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Fear Of Mispronunciation In English Speaking Activities Among Efl Students At UIN Mataram

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Abstract

Fear of mispronunciation represents a distinct yet underexplored dimension of speaking anxiety among EFL learners. While existing studies have examined general foreign language anxiety, few have investigated mispronunciation fear as a foregrounded construct within Indonesian Islamic university settings. This study aims to explore the nature, manifestations, and contributing factors of mispronunciation fear among sixth-semester students of the English Education Department at UIN Mataram, Indonesia. Employing a descriptive qualitative design within the interpretivist paradigm, 12 participants were purposively selected based on their reported experiences of fear during English speaking activities. Data were collected through semi-structured interviews and analyzed using reflexive thematic analysis. Five themes emerged: social judgment and fear of face loss, limited practice opportunities and passive classroom culture, behavioral manifestations of pronunciation fear, anxiety escalation across speaking contexts, and the role of teacher feedback and prior negative experiences. Findings reveal that mispronunciation fear is shaped by collectivist norms, hierarchical classroom dynamics, and limited authentic English exposure specific to the Islamic university context. This study contributes to qualitative EFL research by foregrounding learner voices in an underrepresented institutional setting and offers practical implications for pronunciation pedagogy and affective classroom management.

Keywords: fear of mispronunciation; speaking anxiety; EFL learners; pronunciation pedagogy; UIN Mataram

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INTRODUCTION

The ability to speak English fluently and accurately remains one of the most demanded competencies in contemporary global society, particularly for university students navigating academic and professional environments. Within English as a Foreign Language (EFL) context. However, speaking is consistently identified as the most anxiety-inducing of the four language skills (Fauzi & Asi, 2023). A particularly critical, yet often overlooked, dimension of speaking anxiety is the fear of mispronunciation, the psychological apprehension a learner experiences specifically regarding the accurate articulation of English sounds, stress patterns, and intonation.

In Indonesia, where English holds the status of a foreign language rather than a second language, learners are exposed to limited authentic speaking opportunities beyond the classroom (Aly Nuha & Prapsetyana Satmawati, 2022). This linguistic ecology intensifies pronunciation anxiety, as learners lack the immersive exposure needed to internalize phonological norms. Within the context of Islamic Universities (UIN), sociocultural values including a strong emphasis on communal harmony, avoidance of public embarrassment, and hierarchical Teacher-Students dynamics may further compound this anxiety. Despite these contextual specificities, very few studies have examined pronunciation fear within Islamic higher Education settings in Indonesia. Existing scholarship on speaking anxiety has made substantial progress in identifying general patterns of foreign language anxiety, yet tends to treat pronunciation fear as a sub-component of broader speaking anxiety rather than a phenomenon warranting distinct investigation. Moreover, the majority of studies have been conducted in East Asian or Western EFL context, leaving a notable gap regarding the sociocultural dimension of pronunciation anxiety in Indonesian Islamic Universities. This study responds directly to that gap (Aini & Lubis, 2023; Anandari, 2015).

This study aims to explore and understand the fear of mispronunciation experienced by students of the English Education Department at UIN Mataram during English speaking activities, and to identify the factors that contribute to and sustain that fear. By adopting a qualitative approach, this research seeks not only to document the phenomenon but to capture its texture, nuance, and lived meaning from the perspectives of those who experience it. To the best of the researchers' knowledge, no prior study has qualitatively examined mispronunciation fear as a distinct construct within an Indonesian Islamic University context, making this study a novel contribution to the field.

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LITERATURE REVIEW

Pronunciation Anxiety and Affective Filter Theory

Affective Filter Hypothesis as elaborated by Tsang (2025) remains a foundational framework for understanding how emotional states inhibit or facilitate second language acquisition. According to this theory, a high affective filter characterized by anxiety, low motivation, or low self-confidence blocks comprehensible input from being processed into acquired competence. Fear of mispronunciation operates precisely as such a filter: when a learner anticipates negative evaluation of their accent or phonological accuracy, they are more likely to avoid speaking altogether, reducing the very input and output necessary for language development.

