

Appendix

Speaking Anxiety Items

Original Wording (FLCAS / S-FLSAS)	Adapted Wording (EMI Scale)	Factor
I start to panic when I have to speak without preparation in language class. (FLCAS #9)	I get anxious when I need to speak English without preparation.	Communication Apprehension
I can feel my heart pounding when I'm going to be called on in language class. (FLCAS #20)	I feel nervous when I have to start a conversation in English with classmates.	Communication Apprehension
I get nervous and confused when I am speaking in my language class. (FLCAS #27)	I feel overwhelmed in group conversations in English.	Communication Apprehension
I feel very self-conscious about speaking English in front of other students. (S-FLSAS #13)	I avoid peer discussions in English because I feel tense.	Communication Apprehension
I am afraid of making mistakes in English classes. (S-FLSAS #2)	I worry about making mistakes when speaking English with peers.	Fear of Negative Evaluation
I am afraid that the other students will laugh at me when I speak the foreign language. (FLCAS #31 / S-FLSAS #17)	I am afraid my classmates will laugh at me if I speak English incorrectly.	Fear of Negative Evaluation
It embarrasses me to volunteer answers in my language class. (FLCAS #13)	I feel judged when I make pronunciation errors in front of peers.	Fear of Negative Evaluation
I always feel that the other students speak the foreign language better than I do. (FLCAS #23)	I get nervous when I know others are listening to my English.	Fear of Negative Evaluation

I feel overwhelmed by the number of rules I have to learn to speak English. (S-FLSAS #15 / FLCAS #30)	I feel anxious because I lack enough vocabulary to express myself.	Linguistic Efficacy & Preparedness
I feel overwhelmed by the number of rules you have to learn to speak a foreign language. (FLCAS #30)	I get nervous when I cannot find the right English words in a conversation.	Linguistic Efficacy & Preparedness
(No direct item – supported in Liu & Jackson, 2008: reliance on L1 → communication breakdowns)	I often translate from my first language before speaking, which slows me down.	Linguistic Efficacy & Preparedness
I feel more confident in my language class when I have prepared in advance. (FLCAS #6)	I feel more confident when I rehearse what I want to say in advance. (R)	Linguistic Efficacy & Preparedness
I don't feel pressure to prepare very well for language class. (FLCAS #22, reverse-scored)	I feel under pressure to speak English fluently in front of my classmates.	Peer Pressure
I always feel that the other students speak English better than I do. (FLCAS #23 / S-FLSAS #12)	I compare myself to peers who speak English better than me.	Peer Pressure
I am afraid that the other students will laugh at me when I speak English. (S-FLSAS #17 / FLCAS #31)	I avoid speaking English if I think my friends will mock my accent.	Peer Pressure
I get nervous and confused when I am speaking in my language class. (FLCAS #27)	I feel nervous when I am asked to express my opinion in English during group discussions.	Peer Pressure

Research Questionnaire

Speaking Anxiety in English as a Medium of Instruction (EMI) Contexts: An Analysis of Student Coping Strategies

A. Introduction

Yours faithfully,

Let me introduce myself, my name is Hilal Hamdi Hasani, a student of the English Language Education Study Program, FPBS UPI, currently conducting research on the topic of *Speaking Anxiety in English as a Medium of Instruction (EMI) Contexts: An Analysis of Student Coping Strategies*. The object of this research is students of the Class of 2024 in the UPI International Program on Science Education (IPSE), which uses English as a Medium of Instruction (EMI).

The researcher requests the willingness of fellow students of the IPSE study program as respondents to help fill out the questionnaire below, as honestly as possible according to the actual conditions. The researcher will keep the personal data and questionnaire contents confidential, and the purpose of this thesis research is not only as a requirement for completing the study but also for the development of English language learning science. I would like to thank my colleagues for their willingness.

My
regards,

Hilal
Hamdi
Hasani

B. Questionnaire Filling Instructions

1. Please fill in the respondent's personal data completely.
2. Fill in the answer choices by ticking the check list (✓) in the column provided of Part A&B with the following choices:

SD - Strongly Disagree	A - Agree
D - Disagree	SA - Strongly Agree
N - Neutral	
3. In part C, you are asked to explain the factors that determine your anxiety in speaking English and coping strategies.

Hilal Hamdi Hasani, 2025

SPEAKING ANXIETY IN ENGLISH AS A MEDIUM OF INSTRUCTION (EMI) CONTEXTS: AN ANALYSIS OF STUDENTS' COPING STRATEGIES

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C. Respondent Data

Nama :
NIM :

Research Questionnaire

Speaking Anxiety in English as a Medium of Instruction (EMI) Contexts: An Analysis of Student Coping Strategies

Part A. Factor Generating and Level of Students' Anxiety

No.	Statement Items	Answer Options				
		SD	D	N	A	SA
1	I never feel quite sure of myself when speaking English with my classmates.					
2	I start to panic when I have to speak English without preparation.					
3	It frightens me when I don't understand what my peers are saying in English.					
4	I get nervous when I know I'll need to start a conversation in English.					
5	I feel overwhelmed when I'm trying to understand group conversations in English.					
6	I worry about making mistakes when I speak English with peers.					
7	I am afraid that other students will laugh at me when I speak English.					
8	I feel like my classmates judge me when I make pronunciation errors.					
9	I get nervous when I realize others are listening to me speaking English.					
10	I'm concerned that speaking English poorly will make others think I'm less intelligent.					
11	I feel anxious because I don't have enough vocabulary to express myself.					
12	I get nervous when I can't find the right English words in a conversation.					

