

SKRIPSI Shagyta Sastra Winaya Bahasa Inggris.pdf

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INTRODUCTION

1. Background of The Problems

Language is the primary means of communication, and English has become the most important international language in this global era. Mastery of a language typically encompasses four core skills which include listening, speaking, reading, and writing. Among these, speaking plays a crucial role because it is often used as a measure of language proficiency. According to Richards (2008:19), mastery of speaking skills in English is a priority for many second language or foreign language learners, as they often judge their success in learning a language based on how well they can speak.

However, in the context of English as a Foreign Language (EFL) in Indonesia, speaking is often considered the most difficult skill to master. Celce-Murcia & Olshtain (2000), as cited in Burhanuddin, et al. (2021), state that speaking is the most difficult skill to master because it requires mastery of various speech production sub-skills, such as vocabulary mastery, grammar pattern selection, and sociocultural competence. This difficulty is not only caused by linguistic factors but also by psychological barriers. In line with this, Juhana (2012:100) highlights that high school students in Indonesia face significant difficulties in speaking English, mainly due to psychological factors such as fear of making mistakes, embarrassment, and anxiety.

English lessons at SMA Negeri 1 Tembilahan Hulu aim to teach students effective communication skills, especially in speaking. Speaking is an important part of this curriculum, as it trains students to express their ideas confidently and in a structured manner in front of an audience. Ideally, students should be able to perform speaking tasks without significant psychological barriers in order to achieve optimal language proficiency.

However, reality in the classroom often shows that students face great challenges when speaking in front of other people. One of the biggest obstacles is the fear of speaking. This fear is not just a lack of vocabulary, but a psychological condition that can impair students' ability to speak. According to Horwitz et al. (1986:128), this type of fear can create a mental barrier that prevents students from understanding input and producing clear output in the target language.

Anxiety²⁷ is a psychological state characterized by feelings of tension, worried thoughts, and physical changes such as increased blood pressure⁵⁷ and muscle tension (Sari, 12:2020). It typically arises as a natural response to perceived threats, stress, or upcoming challenges, serving as a complex emotional reaction to internal or external stressors (Pratama, 23:2021). In an academic context, this condition is understood as an emotional state that directly affects an individual's cognitive focus, behavioral responses, and overall performance during stressful tasks (Aulia, 15:2022). Anxiety²⁷ is a psychological state characterized by

feelings of tension, worried thoughts, and physical reactions to perceived stress or threats, which can negatively affect an individual's cognitive focus and overall performance.

Based on the researchers' observations at SMA Negeri 1 Tembilahan Hulu, many students admitted that they are very nervous, afraid of making mistakes, and have little confidence when asked to speak in front of an audience. These students often suffer from physical symptoms such as trembling and stuttering, which leads to a deterioration in their performance and poorer grades in their language exams. Although they have basic English skills, their anxiety prevents them from showing their true potential. This phenomenon is further evidenced by ⁶⁴ the results of an interview with an English teacher at SMA Negeri 1 Tembilahan Hulu. The teacher stated that while students' cognitive understanding of grammar and vocabulary is relatively adequate, their performance drops significantly during oral assessments. The teacher noted that many students tend to remain silent or provide very brief answers due to their lack of confidence, confirming that speaking remains the least developed skill among students compared to reading or writing.

The negative impact of anxiety on speaking performance occurs because anxiety acts as an "affective filter." When students experience high levels of stress, their brains focus more on managing fear than on retrieving language data. This mental block disrupts the cognitive process of speech production, making ⁴³ it difficult for students to organize their

thoughts and recall the vocabulary they have actually learned. Consequently, the more anxious a student feels, the more likely they are to experience "mind-blanking," which leads to poor communication quality. This correlation is supported by recent research in the Indonesian context. A study titled "⁶³*Factors generating anxiety when learning EFL speaking skills*"⁹⁶ conducted by Hanifa (2018) demonstrated a significant negative correlation between these two variables. The research found that students with high anxiety levels consistently achieved lower scores in speaking tests. Hanifa's findings emphasize that anxiety is not just a secondary issue, but a primary factor that can determine the success or failure of a student's speaking achievement in an Indonesian EFL classroom.

The researcher's decision to investigate this issue is further driven by firsthand experience during a teaching practicum (PPL) at the school. It was observed that many students who excelled in written assignments and demonstrated a strong understanding of linguistic theories often became paralyzed when tasked with speaking. This stark contrast between their academic potential and their actual performance indicates that linguistic competence alone is insufficient if it is hindered by psychological barriers. Therefore, the researcher is motivated to explore this phenomenon more deeply, as addressing these anxieties is crucial to helping students unlock their full potential and gain the confidence necessary for effective international communication.

