

**Undergraduate Students' English Pronunciation Anxiety (EPA)
In Pronunciation Class at English Education Department
Wiralodra University**

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Abstract

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One of the difficulties faced by non-native speakers when learning English is pronouncing sounds or words. In this case, there are many kinds of factors or problems. One of them is the feeling of anxiety when speaking English. One of them is English pronunciation anxiety. The purpose of this study is to determine the level of English Pronunciation Anxiety (EPA) of undergraduate students. The second is to determine the indicators of English Pronunciation Anxiety (EPA) of undergraduate students in pronunciation classes. This study used qualitative method and case study as a research design. The participation of this study of second-semester students in the 2022/2023 academic year, with 18 students. Overall, The researcher examined students' anxiety levels in English pronunciation, identifying two levels: "mild" and "moderate." Eight students experienced "mild" anxiety, while ten experienced "moderate" anxiety. The moderate level of anxiety indicated significant anxiety and self-consciousness. The higher scores indicated a higher level of concern about their pronunciation, reflecting a more substantial anxiety and respect for their ability. The study found that undergraduate students at Wiralodra University experienced moderate to high levels of English pronunciation anxiety. This anxiety was attributed to self-consciousness and concern about their pronunciation abilities. The research suggests that educators can use relaxation techniques, constructive feedback, and language-focused activities to manage anxiety. Curriculum developers should incorporate pronunciation-focused activities and improve teacher training programs. Further research is needed to explore the impact of cultural, linguistic, and educational backgrounds on pronunciation anxiety.

Kata Kunci:

*Pengucapan;
Kecemasan
Pengucapan;
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Mahasiswa S1;*

Abstrak

Salah satu kesulitan yang dihadapi oleh non-native speaker ketika belajar bahasa Inggris adalah pengucapan bunyi atau kata. Dalam hal ini banyak sekali macam faktor atau permasalahannya. Salah satunya adalah perasaan cemas saat berbicara bahasa Inggris. Salah satunya adalah kecemasan pengucapan bahasa Inggris. Tujuan dari penelitian ini adalah untuk mengetahui tingkat English Pronunciation Anxiety (EPA) mahasiswa S1. Yang kedua adalah untuk mengetahui indikator English Pronunciation Anxiety (EPA) mahasiswa S1 pada kelas pengucapan. Penelitian ini menggunakan metode kualitatif dan studi kasus sebagai desain penelitian. Partisipasi mahasiswa semester genap tahun ajaran 2022/2023 sebanyak 18 mahasiswa. Secara keseluruhan, Peneliti memeriksa tingkat kecemasan siswa dalam pengucapan bahasa Inggris, mengidentifikasi dua tingkat: “ringan” dan “sedang.” Delapan siswa mengalami kecemasan “ringan”, sedangkan sepuluh siswa mengalami kecemasan “sedang”. Tingkat kecemasan sedang menunjukkan kecemasan dan kesadaran diri yang signifikan. Skor yang lebih tinggi menunjukkan tingkat kepedulian yang lebih tinggi terhadap pengucapan mereka, mencerminkan kecemasan yang lebih besar dan rasa hormat terhadap kemampuan mereka. Studi tersebut menemukan bahwa mahasiswa sarjana di Universitas Wiralodra mengalami kecemasan pengucapan bahasa Inggris tingkat sedang hingga tinggi. Kecemasan ini disebabkan oleh kesadaran diri dan kekhawatiran terhadap kemampuan pengucapan mereka. Penelitian menunjukkan bahwa pendidik dapat menggunakan teknik relaksasi, umpan balik yang konstruktif, dan aktivitas yang berfokus pada bahasa untuk mengelola kecemasan. Pengembang kurikulum harus menggabungkan kegiatan yang berfokus pada pengucapan dan meningkatkan program pelatihan guru. Penelitian lebih lanjut diperlukan untuk mengeksplorasi dampak latar belakang budaya, bahasa, dan pendidikan terhadap kecemasan pengucapan.

INTRODUCTION

Pronunciation is the bridge between the speaker and the listener. It is the most challenging skill to master and helps learners improve their pronunciation. According to Umar (2021), pronunciation is essential in learning English. The students often need help with pronunciation when they speak, read, or listen to English words. Common difficulties in learning pronunciation for students in Indonesia are caused by differences in the sound system between the Indonesian and English languages. Based on Adeline (2020), some sounds in English are not in Indonesian. Another difficulty in English pronunciation is anxiety.

