

**THE CORRELATION BETWEEN EFL UNIVERSITY STUDENTS' SPEAKING
ANXIETY AND SPEAKING ACHIEVEMENT**

A Thesis

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I honestly declare that this thesis was originally written by me. This thesis does not contain any work of others except those cited in quotations and references, as a scientific paper should.

Yogyakarta, July 13, 2025



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MOTTO

“NEVER GIVE UP, today is hard, tomorrow will be worse, but the day after tomorrow will be sunshine”

-Jack Ma

DEDICATIONS

Alhamdulillah Rabbil' Alamin. All praise and gratitude are due to the presence of Allah SWT, who has bestowed upon me the faith, patience, and strength necessary to complete this thesis. Blessings and peace be upon the Prophet Muhammad SAW. This work is submitted in partial fulfillment of the requirements for the degree of Bachelor of Education.

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ABSTRACT

This study investigated the correlation between speaking anxiety and speaking achievement among 58 university-level EFL students at a University in Indonesia using a quantitative correlational design. Data were collected using a validated questionnaire adapted from the Foreign Language Classroom Anxiety Scale (FLCAS) and students' final grades from an Academic Speaking course. Analysis using Pearson Product-Moment correlation revealed a weak and statistically non-significant relationship ($r = .200$, $p = .131$). The findings conclude that for this specific cohort, speaking anxiety was not a significant predictor of academic achievement in speaking courses.

Keywords: *speaking anxiety, speaking achievement, EFL, foreign language anxiety, correlational study, university students.*

CHAPTER I

INTRODUCTION

1.1. Background of the Study

The studies of student anxiety have become commonplace in the EFL field, as have studies of public speaking anxiety. However, this research is still relevant because public speaking is a crucial skill for language learners. Anxiety is one of the most significant problems students face. To understand this phenomenon academically, the foundational theory by Horwitz, Horwitz, and Cope (1986) distinguishes foreign language anxiety from general nervousness. They define it as "a distinct complex of self-perceptions, beliefs, feelings, and behaviours related to classroom language learning arising from the uniqueness of the language learning process." (Horwitz, Horwitz, and Cope, 1986, p. 4). This specific construct helps explain why many students find it difficult to speak in front of an audience, which can directly affect their achievement. While some students with excessive anxiety may get a minimum score, it is also possible for others to achieve better grades by successfully overcoming it. This paper, therefore, provides empirical evidence on the correlation between students' anxiety and achievement in public speaking.

Two correlational studies examining the relationship between anxiety and English language performance show varied results in terms of strength and statistical significance. In contrast, research by Taufik et al. (2022) on university students in the English Department found a low and non-statistically significant negative correlation ($r = -0.290$) between speaking anxiety and speaking achievement. Meanwhile, Ayuni et al.(2021) also found a negative correlation between speaking anxiety and speaking fluency among university students, but the result was weak, although statistically significant ($r = -.206$). Overall, these findings indicate that while there

is a consistent negative trend between anxiety and language performance, the strength and significance of the relationship can differ depending on the research context, the specific skills measured, and the participant group.

Several studies examining speaking anxiety in the foreign language classroom have identified common trends regarding its levels and causes. Related studies by Suparia et al. (2022) and a quantitative study by Zabidin et al. (2023) both found that students commonly experience a moderate level of speaking anxiety. Furthermore, test anxiety emerged as a primary causal factor in studies by Pratiwi and Mukhaiyar (2020) and Zabidin et al. (2023). Pratiwi and Mukhaiyar (2020) also noted a significant correlation between speaking anxiety and achievement, while the review by Suparia et al. (2022) highlighted the role of culture and a common finding that female students are often more anxious than males. Collectively, these findings suggest that language instructors should be aware of these dynamics and take measures to create a comfortable classroom environment that specifically addresses and reduces test anxiety to support student performance.

According to the provided research, speaking performance in speaking is influenced by speaking anxiety, although the findings on the strength and significance of this relationship vary across different learner groups and educational contexts. In contrast, Taufik et al. (2022) discovered a low and not statistically significant negative correlation between speaking anxiety and speaking performance among university-level English Department students. Similarly, Ayuni et al. (2021) also identified a weak, though statistically significant, negative correlation between speaking anxiety and speaking fluency in university students. Further research by Pratiwi and Mukhaiyar (2020) confirmed a significant correlation between speaking anxiety and achievement, with test anxiety being a primary cause.

Consequently, the researcher believes it is essential to investigate how habit and environmental variations affect the relationship between speaking performance and speaking anxiety. The researcher also examines the situation in the classroom, where students might show various levels of speaking anxiety and confidence depending on the EFL context. While some students perform poorly on speaking assignments due to high levels of speaking anxiety, others who possess high levels of self-confidence perform better. According to the statement above, understanding the interplay between speaking anxiety and speaking performance is needed. Students should be supported in building solutions to improve their speaking skills. Also, addressing the factors that contribute to speaking anxiety and fostering self-confidence can lead to better speaking performance in EFL learners. To increase their speaking skill, one must first understand the levels of anxiety and self-confidence among students and how these factors interact in different cultural and educational contexts.

The previously mentioned point states that it is critical to comprehend how speaking performance and speaking anxiety correlate. In order to enhance their speaking abilities, students should be helped to develop great self-confidence. Improving self-confidence and addressing the causes of speaking anxiety can help EFL students perform better when they speak. In order to help students become more proficient speakers, it is important to first comprehend how students' anxiety and confidence levels interact in various cultural and educational circumstances.