2. Identification of The Problems

After considering the background information, the following problems become apparent:

1. Students show physical and mental anxiety (trembling/loss of concentration) during presentations in English.
2. Student performance is hampered by a lack of confidence¹ and fear of negative evaluation.
3. Due to psychological barriers, students often perform better in written assignments than in oral presentations.

3. Limitation of the Problems³²

This research focuses on the correlation between students' speaking anxiety and their speaking ability during the presentation. The study is restricted to the eleventh-grade students of SMA Negeri 1 Tembilahan Hulu.⁶

4. Research Questions

Based on the research, the researcher only determined the research questions to be answered:

1. How is the students' speaking anxiety?
2. How is the students' speaking ability?¹
3. Is there any correlation between speaking anxiety and students' speaking ability in English at SMA Negeri 1 Tembilahan Hulu?⁴

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5. Purpose of The Research

The primary purpose of this study was to comprehensively examine the relationship between speaking anxiety and speaking skills among high school students. Specifically, this study aimed to assess the levels of foreign language speaking anxiety experienced by the eleventh-grade students, evaluate their actual speaking performance, and empirically test whether a significant correlation exists between their anxiety levels and speaking capabilities to provide actionable insights for language pedagogy.

6. Significances of The Research

Hopefully this research will provide many meanings for students, lecturers and researcher a like:

1. The Students

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It is hoped that this research can help students recognize and manage their fear of speaking.

2. The Teachers

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This study is expected to provide strategies for teachers to reduce students' anxiety when speaking English.

3. The Researcher

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It is hoped that by conducting this research, researcher can improve their understanding of the correlation between speaking anxiety and students' ability to speak English.

10 7. Definition of Key Terms

1. Correlation

According to Sarwono (2006:37), correlation is an analytical technique used to analyze the relationship between two or more variables.

94 2. Speaking

According to Harmer (2007:284), speaking encompasses both the ability to actively process language and facts as well as the capacity to talk clearly and communicate linguistic information.

3. Anxiety

According to Barlow (in Craske et al., 2011:370), anxiety is a future-oriented mood state associated with preparation for possible, upcoming negative events.

4. Speaking Anxiety

According to Amini (2022:112) Defines speaking anxiety as a negative psychological condition that hinders a speaker's cognitive abilities, leading to difficulties in constructing coherent sentences and selecting appropriate vocabulary during oral communication.

REVIEW OF RELATED LITERATURE

A. Review of Related Theories

1. Speaking

a. Definition of Speaking

Tarigan (2015:16) defines speaking as ⁵⁰the ability to produce articulated sounds or words to express, state, and convey thoughts, ideas, and feelings. He emphasizes that speaking is a language skill that develops in human life, preceded by the development of listening skills. It is not merely a physical act of making noise but a complex psychological tool used to communicate organized ideas to a listener. The essence of speaking is the transmission of a message through a logical linguistic structure to achieve specific social goals.

According to McDonough et al. (2013:157), ²⁹Speaking is a productive skill that involves the construction of meaning, which includes ¹producing, receiving, and processing information. They highlight that speaking is always driven by a "desire" and a "purpose." A speaker usually has a specific reason for communicating, such as expressing an opinion or asking for information. Therefore, speaking is an interactive process where the speaker must constantly adapt their language based on the

feedback they receive from the listener to ensure the communication is successful.

⁵⁵ Nunan (2003:48) explains speaking as the productive oral skill which consists of producing systematic verbal utterances to convey meaning. Nunan underscores the difficulty of speaking due to its "real-time" nature. Unlike writing, speaking happens spontaneously, requiring the speaker to simultaneously manage grammar, vocabulary, and pronunciation without the luxury of extensive editing. He argues that mastery of speaking involves the ability to use these elements fluently so that the interlocutor can process the meaning immediately as the words are spoken.

Based on the definitions offered by the three experts above, the author believes that ¹²⁰ speaking is a sophisticated, productive oral ability that entails simultaneously producing, receiving, and processing information in real time. It is more than just the physical act of uttering articulated sounds; it is a purpose-driven activity that aims to generate meaning and express thoughts, ideas, or feelings via systematic verbal communication. Finally, speaking is an important tool for social connection since it requires the speaker to spontaneously integrate linguistic skills with the context of the conversation in order for the listener to successfully understand the message.

b. Types of Speaking

According to Brown (2004:141-142) in his book entitled *26 Language assessment: Principles and classroom practices. Pearson Education,* he divides speaking skills into five categories based on complexity and purpose.