Building on this theoretical foundation, the construct of Foreign Language Anxiety (FLA), identifying three key components: communication apprehension, test anxiety, and fear of negative evaluation. Fear of mispronunciation closely aligns with the latter two: learners fear that errors in pronunciation signal incompetence, inviting ridicule or harsh correction. Further noted that pronunciation errors are uniquely salient because they are immediately audible and inescapable, unlike grammatical errors that may go undetected in written form.

Sociocultural Dimension of Pronunciation Fear

Face theory provides important insight into why pronunciation anxiety is particularly pronounced in collectivist, high-context cultures such as Indonesia. The concept of 'face' one's public social image and the desire to protect it, means that public pronunciation errors carry heightened emotional stakes. Speaking incorrectly in front of peers is not merely a linguistic failure; it constitutes a social threat that triggers shame, embarrassment, and withdrawal (Mustamir, 2024; Wardhani, 2019). Research conducted in East Asian EFL contexts (Suciati, 2020)has found that students prefer silence over public correction, a phenomenon that resonates strongly with Indonesian classroom cultures. Indonesian EFL students tend to exhibit passive learning behaviors, waiting to be called upon rather than volunteering contributions, partly due to a culturally embedded fear of losing face in front of peers and instructors (Putra et al., 2023). Within Islamic universities, this dynamic may be further shaped by an added layer of religious and institutional deference to authority figures.

Factors Contributing to Pronunciation Anxiety

Multiple empirical studies have identified recurring factors that precipitate and maintain

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fear of mispronunciation. learners' phonological awareness their conscious attention to sound systems can become a source of anxiety when they are acutely conscious of the gap between their perceived and idealized pronunciation (Andini et al., 2025). More recently, pronunciation anxiety was the strongest predictor of speaking avoidance, stronger even than general communication apprehension. Similarly, teacher correction practices, particularly public and unsolicited correction, were among the most traumatic experiences recalled by adult EFL learners. These findings challenge pedagogical traditions that prioritize accuracy correction at the expense of learners' affective experience (Mamang et al., 2023)

Research Gap

Despite the breadth of this literature, several gaps remain. First, there is a paucity of qualitative studies that examine pronunciation fear as a distinct, foregrounded construct, separate from generalized speaking anxiety. Second, the sociocultural specificity of Indonesian Islamic universities particularly the interplay of religious values, hierarchical classroom norms, and limited authentic English exposure remains underexplored. Third, most existing studies have relied predominantly on quantitative instruments such as the FLCAS (Aini & Lubis, 2023; Fauzi & Asi, 2023), which, while useful for measuring anxiety levels, cannot capture the phenomenological quality of what it means to fear mispronunciation in a specific cultural and institutional context. This study seeks to fill these gaps through in-depth qualitative inquiry.

METHODOLOGY

Research Design

This study employs a descriptive qualitative research design, guided by the interpretivist paradigm. The data in this study are qualitative in nature, consisting of verbal accounts obtained through individual interview sessions. Qualitative methods are appropriate here because the research aims to explore subjective experiences, meanings, and sociocultural dynamics surrounding fear of mispronunciation, phenomena that require in-depth interpretation rather than numerical measurement (Khafidhoh et al., 2023). Furthermore, the interpretivist paradigm assumes that reality is socially constructed and best understood through participants' perspectives and lived experiences. The reality of fear as a lived experience is therefore contextual and can be meaningfully explored through participants' own narratives. The study is theoretically grounded in Krashen's Affective Filter Hyphothesis and Goffman's Face Theory, which together provide the conceptual lens for interpreting participants' experiences of mispronunciation fear.

