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Speaking Anxiety of EFL High School Students:

Indonesian and Moroccan Cases

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Abstract—**This study aims to explore the speaking difficulties encountered by Moroccan and Indonesian high school students, as well as shed light on the level of anxiety they are experiencing and its causes. The study employs a quantitative approach. A Likert scale-based questionnaire was administered to 30 Moroccan high school students, and 30 others to their fellow Indonesian students. The results of the study showed that Indonesian students experiences high level of English speaking anxiety compared to their fellow Moroccan students. Pronunciation, fear of making mistakes and fear of negative evaluation are the major causes of EFL speaking anxiety of these groups.**

Keywords: foreign language anxiety, speaking anxiety, Indonesian students, Moroccan students

I. INTRODUCTION

It is no doubt that English is an international and global language [1,2]. Much of the world's advances, be it in technology, science, trade, and education are conducted in English. However, a huge number of English language learners face remarkable difficulties in terms of learning and using this language especially when it comes to speaking. Likewise, Moroccan and Indonesian English language learners are not an exception. Considering that I came from Morocco where English is a foreign language, I have experienced some obstacles in my English conversation classes. Similarly, from my humble teaching experience and English class observations, I have noticed that many students avoid speaking English even though they are smart students and they know the answers. Once they are pointed out by their teachers to speak they blush, stammer, and sweat.

The English language has always been considered as a foreign language in both Morocco and Indonesia. "Amazigh" and "Darija" are the most common languages spoken on a daily basis amongst Moroccan citizens. On the other hand, the standard Arabic and French are the two official languages used in Moroccan administrations. The Arabic language is being taught at kindergarten, French or Spanish starting from grade 2 in public schools, while the students get exposed to English at schools starting from grade 3 of junior high school in public schools. It is obvious that English is not given much importance in Moroccan schools, especially in the public

sector. However, a huge number of Moroccan students prefer the English language over other languages.

On the other hand, in Indonesia, English is the first foreign language taught at school [3]. Although, English has been taught in the early stages, still, the language proficiency of Indonesian students is not satisfying. Some researches revealed that the main cause of this is the lack of qualified teachers to teach English. Hamied [4] declared that only 35% of English teachers are academically qualified to teach.

There are various socio-cultural factors involved in learning English as a foreign language and English speaking anxiety among Indonesian and Moroccan high school students. The use of the most appropriate word or expression in a particular situation creates confusion for EFL learners as they frequently interfere with their cultural standards. For example in the Indonesian culture, the word (Ibu) refers to mother, or Madame/ma'me. This creates a big confusion for some Indonesian students when speaking English. When willing to address a woman, they use the expression 'mother' instead of ma'me. Baker [5] stated that "barriers to learning can occur if students knowingly or unknowingly transfer the cultural rules from their mother tongue to a foreign language". EFL learners are required to be acquainted with the culture of the target language along with its linguistic systems.

Socio-linguistic factors also have a drastic role in learning a foreign language. English is neither a mother tongue nor a language that is spoken on a daily basis in Morocco and Indonesia. In Morocco the mother tongue is Arabic and it is different from English; in terms of alphabets, vocabulary, grammar, etc. So, interfering to Arabic to learn English is a challenge for Moroccan learners. The first foreign language in Morocco is French and it is considered as a language of elites and "prestige". Learning French in the early stages helps somehow in learning English as there are many similarities between the two languages in terms of Alphabets, vocabulary, etc., with a difference in pronunciation. For instance "prononciation" in French equals "pronunciation" in English with a small difference in spelling and articulation. "communication", 'information', 'attention', 'transformation', 'action', 'table', 'stable', 'adorable', 'visible', 'Comfortable' and other similar words make learning English easier. On the other hand, various vocabularies create confusion. For instance

"bras" in English is a piece of women's clothing worn under clothes while "bras" in French is an arm! "envy" in English is a feeling of jealousy while "envie" in French means to wish or desire. "library" in English is a place you go to borrow books while "librairie" in French is the place you go to buy them.