Anxiety relates to the mind self in every person, a stressful situation that makes someone challenging to control. According to Demartini et al. (2020), Anxiety can be an appropriate response to stressful situations but is considered a pathologic disorder when it is disabling and difficult to control. According to Wati and Larasaty (2020), students who experience anxiety exhibit added behaviours such as avoiding speaking opportunities by making a variety of excuses, such as bringing and reading notes and avoiding eye contact with lecturers. Other students look up at the ceiling or down, skipping several parts of the speech by repeatedly saying. Every student has difficulties with pronunciation, one of which is the feeling of anxiety while teaching pronunciation. Some researchers have discussed this difficulty, especially in pronunciation anxiety. As said by Ahsan et al. (2020), most respondents said that anxiety acted as a pronunciation barrier in multilingual classrooms. Their limited sense of pronunciation was due to anxiety, while they were most disturbed when speaking a silent letter or lengthy one. As stated by Kralova and Mala (2018), the impact of psycho-social training on the participants' pronunciation and the correlation between pronunciation quality and pronunciation anxiety indicate the strong positive influence of psycho-social training on Foreign Language Pronunciation and a significant negative relationship between pronunciation quality and pronunciation anxiety.

This study focuses on English Pronunciation Anxiety (EPA). They were given the English-Specific pronunciation level in their native language. In English Pronunciation Anxiety (EPA), there are 5th subcomponents or indicators: oral

performance apprehension, self-concern pronunciation, pronunciation self-image, pronunciation self-efficacy, and attitude to English Pronunciation. The level of anxiety was classified in the 4th classification: minimum level, Mild level, Moderate level, and High level. English Pronunciation Anxiety (EPA) is The English-specific Pronunciation Anxiety level in their Student's Pronunciation. The researcher chooses and takes data on second-semester English students or the initial level of lectures with pronunciation classes. So, it is more appropriate to know the level of student anxiety in English pronunciation in pronunciation class.

The purpose of this study was to determine the undergraduate students' English Pronunciation Anxiety (EPA) levels in pronunciation class and to determine the indicators of Undergraduate students' of English Pronunciation Anxiety (EPA) in pronunciation class. This study discusses pronunciation anxiety, a common issue among language learners, particularly regarding speaking skills. Non-native speakers' concerns cause pronunciation anxiety and pronouncing words incorrectly is the source of their pronunciation anxiety. According to a study by Izzati (2020), Pronunciation anxiety is the embarrassment or anxiety that foreign language learners experience regarding their ability to pronounce words correctly.

This research aims at investigating quantitatively whether that undergraduate students at Wiralodra University experience moderate levels of English Pronunciation Anxiety, which manifests as noticeable anxiety and self-consciousness when speaking English, particularly concerning pronunciation. The moderate level of anxiety indicated significant anxiety and self-consciousness. The higher scores indicated a higher level of concern about their pronunciation, reflecting a more substantial anxiety and respect for their ability.

Literature Review

Pronunciation encompasses both the act of speaking words correctly and understanding how they are commonly articulated. Jarosz's study (2019) underscores the importance of learning phonetic symbols and practicing their application in reading. For students, mastering pronunciation involves actively engaging with phonetic symbols to refine their spoken English, enabling clearer

communication and comprehension. Pronunciation, deemed an essential sub-skill within speaking, holds significance in acquiring oral proficiency in second or foreign language acquisition, as highlighted in Amalia (2019). Pronunciation is highlighted as a vital aspect of mastering a language, as emphasized by Öztürk (2023). It plays a crucial role in effective verbal communication within the target language. Pronunciation forms a fundamental element in the language acquisition journey, demanding dedicated effort to not only produce accurate sounds but also to seamlessly integrate them within conversational contexts.

Anxiety encompasses subjective feelings of restlessness, worry, and fear, accompanied by various physiological and psychological symptoms. Defined as a negative emotion experienced intermittently, Anxiety involves nervousness, unease, and fear, as indicated by multiple studies Juwitawati & Pratiwi, (2018); Susilowati, (2019); Al-Jabar & Al-Noori, (2020). It represents a range of disorders impacting emotions, behavior, and physical well-being, marked by tension, anxious thoughts, and bodily changes. In the learning process, Anxiety emerges as a significant phenomenon impacting students' attitudes and learning achievements directly, as evidenced by Sheu's study (2017). Anxiety stemming from concerns about second language acquisition, particularly in speaking, pronunciation, and listening skills, obstructs language learning progress. This conclusion is supported by experts, who identify Anxiety as a primary obstacle hindering foreign language acquisition. Fang & Tang's research (2021) further emphasizes the paramount importance of language proficiency in overcoming such challenges.

