Foreign Language Anxiety in ESP Courses: Factors Affecting Business Digital, Cyber Security, and Tax Accounting Students

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Abstract: This study explores Foreign Language Anxiety (FLA) among students in English for Specific Purposes (ESP) courses across three majors: Business Digital, Cyber Security, and Tax Accounting. FLA, characterized by apprehension in language learning, significantly impacts students' academic performance, particularly in specialized fields where language proficiency is crucial. Using the Foreign Language Classroom Anxiety Scale (FLCAS), the study assessed communication apprehension, test anxiety, and fear of negative evaluation among 160 first-year polytechnic students. The results indicated that Business Digital students reported the highest overall anxiety, particularly due to fear of peer ridicule during speaking activities. Cyber Security students experienced significant anxiety related to comparisons with peers, feeling less competent in language skills. Conversely, Tax Accounting students showed the lowest anxiety related to correction feedback, reflecting a tolerance for learning from mistakes. The findings suggest that each major's unique demands shape the nature of FLA, highlighting the need for tailored instructional strategies to mitigate anxiety and enhance language learning in ESP contexts.

Key words: Foreign Language Anxiety, English for Specific Purposes, Communication Apprehension, Test Anxiety, Fear of Negative Evaluation.

INTRODUCTION

Language learning is a complex process that involves not just cognitive but also affective factors, which can significantly impact learners' experiences and outcomes. Among the various affective factors, anxiety has been identified as one of the most influential in the context of language learning (Zheng & Cheng, 2018). The phenomenon known as Foreign Language Anxiety (FLA) is a specific type of anxiety that learners experience when learning or using a foreign language (Harputlu et al., 2017). This form of anxiety is particularly prevalent among students learning English for Specific Purposes (ESP), who often face unique challenges due to the specialized nature of the language they are required to master (Amengual-Pizarro, 2018).

ESP students are typically engaged in learning English not for general communication purposes but to meet specific academic or professional needs (Hyland, 2022). For instance, students in fields such as engineering, business, medicine, and law may need to acquire proficiency in English to understand technical texts, communicate with international colleagues, or present their work at global conferences. The specialized vocabulary, structures, and genres associated with ESP can make language learning more daunting (Cheng, 2021), potentially exacerbating feelings of anxiety.

Foreign Language Anxiety has been extensively studied in general English learning contexts, but its manifestation among ESP students remains relatively underexplored. This study aims to fill this gap by investigating the nature and extent of FLA among ESP students, identifying its sources, and examining its impact on students' language learning experiences and

outcomes. Understanding these dynamics is crucial for developing effective strategies to mitigate anxiety and enhance learning efficiency in ESP contexts (Salem, 2019).

The concept of FLA was first systematically studied by Horwitz et al. (1986), who developed the Foreign Language Classroom Anxiety Scale (FLCAS) to measure anxiety levels among language learners. Their research highlighted that FLA could significantly hinder a student's ability to acquire and use foreign language effectively. Since then, numerous studies have examined the factors contributing to FLA, its impact on language learning, and strategies to mitigate its effects (Liu & Wang, 2023; Zhang, 2024).

In the context of ESP, the stakes are often higher for learners, as they are not only learning a language but are also required to use that language in specific professional or academic domains (Basturkmen, 2019). ESP courses are designed to meet the specific needs of learners who need to use English in a particular field, such as business, engineering, law, or medicine (Anthony, 2018). As such, ESP students often face additional pressure to perform well, both in their language courses and in their subsequent professional environments. This pressure can exacerbate feelings of anxiety, making it even more challenging for students to succeed (Hananingsih, 2023).

Several factors contribute to Foreign Language Anxiety among ESP students. One of the primary factors is the high level of specialization required in ESP courses. Unlike general English courses, where students may have more flexibility in how they use the language, ESP courses require students to master specific terminologies, genres, and communication styles relevant to their field of study (Enesi et al., 2021). This specialization can create a sense of pressure, as students may feel that their language proficiency directly impacts their ability to succeed in their chosen profession. Another significant factor is the performance-oriented nature of ESP courses. ESP students are often assessed not only on their language skills but also on their ability to apply these skills in professional contexts. For example, an ESP student in a business English course may be required to give presentations, write reports, or engage in negotiations, all of which require a high level of language proficiency (Ahmed, 2017). The fear of performing poorly in these tasks can heighten anxiety levels, as students may worry that their language skills will not be sufficient to meet the demands of their future careers.