1.2. Identification of the Problem

In the current Indonesian context for English as a Foreign Language (EFL) education, a significant problem persists regarding the inconsistent findings on the relationship between anxiety and student language performance. While research generally indicates a negative

correlation between these two variables, their strength and statistical significance vary considerably across different studies, creating a challenge for educators and researchers in Indonesia.

This variability is evident in recent literature. A study by Herman et al. (2024) on junior high school students found a strong and significant negative correlation, whereas research on university students by Taufik et al. (2022) and Ayuni et al. (2021) revealed weak and, in one case, not statistically significant correlations. This discrepancy highlights a critical gap in understanding how anxiety specifically impacts different aspects of English language learning for various student populations within the local setting. Furthermore, while related studies have identified contributing factors such as test anxiety and gender, the inconsistent findings on the core relationship between anxiety and achievement underscore the pressing need for more focused research. Clarifying these discrepancies is a timely and relevant endeavor, particularly better to support university students in their language acquisition journey.

1.3. Limitation the Problem

The limitation of this study is determining the cause-and-effect relationship between students' speaking anxiety and speaking achievement. Therefore, even if this study finds a correlation between the two variables, it cannot conclude that the level of anxiety directly causes it.

1.4. Formulation of The Problem

The formulation of the problem of this study is composed of this research question: "*Is there any Correlation between students' speaking anxiety and among university students?*"

1.5. Objective of The Study

This Research aims to quantify the correlation between speaking anxiety and speaking performance among university students. Specifically, it seeks to determine the strength and direction of this relationship, empirically testing the theoretical assumption that higher anxiety negatively impacts speaking achievement.

1.6. Significance of The Study

This research presents data about the correlation between speaking anxiety and speaking achievement. It is hoped that English education students at the Islamic University of Indonesia will find ways to solve their EFL speaking anxiety issues, help and strengthen their students' English speaking skills, and improve their English speaking achievements.

CHAPTER II

LITERATURE REVIEW

2.1 EFL Speaking Anxiety

Anxiety, a common emotional state associated with feelings of tension, stress, and worry, is a significant factor in education. When it becomes persistent, psychologists classify it as a psychiatric condition known as "Anxiety disorder," characterized by recurring intrusive thoughts and fears (Horwitz, 2001). For learners of English as a foreign language (EFL), anxiety presents a substantial barrier to skill acquisition, especially in speaking. This pressure can lead to adverse effects like diminished productivity and a fear of verbal communication (Elmenfi & Gaibani, 2016). Tsiplakides (2009) characterizes speaking anxiety as an individual's reluctance to participate in conversations using a target language, often stemming from poor past performance and low motivation. This nervousness is a frequent occurrence among EFL learners, who often feel apprehensive due to a lack of practice and perceived skill deficits.

The specific phenomenon experienced in language learning is academically termed "foreign language anxiety." It is defined by MacIntyre (1998) as "the concern and negative emotional response that arises when learning or using a second (non-native) language." A more foundational definition by Horwitz, Horwitz, and Cope (1986, p. 4) conceptualizes it as a "distinct amalgamation of self-perceptions, beliefs, emotions, and behaviors associated with classroom learning, stemming from the distinctiveness of the language learning process.". Research indicates that the symptoms and behaviors of anxious language learners are very similar to those seen in other specific anxiety disorders (Chen & Chang, 2004). Critically, the influence of foreign language anxiety is not merely confined to in-class speaking tasks; it can affect the entire language

acquisition journey. A profound sense of self-consciousness often emerges when anxious students are required to expose their linguistic abilities in front of their peers (Horwitz et al., 1986).

Research has identified several contributing factors to language anxiety. A study by Kayaoğlu and Sağlamel (2013) pinpointed multiple sources, including: (1) linguistic difficulties, such as inadequate vocabulary, poor grammatical knowledge, and incorrect pronunciation; (2) cognitive factors, like the fear of miscommunication, fear of failure, shame, and low self-esteem; (3) a lack of comprehension of the original language; and (4) the teacher's role and classroom competitiveness. Their study concluded that linguistic challenges were the most significant cause of speaking anxiety for the participants. In terms of prevalence, studies by both Horwitz (2001) and Le (2004) suggest that in most language learning settings, approximately one-third of students experience at least a moderate level of foreign language anxiety.

2.2 Speaking Achievement in EFL Context

In the field of language acquisition, oral communication is recognized as a fundamental aspect of overall proficiency. It functions not merely as a final objective of learning but also as a vehicle for developing other linguistic abilities (Richards, 2008). Consequently, a learner's "speaking achievement" represents their demonstrated level of skill in using English orally. This proficiency is not a single skill but is composed of several key components, including correct pronunciation, grammatical accuracy, lexical range (vocabulary), conversational fluency, and the ability to understand and be understood (comprehension). The interconnected nature of language skills means that high achievement in speaking often correlates with proficiency in areas like listening and reading (Lightbown & Spada, 2013).

Given that speaking performance is a multifaceted concept, its evaluation requires a comprehensive approach. According to Brown (2004), assessment should incorporate a variety of tasks such as structured oral examinations, public presentations, and informal conversational evaluations. An accurate assessment must systematically measure the different dimensions of speaking, including fluency, accuracy, linguistic complexity, and pronunciation. Although designing and implementing such assessments can be challenging, they are indispensable for accurately gauging a learner's progress and providing targeted guidance to support their continued development in an EFL setting.

2.3 Previous Studies

The relationship between student anxiety and academic performance in English was the focus of an investigation by Herman et al. (2024). Utilizing a correlational design, the researchers administered the Foreign Language Classroom Anxiety Scale (FLCAS) and an English test to a sample of 31 seventh-grade students. The results revealed a strong and statistically significant negative correlation ($r=-0.784$, $p<0.05$) between the two variables. This finding indicates that as student anxiety levels increase, their learning achievement tends to decrease, and vice versa.