Pronunciation anxiety, prevalent among FL learners, arises from misconceptions about its importance and the challenges associated with learning it, leading to cognitive, physiological, and behavioral symptoms of anxiety. Lucarz (2013) highlights its common occurrence, especially during speaking tasks. It's viewed as a subset of the speculation dimension, representing non-native speakers' anxiety in verbal communication due to negative perceptions of their pronunciation and accent-related fears, manifested through cognitive, physiological, and behavioral indicators. Pronunciation Anxiety, as explored in Lucarz's study (2014), encompasses various aspects including uneasiness,

concerns about pronunciation, and negative self-perception among non-native speakers during oral communication. It specifically relates to foreign language learners' apprehension about their pronunciation skills, driven by fears of negative evaluation and beliefs about target language pronunciation. Positioned within language anxiety, it's influenced by individual differences, particularly personality traits, and significantly impacts learners' willingness to communicate in the foreign language classroom. Pronunciation anxiety, as outlined by Kafes (2018) and echoed by Izzati (2020) and Utami (2023), stems from learners' fear of mispronouncing words, leading to embarrassment and anxiety. Learners often struggle with distinguishing sounds and feel stressed about making pronunciation errors, particularly in a foreign language like English. Addressing this anxiety by normalizing errors as part of the learning process could prove beneficial. Kralova and Mala (2018) developed the EPA level, a tool to measure English pronunciation anxiety among participants. This instrument, influenced by foreign language anxiety research and phonetics learning anxiety, gauges participants' anxiety levels in pronouncing English words, even when assessed in their native language. The EPA level's design draws from the researchers' teaching experience in English phonetics courses.

In this study there are five indicators of English pronunciation anxiety. The five indicators are in accordance with previous research by Kralova, (2017). These indicators explain the specifics of English pronunciation anxiety in students. The Five Indicators Include; The first is Oral performance apprehension, as explored by Kralova and Mala (2018), denotes the fear or anxiety individuals feel when speaking in front of others, encompassing presentations, speeches, or conversations. It's akin to shyness, featuring communication anxiety or dread. This indicator evaluates individuals' anxiety specifically related to their oral performance in English, including pronunciation, measuring their fear of speaking, concerns about comprehension, and overall discomfort with oral communication.

The second is Self-concern over pronunciation is a common challenge for language learners, involving anxiety about accurately pronouncing words or

sounds in a new language. Practice and exposure are effective strategies to address this concern and enhance pronunciation skills. Kralova and Mala (2018) identify self-concern as anxiety stemming from the fear of negative perceptions of one's pronunciation. This indicator evaluates individuals' anxiety regarding their English pronunciation, including perceptions of inadequacy and the importance of good pronunciation, particularly among undergraduate students. Higher scores indicate greater self-concern over pronunciation, reflecting heightened anxiety and worry about pronunciation abilities.

The third is Pronunciation self-image pertains to individuals' perceptions of their ability to pronounce words and sounds correctly in a specific language. Kralova and Mala (2018) define it as opinions about appearance, encompassing both auditory and visual aspects. Lucarz (2017) describes it as how individuals sound and look while speaking a foreign language and their acceptance of this perceived self-image. Negative self-perceptions can hinder language learning progress, emphasizing the importance of positive reinforcement to improve pronunciation and self-image.

Next, Pronunciation self-efficacy refers to the belief in one's ability to correctly pronounce words and sounds in a specific language. Kralova and Mala (2018) suggest it as an indication of foreign language acquisition, while Lucarz (2017) emphasizes its connection to individuals' innate predisposition and comparison with others' pronunciation. Pronunciation self-efficacy significantly impacts learning, with higher levels correlating with increased confidence and motivation in speaking practice. Deliberate practice is recommended to enhance pronunciation self-efficacy.