The Indonesian language and the English language have many similarities as well as differences. Both English and the Indonesian language use the same 26 alphabets divided similarly between vowels and consonants, the ways of arranging sentences and paragraphs are similar, both languages use similar methods of classifying word types into nouns, verbs, adverbs, adjectives, pronouns, etc., both languages form words in the same way by attaching prefixes and suffixes to root words, both languages have passive & active voices - Bahasa Indonesia uses "di-" prefix to indicate the passive voice while English uses the "-ed" suffix. On the other hand, English has tenses for verbs while Bahasa Indonesia has no similar concept, Bahasa Indonesia doesn't have gender (male/female/neuter personal pronouns). These two concepts make learning English difficult for Indonesian learners as they are not familiar with present and past tenses as well as gender. For instance "Dia" in the Indonesian language is a subject pronoun, third person, singular and it is not gender-based, while in English there is 'he', 'she', 'it', concerning gender. Bahasa Indonesia doesn't have a plural suffix which is comparable to the English "s", Indonesian plural concept is understood by context or by the addition of other words to express the concept of something being "more than one", Modifying adjectives are usually placed before the noun in English but after nouns in Bahasa Indonesia.

The limited exposure to the English language is of a great impact on language proficiency. As English is not spoken daily in Indonesia and Morocco, students lack opportunities to practise speaking and develop their communicative abilities, which leads to embarrassment or stress when they are required to speak both in and out of the class.

The EFL curriculum in Morocco adheres to the competency-based approach. The distinctive characteristics of this approach are generally stated as follows: It is organized around a set of learning tasks and/or activities that are based on language knowledge, skills, strategies, and abilities that learners have to demonstrate; and directed towards the likeliest uses learners will have to make of English in their future studies and professions. Specific themes and situations are used as a means to develop competencies and improve performances. The competency-based approach is learner-centered and task-based, and it assesses learner behavior/performance about the competencies focused upon. Moreover, a competency-based approach capitalizes on the performances that the learners should expect to attain, not just content to be covered. On the other hand, The Indonesian curriculum adheres tothe Genre-based approach which refers to teaching learners how to use language patterns to produce coherent, purposeful pieces of writing [6].

According to Spielberger [7], anxiety is defined as "Subjective feeling of tension, apprehension, nervousness with an arousal of the autonomic nervous system". On the other

hand, Kondo and Ying-Ling [8] defined anxiety as "an uneasy feeling that occurs when there is something threatening". Psychologists differentiate anxiety into three types of anxiety: trait anxiety, state anxiety, and situation-specific anxiety.

Foreign language anxiety or xenoglossophobia is the feeling of unease, worry, nervousness and apprehension that individuals experience in learning or using a second or a foreign language. This feeling of anxiety is associated with both productive skills (speaking and writing) and receptive skills (reading and listening). MacIntyre PD, Gardner RC [9] defined language anxiety as "the feeling of tension and apprehension specifically associated with second language contexts including speaking, listening, and learning." (p.284).

MacIntyre PD, Gardner RC [10] tested different types of anxiety for instance test anxiety, Math anxiety, audience anxiety, etc. They found that anxiety is directly related to second language performance. That is to say that though some learners are good in other subject areas, they can experience anxiety when learning and using a second language. It means that a student who has no anxiety in other classes may experience anxiety in a second language class. Young [11,12], on the other hand, characterizes FLA as an intricate psychological phenomenon particular to language learning.

As illustrated in Horwitz, and cope [13], foreign language speaking anxiety fallout when people don't feel like themselves when speaking a foreign language. Most individuals seem less intelligent than they are or think they are. Commonly, language classes have that public and open feature. Learners are usually required to talk about their experience and orally express themselves in front of their fellow students, which creates an uncomfortable situation for some of them and they may experience a high level of anxiety and nervousness. Horwitz [14] have claimed that a third of language students experience foreign language anxiety. Some of them experience mild anxiety, while others experience debilitating levels of anxiety. According to Alrabai [15] foreign language anxiety is more considered as a psychological barrier (identity-based), rather than a linguistic barrier (competence-based)

Horwitz EK, Horwitz MB, Cope J [13] stated that learners strongly experience foreign language speaking anxiety in testing situations. Being corrected in public is an unpleasant situation for most students. Learners 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; teachers, classmates, etc). Horwitz EK, Horwitz MB, Cope J [13] established three related situation-specific performance anxieties: 1 Communication apprehension, 2 test anxiety, 3 fear of negative evaluation. Communication apprehension is defined as the anxiety to communicate with others, including both the production apprehension (producing language and talking in front of others) and the reception apprehension (receiving and orally responding to spoken messages). Test anxiety comes out of the fear to fail in performing in a foreign language. Fear of negative evaluation occurs when foreign language learners feel that they are unable to properly impress others with their language abilities.