1) Imitative

This is the most basic level. The main focus is not on understanding meaning or interaction, but on the ability to repeat a word, phrase, or sentence with the correct intonation and pronunciation.

Thornbury (2005:63-64) supports this category through the concept of drilling (repetitive practice). He explains that imitating sound models is very important to help students automate articulation patterns. For him, the imitation stage is not just parroting, but a way for the brain to build “pathways” to produce foreign language sounds that are unfamiliar to the tongue.

2) Intensive

At this stage, speakers produce more extensive language but still within a limited context. The focus is on grammatical and phonological aspects. Examples include reading aloud or completing guided sentences, such as sentence pattern exercises.

Harmer (2007:345) refers to this stage as form-focused speaking. He emphasizes that in intensive performance, the main focus is on the “construction” of grammatically correct sentences. This opinion supports Brown's view that at this stage, students are not engaged in free discussion, but are practicing the accurate use of specific language structures.

3) Responsive

This includes brief interactions in very limited contexts. These are usually short conversations, greetings, or simple questions and answers that do not require in-depth analysis.

Richards (2008:22) refers to this as Talk as Interaction at a basic level. He explains that in responsive communication, the most important thing is a person's ability to provide immediate feedback to verbal stimuli, such as answering short questions. The focus is on the fluency of providing socially “appropriate” answers.

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4) Interactive

Interactive speaking differs fundamentally from the responsive type in terms of the length, complexity, and depth of interaction that occurs. Brown divides this category into two main forms: transactional, which focuses on the exchange of specific information, such as in group discussions; and

interpersonal, which prioritizes the maintenance of social relationships, such as casual conversation.

Burns (2012:166) explains that interaction is a process of meaning-negotiation. In both

transactional and interpersonal interactive stages, speakers must be able to adjust their messages based on their listeners' understanding. This supports Brown's point that interaction is more complex because it involves dynamic and repeated exchanges of information.

5) Extensive

This is an advanced level of speaking where the speaker gives a speech, oral presentation, or tells a story. Here, interaction from the audience is usually very limited or even non-existent, meaning it is one-way communication.

Bygate (1987:11) defines monologue as a type of production skill. He states that in extensive tasks such as speeches, speakers have full responsibility for organizing messages logically without the help of interaction with their audience. This supports Brown's view that this stage requires more mature language planning.

Based on the theories from the experts mentioned above, the author concludes that speaking is a progressive and complex skill that evolves from basic phonetic reproduction to sophisticated discourse management. These five categories demonstrate that oral

proficiency is not merely about technical accuracy in pronunciation and grammar but also involves the cognitive ability to provide immediate responses, negotiate meaning in dynamic interactions, and organize ideas logically for one-way communication. Ultimately, mastering these different types of speaking performance allows learners to navigate various communicative contexts effectively, ranging from simple social greetings to formal professional presentations.

c. Indicators of Speaking

According to Harris (1969:81-82), in applied linguistics studies, speaking ability is a complex skill consisting of five indicators. These indicators are ¹³¹ Pronunciation, Grammar, Vocabulary, Fluency, and Comprehension. They are interrelated ⁱⁿ forming a person's overall communicative competence.

¹²¹ 1) Pronunciation

^{This} aspect ^{refers to the ability to produce} correct vocal articulations. The primary focus is not on achieving near-native perfection, but rather on the level of intelligibility, ensuring that the message delivered does not cause confusion for the listener.

According to Derwing & Munro (2015:7), the primary objective of modern pronunciation instruction is not the eradication of a foreign accent to mimic native-like speech.

Instead, the focus shifts toward intelligibility, the extent to which a listener actually understands the utterance and comprehensibility, which refers to the perceived ease with which a listener can process the message. This perspective suggests that maintaining a non-native accent is acceptable, provided that the speaker remains functional and clear in communicative interactions.

The components of the pronunciation indicator according to Sari & Inayati (2023:45) include mastery of language sounds, covering segmental aspects such as vowels and consonants, as well as suprasegmental aspects, including intonation and word stress. This is crucial because correct pronunciation determines whether the listener can understand the meaning of the words without confusion, especially for words that sound similar but have different meanings.

2) Grammar

This indicator measures the speaker's ability to organize sentence structures according to linguistic rules. This includes ¹³⁶ the use of tenses, subject-verb agreement, and the correct application of sentence patterns in oral communication.