The last, Attitude towards English pronunciation profoundly influences language learning outcomes, with positive attitudes fostering motivation and confidence while negative attitudes can lead to discouragement and anxiety. Lucarz (2017) defines it as a set of beliefs regarding the importance of successful communication through pronunciation. Kralova and Mala (2017) further characterize it as the belief in pronunciation's significance for effective communication. Exposure and practice are recommended strategies to cultivate a

positive attitude towards English pronunciation. This indicator evaluates individuals' overall perception of pronunciation's importance and value in English language learning, with higher scores indicating a more positive attitude towards pronunciation improvement.

METHOD

In this study, the researchers examined the use Qualitative research serves as a methodological approach to explore and understand the significance individuals or groups attribute to social or human situations, as outlined by Creswell (2013). It offers flexibility and adaptability in investigating complex phenomena such as English Pronunciation Anxiety (EPA) levels among Undergraduate Students. Through qualitative research design, researchers aim to gain insights into the experiences, perceptions, and social interactions related to EPA, providing a nuanced understanding of this phenomenon.

A case study involves a thorough examination of a single person, group, or event, delving into various aspects of their life or history to identify patterns and causes of behaviour. Creswell (2013) describes it as an inquiry design employed across different domains, including evaluation, to conduct an in-depth analysis of a specific case, which could be a program, event, activity, process, or individual. In this research context, a case study would focus on investigating the level of English Pronunciation Anxiety (EPA) among undergraduate students, particularly when they pronounce English words or speak in English pronunciation classes.

Instrumentation is the process of creating research tools that could be used effectively to collect the data for the study. In this research, the researcher used a questionnaire to collect the data. Which plays a vital role in conducting the research. The survey questionnaire was adopted from the English Pronunciation Anxiety Level (EPA) questionnaire by Karlova and Mala (2018). The design of the EPA level was inspired by the Foreign Language Classroom Anxiety Level FLCAS version Horwitz (1986). The adaption was called EPA level (English Pronunciation Anxiety) to suit the current study. The students marked the checklist in the

statements. There are 5 (five) choices that the students can choose. The students have to read the statements based on the indicators and checklist given in the statements. The questionnaire sheet has 16 statements, which are divided into five indicators. Indicators have four statements; each statement has different points. The questionnaire above describes undergraduate students' feelings about their English Pronunciation Anxiety (EPA) in the Pronunciation classroom. It requires the participants to indicate whether they agree/ disagree with the statements by using a 5-point level ranging from "strongly agree" to "strongly disagree."

FINDINGS AND DISCUSSION

Findings

The research identified four levels of English pronunciation anxiety (EPA) - high, moderate, mild, and minimum. Upon analysing the data collected, two categories of anxiety levels were observed among students in the pronunciation class: "mild" and "moderate." Eight students were classified under the "mild" category, indicating a less severe level of anxiety, while ten students fell into the "moderate" category, signifying a somewhat more intense level of anxiety. The "moderate" category surpasses the "mild" category, suggesting that students need to acknowledge and address their English pronunciation anxiety to improve their pronunciation skills. Overall, the research concluded that students in the pronunciation class experience a moderate level of anxiety, indicating a significant but manageable level of anxiety in this context.

Based on the data results, the research identified two categories of English pronunciation anxiety among undergraduate students: "mild" and "moderate." In the "mild" category, eight students experienced anxiety in English Pronunciation. The scores ranged from 47.5 to 60.0, with three students achieving the highest score of 60.0, followed by two students with a score of 55.0, one student scoring 53.8, and one student scoring 51.3. In the "moderate" category, ten students experienced anxiety in English Pronunciation. The scores ranged from 61.3 to 77.3, with two students achieving the highest score of 77.3, followed by one student scoring 75.0, one student scoring 72.5, one student scoring 66.3,

and one student scoring 61.3. Students categorized under "mild" experience anxiety that is not severe, with occasional self-doubt or concerns that do not significantly impact their confidence or English communication ability. On the other hand, students categorized under "moderate" experience more severe anxiety that may affect their confidence and English communication ability to a greater extent. These findings suggest the importance of acknowledging and addressing English pronunciation anxiety among undergraduate students to improve their pronunciation skills and overall language proficiency.