The impact of cultural factors in FLA also cannot be overlooked. In some cultures, there is a greater emphasis on face-saving and avoiding public mistakes, which can lead to higher levels of anxiety in language learning (Bojovic, 1970). ESP students from such cultures may be particularly sensitive to making errors in a foreign language, as they may perceive these errors as a threat to their social and professional reputation (Athena et al., 2023). This fear of making mistakes can lead to avoidance behaviors, such as reluctance to participate in class discussions or to take risks in using the language.

Finally, the methods and materials used in ESP courses can also influence anxiety levels. If the materials are too difficult or not adequately tailored to the students' proficiency level, this can lead to frustration and anxiety (Falaus, 2017). Similarly, teaching methods that place too much emphasis on error correction or that do not provide sufficient opportunities for practice in a supportive environment can increase anxiety. Conversely, teaching methods that foster a positive, supportive classroom atmosphere and that provide ample opportunities for practice can help to reduce anxiety (Ladarevic, 2021).

The seminal work by Horwitz et al. (1986) introduced the concept of Foreign Language Classroom Anxiety (FLCA) and identified three primary dimensions: communication apprehension, test anxiety, and fear of negative evaluation. Their research provided the groundwork for understanding how anxiety specifically related to language learning differs

from general anxiety. Since then, numerous studies have built upon this foundation. MacIntyre & Gardner (1994) further explored the relationship between FLA and language proficiency, finding that anxiety could lead to a "vicious cycle" where poor performance increases anxiety, which in turn leads to even poorer performance. This cyclical nature of anxiety highlights the importance of early intervention in language education to prevent long-term negative impacts on learners.

Recent studies have continued to explore FLA, with a growing focus on specific learner populations and contexts. For instance, Li et al. (2024) investigated FLA among Chinese EFL students and found that cultural factors and societal expectations significantly influenced students' anxiety levels. The study emphasized the role of a supportive classroom environment in mitigating anxiety, particularly in cultures where fear of losing face or making mistakes is prevalent. Moreover, contemporary research has begun to examine FLA within the context of English for Specific Purposes (ESP) courses. A study by Kabic (2022) examined FLA among ESP students in Croatia, revealing that the dual demands of learning both specialized content and a foreign language exacerbate anxiety. The study highlighted that many students felt particularly anxious about their ability to use English accurately in professional settings, where mistakes could have significant consequences. Another recent study by Su et al. (2022) focused on ESP students in Taiwan and found that FLA was closely linked to students' perceptions of their own language competence and their fear of negative evaluation in a professional context. The study emphasized the importance of providing students with opportunities to practice language skills in realistic settings to build confidence and reduce anxiety.

These recent studies underscore the evolving understanding of FLA, particularly in specialized contexts like ESP. The increasing focus on ESP students is reflective of a broader recognition that language anxiety is not a one-size-fits-all phenomenon; it varies according to the specific demands and pressures of different learning environments (Strati Gjergo & Meçe, 2022). Given the professional implications of language proficiency in ESP contexts, these studies suggest a need for targeted strategies to address anxiety, such as tailored pedagogical approaches, authentic materials, and supportive classroom dynamics.

This study was conducted in response to the growing body of literature on FLA in ESP settings, with the aim of further exploring how anxiety manifests among students in these courses. By examining the specific factors contributing to FLA among ESP students and identifying effective strategies to alleviate it, this research seeks to contribute to the ongoing dialogue on how best to support learners in achieving both language proficiency and professional competence. Given the unique challenges faced by ESP students, such as the need to master specialized language relevant to their professional fields (Hyland & Jiang, 2021), there is a pressing need to explore how FLA manifests in this context. The specialized nature of ESP courses often involves higher stakes, as students are not only learning a new language but are also preparing to use it in professional and academic settings where precision and expertise are crucial (Rustamov & Mamaziyayev, 2022). This study hoped to fill this gap in the literature by examining the factors contributing to FLA among ESP students, understanding its implications on their learning experiences, and identifying strategies to mitigate its negative effects. Through this research, educators can gain insights into how to better support ESP students, ultimately enhancing their language learning outcomes and professional preparedness.