Larsen-Freeman (2019:28) posits the concept of "Grammaring," which redefines grammar not as a static body of memorized rules, but as a dynamic, procedural skill. This

framework suggests that linguistic mastery involves the functional ability to employ grammatical structures accurately and meaningfully within the fluid context of real-world communication. Rather than focusing on passive rote learning, "grammaring" emphasizes the transition from theoretical knowledge to the active, habitual application of language structures to achieve specific communicative goals.

The components of the grammar indicator according to Hidayat (2021:112) are a person's ability to manipulate sentence structure and consistently use the correct grammatical forms in spontaneous speech. In this context, a speaker is not only required to memorize language formulas, but also to be able to apply them accurately so that the ideas conveyed have a clear logical framework and do not cause ambiguity for the listener.

3) Vocabulary

This indicator relates to mastery of diction or word choice, emphasizing accuracy in selecting terms appropriate to the context of the conversation. According to Harris, the use of appropriate vocabulary is very important so that ideas can be conveyed in a specific and varied manner, making communication more effective and less monotonous for the listener.

Nation (2022:45) states that vocabulary mastery in speaking includes productive knowledge. This means that learners not only understand the meaning of a word when they hear it, but are also able to use that word actively. An important element in this ability is the use of collocations, which are pairs of words that naturally appear together. With good productive skills, speakers can automatically choose and use the right word pairs when interacting, so that their speech sounds more fluent and natural in a conversation.

The components of the vocabulary indicator according to Pratama & Rahman (2022:89) include the breadth of vocabulary and the accuracy of word usage in both formal and informal situations. Good vocabulary mastery allows a speaker to express their thoughts more specifically and variably, so that communication does not feel monotonous and messages can be conveyed with greater precision.

4) Fluency

Fluency is defined as the degree of smoothness and continuity in oral production, representing a critical dimension of communicative competence. This component is evaluated based on a speaker's ability to maintain a spontaneous flow of discourse without being hindered by excessive or unnatural pauses. Ultimately, achieving fluency implies that the speaker

can organize thoughts into coherent speech patterns in real-time, ensuring that the communication process remains efficient and the intended message is delivered without significant disruption.

This theory is also supported by Goh & Burns (2021:112), who explain that fluency is not merely the speed of speech, but rather a cognitive ability to process language efficiently. This involves the mental capacity to compose and convey ideas in the form of continuous speech without obstacles or excessive mental strain. When this cognitive process works well, speakers can produce sentences spontaneously, allowing communication to flow smoothly, naturally, and without pauses that interfere with the listener's understanding.

The components of fluency according to Lestari (2020:34) are ¹ the ability to speak at a normal speed and with a continuous flow without excessive hesitation or frequent use of pauses (such as filler words). This fluency does not mean speaking very quickly, but rather how a speaker is able to string together language units coherently so that the conversation feels natural and easy to follow.

5) Comprehension

¹⁰⁴ Based on the opinions of the experts above, the researcher concluded that public speaking can be divided into three main types, distinguished by their functional roles. These three types

include informative speeches that focus on broadening the audience's knowledge, persuasive speeches that aim to change attitudes and actions, and special occasion speeches that serve to reinforce emotional values in certain situations. The researcher views this division as indicating that each type of public speech has a different argument structure and audience approach in accordance with the desired outcome.

Richards & Reppen (2024:158) argue that in the framework of modern speaking competence, comprehension is an interactive and interdependent process. This requires speakers to have listening-for-speaking skills, where listening is done actively to support oral production. Through this ability, information received from the interlocutor is first processed accurately so that the feedback provided is relevant and on target. Thus, successful communication is determined not only by the ability to produce words, but also by the sharpness in processing the interlocutor's message in order to maintain effective dialogue continuity.

The components of the comprehension indicator according to Kurniawan (2024:76) are the level of understanding of the topic of conversation that enables a person to provide relevant and accurate responses to the verbal input received. This indicator shows that speaking is not merely a one-way activity, but rather a process of mutual understanding in which the speaker must be able to grasp

the context of the conversation of the person they are talking to so that the dialogue can continue sustainably.

Based on the views of the experts above, researchers conclude ¹ that speaking ability is a complex skill consisting of five main indicators, ⁶⁴ namely pronunciation, grammar, vocabulary, fluency, and comprehension. These five components are interrelated in forming effective communicative competence, where the main focus is not only on the theoretical correctness of linguistic structures, but also on functionality and intelligibility so that messages can be conveyed and understood clearly in real interactions. Specifically, this mastery includes the ability to produce understandable sounds, apply language rules spontaneously (grammaring), choose appropriate diction productively, maintain a continuous rhythm of speech without cognitive barriers, and process information from the interlocutor to provide relevant and accurate responses.