Foreign language speaking anxiety from learners' point of view was first studied by Bailey [16] who declared that learners compete and compare themselves with their fellow learners, which increases their level of anxiety. MacIntyre PD, Clément R, Dörnyei Z, Noels KA [17] suggested that self-evaluation is associated with foreign language anxiety. Gardner & MacIntyre [18] claimed that there is a considerable relationship between learners' foreign language self-rating and their level of foreign language anxiety; learners experiencing speaking anxiety tend to underestimate their language proficiency.

In their study that was designed to determine the level of English language speaking anxiety and the dominant factor that contributes to English language speaking anxiety among Malaysian undergraduate learners, Miskam N, Saidalvi A [19] found that the majority of these undergraduates have a moderate level of speaking anxiety. The dominant factors that contribute to this issue are communication apprehension for high and moderate anxiety learners while for low anxiety learners, it is test anxiety

Batiha, J. M., Mustaffa, R. M. & Noor, N. M. [20] a study on Speaking Anxiety among English as a Foreign Language Learner in Jordan to shed light on the causes of anxiety. The results revealed that four main factors were responsible for causing learners' speaking anxiety, namely: Fear of Negative Evaluation, Unpreparedness, Fear of Being in Public and Shyness, and General Speaking Class Anxiety.

In their study on the Sources of Foreign Language Speaking Anxiety of Iranian English language Learner, Sadighi F, Dastpak M [21] stated that the results of the study indicated that " fear of making mistakes ", " fear of negative evaluation ", and " lack of vocabulary knowledge " were the main factors which caused anxiety among students.

II. LITERATURE REVIEW

A. The Causes of Anxiety in Oral Performance

What causes English speaking anxiety is the main question of this research study. Anxiety has always been associated with foreign language learning. Foreign language researchers have investigated the factors that provoke speaking language anxiety and have suggested several sources related to that. The following are some of the causes which most foreign language learners suffer from:

1) Lack of vocabulary: Wilkins DA. [22] stated that ". . . while without grammar very little can be conveyed, without vocabulary nothing can be conveyed" . One of the sources of language speaking anxiety is lack of vocabulary. Language learners feel nervous and worried because of the amount of the vocabulary they possess in the target language, especially when they are involved in an academic conversation or a formal setting. Through a survey study with Chinese English learners' Liu M [23] extracted that the learners in his study think that "vocabulary is a big obstacle for their English learning". One of the students claimed that "I am a little afraid

of speaking English because my vocabulary is poor." In this line, Akkakoson Songyut [24] found in his study among Thai students that Limited vocabulary was viewed by 38.09% of the students as a major factor of English speaking anxiety.

2) Low English proficiency: X Zhang [25] conducted a study on Chinese English learners' and he claimed that students with low English proficiency find it difficult to understand what the teachers say in the class, consequently, are unable to respond to the teacher's questions or be involved in the conversations. Most of the students would not ask their teacher to explain the question or to repeat what was said because they think that would decrease their value in the eyes of their peers. They always have that fear to be looked at inferiorly. Their "face keeping" prevents them from practicing and improving their English language. Liu [23] have conducted a survey study and concluded that low English proficiency is a factor that causes anxiety for Chinese English learners. One of the participants of her study claimed that "I'm a little afraid of speaking English because my speaking English is poor" (P.129)

3) Lack of preparation: Not dedicating enough time and energy to prepare your speech is usually a provoking factor of language speaking anxiety. Liu M [23] found that most Chinese English learners admitted that they are most likely to experience anxiety when they are unprepared and vice versa.

4) Lack of practice: Practice makes perfect and lack of practice arises doubts and anxiety. Learning a foreign language inside the classroom is not enough to master the language and speak it fluently. Much more practice and use of the language is required outside the classroom. The limited class time and the big class size besides the lack of chances to practice the English language outside the classroom in various parts of the world, hindering the mastery of the language, consequently lead to English speaking anxiety.

5) Fear of making mistakes: fear of making mistakes is associated with negative-evaluation; students avoid talking and sharing their ideas in the classroom because they fear to make mistakes and have others laugh at them. X Zhang [25] claims that "Students often feel frightened at the idea of making mistakes and receiving negative evaluations from the peers" (p. 35). In the study of Liu M [23] of one the participants said: " I like to speak English, but when I am in front of others, I will be nervous and can't say any words, because I am afraid others will laugh at me if make some mistake " (p.130).