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Research Site and Participants

The study was conducted at the English Education Department, Faculty of Tarbiyah and Teacher Training, UIN Mataram, West Nusa Tenggara, Indonesia. Purposive sampling was employed to select participants who met the research criteria. The participants consisted of 12 sixth-semester students enrolled in the English Education Department and who had experienced fear of discomfort when speaking English In academic setting. Sixth-semester students were selected because they had completed several speaking-related course and had sufficient experience using English in classroom interactions. The participants students of the English Education Department at UIN Mataram who had experienced fear of mispronunciation during English speaking activities.

Data Collection

Data were collected through semi-structured individual interviews conducted in Indonesian to allow participants to express their experiences fully and without linguistic inhibition. The primary research instrument was the researcher herself, supported by an interview guide consisting of open-ended questions. Each interview lasted approximately 45 to 60 minutes and was audio-recorded with participants' informed consent. The interview protocol consisted of open-ended questions designed to elicit participants' accounts of their experiences with mispronunciation fear, including the situations in which it arose, the emotional and behavioral responses it triggered, and the factors they perceived as contributing to or alleviating the fear. Before formal data collection, a pilot interview was conducted with one participant outside the main sample to evaluate the clarity and suitability of the questions. The audio recordings were subsequently transcribed verbatim and translated into English for analysis purposes. Member checking was employed as a credibility strategy, whereby transcripts and preliminary interpretations were shared with select participants to verify the accuracy of the data representation.

Data Analysis

The interview data were analyzed using reflexive thematic analysis following the six-phase framework proposed by Braun and Clarke (2006, 2019). In the first phase, the researcher familiarized herself with the data through repeated reading of the transcripts. In the second phase, initial codes were generated systematically across the entire dataset, with attention to both semantic and latent meanings. In the third phase, codes were sorted and grouped into

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potential themes reflecting recurring patterns related to mispronunciation fear. The fourth phase involved reviewing and refining these themes to ensure internal coherence and clear boundaries between them. In the fifth phase, themes were defined and assigned names that captured their conceptual essence. In the sixth and final phase, the themes were woven into a coherent analytical narrative. To enhance the trustworthiness of the analysis, an audit trail was maintained throughout the coding process, and peer debriefing was conducted with a colleague familiar with qualitative EFL research. Thick description was employed in the reporting of findings to support transferability.

DISCUSSIONS

Overview of Themes

Thematic analysis of the 12 interview transcripts yielded five overarching themes that collectively illuminate the phenomenon of mispronunciation fear among EFL students at UIN Mataram. These themes are not mutually exclusive; rather, they intersect and reinforce one another, reflecting the multidimensional nature of this affective phenomenon. The themes are: (1) Social Judgment and Fear of Face Loss, (2) Limited Practice Opportunities and Passive Classroom Culture, (3) Behavioral Manifestations of Pronunciation Fear, (4) Anxiety Escalation Across Speaking Contexts, and (5) The Role of Teacher Feedback and Prior Negative Experiences. Each theme is elaborated below with illustrative participant quotations to provide an in-depth understanding of how mispronunciation fear is lived and narrated by the students themselves.

Table 1. Themes of Mispronunciation Fear Among EFL Students at UIN Mataram

No	Theme	Core Finding
1	Social Judgment and Fear of Face Loss	Fear of peer ridicule suppresses voluntary speaking
2	Limited Practice and Passive Classroom Culture	Infrequent speaking opportunities reinforce avoidance
3	Behavioral Manifestation	Avoidance, physical symptoms, vocabulary simplification
4	Anxiety Escalation Across Contexts	Anxiety highest in formal or lecturer present setting
5	Teacher Feedback and Negative Experiences	Public correction causes lasting speaking reluctance

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Social Judgment and Fear of Face Loss

The most pervasive theme across all participant accounts was the fear of being negatively judged by peers when mispronouncing English words. Participants consistently described a heightened awareness of how their pronunciation sounded to others and expressed a strong desire to avoid any situation that might expose them to ridicule or laughter. This fear was closely tied to the concept of "face" the desire to preserve one's social image and dignity in public spaces. One participant explained: "I always worry that when I say a word wrong, my friends will laugh, and then I'll be embarrassed. It makes me not want to speak at all" (Rara Fadila, personal communication, 2026). Another noted that the fear was strongest in group discussions where peers could immediately hear and react to pronunciation errors.