In a study involving 22 students from the English Department at Halu Oleo University, Taufik (2022) investigated the potential link between speaking anxiety and speaking achievement. A quantitative correlational method was used, gathering data through the FLCAS questionnaire and a TOEFL-based speaking assessment. The analysis reported a low negative correlation ($r=-0.290$), which was not statistically significant ($p=0.190$). Based on this outcome, the study concluded that there was no significant statistical relationship between the variables for this cohort, and the research hypothesis was rejected.

A significant but weak negative correlation ($r=-0.206$) between speaking anxiety and speaking fluency was identified by Ayuni et al. (2021). This conclusion was drawn from a quantitative correlational study involving 95 second-semester English Language Education (ELE) students who completed the FLCAS questionnaire and an online speaking test. The researchers suggested that while lower anxiety is associated with better fluency, the weakness of the correlation implies that other variables, such as student motivation and the specifics of the online learning context, likely play a substantial role in influencing speaking achievement.

Suparia et al. (2022) conducted a literature review to synthesize existing research on speaking anxiety within foreign language classrooms. Their analysis consolidated findings on anxiety levels, gender differences, and causal factors. The review concluded that a moderate level of speaking anxiety is a common experience for most students and highlighted a recurring finding that female students often report higher anxiety levels than their male counterparts. The authors emphasized the significant role of culture in shaping speaking anxiety and recommended that educators strive to foster a supportive classroom atmosphere to mitigate this issue.

Using a mixed-method approach, Pratiwi and Mukhaiyar (2020) explored the interplay between EFL students' speaking achievement, language attitude, and speaking anxiety. Their study, which included 29 university students, utilized the Foreign Language Speaking Anxiety Scales (FLSAS), an attitude questionnaire, and a speaking test. A major finding was that test anxiety was the most predominant cause of speaking anxiety, cited by 65.52% of participants. The study also reported a significant correlation ($r=0.615$) between speaking anxiety and speaking achievement.

A quantitative study by Zabidin et al. (2023) analyzed the levels and sources of English language speaking anxiety among 177 undergraduate Business Administration students. The research, which used the FLCAS questionnaire, found that the participants universally experienced a moderate level of speaking anxiety. The most significant factor contributing to this was identified as test anxiety. Consequently, the authors suggested that language instructors should be mindful of these anxiety levels and implement strategies to reduce test related stress, such as ensuring students are well prepared for oral assessments.

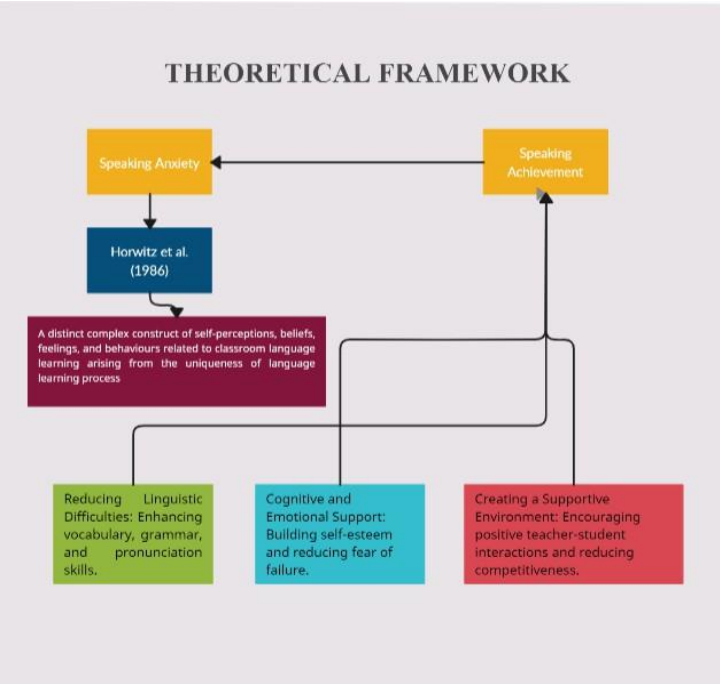
2.4 Theoretical Framework

This study operates on a theoretical framework designed to explore the adverse impact of speaking anxiety on the speaking performance of EFL learners. The central premise of this framework is that a specific form of anxiety, directly linked to the language learning experience, acts as a significant impediment to oral success. This concept is anchored in the foundational research of Horwitz, Horwitz, and Cope (1986), who defined foreign language anxiety not as general nervousness but as "a distinct complex construct of self-perceptions, beliefs, feelings, and behaviours related to classroom language learning arising from the uniqueness of the language learning process." Based on this definition, the framework proposes a direct negative relationship, wherein elevated levels of this particular anxiety are expected to result in diminished speaking achievement.

To mitigate this negative influence, the framework advocates for a holistic, three-pronged approach targeting linguistic, psychological, and environmental factors. First, it addresses linguistic difficulties, recognizing that a weak foundation in vocabulary, grammar, and pronunciation is a primary trigger for anxiety. By enhancing students' linguistic competence, their

performance can improve, which in turn helps build confidence and reduce apprehension. Second, the framework emphasizes the importance of cognitive and emotional support. This involves strategies aimed at building student self-esteem and reframing mistakes as a normal part of the learning process rather than as a source of failure, thereby fostering psychological resilience. Finally, the framework highlights the critical role of creating a supportive learning environment. A non-threatening and less competitive classroom atmosphere, characterized by positive teacher-student dynamics, helps to lower the emotional barriers to participation, encouraging students to communicate more freely and take necessary risks for language development. In essence, this theoretical model posits that while speaking anxiety is a formidable obstacle to achievement, its effects are not insurmountable. Through integrated interventions that simultaneously address learners' language skills, their psychological state, and their educational environment, its impact can be effectively managed.