6) Inability to express ideas: Several English language learners have difficulties in expressing their ideas and conveying meaningful messages. Either because they cannot translate their ideas from their mother tongue to English, This leads to speech anxiety. Şenel E [26] claims that a high level of anxiety is a general problem of Turkish English language learners who cannot speak in front of others although they know English grammar well due to their being less motivated,

not having enough self-confidence or practice to speak in English.

7) g-Fear of being focus of attention: Shyness and the fear of being a focus of attention causes speech anxiety to many English language learners as they feel like everybody is looking at them. A study done by Liu M [23], shows that many learners experienced anxiety when they were asked to speak English in front of their classmates. One of those learners reported, "I am often nervous when speaking English in front of others because I think too many eyes were gazing at me" (p.130).

B. English Speaking Anxiety in the Indonesian Context

Indonesian students find various difficulties in speaking English and they experience a high level of speaking anxiety. Researching what causes speech-production-related to foreign language anxiety amongst Indonesian students majoring in English Language Education in a university in Jogjakarta, Indonesia, Anandari C [27] found that it was clear that there is a high level of anxiety among the students, especially in speaking in English in public. She stated that the level of anxiety experienced is above 50%. She claimed that there are three main causes of anxiety experienced by the students when speaking English in public 1-Fear of not being able to convey the message well, 2- Shyness, 3- discomfort.

A study was conducted at a senior high school in Jambi Indonesia revealed five major themes related to students' English language anxiety. Mukminin A [28] summarized the themes as follows: First, low speaking skills due to the lack of vocabulary and grammar. Second, fear of negative responses from others. Third, low self-esteem to speak in English. Fourth, fear of being evaluated by teachers, and fifth, cultural influences to speak English due to a more teacher-centered style in the classroom.

Abrar M [29] has conducted a study entitled 'An Investigation into Indonesian EFL University Students' Speaking Anxiety' in which the finding showed that proficiency variable is the most significant factor for predicting the variation in speaking anxiety.

C. English Speaking Anxiety in the Moroccan Context

In their study, they investigated the foreign language speaking anxiety in Moroccan EFL 2nd year baccalaureate classes. The investigation revealed that: "Moroccan EFL learners do not only experience high levels of speaking anxiety, i.e., communication apprehension but also high levels of test anxiety." S Bouddage, M Elfatihi [30]. Some of the sources of English speaking anxiety revealed from the result of that study is lack of vocabulary needed to communicate, worry about speaking in class without prior preparation, negative perception regarding ones' speaking abilities, worry about the fluency of speaking a foreign language, having a very limited time to think before speaking in class, and worry about being criticized for poor pronunciation. S Bouddage, M Elfatihi [30].

III. METHODS

The study has employeda quantitative design to investigate the level of anxiety and the factors causing it. The quantitative data of this study, obtained through students' questionnaires, will be used to calculate the levels of anxiety experienced by students in the FL classroom.

A. Participants

The total number of the participants in the present study is 60 students (N= 60); 30 Moroccan students and 30 Indonesian students between the age of 15 and 19 coming from different high schools, majors and backgrounds, etc. The 60 participantswho filled in the FLCAS survey were recruited voluntarily to respond to the 33 items. The 60 students belonging to grades 1, 2 and 3 of senior high school. Many 4 or 5 participants were recruited from each high school in Morocco and in the city of Bandung to take part in this study.

B. Instruments

Questionnaires are the most commonly used research methods, as they are considered to be quick and simple when collecting data from a large group [31]. Believing in the uniqueness of foreign language anxiety, Horwitz EK, Horwitz MB, Cope J [13] have introduced the Foreign Language Classroom Anxiety Scale (FLCAS) as an instrument to measure anxiety levels. The FLCAS consists of 33 statements to assess communication apprehension, test anxiety and fear of negative evaluation associated with language anxiety. In this study, a translated FLCAS questionnaire into the Arabic language and Bahasa Indonesia language were adopted as the main data collection instruments. The questionnaire consists of two parts. In the first part, personal questions, such as age, gender, students' language proficiency history,etc. In the second part, 33 questions on a 5-point Likert Scale.

1= Never, 2 = Seldom, 3= Sometimes, 4= Often, 5= Always.

C. Data Collection Procedures

An Online questionnaire was designed and sent to some teachers and high school principals to share it with their students. The participants were informed about the purpose of the survey, and necessary instructions were given in both English and Bahasa Indonesia with the help of the teacher.