RESEARCH METHOD

This study utilized a descriptive quantitative approach (Creswell & Creswell, 2022), chosen for its effectiveness in systematically analyzing and quantifying Foreign Language Anxiety (FLA) among ESP students. The approach allowed for the efficient collection and

interpretation of numerical data from a large sample of 160 students across different majors, facilitating the identification of trends and patterns in anxiety levels. By employing the Foreign Language Classroom Anxiety Scale (FLCAS) as a standardized instrument, the study could objectively assess the prevalence and intensity of FLA, providing clear insights into the specific challenges faced by students in a polytechnic setting. Recent research, such as studies by Jee (2012) and Almesaar (2022), has demonstrated the utility of the descriptive quantitative method in language education, particularly in revealing the impact of anxiety on student performance and informing strategies to mitigate its effects. This approach was particularly suited to the study's goals, enabling a comprehensive analysis of FLA that contributes valuable data-driven insights to the existing literature on language anxiety.

Participants

The participants of this study were the second semester students enrolled in a polytechnic located in Banten, Indonesia. Since the population for this study was situated in a formal educational setting, purposive sampling was employed to ensure that the sample accurately represented the specific characteristics needed to address the research objectives (Palinkas et al., 2015). The study involved a total of 160 students across three distinct majors, reflecting the diverse academic backgrounds and specialized fields within the institution. Specifically, 52 students were from the Cyber Security major, a discipline that requires a deep understanding of technical terminologies and concepts in English. Another 69 students were from the Digital Business major, where proficiency in English is crucial for engaging with global digital markets, understanding international business strategies, and mastering industry-specific jargon. The remaining 39 participants were from the Tax Accounting major, where the ability to comprehend and communicate complex financial and legal terminology in English is essential. All participants had undergone English language instruction for at least two semesters, this uniformity in English exposure provided a solid foundation for exploring Foreign Language Anxiety (FLA) within these varied academic contexts. By focusing on these three majors, this research aimed to capture the unique challenges and anxiety triggers specific to each field of study, while also examining the general trends of FLA among ESP students in a polytechnic setting.

Instrument and Data Collection

The instrument employed in this study was the Foreign Language Classroom Anxiety Scale (FLCAS), originally developed by Horwitz et al. in 1986. This well-established scale consists of 33 items designed to measure the levels of anxiety experienced by students in language learning contexts. To ensure that the participants fully comprehended the questions, the FLCAS was carefully translated into Bahasa Indonesia. This translation allowed the students to grasp the precise meanings of the items, thereby providing more accurate responses reflective of their true experiences with foreign language anxiety (Behr & Shishido, 2016).

The questionnaire was distributed to the students via Google Forms (Evans & Mathur, 2018). Each student received the questionnaire through WhatsApp Group, a common communication tool among students, ensuring that the instrument reached all participants. To address any potential challenges or misunderstandings during the completion of the questionnaire, an administrator was present in the classroom. This ensured that students had immediate support, enabling them to ask questions and receive guidance as needed, which likely improved the quality and reliability of the data collected. The 33 items on the FLCAS were rated using a 4-point Likert scale (Rothman, 2004), which ranged from "Strongly Agree"

to "Strongly Disagree." This scale allowed students to express varying degrees of agreement with each statement. The administration of the questionnaire was strategically timed to coincide with the final meeting of the second semester in the academic year 2023-2024, around July 2024. This timing was chosen to ensure that the students had sufficient exposure to the English courses and could reflect on their experiences accurately. The process of completing the questionnaire was designed to be straightforward and efficient, requiring approximately 10 to 15 minutes of the students' time. This brevity was intentional to minimize disruption to their schedules while still capturing the essential data needed for the study.

Data Analysis

The 33 items from the Foreign Language Classroom Anxiety Scale (FLCAS) were to assess three primary types of foreign language anxiety: communication apprehension, test anxiety, and fear of negative evaluation. After administering the questionnaire, the data was analyzed using the Statistical Package for the Social Sciences (SPSS) version 25.0. The analysis was conducted by first grouping the data according to the students' majors. Each group's mean score for the three types of anxiety was calculated to identify both the lowest and highest mean scores, which represent the students' overall levels of anxiety in each category. Furthermore, each major's responses were analyzed at the item level to determine the specific factors that contributed most to their anxiety, identifying both the lowest and highest anxiety-inducing factors.

