5.	I keep thinking that the other students are better at speaking English than I am.	2.79	0.91	High Level
6.	I start to panic when I have to speak English without a preparation in advance.	2.83	0.95	High Level
7.	In a speaking English class, I can get so nervous I forget things I know.	2.81	0.92	High Level
8.	It embarrasses me to volunteer answers in English class.	2.67	0.93	High Level
9.	I get upset when I don't understand what the teacher is correcting.	2.46	0.89	Low Level
10.	I feel anxious about it, even if I am well prepared about speaking English.	2.85	0.83	High Level
11.	I feel confident when I speak in my English class.	2.54	0.86	High Level
12.	I am afraid that my English teacher is ready to correct every mistake I make.	2.58	0.94	High Level
13.	I can feel my heart pounding when I am going to be called on in my English class.	2.90	0.88	High Level
14.	The more I try to speak English in the classroom, the more confused I get.	2.58	0.95	High Level
15.	I don't feel pressure to prepare very well for English class.	2.47	0.85	Low Level
16.	I always feel that the other students speak English better than I do.	2.84	0.90	High Level
17.	I feel very self-conscious about speaking English in front of other students.	2.83	0.78	High Level
18.	I feel more tense and nervous in my English Class than in my other classes.	2.60	0.92	High Level
19.	I get nervous and confused when I am speaking in my English class.	2.72	0.88	High Level
20.	I feel very sure and relaxed about speaking English.	2.47	0.87	Low Level
21.	I get nervous when I don't understand every word the English teacher says.	2.61	0.92	High Level
22.	I feel overwhelmed by the number of rules you have to learn to speak English.	2.76	0.79	High Level
23.	I am afraid that the other students will laugh at me when I speak English.	2.86	0.96	High Level
24.	I get nervous when the English teacher ask questions which I haven't prepared in advance.	2.97	0.89	High Level
	WEIGHTED MEAN(AVERAGE)	**2.68**	**0.39**	**High Level**

Table 5: **Mean of the respondents in terms of English- speaking skill anxiety level**

Table 5 illustrated that the junior high school students' respondents had a weighted mean of 2.68 and a standard deviation of 0.39, indicating that the level of English-speaking skill anxiety is high. Item no.24 "I get nervous when the English teacher asks

questions which I haven't prepared in advance" had the highest weighted mean of 2.97 and a standard deviation of 0.89 with a verbal interpretation of high level. On the other hand, item no. 2, "I don't worry about making mistakes in English class," had the lowest weighted mean of 2.30 and a standard deviation of 0.86 with a verbal interpretation of low level.

Results showed that the main factor why the respondents had a high level of English-speaking anxiety is that they get nervous when their teacher asks them a question in class for which they are not prepared in advance. On the other hand, the respondents don't worry about making mistakes in speaking while using the English language in English class.

Findings for Statement of the Problem 3

Significant Difference in the Level of English-Speaking Skill Anxiety When Grouped According to the Profile of the Respondents

Significant Difference Between Age and the Level of English-Speaking Anxiety							
Age	**Mean**	**SD**	**DF**	**Computed F-value**	**Critical F-value**	**P-value**	**Remarks/ Decision**
12 years old	2.78	0.39	321	1.05	2.40	0.382	**Not Significant**
13 years old	2.73	0.39					
14 years old	2.66	0.36					
15 years old	2.63	0.43					
16 years old	2.68	0.40					

Table 6: **Mean of the Respondents on the Level of English-Speaking Anxiety as per Age Group**

Based on the Data Analysis of the table, the computed value of F which is 1.05, is less than the F critical value of 2.40, and the p-value computed is 0.382 which is greater than p=0.05, (the level of confidence) which indicates that the null hypothesis is failed to reject and it implies that **there is no significant difference in the English-speaking anxiety among the age of the respondents**.

Significant Difference Between Grade Level and the Level of English-Speaking Anxiety							
Grade Level	**Mean**	**SD**	**DF**	**Computed F-value**	**Critical F-value**	**P-value**	**Remarks/Decision**
Grade 7	2.72	0.40	321	2.15	2.63	0.093	**Not Significant**
Grade 8	2.73	0.32					
Grade 9	2.60	0.38					
Grade 10	2.68	0.44					

Table 7: **Mean of the Respondents on the Level of English -Speaking Anxiety as per Grade Level**

Based on the Data Analysis of the table, the computed value of F which is 2.15, is less than the F critical value of 2.63, and the p-value computed is 0.093 which is greater than p=0.05, (the level of confidence) which indicates that the null hypothesis is failed to reject and it implies that **there is no significant difference in the English-speaking anxiety among the grade level of the respondents**.

Based on the study by Tuncel et al. (2020) in "Foreign language anxiety of adolescent students" showed that there is no significant difference in grade level factors. Considering grade level factors, increasing the number of foreign language anxiety research at all levels has been suggested.

Likewise, in the study of Basco et al., (2016) results showed that when the students were grouped according to grade level, there are no significant statistical differences found in the level of self-esteem, motivation, and anxiety of the students.