Table 1 Theoretical Framework Diagram



CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

This study was conducted using a quantitative correlational methodology. This research approach was predicated on gathering numerical data to analyze and comprehend information, which served as the basis for confirming or rejecting knowledge claims (Leedy, Ormrod, & Williams, 2011). The primary goal of quantitative research was to numerically establish the relationship between hypotheses, predictions, and observed facts. Specifically, this research employed a correlational design, which was defined as a method for investigating the extent and nature of the relationship between two or more variables (Stanton, 2001).

3.2 Population

This study is a population research as the number of subjects was less than 100 (Arikunto, 2006; Muslih & Sari, 2017). The researcher obtained the data from an English Education class at the Islamic University of Indonesia in Yogyakarta as the population. The sample was chosen using a purposive sampling technique because all participants were students in the English Education class at the Islamic University who were enrolled in the Academic Speaking Class. To obtain respondents, the researcher used Google Forms as a tool to distribute the questionnaire to English Education students, specifically from the 2021 with 56 students and 2022 batches with 56 students. The respondents were selected from the 2021 and 2022 batches because their grades for the Academic Speaking course were assigned before the implementation of a new curriculum.

After receiving the results from the questionnaire distributed via Google Forms, 62 students had filled out the form. However, after checking the respondents' grades and answers, it was found

that 2 respondents had not yet taken the Academic Speaking course, and 2 respondents had received a score of 0 on their Academic Speaking final exam. Therefore, the researcher had to remove the data of these 4 respondents. Consequently, the final data were collected from the remaining 58 students, who served as participants in this research.

3.3 Research Instrument

To measure students' anxiety levels in the foreign language classroom, this research used the questionnaire adapted from Horwitz et al (1986) entitled "Foreign Language Classroom Anxiety" (FLCAS), which comprised 33 items. To ensure that all participants could understand it clearly, the entire questionnaire, which was originally in English, was carefully translated into Indonesia. This step was very important to avoid misunderstandings due to language barriers, so the answers given by participants would genuinely correspond with what they felt. As a result, the collected data became more accurate and reliable. Afterwards, it was corrected by the supervisor and approved, then it was immediately distributed to the respondents.

For the speaking performance score, the researcher took the data from the Academic Speaking course's final grades. The comprehensive assessment of effective speaking performance evaluated various aspects, starting with argument and content quality, where participants were assessed on their ability to deliver effective arguments supported by valid reasoning and evidence, make relevant contributions to the discussion, demonstrate topic mastery, and elaborate on answers in detail. Next, language quality and use were a primary focus, which included fluency, accuracy, and acceptability in communication, as well as proficiency in using functional expressions to convey opinions, agreement, and disagreement with language appropriate to the academic context, while avoiding repetition by paraphrasing questions. Another key aspect was discussion skills and role-playing, which assessed the level of active participation and the ability to effectively perform a role

as either a chairperson or a participant. Finally, delivery was also evaluated, covering clear pronunciation, a natural speaking pace, maintained eye contact, a confident demeanor, and adequate voice volume to ensure the message was conveyed effectively.

3.4 Data Collection Technique

The researcher used Google Forms as the medium to distribute the questionnaire. Using the instrument from Horwitz et al. (1986), which contained 33 items, the questionnaire was distributed to the selected sample. The researcher provided instructions on how to complete the questionnaire using a 5-point Likert scale. After receiving the responses, the researcher selected items suitable for the research and obtained 24 items that aligned with the researcher's objective regarding anxiety. A validity test was conducted on these 24 items, and 2 items were found to be invalid. Consequently, the researcher removed these two items and proceeded with the study. The data was analyzed using SPSS to identify the speaking anxiety of EFL university students. The data was then interpreted based on the obtained results.

3.5 Reliability of the Instrument

In this chapter, the researcher analyzed the reliability of the data using SPSS. For the 58 respondents, since the researcher was adapting the questionnaire from Horwitz, Horwitz & Cope (1989), it was no longer necessary to conduct a validity test. Table 3.1 showed that the questionnaire had 22 items (N) in total with a Cronbach's Alpha of .943. According to Taber (2018), when Cronbach's Alpha showed results higher than .093, it meant the questionnaire could be considered excellent, or the inquiry item was reliable..

Table 3.1 Reliability Test

Reliability Statistics

Cronbach's Alpha	N of Items
.943	22

3.6 Data Analysis Technique

This section described the methods used to analyze the collected data. This research involved EFL students at a university in Yogyakarta. Data regarding student anxiety levels were collected via a questionnaire, while the academic achievement data were obtained from the final grades of the Academic Speaking course. The data were analyzed with Pearson Correlation, calculating the mean, frequency, and standard deviation. Those were analyzed using Microsoft Excel and SPSS. If the Sig. (2-tailed) values showed less than .05, it meant that the correlation was significant at the .01 level, or it could be concluded that the relationship between student anxiety and speaking performance was positive.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents the results of the research conducted to answer the research questions. These findings are detailed using a descriptive analysis per item, presented in the form of bar charts, which are then further elaborated upon in the discussion section. The findings are the result of a questionnaire that was filled out by students from the 2021 and 2022 cohorts of the English Language Education Department at Universitas Islam Indonesia in Yogyakarta.