To guarantee a better understanding of the questions by Indonesian students, a translated FLCAS questionnaire into Bahasa Indonesia was adopted in this study after being revised by my colleagues that are native speakers of Bahasa Indonesia and that master the English language.

Similarly, a joint translated FLCAS questionnaire into the Arabic language was administered to Moroccan students for validity and accuracy of data.

For Moroccan students, the questionnaires were also sent through social media to some teachers of English that took charge to share them with the students. To help the participants answer the questions willingly and honestly, they were told that

they don't have to mention their names and that the information they will provide will be kept confidential.

D. Data Analysis

Each item on the FLCAS is rated on a five-point Likert scale ranging from 1 (Always) to 5 (never). The possible scores of the FLCAS range from 33 to 165. Scores 33-75 indicate a low level of anxiety in the language classroom. The scores ranging between 76-119 signifies a medium level of anxiety. Scores above 120 reflect high-intensity anxiety. The higher the score, the higher the level of foreign language anxiety experienced. The data obtained from the questionnaires were analyzed using Statistical Package for the Social Sciences (SPSS). Frequencies, percentages, arithmetic mean, and the standard deviation was used to analyze the data.

IV. RESULTS AND DISCUSSION

30 Moroccan high school students; 20 females and 10 males have participated in this study. 17.6% of the students are in their first year of high school, while 23.5 % are in their second year, and 58.8% in their third year. 95 % of these students have started to learn the English language in their third year of secondary school; means at the age of 14-15. Arabic is the mother tongue of almost 83 % of these students, while 17% claimed that Amazigh language is their mother tongue. On the other hand, many 30 Indonesian students took part in this study; 12 females and 18 males. 32.6 % of the students are in their first year of high school, while 43.2 % are in their second year, 24.6% are in their third year. The mother tongue of about 80% of the students is Bahasa Indonesia, while the rest claimed that they speak Bahasa Indonesia and Sundanese language as a mother tongue. 50 % of the Indonesian students claimed that they started to learn the English language in elementary school, while the other half started to learn English in kindergarten. Indonesian students get early exposure to the English language compared to their Moroccan fellow students.

47% of Moroccan and Indonesian students claimed their speaking English skills as good. While none of them declared their English speaking skills as excellent. Both Moroccan and Indonesian students spend around 4 hours weekly in an English class. 30% of Indonesian students have over 4 hours of English exposure weekly, whilst over 50 % of Moroccan students declared that they spend over 10 hours weekly using the English language. All Moroccan students claimed that they like the English language, while 4.5% of Indonesian students stated that they don't like the English language. 21% of Indonesian participants have lived for a while in an English speaking country, while none of the Moroccan participants did. Most of Indonesian and Moroccan high school students are aware that living for a while in an English speaking country may help in improving the English communicative skills.

The Majority of Indonesian students claimed that they sometimes worry about making mistakes in an English class which explains the fear of negative evaluation factors. While the majority of Moroccan participants stated that they never worry about making mistakes in an English class. 73% of Moroccan students never tremble when they know they are

going to be called on in English class, while 31% of their fellow Indonesian students sometimes do tremble.

The results revealed that 38% of Indonesian participants stated that they often think that other students are better than them at English whilst 42% of their Moroccan fellows stated that they never feel so (see figure 1).
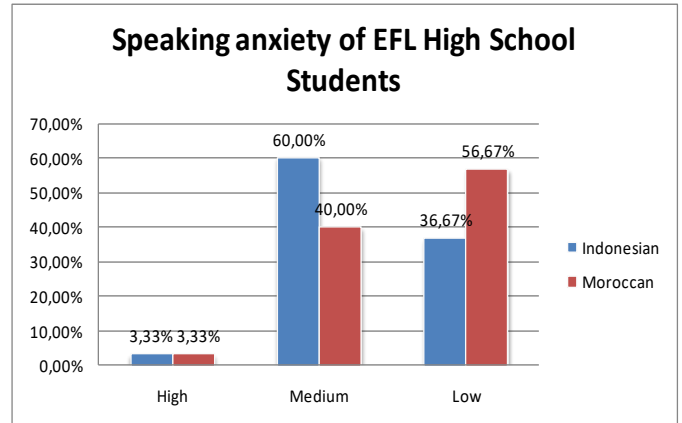