13	I avoid joining peer discussions in English because I feel unprepared.					
14	I feel more confident when I rehearse what I want to say in English beforehand. (R)					
15	I often translate from my first language before speaking, which slows me down.					
16	I feel under pressure to speak English fluently in front of my classmates.					
17	I compare myself to classmates who speak English better than me.					
18	I avoid speaking English if I think my friends will mock my accent.					
19	I feel nervous when I'm asked to express my opinion in English in group discussions.					
20	I feel more comfortable speaking English when I'm with close friends. (R)					

This questionnaire was adapted from established instruments developed by language anxiety researchers, specifically the Foreign Language Classroom Anxiety Scale (FLCAS) by Horwitz et al. (1986) and the Speaking-related Foreign Language Speaking Anxiety Scale (S-FLSAS) by Öztürk and Gürbüz (2014), to better reflect students' experiences in EMI classroom contexts.

Part B. Students' Coping Strategy

No.	Statement Items	Answer Options				
		SA	A	N	D	SD
1	I try to make a habit of studying English everyday					
2	I never care to prepare for my English class					
3	I study hard the day before I have my English class					
4	I try to relax when I am in my English class					
5	I don't think trying to feel relaxed helps me overcome my anxiety					
6	I take a deep breath when I feel anxious in my English class					
7	I try to contemplate before entering the class to strengthen my confidence interacting in learning.					
8	I imagine myself giving a great performance					

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9	I tell myself that I am ok when I feel anxious in my English class					
10	I convinced myself that I could communicate using English in my class.					
11	I am sure that English communication skills will improve with practice in each lesson.					
12	I tell myself that others must also be anxious					
13	I never tell myself that difficult problems for me are also difficult for others					
14	I ask students around me if they understand the class					
15	I try not to think of people around me					
16	I stop paying attention when I am feeling nervous in the class					
17	I don't want to participate in the class					
18	I avoid getting involved in a situation which can make me feel anxious					

This questionnaire was adapted from the coping strategies framework proposed by Marwan (2007), which categorizes student responses to speaking anxiety into four domains: preparation, relaxation, positive thinking, and peer seeking.

Part C

In this section C, you are asked to explain the factors that cause your anxiety in speaking English that are not covered in the previous questionnaire. Your responses will help us understand how students' source of anxiety.

The following questions are adapted from the coping strategies framework developed by Foreign Language Classroom Anxiety Scale (FLCAS) by Horwitz et al. (1986) and the Speaking-related Foreign Language Speaking Anxiety Scale (S-FLSAS) by Öztürk and Gürbüz

A. Factor Generating

1. What usually makes you feel anxious when speaking in class?

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2. How do you feel when you have to speak in English in front of your classmates?

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3. Do you feel worried about negative evaluation from lecturers or classmates when speaking?

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4. To what extent do vocabulary or grammar limitations influence your anxiety when speaking?

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5. Does comparing your ability with classmates make you feel more anxious? Can you explain?

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6. How does the classroom atmosphere (lecturer support, teaching style, classmates' responses) influence your anxiety?

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7. In your opinion, do external factors (such as limited time, exams, classroom rules) contribute to increasing your speaking anxiety?

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8. In your opinion, to what extent is your level of anxiety when speaking English in class? (Low, Moderate, High)

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9. In what situations do you feel the highest anxiety when speaking English?

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10. What physical or psychological symptoms do you usually feel when you are anxious about speaking?

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11. How is your feeling different when speaking spontaneously compared to speaking with preparation?

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12. Compared to the beginning of your studies, has your anxiety changed? Why?

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Part D

In section D, you are asked to coping strategies to overcome speaking anxiety that are not covered in the previous questionnaire. Your responses will help us understand how students cope with speaking in English during your academic studies.

The following questions are adapted from the coping strategies framework developed by Marwan (2007) in his study on foreign language anxiety, as well as additional insights from coping theory literature

B. Preparation Strategies

1. What do you usually do to prepare yourself before speaking English in class?

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2. Can you describe any personal strategies or routines you follow to improve your English-speaking skills?

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3. How do you deal with unfamiliar speaking topics or vocabulary in EMI lessons?

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4. What helps you feel calm or relaxed before speaking English in front of others?

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5. Do you use any physical or mental techniques to reduce your nervousness when speaking in English? Please explain.

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6. What thoughts do you tell yourself when you feel anxious about speaking English?

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7. How do you stay motivated or positive even if you make mistakes when speaking in English?

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8. Do you ask for help or support from classmates when you feel nervous about speaking English? How do they help you?

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9. How important is peer support for you when dealing with speaking anxiety in EMI classes?

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10. In your own words, what is the most helpful thing you do to cope with speaking anxiety in English?

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