4.1. Research Finding

4.1.1 Descriptive Statistics Result

In the distributed questionnaire, there are 22 items addressed to the students. The presentation of the findings can be seen in the following information.

Notes:

N = total respondents

Minimum = the lowest score answered by the respondents in each item

Maximum = the highest score answered by the respondents in each item

Mean = the average score of each item

Std. Deviation = standard deviation, which tells us how the data disperses

The larger the standard deviation, the more varied and scattered the data from the mean.

Based on Table 4.1 shown above, Item 23 has the highest mean score with not too varied

responses from each respondent (M=3.45, SD=1.172). Meanwhile, Item17 has the lowest score with the most varied responses from respondents (M=1.98, SD=0.927) among all the items in Speaking Anxiety.

Table 4.1 Descriptive Statistics

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Item23	58	1	5	3,45	1,172
Item9	58	1	5	3,43	1,272
Item33	58	1	5	3,28	1,056
Item7	58	1	5	3,28	1,056
Item10	58	1	5	3,24	1,218
Item20	58	1	5	3,17	1,157
Item16	58	1	5	3,09	1,128
Item13	58	1	5	3,05	1,220
Item12	58	1	5	3,05	1,220
Item29	58	1	5	2,84	,951
Item4	58	1	5	2,84	1,089
Item3	58	1	5	2,79	1,196
Item24	58	1	5	2,78	1,200
Item30	58	1	5	2,76	1,065
Item31	58	1	5	2,74	1,236
Item25	58	1	5	2,72	1,022
Item27	58	1	5	2,69	1,096
Item1	58	1	4	2,60	,917
Item19	58	1	5	2,43	,939
Item26	58	1	5	2,40	1,123
Item21	58	1	5	2,16	,970
Item17	58	1	4	1,98	,927
Valid N (listwise)	58				

4.1.2. Correlation Between Variables

Before analyzing correlation between variables, the researcher tested the normality of the data because it aims to assess the distribution of data in a data group or variables, whether the distribution of the data is normally distributed or not. After calculating the data, the statistical calculation is needed to find out the correlation between two variables. The writer also uses IBM SPSS to analyze the data.

Table 4.2 The Result of Normality Test

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Anxiety_Score	,136	58	,009	,939	58	,006
Speaking_Score	,129	58	,018	,830	58	,000

a. Lilliefors Significance Correction

From Table 4.2 demonstrates the result of the Kolmogorov-Smirnov test, in which the significant value of the data is 0.009. It means no significant value is higher than 5% or 0.05 significance. The significant value $0.009 > 0.05$ proves that the data is normally distributed.

After the data were proven to be normally distributed, the researcher conducted the analysis of the correlation coefficient to find out the correlation between two variables; student speaking anxiety and speaking achievement, then the researcher calculates it to the Pearson Product Moment Analysis in SPSS. The following table is the result from SPSS, with the hypothesis:

1. Ho: There is no significant relationship between students' speaking anxiety and students' speaking achievement.
2. Ha: There is a significant relationship between students' speaking anxiety and

students' speaking achievement.

Table 4.3 The Result of Pearson Product Moment Analysis

		Speaking_Score	Anxiety_Score
Speaking_Score	Pearson Correlation	1	,200
	Sig. (2-tailed)		,131
	N	58	58
Anxiety_Score	Pearson Correlation	,200	1
	Sig. (2-tailed)	,131	
	N	58	58

Based on the data in Table 4.3 we can see the Pearson correlation coefficient shows a value of .200 and it's not significantly correlated since the Sig. (2-tailed) is .131 which is more than .05. So there is no significant relationship, and the Pearson correlation coefficient shows it's .200 it means the relationship between Students' Speaking Anxiety and Students' Speaking performance is level weak. Therefore, an alternative hypothesis is that (Ho) is accepted and (Ha) is rejected, or we can conclude that a student's anxiety in speaking English does not influence their speaking achievement.

4.2. Research Discussion

This investigation into the relationship between speaking anxiety and speaking performance among EFL university students in Yogyakarta found no statistically significant link between the two variables. The statistical analysis yielded a Pearson correlation coefficient of .200. This value, according to classifications by Ratner (2009) and Pratama (2019), suggests a negligible to weak positive association at best. Crucially, the associated significance level was .131, which is well above the conventional .05 alpha threshold required to claim statistical significance. Therefore, the null hypothesis (Ho), which posited that no significant relationship

exists, could not be rejected. This outcome implies that for this particular group of learners, variations in their self-reported speaking anxiety did not systematically correspond with variations in their speaking course grades. This result aligns with a pattern observed in other research focused on higher education students. For instance, studies by Taufik (2022) and Ayuni et al. (2021) similarly concluded that for their respective university-level participants, anxiety was not a statistically powerful predictor of oral performance.

The findings of the current study diverge significantly from other research in the field, which highlights the context-dependent nature of this psychological and academic relationship. For example, the result contrasts with the work of Pratiwi and Mukhaiyar (2020), who identified a significant link in their study of university students. This latter contrast is particularly telling, as it indicates that significant variability exists even within the same broad educational demographic, pointing toward the powerful influence of other unmeasured institutional or course-specific factors.