Fig. 1. Overview of speaking anxiety of EFL Moroccan and Indonesian high school Students.
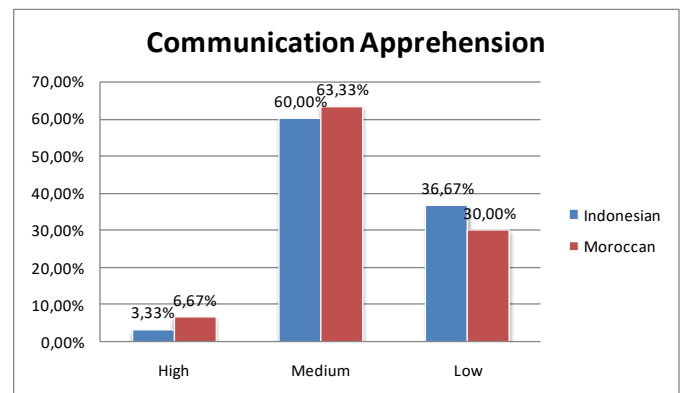

Fig. 2. Communication apprehension.

The Communication Apprehension (figure 2) dimension consists of 11 questions. Each question consists of 5 alternative answers that are rated. The largest score is 55, while the lowest score is 11. To determine the interval for each category (3 classes), the following calculation is performed:

$$c = \frac{55 - 11}{3} = 15$$

Thus, the score intervals to determine each Communication Apprehension category are as follows:

A total score of 11-25: Low

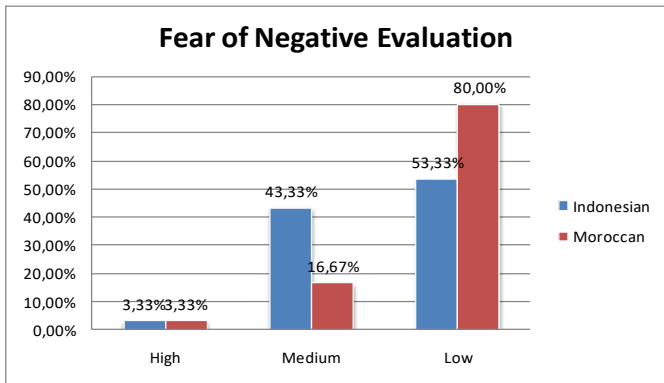Total score 25 - 39: Medium

A total score of 40 - 55: High

Fig. 3. Fear of negative evaluation.

The Fear of Negative Evaluation (figure 3) dimension consists of 7 questions. Each question consists of 5 alternative answers that are rated. The largest score is 35, while the lowest score is 7. To determine the interval for each category (3 classes), the following calculation is performed:

$$c = \frac{35-7}{3} = 9$$

Thus, the score intervals to determine each Fear of Negative Evaluation category are as follows:

Total score 7-15: Low

Total score 16-25: Medium
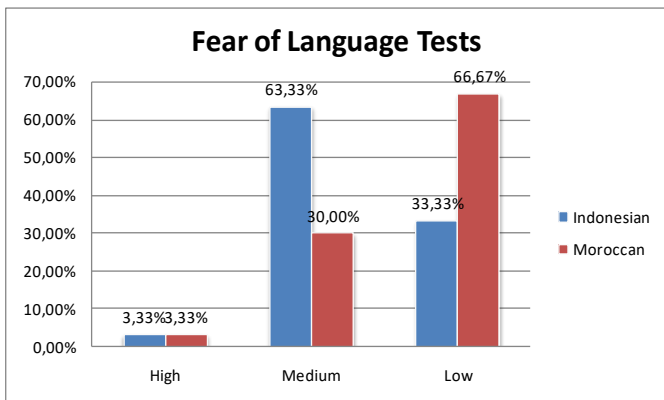
Total score 26 - 35: High

Fig. 4. Fear of language test.

The Fear of Language Tests (figure 4) dimension consists of 15 questions. Each question consists of 5 alternative answers that are rated. The largest score is 75, while the lowest score is 15. To determine the interval for each category (3 classes), the following calculations are made:

$$c = \frac{75-15}{3} = 20$$

Thus, the interval scores to determine each category of Fear of Language Tests are as follows:

Total score 15 - 34: Low

Total score 35 - 54: Medium

Total score 55 - 75: High

The overall statistical results of this study report that the two groups, Indonesian and Moroccan high school students generally experience a moderate level of English-speaking anxiety. The average mean score obtained falls within the range of 76 and 119 which indicates the medium-anxiety level.