This also revealed in this study that there are no significant differences in the students' levels of English-speaking anxiety depending on whether the respondents are in 7th grade, 8th grade, 9th grade, or 10th grade.

Significant Difference Between Class Classification and the Level of English-Speaking Anxiety							
Class Classification	**Mean**	**SD**	**DF**	**Computed F-value**	**Critical F-value**	**P-value**	**Remarks/ Decision**

Table 8: of the									Mean
	Regular Class	2.68	0.40						
	Special Science Class	2.88	0.27						
	Special Program in Journalism	2.34	0.37	321	6.99	2.63	0.000	**Significant**	
	Special Program in Sports	2.75	0.27						

Respondents on the Level of English -Speaking Anxiety as per Class Classification

Based on the Data Analysis of the table, the computed value of F which is 6.99, is greater than the F critical value of 2.63, and the p-value computed is 0.000 which is less than p=0.05, (the level of confidence) which indicates that the null hypothesis is rejected and it implies that **there is a significant difference in the English-speaking anxiety among the class classification of the respondents.**

VII. CONCLUSION

Based on the summary of the findings, the researcher drew out the following generalizations:

1. Under the summary of findings, the researchers found out that junior high school student-respondents were mostly 13 years old, which the grade 7 students usually start at this age and some other students in the 7th grade start at an early age of 12 years old. Grade 9, which is the second-to-last grade level before grade 10, is considered the majority among the other grade levels because it contains a large population of students, while grade 7 has the lowest population. Lastly, most of the respondents were in the regular class program compared to other special programs, which means that most of the students are enrolled in the regular class program, which they prefer compared to special class programs like the special program in journalism since this is still new for the school and the students.

   2.The student-respondents rated English-speaking skill anxiety as a high level, which means that the junior high school students agree on the various factors that they are experiencing with their English-speaking skills, which makes them have a high level of English-speaking anxiety.

3. There was no significant difference between the age and grade level of the respondents and the level of their English-speaking anxiety, which means that whatever the age and grade level of the respondents, their level of English-speaking anxiety does not differ significantly. Meanwhile, there was a significant difference between the class classification of the respondents and the level of their English-speaking anxiety, meaning each respondent from the different programs had a different level of English-speaking anxiety.

4. Based on the results, the researchers create and promote their intervention program to the teachers that they will employ in the classroom, which is the Buzz Session in Teaching Grammar, to help the respondents eliminate and overcome the factors that cause their English-speaking anxiety, and most importantly, the students will be more competent in their English-speaking skills.

VIII. RECOMMENDATIONS

After a thorough analysis of the conclusions of the study, the researchers presented the following recommendations:

1. The researchers would like to suggest that teachers should align the lessons they are teaching according to the age of the respondents, particularly those who are 12 years old. They must start learning the English language based on their age so that it will not be difficult for them to understand and remember the lesson. Besides, teachers should also consider the grade level of the respondents, especially in grade 7, wherein the researchers encourage the teachers to teach the basic components of learning the English language, which will serve as a foundation for them to have background knowledge in English subjects at their grade level. Moreover, in terms of class classification, the teachers should not focus on what type of programs the respondents are classified into, whether they are part of regular classes, special science classes, special programs in sports, or special programs in journalism classes. The teachers should give equal treatment and effort to every respondent so that they can meet their needs, especially the things that need to enhance their English-speaking skills.

2. The researchers would like to advise the teachers to avoid creating triggering activities that will contribute as a factor to and high level of English-speaking anxiety of the respondents. They must provide easier and more engaging activities that will help the respondents overcome and eliminate their anxiety in speaking English. Likewise, the teachers should not pressure the students if he or she will be participating in the classroom instead give them enough time to prepare to answer the questions so that the students will not get nervous every time in class which is one of the factors that contributes to the high level of English-speaking anxiety of the respondents. Furthermore, the researchers would also like to advise the teachers to know why the respondents are not afraid to make mistakes in English class. By knowing the root causes the

teacher will use it in providing activities that will encourage the respondents to be interested in learning the English language as well as to try speaking using the English language in the classroom.

3. The researchers would like to recommend that teachers should know the profile of the respondents based on their age, grade level, and class classification before they start teaching their students. The teachers should know what topic or lesson they must discuss with the respondents according to their profile so that their students can catch up, relate to the lesson, and not be surprised by the subject. By knowing what topic to cover, they can provide an activity that will measure the capabilities and skills of their students and let them know if they teach excellently. Likewise, by providing an activity to the respondents, the teachers will be able to know if its strategies or techniques are effective in the classroom. If the teacher knows its deficiency, he or she must change his learning style and put in extra effort to help the students learn effectively.

4. The researchers would like to propose their intervention program, which is the Buzz Session in Teaching Grammar, to the teachers, wherein, after their discussion, they will apply the Buzz Session as an activity for their students that involves self-evaluation, peer review, and teacher feedback. Moreover, the researchers would also like to advocate for the school administration to support the teachers in implementing programs to help the respondents overcome and lessen their English-speaking anxiety. The administration should be the first to provide or execute the program to help the students enhance their English-speaking skills. The school administration should make a plan that will encourage students to strive to learn the English language since it can be a tool for them in their future careers.

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