2. Anxiety

a. Definition of Anxiety

¹ “Anxiety means feeling worried and nervous and it is a normal human reaction to stressful situations or even new situations” (Lynn et al. in Maysari, 2020:11). The theory outlined here states that anxiety cannot be classified as a mental disorder or illness, as it is an essential ⁴⁴ part of the body's natural defense system. Fear is a

natural process that arises as an instinctive and unconscious physiological response of an organism to unfamiliar or dangerous situations. Therefore, fear and anxiety are cognitive warning signals against potentially dangerous elements in the environment.

According to Hurlock (in Ramadhanti, 2023:1), anxiety is described as an unpleasant mental state, characterized by worry, discomfort, and undeniable negative sensations. This sentence focuses on the emotional experience a person feels when overwhelmed by fear. This statement emphasizes the discomfort felt by people who are afraid. The term “disturbing state of mind” refers to the feeling of unease that surrounds the mind, whereby the person feels that something bad is going to happen, even though they do not know exactly what it is. This definition recognizes that fear is a holistic experience that affects the mind and body very intensely.

John Nemiah explains that anxiety represents a unique condition in which psychological and physical processes intersect in a way that is rarely found in other areas of human experience (as cited in Horwitz, 2013:8). As Nemiah states here, the phenomenon of anxiety is unique in that it encompasses the interaction of psychological processes and physiological events. Anxiety is that phenomenon which is most intimately related to psychological processes as well as to physiological events. When one is anxious,

it is not only his psychological processes that are involved; his somatic events, like cardiac events and nausea, are also activated.

From various of the above definitions, it can be concluded that anxiety is a phenomenon that has two elements: it is an adaptive, instinctual, physiological defense mechanism, as well as a psychological phenomenon. On one side, it is a normal cognitive alerting system that is triggered by environmental stimuli. On the other side, it is a holistic phenomenon that is described as emotional distress, fear, and anticipation of an unknown threat. Overall, anxiety transcends being a mere emotional symptom, functioning as an integrated psychosomatic response that bridges the body's survival instincts with the mind's subjective experience of unease.

b. Types of Anxiety

According to the American Psychiatric Association (APA) (2013:189) in ⁷⁷the DSM-5 (Diagnostic and Statistical Manual of Mental Disorders), Fifth Edition, anxiety disorders ⁴⁴are classified into several main types because they ⁴⁴are characterized by excessive fear and anxiety, as well as associated behavioral disturbances.

1) Separation Anxiety Disorder

According to the ⁵⁹American Psychiatric Association (2013:190), Separation Anxiety Disorder is defined as fear or

anxiety that is excessive and developmentally inappropriate regarding ¹¹⁷ separation from those to whom the individual is attached. Individuals with this condition often experience ⁹² intense distress when facing or anticipating separation from home or attachment figures, which is frequently accompanied by persistent worry about potential harm befalling those figures, such as illness, injury, or death. Furthermore, clinical manifestations may include a strong reluctance to go out, sleep alone, or experiencing recurring nightmares involving themes of separation, where in adults, these ¹²⁸ symptoms must persist for at least six months to meet the diagnostic criteria.

In line with this, Nevid, Rathus, and Greene (2018:194), support this view by explaining that separation anxiety is not merely common fear, but a form of anxiety that can significantly impair an individual's social and academic functioning. They emphasize that in many cases, this anxiety often involves excessive dependence on attachment figures which can hinder the development of a person's independence. This explanation strengthens the argument that this disorder has a broad impact not only on emotional stability but also on how the individual interacts with their surrounding environment in daily life.

2) Selective Mutism

²⁴ Selective Mutism is defined as a consistent failure to speak in specific social situations in which there is an expectation for speaking (e.g., at school) despite speaking in other situations. This ¹⁸ disturbance is not due to a lack of knowledge of, or comfort with, the spoken language required in the social situation, and it is not better explained by a communication disorder such as stuttering. For a diagnosis to be established, ⁵⁸ the disturbance must last for at least one month (not limited to the first month of school) and must ⁹⁸ significantly interfere with educational or occupational achievement or with social communication.

Expanding on this definition, Kearney (2017:147) explains that selective mutism is often viewed as a variant of ¹¹² social anxiety disorder, in which the fear of negative evaluation by others becomes the primary barrier to a person's ability to speak. He emphasizes that individuals with this condition typically possess normal language abilities, yet they experience a "freezing" of behavior due to extreme anxiety when in public or formal settings. This underscores that selective mutism is a defense mechanism arising from severe situational anxiety, not merely a form of defiance or ordinary shyness.