When considering the levels of anxiety by dimensions, it is found that the average mean score of fear of negative evaluation dimension falls within the medium-anxiety level for both Indonesian and Moroccan students, whereas, the average score of communication apprehension dimension falls within the low-anxiety level. On the other hand, the average score of the test-anxiety dimension falls within the low-anxiety level for Moroccan students and the medium-anxiety level for Indonesian students. Indonesian and Moroccan students don't experience a high level of EFL speaking anxiety. However, the fear of negative evaluation is significantly dominant in performance anxiety. It can be said that fear of negative evaluation and test-anxiety are major factors that may evoke English-speaking anxiety among Indonesian high school students, whereas a less frequent factor is communication apprehension. On the other hand fear of negative evaluation is a major factor provoking English speaking anxiety among Moroccan students; communication apprehension and test-anxiety are ranked low. An explanatory reason why the fear of negative evaluation is high as proposed by Horwitz EK, Horwitz MB, Cope J. [13] is due to students' uncertainty of themselves and what they are saying. Thus, they may believe that they are not able to make appropriate social impressions, which means their peers or classmates' judgments in the case of the present study. Gregersen T, Horwitz EK [32] further explain that these anxious students may think they seem stupid when speaking a foreign language in front of peers, which leads to negative evaluation. This fear may eventually turn into frustration and apprehension, resulting in avoiding speaking in order not to seem foolish in others' views. However, communication apprehension, though it does not prevail in this study, is dominant in Woodrow L [33] study. She found that the most frequent source of anxiety is interacting with native speakers. Mak B [34] have combined communication apprehension or speech anxiety and the fear of negative evaluation of Horwitz et al. as one factor and she found that it is the most important factor contributing to ESL speaking-in-class anxiety because students have a feeling of worry about speaking in an English class and fear of embarrassment when negatively judged by others.

Several factors may lead to foreign language speaking anxiety in the classroom, hence the avoidance of speaking the target language. Thus, instructors are expected to help their students reduce such unfavorable feelings. The first step toward reducing students' speaking in a foreign language class is the identification of the sources of their anxiety. The result of this study provided a range of possible sources of anxiety. A feeling of making mistakes was found to be the most significant one.

This fear is mostly related to the students' fear of being negatively evaluated by their teacher or classmates. A similar study was conducted by Yahya M [35] in which "fear of negative evaluation" was the most significant origin of foreign language speaking anxiety. A study conducted by HY Ustaci, S Ok [36] on Turkish EFL learners revealed that the students preferred not to be corrected by their teachers when they made a mistake when speaking because they feel more anxious when are corrected by their teacher.

V. CONCLUSION

Foreign language anxiety is a critical issue and has influenced the development of students' speaking skills over the years. Foreign language speaking anxiety is a feeling of discomfort and worry that urge students to avoid speaking the target language. There are various sources of foreign langue speaking anxiety including fear of making mistakes, fear and negative evaluation and others. From the results of calculations and analysis that have been done in the previous chapter, it can be concluded that the majority of Indonesian and Moroccan EFL learners experience a medium-level of English speaking Anxiety. The majority of Indonesian and Moroccan students experience a medium Communication Apprehension anxiety, and few students experience a high level. Indonesian high school students experience a medium level of fear of language tests anxiety, while their Moroccan fellows experience a low-level.

It is recommended that the teachers be aware of the importance of the psychological variables that affect students' speaking performance. Teaching a language is not only about structures and instructions, but it is mostly about the way the teaching and the learning process happen. The policymakers are recommended to provide teacher training in psychology and behavior for the teachers to have an overview of the difficulties and obstacles a foreign language learners face in speaking the target language. As we can see, most of the students experience anxiety because of fear of making mistakes or the fear of being evaluated by others. These, therefore fall under the psychology of students and their self-esteem and self-confidence. Moreover, more speaking opportunities should be given to students to express themselves and to practice the language. Practice makes perfect and if we don't practice, there is a big possibility to experience anxiety as mentioned by the interviewees. They feel uneasiness and nervousness when they have not enough vocabulary and when they are unprepared. Developing teaching methods and learner-centered strategy is recommended. Erozkan [37] suggested an attachment theory that says: "An experience of healthy attachment can cause a child to feel that the world is a safe and accepted place in which he fulfills his value causing him to have a high self-esteem., self-esteem, and high self-esteem."

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