RESULTS AND DISCUSSION

Students' Foreign Language Anxiety Level

In this study, participants were classified into three distinct levels of Foreign Language Anxiety (FLA): Low, Average, and High (Amengual-Pizarro, 2018). A low level of FLA was identified with scores ranging from 33 to 65, indicating that these participants experienced minimal anxiety when engaging with a foreign language. Those who scored between 66 and 98 were categorized as having an average level of FLA, suggesting a moderate level of anxiety that could affect their language learning or use to some extent. Participants with scores between 99 and 132 were classified as having a high level of FLA, reflecting a more severe anxiety that may significantly hinder their ability to learn or communicate in a foreign language. This classification aids in understanding the range of FLA levels among the participants and supports the development of strategies to address varying degrees of language anxiety.

The mean score for overall (N=160) was 89.76 with a standard deviation (SD) of 0.49, the result fall into the average anxiety category. The overall analysis of anxiety levels among the 160 students across the three majors revealed that the majority, 129 students (80.62%), experience average levels of anxiety. This suggested that anxiety is a common experience among these students. However, there was a minority of students, 20 in total (12.5%), who reported high levels of anxiety, indicating a need for targeted support for this group. Additionally, a smaller portion, 11 students (6.88%), experienced low anxiety, which may reflect a level of confidence or resilience in managing the pressures of their academic environment.
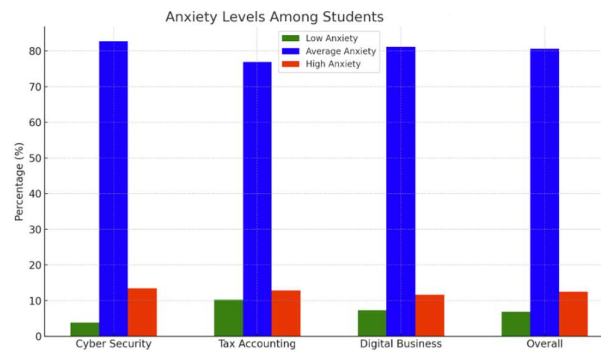
Figure 1. Students' Foreign Language Anxiety Level

For students majoring in Cyber Security, the results indicate that Foreign Language Anxiety (FLA) on English for Specific Purposes (ESP) is mainly at an average level. Out of 52 students asked, 43 students (82.69%) reported experiencing average levels of anxiety, which suggests that they encounter some anxiety related to learning English within their specialized field. A smaller portion of students, 7 (13.46%), reported high levels of anxiety, indicating significant stress or discomfort, which may impact their learning experience negatively. Only 2 students (3.85%) reported low anxiety, implying minimal impact on their learning.

The result of students in the Tax Accounting major reveal that Foreign Language Anxiety (FLA) is also generally average level. Of the 39 students answered, a majority of 30 students (76.92%) reported average levels of anxiety, suggesting that they do face some challenges with English specific to their field. High anxiety levels were reported by 5 students (12.82%), indicating a notable level of discomfort and potential barriers to effective language learning that could hinder their performance. On the lower end, 4 students (10.26%) reported experiencing minimal anxiety, indicating that a small group feels more comfortable with the language demands of their studies.

In the Digital Business major, the findings show that Foreign Language Anxiety (FLA) on English for Specific Purposes (ESP) is primarily at an average level among students. Out of 69 students surveyed, 56 students (81.16%) reported experiencing average levels of anxiety, indicating that most students face some challenges with English related to their field, but these challenges are generally manageable. A smaller proportion, 8 students (11.59%), reported high levels of anxiety, suggesting that these students experience significant stress or discomfort, which could impact their ability to learn effectively. Meanwhile, 5 students (7.25%) reported low levels of anxiety, reflecting minimal impact on their language learning. Overall, the majority of students cope adequately with the English language demands of their major, though there remains a subset that could benefit from targeted support to address higher levels of anxiety.

The results indicate that the Digital Business major has the highest number of students experiencing high anxiety, with 8 students affected. This suggests that a notable portion of students in Digital Business find the language requirements of their field particularly challenging, leading to significant anxiety levels. On the other hand, while Cyber Security does not have the highest number of students with high anxiety, it has the highest percentage of students in this category, with 13.46% (7 out of 52 students). On the other hand, Tax Accounting has the lowest figures both in terms of the number and percentage of students with high anxiety, with only 5 students (12.82%) reporting such levels. This highlights distinct

differences in how anxiety impacts students across these majors, with Digital Business having the most students affected, while Cyber Security shows the highest proportional impact.