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3) Social Anxiety Disorder (Social Phobia)

Social Anxiety Disorder or social phobia is characterized by a marked fear or anxiety about one or more social situations in which the individual is exposed to possible scrutiny by others. The primary fear in this disorder is the possibility that the individual will act in a certain way or show anxiety symptoms that will be negatively evaluated, such as being embarrassing, leading to rejection, or offending others. These social situations are almost always avoided or endured with intense fear, and the level of anxiety is disproportionate to the actual threat posed by the social situation and the sociocultural context.

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In line with this, Hofmann (2014:11) explains that social anxiety disorder is not merely common shyness, but a psychological condition rooted in profound cognitive concerns regarding social evaluation. He emphasizes that individuals with this disorder tend to hold excessively high standards for social performance and often engage in excessive self-monitoring, which further exacerbates feelings of inadequacy in interpersonal situations. This view strengthens the idea that social phobia involves cognitive distortions where one perceives the social environment as a place full of threats to their self-esteem, thereby significantly hindering healthy social functioning.

4) Panic Disorder

²⁵ Panic Disorder is defined by recurrent and unexpected panic attacks, which are sudden waves of intense fear or discomfort that reach a peak within minutes. During these attacks, a person may experience physical symptoms such as a fast heartbeat, sweating, trembling, or feeling short of ⁶⁰ breath, along with a fear of losing control or dying. For a diagnosis to be made, at least one attack must be followed by one month or more of constant worry about having more attacks or their ⁷⁵ consequences, as well as significant changes in behavior to avoid future attacks.

In addition to this, Barlow (2021:43) explains that panic disorder often involves a "false alarm" process where the body's fear response system activates even when there is no real danger. He emphasizes that the core of this disorder is anticipatory anxiety, where individuals become very sensitive to their own internal physical sensations and tend to interpret them as signs of a medical or mental emergency. This view strengthens the understanding that panic disorder is not just about the physical attack itself, but also about how a person overreacts to their body's signals, which then creates a continuous cycle of fear.

³⁵ 5) Specific Phobia

Specific Phobia is defined as a marked and persistent fear or anxiety about a specific object or situation, such as flying, heights, animals, receiving an injection, or seeing blood. In individuals with this disorder, exposure to the phobic stimulus almost always triggers an immediate anxiety response, and the object or situation is actively avoided or endured with intense fear. It is important to note that the anxiety felt must be disproportionate to the actual danger posed by the object or situation, and it must last for at least six months to be classified as a clinical disorder that interferes with daily life functions.

According to Craske (2017:162) explains that specific phobia is one of the most common types of anxiety disorders, where the core of the problem is an excessive fear conditioning mechanism. She emphasizes that individuals with specific phobias often realize that their fears are irrational, yet they still fail to regulate their emotional responses when facing the trigger. This view strengthens the understanding that specific phobia involves a failure in the process of fear extinction, which causes the individual to consistently see relatively harmless objects as life-threatening threats.

6) Agoraphobia

⁹⁹ Agoraphobia is defined as a marked fear or anxiety about situations where an individual feels that escaping ⁵⁶ might be difficult or help might not be available if panic-like symptoms or other embarrassing symptoms occur. The main diagnostic criteria involve intense fear ³³ in at least two different situations, such as using public transportation, being in open spaces, being in enclosed places like shops or theaters, standing in line or in a crowd, or being outside of the home alone. These situations almost always trigger fear that is disproportionate to the actual danger, so individuals actively avoid them, require a companion, or endure them with great distress for at least six months.

According to Kring et al. (2014:176), explain that agoraphobia is often an extension of the fear of losing control in public. They emphasize that the core of this disorder is not just a fear of crowded places, but a cognitive anxiety about the inability to reach a physically or emotionally safe place when an anxiety attack happens. This view strengthens the understanding that agoraphobia creates significant limits on a person's movement, which can eventually isolate them from social and professional activities because they feel trapped in environments that are perceived as unsafe.

3. Speaking Anxiety

a. Definition of Speaking Anxiety

According to Bodie (in Thongmon, 2020:7), Speaking Anxiety (PSA): This ⁷ is a state of nervousness, fear, or deep worry that a person may feel when speaking to a crowd. This situation is related to social anxiety, which occurs in particular situations and not generally. A person may feel very confident when speaking one on one, but when they are supposed to take on a major attention baton, they may feel very anxious.