Based on the overall English Pronunciation Anxiety (EPA) level in the Pronunciation class, the findings indicate a "moderate" level category. The general score level category averaged at 62.4. A "moderate" level of anxiety on the EPA scale suggests a noteworthy level of anxiety experienced by individuals regarding their English pronunciation. Individuals in this category may experience feelings of anxiety and self-consciousness, especially when speaking English, particularly concerning their pronunciation. They may worry about being understood or making mistakes, which could affect their confidence and fluency in English. These findings underscore the importance of addressing English pronunciation anxiety among undergraduate students to help them enhance their confidence and proficiency in English communication. The second research result presents English Pronunciation Anxiety (EPA) across five indicators: oral performance apprehension, self-concern over pronunciation, pronunciation self-image, pronunciation self-efficacy, and attitude toward English pronunciation. The scores for each indicator are as follows; Oral performance apprehension, 66.1, Self-concern over pronunciation 68.3, Pronunciation self-image 57.8, Pronunciation self-efficacy 54.8, Attitude toward English pronunciation 60.0. These scores provide insights into undergraduate students' perceptions and feelings regarding their English pronunciation anxiety across different dimensions. For example, higher scores in oral performance apprehension and self-concern over pronunciation indicate greater levels of anxiety and apprehension when speaking English. Conversely, lower scores in pronunciation self-image, pronunciation self-efficacy, and attitude toward English pronunciation

suggest lower confidence levels and more negative perceptions regarding pronunciation abilities. The chapter also includes examples of questionnaire items to illustrate the results for each indicator and discusses relevant theories or findings to analyse the data findings further. This comprehensive approach helps provide a clearer understanding of the students' English Pronunciation Anxiety and potential areas for improvement.

Discussion

The discussion of the findings in this study on undergraduate students' English Pronunciation Anxiety (EPA) levels in pronunciation classes highlights the identification of research problems and the assessment of EPA across five indicators: oral performance apprehension, self-concern over pronunciation, pronunciation self-image, pronunciation self-efficacy, and attitude toward English pronunciation. The research results revealed two categories of EPA levels among students in the pronunciation class: "mild" and "moderate." In this study, eight students were classified under the "mild" category. According to Kralova (2017), "mild" anxiety at the EPA level suggests a moderate level of anxiety experienced by individuals regarding their English pronunciation. While individuals at this level may experience some anxiety, it is not severe or debilitating. They may have occasional self-doubt or concerns about their pronunciation, but it does not significantly impact their confidence or ability to communicate in English. The findings of this study are consistent with the research conducted by Utami (2023), who also found that students' pronunciation anxiety fell within the "mild" category. This suggests that overall, students in the pronunciation class have a relatively low level of pronunciation anxiety. Overall, the data indicates that the eight undergraduate students in the pronunciation class do not experience severe levels of pronunciation anxiety. However, it highlights the importance of acknowledging and addressing mild levels of anxiety to further improve students' confidence and proficiency in English pronunciation.

The discussion further delves into the English Pronunciation Anxiety (EPA) level in the pronunciation class, categorizing it as "Moderate" for ten

students. According to Kralova (2017), a moderate level of anxiety on the EPA scale indicates a significant level of anxiety experienced by individuals regarding their English pronunciation. Individuals at this level may exhibit noticeable anxiety and self-consciousness, particularly when speaking English, especially concerning their pronunciation. They may worry about being understood or making mistakes, which can impact their confidence and fluency in English. These findings are consistent with the research conducted by Kafes (2018), which also identified moderate pronunciation anxiety among students. The study revealed that all participants experienced moderate pronunciation anxiety, with variations observed based on factors such as gender, prior English education, perceived pronunciation skills, and perceived anxiety levels. The alignment of this study's findings with Kafes' research underscores the prevalence and significance of moderate pronunciation anxiety among students in pronunciation classes. It highlights the importance of addressing and managing this anxiety to enhance students' confidence and fluency in English pronunciation.

The study on undergraduate students' English Pronunciation Anxiety (EPA) in Pronunciation class at Wiralodra University reveals significant insights, which differ from previous research findings. Firstly, while Utam (2023) found that students' pronunciation anxiety fell into the "mild" category, the current study indicates a "moderate" level of EPA among undergraduate students. This discrepancy suggests potential variations in factors contributing to pronunciation anxiety among different student populations. Moreover, Kralova and Mala's (2018) study highlighted various factors affecting pronunciation anxiety, such as age and teaching experience, which differed from the findings of the current study. This disparity underscores the complexity of pronunciation anxiety and its multifaceted nature. Additionally, Kafes' (2018) research on pre-service English language test (ELT) teachers also identified a "moderate" level of pronunciation anxiety, aligning with the current study's findings. However, Kafes' study included gender and ELT as variables, which were not specifically addressed in the current study.