Foreign Language Anxiety Factors

Foreign Language Anxiety (FLA) is influenced by three key performance-related factors: fear of negative evaluation, communication apprehension, and test anxiety. Fear of negative evaluation arises from the concern of being judged by others, which can discourage active participation in language learning. Communication apprehension involves anxiety in speaking or interacting in the foreign language, often due to worries about making mistakes or not being understood. Test anxiety pertains to the stress associated with language assessments, where the fear of poor performance can negatively affect results. Together, these factors can significantly impact a learner's confidence and overall performance in acquiring a new language.

Table 1
Students' Communication Apprehension

Question	N	Mean	Std. Deviation
1	160	2.97	0.27
4	160	2.8	0.11
8	160	2.92	0.47
13	160	2.96	0.4
14	160	2.83	0.42
18	160	2.81	0.44
23	160	2.82	0.36
26	160	2.98	0.26
28	160	2.64	0.48
29	160	2.98	0.53
31	160	2.69	0.43

In the Communication Apprehension factor, there are 9 questions out of 11 with mean scores higher than the total average mean for all participants which is 2.72. These questions include Q1, Q4, Q8, Q13, Q14, Q18, Q23, Q29, and Q26, indicating that the anxiety levels associated with these items are above the average benchmark of 2.72. The mean scores for these items range from 2.8 to 2.98, reflecting a generally elevated level of anxiety in communication-related situations. When examining the total mean across all items, the average score is approximately 2.84. This overall mean suggests that, on average, participants experience a level of communication apprehension that is slightly above the moderate anxiety threshold, pointing towards a tendency for higher anxiety levels within the context of communication apprehension. the question with the highest mean is Q29 (I feel overwhelmed by the number of rules one has to learn to speak English), with a mean score of 2.98. This indicates that among all items related to communication apprehension, Q29 represents the highest level of anxiety experienced by the participants in this category. The finding is in line with a research by Dewaele & MacIntyre (2016) that reported perceived difficulty with grammar significantly correlates with higher levels of anxiety, especially in communication settings, as learners fear making mistakes and being negatively evaluated. This anxiety likely stems from the perception that mastering these rules is essential for effective communication, leading to fear of making mistakes or being judged for incorrect usage (Tulgar, 2018).

Table 2
Test Anxiety

Question	N	Mean	Std. Deviation
3	160	2.78	0.1
5	160	2.93	0.56
7	160	2.85	0.45
9	160	2.61	0.33
10	160	2.71	0.29
11	160	2.79	0.24
15	160	2.88	0.55
16	160	2.68	0.3
19	160	2.86	0.52
20	160	2.87	0.28
21	160	2.73	0.32
24	160	2.66	0.39
25	160	2.65	0.31
27	160	2.76	0.25
33	160	2.79	0.41

In Table 2, which focuses on Test Anxiety, there are 9 questions with mean scores higher than 2.72. These questions include Q3, Q5, Q7, Q11, Q15, Q19, Q20, Q21, and Q27. This suggests that participants experience a higher-than-average level of anxiety. The total mean across all items in this table is approximately 2.77, indicating that the overall anxiety level due to Test Anxiety is slightly above average, reflecting its significant impact on students. The question with the highest mean in this table is Q5, with a mean score of 2.93. This indicates that among all items related to Test Anxiety, Q5 represents the highest level of anxiety experienced by the participants. The statement "During English class, I find myself thinking about things that have nothing to do with the course," which corresponds to Q5, being the highest factor source of students' anxiety in the Test Anxiety category, suggests that students experience significant distractibility and difficulty focusing in English classes. This lack of focus can stem from anxiety and worry about being scored, which diverts their attention away from the test. This finding is consistent with Piniel & Zólyomi (2022) who examined the relationship between foreign language anxiety and academic performance, including how factors like fear of test contribute to anxiety, leading to issues like distractibility and reduced classroom engagement.

