

ABSTRACT

This study aimed to analyze the dimensions of speaking anxiety experienced by English students in Public Speaking classes and to identify the most dominant dimension. This study employed a descriptive quantitative research design involving 31 fourth-semester students of the English Study Program at Politeknik Negeri Sriwijaya who were enrolled in Public Speaking classes during the academic year 2025/2026. The data were collected through a questionnaire adapted from the Foreign Language Classroom Anxiety Scale (FLCAS) developed by Elaine Horwitz et al. (1986) and supported by semi-structured interviews. The data were analyzed using descriptive statistical analysis by calculating the mean score of each dimension. The findings revealed that the students experienced three dimensions of speaking anxiety: Communication Apprehension, Fear of Negative Evaluation, and Test Anxiety. Communication Apprehension had the highest mean score (3.27), followed by Test Anxiety (3.16) and Fear of Negative Evaluation (3.07). All three dimensions were categorized as moderate anxiety. The findings indicate that students experienced greater anxiety when communicating their ideas orally in English, particularly in spontaneous speaking situations. These findings may provide useful information for lecturers in creating supportive learning environments that help students develop greater confidence in Public Speaking activities.

Keywords: *communication apprehension, english students, flcas, public speaking, speaking anxiety*