These findings are consistent with previous studies showing that fear of negative evaluation and concern about peer judgment often discourage Indonesian EFL students from participating in speaking activities (Anandari, 2015; Wardhani, 2019). Similar patterns have also been reported among students in Indonesian Islamic higher education contexts, where anxiety is associated with fear of making mistakes in front of others (Aini & Lubis, 2023). Within the Islamic university environment, this tendency may be further amplified by a communal ethic emphasizing group harmony and mutual respect, making individual public errors feel particularly consequential

Limited Practice Opportunities and Passive Classroom Culture

A second significant theme concerned the structural and pedagogical conditions within the classroom that perpetuated mispronunciation fear. Participants reported that speaking opportunities in class were infrequent, competitive, or dominated by higher-proficiency peers, leaving less confident students with few chances to practice in a low-stakes environment. Several participants described classrooms characterized by silence and waiting a passive learning culture in which students rarely volunteered to speak unless directly called upon. As one participant reflected: "In class, I rarely speak unless the lecturer asks me. I don't want to be wrong in front of everyone." This passivity was understood by participants not merely as shyness but as a deliberate strategy to avoid mispronunciation and the associated judgment. Similar patterns have been reported among Indonesian EFL learners, where speaking anxiety and fear of negative evaluation often discourage active classroom participation (Anandari, 2015; Marlia et al., 2023; Mustamir, 2024).

Outside the classroom, participants noted limited exposure to English in everyday life, as interactions in their community predominantly occurred in Bahasa Indonesia or the local Sasak

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language. This constrained ecological exposure meant that learners had limited opportunities to rehearse pronunciation privately or receive informal feedback, compounding the anxiety they experienced in formal academic speaking situations. Previous studies have likewise identified limited opportunities for authentic English use as an important factor contributing to speaking anxiety among Indonesian university students (Aini & Lubis, 2023; Daflizar, 2024; Fauzi & Asi, 2023).

Behavioral Manifestations of Pronunciation Fear

Behavioral manifestations of pronunciation fear did not remain at the level of internal experience; they were reflected in a range of observable behaviors across speaking situations. The most commonly reported responses included avoiding voluntary participation in class discussions, choosing simpler vocabulary to reduce the risk of mispronunciation, speaking more quietly or slowly, and experiencing physical symptoms such as increased heartbeat, sweaty palms, and a trembling voice. One participant explained, “When I have to speak, my heart beats very fast. I forget the words I already know” (Multya Selfiana, personal communication, 2026). Another participant reported deliberately selecting familiar vocabulary rather than more precise expressions to minimize pronunciation risk. Similar behavioral patterns have been documented among Indonesian EFL learners, who often avoid speaking situations and experience physical symptoms of anxiety when communicating in English (Anandari, 2015; Marlia et al., 2023; Suciati, 2020). Fear of negative evaluation may further encourage learners to adopt avoidance strategies as a means of protecting themselves from embarrassment or criticism (Wardhani, 2019). Although such strategies may provide temporary emotional relief, they can limit opportunities for meaningful language practice and participation, thereby hindering the development of speaking proficiency (Fauzi & Asi, 2023). These behavioral manifestations suggest that mispronunciation fear operates as a self-reinforcing cycle in which fear leads to avoidance, avoidance reduces practice, and reduced practice contributes to the persistence of fear.