¹⁴ According to Katz (2000:1), speaking anxiety can be defined as the nervousness felt during public speaking, ranging from a mild performance boost to debilitating anxiety. Katz also explained that, this phenomenon has been known to cause severe difficulties, such as avoiding particular classes, limiting future job options, and avoiding participation in social interactions that these individuals would otherwise choose to be involved in.

Further, according to Tejawani et al (in Fathikasari et al, 2022:40), anxiety in speaking is described as the most common type of social phobia, which is estimated to affect between 15% and 30% of the general population. Social anxiety is considered a major hindrance in the development of speaking skills and is strongly linked to self-perception and negative affect ²⁰ associated with the learning process in the classroom environment.

Based upon the views of the foregoing experts, speaking anxiety can be explained as follows: “situational social anxiety.” This anxiety is the product of the mental and physical anguish experienced while speaking publicly. It is the ordinary and limiting aspect of anxiety that inhibits personal as well as professional growth. It is pertinent to mention here that Public Speaking Anxiety is more than the feeling of nervousness.

b. Types of Speaking Anxiety

MacIntyre (1995:93) asserts that anxiety is not a monolithic phenomenon but is instead categorized into three distinct types based on its stability and the context in which it occurs, namely trait anxiety, state anxiety, and situation-specific anxiety.

1) Trait Anxiety

MacIntyre describes trait anxiety as a stable personality characteristic or a permanent predisposition to become anxious across a wide range of diverse situations. Individuals possessing high trait anxiety exhibit lower stress thresholds and tend to perceive even non-threatening or neutral environments as dangerous, intimidating, or disproportionately stressful.

This perspective is supported by Spielberger (1983:15), who describes trait anxiety as a latent disposition that reflects significant individual differences in the tendency to perceive situations as threatening and to respond to these perceived threats with varying

intensities of emotional distress. Furthermore, this type of anxiety is often considered a part of an individual's core temperament, making it a persistent factor that influences their behavior regardless of the specific task or social setting they encounter.

2) State Anxiety

MacIntyre explains state ⁸⁷anxiety as a transient emotional state characterized by subjective feelings of apprehension, nervousness, and physiological tension at a specific moment in time. Unlike a permanent personality trait, this type of anxiety is an immediate reaction induced by specific external stimuli or high-pressure circumstances, and it typically subsides once the perceived threat is removed or the event concludes.

This aligns with Ormrod (2011:401), who characterizes state anxiety as a temporary emotional reaction to a real-life threat in the environment, such as the sudden pressure of a major examination or the intense scrutiny of a high-stakes public speaking engagement. Consequently, an individual may be generally ⁸³calm (low trait anxiety) but experience a sudden spike in state anxiety when faced with a specific, daunting task.

3) Situation-Specific Anxiety

MacIntyre classifies this type as anxiety that individuals experience consistently and predictably, yet only within a particular context or a well-defined set of circumstances, while

remaining relatively calm in other social or academic settings. In the context of this study, speaking anxiety within a foreign language classroom is viewed as a definitive form of situation-specific anxiety because it is triggered by the unique demands of linguistic performance rather than a general fear of people.

Ellis (1994:480) reinforces this concept by stating that situation-specific anxiety often stems from a cumulative history of negative experiences or perceived failures within a similar context, which subsequently creates a chronic pattern of apprehensive anticipation whenever the individual re-enters that specific environment. This type of anxiety is particularly relevant in language studies, as it specifically captures the tension associated with the act of communicating in a non-native tongue.

Based on the theories presented above, the author concludes that while anxiety can be categorized into various forms, the anxiety experienced by students in a speaking context is most accurately defined as situation-specific anxiety. This implies that the students' nervousness is not necessarily a permanent personality trait, but rather a specific psychological response triggered by the demands of oral communication in the classroom. Therefore, in this research, the author will utilize the indicators of Communication Apprehension, Test Anxiety, and Fear of Negative

Evaluation as the primary lenses to identify and measure the extent of the students' speaking anxiety.

c. Indicators of Speaking Anxiety

The researcher utilized an adapted ²¹ version of the Foreign Language Classroom Anxiety Scale (FLCAS) as proposed by Horwitz and Cope. (1986, in Achmad et al, 2024:194). This adapted scale consists of 33 items categorized into three primary indicators: ⁶⁵ communication apprehension, test anxiety, and fear of negative evaluation.

a) Communication Apprehension

Horwitz said that communication Apprehension refers to students' fear of anxiety when they have to communicate orally in English (Horwitz & Cope, 1986:127). This classification is also supported by McCroskey (1978:13), ¹²⁹ that communication apprehension is the fear or anxiety experienced by individuals when they engage in, or anticipate engaging in, communication with others.