Table 3
Fear of Negative Evaluation

Question	N	Mean	Std. Deviation
2	160	2.62	0.38
6	160	2.7	0.5
12	160	2.89	0.35
17	160	2.75	0.37
22	160	2.74	0.34
30	160	2.77	0.46
32	160	2.72	0.49

In Table 3, which addresses Negative Evaluation, there are 4 questions with mean scores higher than 2.72: Q12, Q17, Q22, and Q30. These questions highlight areas where students feel more anxious about Negative Evaluation. The overall mean across all items in this table is approximately 2.73, which points to a generally moderate level of test anxiety among the participants, slightly above the average anxiety threshold, indicating that Negative Evaluation stress is a notable concern for students in language learning situations. The question with the highest mean in this table is Q12, with a mean score of 2.89. This suggests that this particular question reflects the highest level of test anxiety among the participants in the Negative Evaluation category. The statement "It embarrasses me to volunteer answers in my English class," which corresponds to Q12 and is identified as the highest contributor to students' Negative Evaluation Anxiety, highlights a significant aspect of language learning anxiety related to participation. This type of anxiety stems from the fear of making mistakes in front of peers and instructors, which can lead to embarrassment and a strong reluctance to participate in class. Dewaele & Dewaele (2020) explored how emotions, including embarrassment and anxiety, impact student engagement in language classrooms. It specifically discusses how fear of negative evaluation and the associated embarrassment of volunteering answers can contribute significantly to test anxiety and overall language learning anxiety. The study suggests that fostering a supportive and non-judgmental classroom environment can help alleviate these feelings and encourage greater participation from students.

Descriptive Analysis of FLA Based on Majors

To better understand students' responses, discussing the descriptive statistics is essential as it highlights patterns and differences in anxiety levels across the student population. Analyzing the three majors, Cyber Security, Tax Accounting, and Digital Business separately allows for insights into how anxiety varies by field, given each major's unique language demands. This approach support helps in creating strategies to the specific needs of each group, making interventions more effective in addressing communication apprehension, test anxiety, and fear of negative evaluation in their respective contexts.

Table 4
Descriptive Result Based on Major

Question	Tax Accounting (M / SD)	Cyber Security (M / SD)	Digital Business (M / SD)
1	2.91 / 0.5	2.68 / 0.4	3.33 / 0.6
2	2.11 / 0.5	3.01 / 0.4	2.73 / 0.6
3	2.92 / 0.5	2.68 / 0.4	2.74 / 0.6
4	2.86 / 0.5	2.9 / 0.4	2.65 / 0.6
5	2.22 / 0.5	2.96 / 0.4	3.6 / 0.6
6	1.9 / 0.5	3.19 / 0.4	3.55 / 0.6
7	3.18 / 0.5	2.51 / 0.4	3.28 / 0.6
8	2.24 / 0.5	2.84 / 0.4	3.13 / 0.6
9	2.99 / 0.5	3.05 / 0.4	2.98 / 0.6
10	3.38 / 0.5	3.0 / 0.4	2.52 / 0.6
11	2.19 / 0.5	2.87 / 0.4	1.72 / 0.6
12	3.26 / 0.5	2.83 / 0.4	3.55 / 0.6
13	3.29 / 0.5	2.72 / 0.4	1.82 / 0.6
14	3.51 / 0.5	2.29 / 0.4	2.76 / 0.6
15	2.2 / 0.5	3.34 / 0.4	1.79 / 0.6

16	2.22 / 0.5	2.09 / 0.4	3.21 / 0.6
17	1.47 / 0.5	2.76 / 0.4	1.57 / 0.6
18	2.42 / 0.5	2.37 / 0.4	2.79 / 0.6
19	1.86 / 0.5	2.03 / 0.4	2.11 / 0.6
20	3.12 / 0.5	2.71 / 0.4	2.85 / 0.6
21	2.94 / 0.5	2.17 / 0.4	2.3 / 0.6
22	2.96 / 0.5	2.78 / 0.4	3.66 / 0.6
23	2.4 / 0.5	2.21 / 0.4	3.44 / 0.6
24	2.66 / 0.5	2.22 / 0.4	3.12 / 0.6
25	2.5 / 0.5	2.93 / 0.4	3.38 / 0.6
26	2.66 / 0.5	2.67 / 0.4	2.94 / 0.6
27	2.92 / 0.5	2.98 / 0.4	3.1 / 0.6
28	2.55 / 0.5	2.5 / 0.4	2.31 / 0.6
29	2.38 / 0.5	3.0 / 0.4	3.15 / 0.6
30	2.52 / 0.5	2.82 / 0.4	4.09 / 0.6
31	2.47 / 0.5	2.57 / 0.4	2.59 / 0.6
32	2.27 / 0.5	2.12 / 0.4	3.21 / 0.6
33	2.39 / 0.5	2.7 / 0.4	2.75 / 0.6