Anxiety Escalation Across Speaking Contexts

Participants reported that their fear of mispronunciation was not uniform across all speaking situations but escalated significantly depending on contextual factors such as audience size, the perceived proficiency of listeners, and the formality of the setting. Anxiety was consistently reported to be lowest in dyadic conversations with close friends and highest during formal presentations, oral examinations, or interactions with lecturers (Fauzi & Asi, 2023; Suciati,

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2020). Several participants distinguished between speaking with peers and speaking with authority figures, noting that the presence of a lecturer dramatically heightened their self-monitoring and fear of judgment (Aini & Lubis, 2023; Wardhani, 2019). One participant stated: "If I speak with my friend, it's okay, I don't worry much. But if the lecturer is listening, I feel very nervous and I always think about whether my pronunciation is right" (Alya Hanifatuzzahro, personal communication, 2026). This gradient of anxiety across speaking contexts is consistent Affective Filter Hypothesis (Tsang, 2025), which posits that anxiety operates as a context-sensitive barrier to language production. The findings suggest that institutional structures and power relationships inherent in academic settings serve as potent triggers for mispronunciation anxiety in this population.

The Role of Teacher Feedback and Prior Negative Experiences

The fifth theme that emerged from the data concerned the formative role of teacher correction practices and prior negative speaking experiences in the development and maintenance of mispronunciation fear. Several participants recalled specific incidents in which a teacher had corrected their pronunciation publicly and without sensitivity, resulting in feelings of embarrassment, shame, and lasting reluctance to speak. One participant recalled: "Once in junior high school, my teacher corrected my pronunciation in front of the whole class. Everyone looked at me. Since that day, I always feel afraid when I have to pronounce English words" (zaskia Ayu Wulandari, personal communication, 2026). Importantly, participants did not object to correction in principle; several expressed a desire for corrective feedback but specifically in private or through constructive, non-public means. These findings point to a need for EFL instructors to be more attuned to the affective consequences of their corrective practices, and to adopt feedback strategies that prioritize learner confidence alongside accuracy development.

CONCLUSION

This study set out to explore the nature, manifestations, and contributing factors of mispronunciation fear among sixth-semester EFL students at the English Education Department of UIN Mataram. Through in-depth qualitative interviews and reflexive thematic analysis, five interconnected themes were identified: social judgment and fear of face loss, limited practice opportunities and passive classroom culture, behavioral manifestations of pronunciation fear, anxiety escalation across speaking contexts, and the role of teacher feedback and prior negative experiences.

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The findings demonstrate that mispronunciation fear in this context is a socioculturally embedded phenomenon, shaped not only by individual affective dispositions but also by the broader institutional, relational, and cultural environment of an Indonesian Islamic university. Collectivist norms, hierarchical classroom dynamics, limited authentic exposure to English, and historically negative corrective feedback experiences converge to produce and sustain a fear that significantly inhibits students' participation in English speaking activities. Critically, this fear operates as a self-reinforcing cycle: anxiety leads to avoidance, avoidance reduces practice, and reduced practice deepens anxiety.

These findings carry several pedagogical implications. EFL instructors in similar institutional contexts are encouraged to adopt low-stakes speaking activities that reduce public exposure and build pronunciation confidence incrementally. Corrective feedback should be delivered sensitively, preferably through private channels or constructive written responses, rather than public correction that risks humiliating learners. Classroom norms that value communicative risk-taking and normalize pronunciation errors as a natural part of language learning should be deliberately cultivated. At the institutional level, the provision of pronunciation labs, peer conversation programs, and self-access speaking resources could help expand learners' practice opportunities beyond the formal classroom.

This study is not without limitations. The sample was limited to 12 participants from a single department at one Islamic university, which constrains the transferability of findings to other EFL contexts. The reliance on self-reported data through interviews may also be subject to social desirability bias. Future research could expand the scope by including participants from multiple institutions and employing complementary data sources such as classroom observation or diary studies. Longitudinal designs could further illuminate how mispronunciation fear evolves across semesters and in response to specific pedagogical interventions. Despite these limitations, this study makes a meaningful contribution to the qualitative EFL literature by foregrounding the lived experiences of learners in an Indonesian Islamic higher education context a setting that remains underrepresented in the existing literature on pronunciation anxiety.

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