Several potential explanations exist for the lack of a significant relationship observed in this specific academic context. It is plausible that as students progress to the university level, especially those specializing in a field like English Education, they have developed more sophisticated and effective coping mechanisms to manage performance-related stress as a result of prolonged academic exposure and maturation. Their success in a specialized "Academic Speaking Class" may therefore be more heavily dependent on other pillars identified in this study's theoretical framework, such as robust linguistic competence (a strong command of vocabulary and grammar), diligent preparation, and a pre-existing foundation of academic self-confidence. Another compelling explanation relates to the nature of the course assessment itself. Given that prior research (Pratiwi & Mukhaiyar, 2020; Zabidin et al., 2023) has consistently

identified test anxiety as the primary trigger, it is possible that the evaluation methods in this specific course were designed to be less intimidating. Features such as transparent rubrics, multiple opportunities for practice, or a focus on formative feedback over high-stakes summative tests could have effectively mitigated test-specific stress, thereby weakening the overall relationship between general anxiety and final achievement scores.

In conclusion, this research determined that for the specific cohort of EFL university students investigated, speaking anxiety did not emerge as a statistically significant factor influencing their speaking achievement. This outcome enriches the existing literature by corroborating the findings of some studies focused on higher education (e.g., Taufik, 2022) while highlighting its contrast with research on different age groups and academic contexts (e.g., Herman et al., 2024; Pratiwi & Mukhaiyar, 2020). Ultimately, this study powerfully reinforces the notion that the link between anxiety and performance is not a simple, uniform phenomenon. Instead, it is a complex, multifactorial relationship heavily mediated by learner age, psychological maturity, specific pedagogical practices, and the broader educational environment. Future research could further explore the specific coping strategies that high-achieving but anxious university students employ, providing valuable insights for pedagogical intervention.

BAB V

CONCLUSION AND SUGGESTION

5.1. Conclusion

This study aims to conclude the research findings based on the question posed in the previous research. The results showed a correlation coefficient of ($r = 0.200$) with a p-value of ($p = 0.131$), which indicates that there is no positive relationship between students' speaking anxiety and their speaking achievement. The high anxiety experienced by students did not affect their grades in the speaking class. Furthermore, this can be seen in the correlation result between the two variables, which is classified as weak. According to the Pearson product moment correlation interpretation, an r_{xy} value in the range of 0.0 - 0.30 means it has a weak correlation.

5.2 Implication

Based on the data, it can be concluded that students' speaking anxiety and their speaking performance are not related. Furthermore, the correlation level for both variables indicates a weak relationship. For example, it appears that students with high anxiety can still attain high achievement, and conversely, students with low anxiety might get low achievement as well.

5.3 Future Research

Based on the results before, a negative relationship between FLCA and academic achievement can occur in language classes. Considering this, the researcher suggests that future researchers should further investigate the relationship between language anxiety and academic achievement. In addition, it is necessary to investigate various effective methods for reducing and managing anxiety in the context of language learning. This effort is aimed at minimizing the

negative impact of anxiety, given that low achievement can lead to detrimental consequences for learners in the real world. Therefore, this research is expected to serve as a useful, evidence based guide for language educators, including teachers and material designers, to understand the importance of individual factors like FLCA and its relationship with learning achievement.

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APPENDICES

Appendix 1 FLCAS Instrument Horwitz

No.	Item
1.	I never feel quite sure of myself when I am speaking in my foreign language class (Saya tidak pernah merasa yakin dengan diri saya sendiri saat berbicara di kelas Bahasa Inggris)
2.	I don't worry about making mistakes in language class (Saya tidak khawatir akan membuat kesalahan di kelas Bahasa Inggris)
3.	I tremble when I know that I'm going to be called on in language class (Saya merasa panik ketika saya tahu bahwa saya akan dipanggil di kelas Bahasa Inggris)
4.	It frightens me when I don't understand what the teacher is saying in the foreign language (Saya takut ketika saya tidak mengerti apa yang dikatakan guru dalam Bahasa Inggris)
5.	It wouldn't bother me at all to take more foreign language classes (Saya sama sekali tidak merasa terganggu untuk mengambil lebih banyak kelas Bahasa Inggris)
6.	During language class, I find myself thinking about things that have nothing to do with the course (Selama kelas Bahasa Inggris, saya sering memikirkan hal-hal yang tidak ada hubungannya dengan pelajaran)
7.	I keep thinking that the other students are better at languages than I am (Saya terus merasa bahwa siswa lain lebih baik dalam Bahasa Inggris daripada saya)
8.	I am usually at ease during tests in my language class (Saya biasanya merasa tenang saat mengerjakan tes di kelas Bahasa Inggris)
9.	I start to panic when I have to speak without preparation in language class (Saya mulai merasa cemas ketika harus berbicara tanpa persiapan di kelas Bahasa Inggris)
10.	I worry about the consequences of failing my foreign language class (Saya khawatir akan konsekuensi dari kegagalan di kelas Bahasa Inggris)

11.	I don't understand why some people get so upset over foreign language classes (Saya tidak mengerti mengapa beberapa orang menjadi sangat kesal dengan kelas Bahasa Inggris)
12.	In language class, I can get so nervous I forget things I know (Di kelas Bahasa Inggris, saya bisa sangat gugup sampai lupa hal-hal yang saya ketahui)
13.	It embarrasses me to volunteer answers in my language class (Saya merasa malu untuk memberikan jawaban secara sukarela di kelas Bahasa Inggris)
14.	I would not be nervous speaking the foreign language with native speakers (Saya tidak akan gugup berbicara Bahasa Inggris dengan penutur asli)
15.	I get upset when I don't understand what the teacher is correcting (Saya kesal ketika saya tidak mengerti apa yang dikoreksi oleh guru)
16.	Even if I am well prepared for language class, I feel anxious about it (Meskipun saya telah mempersiapkan diri dengan baik untuk kelas bahasa, saya merasa cemas)
17.	I often feel like not going to my language class (Saya sering merasa tidak ingin pergi ke kelas bahasa saya)
18.	I feel confident when I speak in foreign language class (Saya merasa percaya diri ketika berbicara di kelas bahasa asing)
19.	(Saya takut bahwa guru bahasa saya siap mengoreksi setiap kesalahan yang saya buat)
20.	I can feel my heart pounding when I'm going to be called on in language class (Saya dapat merasakan jantung saya berdebar-debar ketika saya akan dipanggil di kelas bahasa)
21.	The more I study for a language test, the more confused I get (Semakin banyak saya belajar untuk tes bahasa, saya semakin bingung)
22.	I don't feel pressure to prepare very well for language class (Saya tidak merasa tertekan untuk mempersiapkan diri dengan baik untuk kelas bahasa)
23.	I always feel that the other students speak the foreign language better than I do (Saya selalu merasa bahwa siswa lain berbicara bahasa asing lebih baik daripada saya)