Based on Table 4, which presents descriptive data across three majors, Digital Business major shows a relatively high average mean overall (3.00), with the highest mean occurring in Q30 (4.09), suggesting very high anxiety with that question. The lowest mean is Q11 (1.72), indicating this is the least anxiety item for students in this major. The statement "I am afraid that the other students will laugh at me when I speak English," corresponding to Q30, highlights a critical aspect of anxiety related to fear of negative evaluation, which is a major contributor to higher anxiety levels among Digital Business students. This fear of being ridiculed by peers can significantly impact a student's willingness to participate in class discussions or speak up during presentations (Hanh, 2020), key components of Digital Business courses. Additionally, Digital Business often involves integrating technology with business practices, requiring students to grasp both technical and business-specific vocabulary, which can be overwhelming (Hanson, 2022).

In Cyber Security major, the average mean was 2.72 with the highest mean in Q6 (3.19), highlighting a notable anxiety factor for students in this major. The lowest mean is Q16 (2.09), showing relatively lower anxiety related to that aspect. The statement "I keep thinking that the other students are better at languages than I am," corresponding to Q6 for Cyber Security students, highlights a significant factor contributing to anxiety: the fear of not measuring up to peers. In Cyber Security, where technical skills are paramount, students may already feel pressured to excel in a highly competitive environment (Hadi & Yuliasari, 2024). When this pressure extends to language learning, it can create a sense of inadequacy and self-doubt, particularly if students believe their peers are more proficient in English. The lowest mean for Cyber Security students is found in Q16, "I often feel like not going to my English class," with a mean of 2.09. This indicates that, compared to other anxiety factors, the reluctance to attend English classes is less pronounced among Cyber Security students. This lower mean suggests that Cyber Security students recognize the importance of English proficiency in their field, where understanding and communicating complex technical information is essential (Alhur & Alhashash, 2022).

Tax Accounting students have lowest mean compared to other majors (2.70) with the highest mean in Q6 (3.19). The lowest mean is Q16 (2.09), showing relatively lower anxiety related to that aspect. For Tax Accounting students, Q14, "I get upset when I don't understand what the teacher is correcting," represents a significant source of anxiety. This concern reflects the students' sensitivity to the situation when corrections are not fully understood by them, which can lead to feelings of inadequacy or confusion. In a field like Tax Accounting, where precision and accuracy are critical, not grasping the corrections can make students worry about their ability to master the necessary language skills (Aburous & Kamla, 2022), thereby amplifying their anxiety. The lowest mean for Tax Accounting students is found in Q17, "I am afraid that my language teacher is ready to correct every mistake I make," with a mean of 1.47. This indicates that students in this major are generally less anxious about being corrected frequently by their language teacher compared to other factors (Aryanti & Adhariani, 2020).

CONCLUSION

This study investigated Foreign Language Anxiety (FLA) among students in English for Specific Purposes (ESP) courses across three majors: Business Digital, Cyber Security, and Tax Accounting. The findings revealed that FLA is prevalent among all three majors, but the nature and intensity of anxiety varied according to the specific demands of each field. Business Digital students experienced the highest overall anxiety, primarily driven by fear of negative evaluation, such as the concern of being ridiculed when speaking English. Cyber Security students showed significant anxiety related to communication apprehension, particularly the fear of not measuring up to peers in language proficiency. Tax Accounting students displayed the lowest levels of anxiety concerning teacher corrections, suggesting a greater acceptance of feedback in their learning process. The results underscore the importance of addressing the unique sources of anxiety in each major to improve students' language learning experiences and outcomes. Tailored interventions, such as creating supportive classroom environments, offering specific feedback, and reducing performance pressures, can help mitigate FLA. By understanding the specific anxiety factors associated with each ESP context, educators can better support students in overcoming language barriers, ultimately enhancing their academic and professional success.

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