Overall, the current study concludes that undergraduate students at Wiralodra University experience a moderate level of English Pronunciation Anxiety (EPA), with a mean score of 62.4. This suggests notable anxiety and self-consciousness among students when speaking English, particularly regarding pronunciation. Despite their anxiety, students may still perceive English pronunciation as challenging, as indicated by their pronunciation self-efficacy scores. In conclusion, the "moderate" level of EPA observed in this study implies significant discomfort and apprehension among students regarding their English pronunciation. Addressing pronunciation anxiety is crucial to enhancing students' confidence and proficiency in English communication. In conclusion, the "moderate" level of EPA observed in this study implies significant discomfort and apprehension among students regarding their English pronunciation. Addressing pronunciation anxiety is crucial to enhancing students' confidence and proficiency in English communication

CONCLUSION

In conclusion, the findings of this study indicate a "moderate" level of English Pronunciation Anxiety (EPA) among undergraduate students, suggesting significant discomfort and apprehension regarding their English pronunciation. Addressing pronunciation anxiety is paramount for enhancing students' confidence and proficiency in English communication. By acknowledging and addressing pronunciation anxiety, educators can implement targeted interventions and support mechanisms to help students overcome their fears and develop more robust pronunciation skills. Strategies such as providing ample opportunities for practice, offering constructive feedback, and fostering a supportive learning environment can contribute to reducing anxiety levels and promoting a positive attitude towards English pronunciation.

Furthermore, incorporating activities that focus on pronunciation practice and building pronunciation self-efficacy can empower students to feel more confident in their ability to pronounce words accurately. Encouraging students to embrace mistakes as part of the learning process and emphasizing the importance

of effective communication over perfection can also help alleviate anxiety and promote a growth mindset. Ultimately, by addressing pronunciation anxiety proactively, educators can create a conducive learning environment where students feel supported and motivated to improve their English pronunciation skills, ultimately enhancing their overall language proficiency and communication effectiveness.

The findings of the study indicate varying levels of anxiety among undergraduate students at Wiralodra University, with some falling into the "mild" category and others into the "moderate" category. The "mild" category suggests a moderate level of anxiety, where individuals may experience occasional self-doubt or concerns about their pronunciation but without significant impacts on their confidence or ability to communicate in English. Conversely, the "moderate" category signifies a more significant level of anxiety, characterized by noticeable anxiety and self-consciousness, particularly concerning pronunciation, which can affect confidence and fluency in English communication. Upon analyzing the indicators, it was found that students generally exhibit moderate levels of concern over their pronunciation, self-image, and attitude toward English pronunciation. However, their pronunciation self-efficacy is rated as mild, indicating that while they may not be overly concerned about pronunciation mistakes, they still find pronunciation challenging.

Overall, the study suggests that undergraduate students at Wiralodra University experience moderate levels of English Pronunciation Anxiety, leading to noticeable anxiety and self-consciousness when speaking English, particularly concerning pronunciation. These findings underscore the importance of addressing pronunciation anxiety among students to improve their confidence and fluency in English communication. Further research may explore additional factors influencing pronunciation anxiety and develop effective strategies to alleviate it.

In summary, the research findings on English Pronunciation Anxiety among undergraduate students have far-reaching implications for language education. Addressing pronunciation anxiety effectively can benefit teaching

practices, curriculum development, teacher training, and research agendas. By helping students overcome their anxiety, educators can empower them to build confidence and fluency in English communication, thereby enhancing their academic and professional success. In conclusion, this research focused on determining the level of English Pronunciation Anxiety (EPA) and its indicators among undergraduate students in Pronunciation class. The findings highlight the importance of students being more aware of and proactive in addressing their pronunciation anxiety both inside and outside the classroom. Additionally, the study suggests that educators play a crucial role in supporting students in managing their pronunciation anxiety effectively.

However, despite the valuable insights gained from this research, certain limitations should be acknowledged. The use of a questionnaire with 16 statements may not fully capture the complexity of students' learning strategies in dealing with EPA. Future research could explore students' learning strategies more comprehensively, particularly in the context of undergraduate education. Investigating additional factors influencing pronunciation anxiety and exploring effective interventions to alleviate it could also be valuable areas for future research in this field.

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