24.	I feel very self-conscious about speaking the foreign language in front of other students (Saya merasa sangat malu berbicara bahasa asing di depan siswa lain)
25.	Language class moves so quickly I worry about getting left behind (Kelas bahasa bergerak sangat cepat sehingga saya khawatir akan tertinggal)
26.	I feel more tense and nervous in my language class than in my other classes (Saya merasa lebih tegang dan gugup di kelas bahasa dibandingkan di kelas lainnya)
27.	I get nervous and confused when I am speaking in my language class (Saya merasa gugup dan bingung saat berbicara di kelas bahasa)
28.	When I'm on my way to language class, I feel very sure and relaxed (Ketika saya dalam perjalanan menuju kelas bahasa, saya merasa sangat yakin dan santai)
29.	I get nervous when I don't understand every word the language teacher says (Saya merasa gugup ketika saya tidak memahami setiap kata yang diucapkan guru bahasa)
30.	I feel overwhelmed by the number of rules you have to learn to speak a foreign language (Saya merasa kewalahan dengan banyaknya aturan yang harus Anda pelajari untuk berbicara bahasa asing)
31.	I am afraid that the other students will laugh at me when I speak the foreign language (Saya takut siswa lain akan menertawakan saya ketika saya berbicara bahasa asing)
32.	I would probably feel comfortable around native speakers of the foreign language (Saya mungkin akan merasa nyaman berada di sekitar penutur asli bahasa asing)
33.	I get nervous when the language teacher asks questions which I haven't prepared in advance (Saya merasa gugup ketika guru bahasa mengajukan pertanyaan yang belum saya persiapkan sebelumnya)

Appendix 2 Descriptive Statistics

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Item23	58	1	5	3,45	1,172
Item9	58	1	5	3,43	1,272
Item33	58	1	5	3,28	1,056
Item7	58	1	5	3,28	1,056
Item10	58	1	5	3,24	1,218
Item20	58	1	5	3,17	1,157
Item16	58	1	5	3,09	1,128
Item13	58	1	5	3,05	1,220
Item12	58	1	5	3,05	1,220
Item29	58	1	5	2,84	,951
Item4	58	1	5	2,84	1,089
Item3	58	1	5	2,79	1,196
Item24	58	1	5	2,78	1,200
Item30	58	1	5	2,76	1,065
Item31	58	1	5	2,74	1,236
Item25	58	1	5	2,72	1,022
Item27	58	1	5	2,69	1,096
Item1	58	1	4	2,60	,917
Item19	58	1	5	2,43	,939
Item26	58	1	5	2,40	1,123
Item21	58	1	5	2,16	,970
Item17	58	1	4	1,98	,927
Valid N (listwise)	58				

Appendix 3 The Result of Students Speaking Anxiety

Participant (N)	Anxiety (x)
P1	72
P2	61

P3	25
P4	66
P5	35
P6	60
P7	70
P8	31
P9	41
P10	55
P11	39
P12	63
P13	55
P14	49
P15	66
P16	68
P17	57
P18	62
P19	55
P20	60
P21	51
P22	19
P23	34
P24	55
P25	40
P26	59
P27	58
P28	59

P29	35
P30	50
P31	52
P32	50
P33	32
P34	53
P35	54
P36	43
P37	71
P38	56
P39	51
P40	56
P41	57
P42	73
P43	70
P44	60
P45	60
P46	54
P47	44
P48	60
P49	72
P50	19
P51	37
P52	63
P53	62
P54	61

P55	71
P56	63
P57	42
P58	32
$\Sigma N = 58$	$\Sigma X = 3068$
Mean	52,89
Median	55,5
Max	73
Min	19

Appendix 4 The Result of Students Speaking Achievement

Participant (N)	Achievement (y)
P1	96
P2	96
P3	75
P4	76
P5	80
P6	76
P7	72
P8	80
P9	76
P10	96
P11	88
P12	76
P13	81

P14	87
P15	80
P16	86
P17	71
P18	91
P19	88
P20	55
P21	83
P22	82
P23	82
P24	81
P25	87
P26	87
P27	95
P28	89
P29	83
P30	73
P31	95
P32	79
P33	23
P34	80
P35	98
P36	76
P37	96
P38	100
P39	80

P40	98
P41	66
P42	72
P43	76
P44	90
P45	92
P46	92
P47	78
P48	70
P49	83
P50	85
P51	84
P52	88
P53	88
P54	96
P55	92
P56	88
P57	93
P58	83
$\Sigma N = 58$	$\Sigma X = 4809$
Mean	82,91
Median	83
Max	100
Min	23

Appendix 5 FLCAS Questionnaire

✔ Published

🔗 Copy responder link

The Correlation Between EFL University Students Speaking Anxiety and Speaking Achievement.

Assalamualaikum warahmatullahi wabarakatuh

Nama saya Fuada Shulha Haifani. Saya sedang melakukan penelitian mengenai korelasi antara kecemasan berbicara Bahasa Inggris Mahasiswa EFL (English as a Foreign Language) dan nilai berbicara Bahasa Inggris bagi mahasiswa Program Studi Pendidikan Bahasa Inggris, saya bermaksud meneliti untuk melihat apakah kecemasan yang siswa alami berpengaruh pada hasil akhir nilai pada mata kuliah Academic Speaking, Public Speaking, dan Public Speaking and Interpreting.

Untuk itu, saya meminta ketersediaan rekan-rekan mahasiswa Prodi Pendidikan Bahasa Inggris yang telah mengambil mata kuliah Academic Speaking, Public Speaking, dan Public Speaking and Interpreting untuk menjadi partisipan penelitian saya.



Kuesioner ini terdiri dari 33 item yang berupa

Appendix 6 The Result of Students Questionnaire per Item

NAME	ITEM1	ITEM2	ITEM3	ITEM4	ITEM5	ITEM6	ITEM7	ITEM8	ITEM9	ITEM10	ITEM11	ITEM12	ITEM13	ITEM14	ITEM15	ITEM16	ITEM17	ITEM18	ITEM19	ITEM20	ITEM21	ITEM22	ITEM23	ITEM24	ITEM25	ITEM26	ITEM27	ITEM28	ITEM29	ITEM30	ITEM31	ITEM32	ITEM33	
P1	4	3	3	3	4	3	4	3	3	4	3	3	4	3	3	4	3	3	4	3	3	4	3	3	4	3	3	4	3	3	4	3	3	4
P2	3	4	2	4	4	4	4	3	4	4	4	4	4	3	4	4	1	3	2	4	2	3	4	3	3	4	3	4	4	2	4	4	4	
P3	1	5	2	2	3	2	1	4	2	1	2	1	2	3	3	2	1	4	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
P4	4	2	4	3	4	3	1	4	4	4	3	4	4	3	4	3	3	4	3	4	3	4	3	4	3	4	3	4	3	4	3	4	3	
P5	2	3	2	3	4	1	2	3	2	3	1	3	4	3	2	1	4	1	3	1	3	1	3	1	3	1	3	1	3	1	3	1	3	
P6	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	
P7	3	1	5	2	4	4	3	4	3	4	3	4	3	4	3	4	3	4	3	4	3	4	3	4	3	4	3	4	3	4	3	4	3	
P8	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
P9	2	4	2	4	3	2	3	4	3	3	4	2	1	3	4	2	1	4	2	2	3	4	2	3	2	2	4	2	3	2	2	2	2	
P10	1	1	3	1	3	4	3	3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
P11	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
P12	1	2	2	4	3	3	1	2	4	2	1	1	1	3	4	2	1	4	2	4	2	4	3	1	2	1	2	3	2	2	2	2	2	
P13	4	3	3	3	3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	
P14	2	3	1	3	2	3	2	3	4	3	4	3	4	3	4	3	4	3	4	3	4	3	4	3	4	3	4	3	4	3	4	3	4	
P15	2	4	3	2	3	1	4	2	3	3	2	4	2	2	3	4	2	2	2	2	3	1	4	4	3	2	2	3	3	2	2	2	2	
P16	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	
P17	3	1	2	5	4	2	4	3	1	2	3	3	4	1	4	3	4	3	4	2	3	4	2	3	3	4	3	4	3	4	3	4	3	
P18	2	2	2	2	4	4	1	2	3	4	3	4	3	4	3	4	3	4	3	4	3	4	3	4	3	4	3	4	3	4	3	4	3	
P19	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
P20	3	3	3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	
P21	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	
P22	3	3	2	3	3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	
P23	3	3	3	2	4	3	3	3	4	3	4	3	4	3	4	3	4	3	4	3	4	3	4	3	4	3	4	3	4	3	4	3	4	
P24	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
P25	2	1	2	2	4	4	2	3	3	1	1	1	1	2	3	4	4	1	1	1	4	3	1	1	1	1	1	1	1	1	1	1	1	1
P26	3	3	3	2	3	3	1	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
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Appendix 7 Research Permission Letter



FAKULTAS
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Tanggal : 25/06/2025
Nomor : 1211/Dek/70/DAA/TA/VI/2025
Hal : Permohonan Izin Pengambilan Data Skripsi/Tugas Akhir

Kepada :
Yth. Fakultas Ilmu Sosial Budaya

Assalamualaikum Wr. Wb,

Dengan hormat,

Kami sampaikan bahwa mahasiswa Fakultas Ilmu Sosial Budaya Universitas Islam Indonesia dengan identitas sebagai berikut,

Nama Mahasiswa : Fuada Shulha Haifani
Nomor Induk Mahasiswa : 21322035
Program Studi : Pendidikan Bahasa Inggris
Pembimbing : Adam Anshori, S.S., M.A., Dr
Judul Skripsi : The Correlation Between EFL University Students Speaking Anxiety and Speaking Achievement

sedang dalam proses penyusunan Skripsi/Tugas Akhir dan memerlukan data/informasi dari instansi Bapak/Ibu/Saudara/i. Sehubungan dengan hal tersebut, kami mohon perkenannya untuk memberikan izin kepada mahasiswa yang bersangkutan guna keperluan penyusunan Skripsi/Tugas Akhir yang sedang ditempuh.

Demikian permohonan kami, atas perhatian dan bantuan Bapak/Ibu/Saudara/i kami sampaikan terima kasih.

Wassalamualaikum Wr. Wb.



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