⁸⁹ b) Test Anxiety

Test anxiety refers to anxiety experienced by students in evaluative situations such as oral tests or presentations. According to ¹¹ I. G. Sarason and B. R. Sarason (1990:475), "Test anxiety is a situation-specific personality trait generally regarded as having two psychological components: worry and emotional arousal. People

vary with regard to the disposition to experience these components in academic settings. Test anxiety is an important personal and social problem for several reasons, not the least of which is the ubiquitousness of taking tests.”

c) Fear of Negative Evaluation

⁴⁹ Fear of negative evaluation is students' concern about being judged negatively by teachers or peers (Horwitz & Cope, 1986:128)

²⁰ According to Watson and Friend (as cited in Kumar et al., ²⁹ 2015:74), Fear of Negative Evaluation (FNE) is defined as anxiety about being evaluated by others, feelings of distress when receiving negative evaluations, and personal assumptions that others will evaluate oneself negatively.

With the insights of the above-mentioned authors, it could be ²² concluded that there are three indicators of speaking anxiety among the students. They are Communication Apprehension, Test Anxiety, and Fear of Negative Evaluation. Speaking anxiety manifests as a complex psychological phenomenon where the fear of speaking is further aggravated by the pressure of the academic test and the fear of negative evaluation of one's performance within the social surroundings. Therefore, the above-mentioned three forms of speaking anxiety do not work as distinct factors; rather, they form a cumulative hurdle which influences ¹¹⁶ the self-perceived competence

of the students as well as the level of emotional arousal of the students within a foreign-language speaking context.

d. Causes of Speaking Anxiety

Anxiety about speaking is often triggered by feelings of pressure due to being the focus of the audience's attention and internal demands to perform perfectly without mistakes (Sugiyati&Indriati, 2021:57). This is because of the fear of being judged, and it is because of the perception that the audience is observing everything that happens during the speech. The need to be perfect creates psychological tension that hinders fluency during speech.

Further, based on Sadiq (2017:2-3), ²⁹ speaking anxiety is caused by learners' lack of self-confidence. Sadiq also argues that speaking anxiety is a major hindrance which affects learners' performance in languages.

According to Abu-Rabia et al. (2014:120), there are various main causes for speaking anxiety, which are divided into cognitive and individual components. From the cognitive perspective, anxiety results from any disturbance that may occur in the input, processing, and output phases of learning, which cause the learner to shift his or her attention away from the essential aspects. Moreover, the authors argue that inefficient coping strategies, such

as time management and lack of adequate sleep, also influence the raised levels of anxiety.

The author draws the conclusion that the causes of speaking anxiety are a complicated phenomenon including the interaction between internal learner factors and external stressors based on the expert perspectives described above. Being the focus of the audience's attention and the worry of receiving a poor grade are external factors that cause anxiety. Internally, it stems from low self-esteem, low expectations for success, and disruptions in the cognitive phases (input, processing, and output), all of which are made worse by inadequate coping mechanisms. When taken as a whole, these elements produce psychological strain that is a significant barrier to attaining fluency and the best possible language performance.

e. Effects of Speaking Anxiety on Speaking Performance

As stated by Na (cited in Sutarsyah, 2017:145), anxiety can have a profoundly negative effect on the mindset of the student in the learning process. The author argues that anxiety can cause learners to feel disheartened and lack confidence in what they can do. This further makes learners try to avoid being involved in class activities. The most unfortunate outcome of this anxiety is that learners can come to a point of giving up on all efforts to acquire the language.

Based on the findings of Sutarsyah (2017:149), students who have high levels of anxiety exhibit visible signs of nervous behavior when they are required to make verbal speeches in front of the class. The nervous behavior is observable in the form of physical activity, which is evident in the fact that they change their sitting posture more than other students who have low levels of anxiety. Furthermore, they find it difficult to concentrate and constantly demonstrate high vigilance to their surroundings, which is presumably in search of stimuli that can initiate discourse. The behavior is observable and is taken to be indicative of anxiety, especially in relation to its behavioral and somatic aspects, which directly affect concentration and fluency in the delivery of optimal speech performance.

Based on research by Djahimo et al. (2018:190), stuttering, trembling, procrastination, and physical signs of anxiety are all part of this behavior. This condition is brought on by a sense of pressure or a dread of making mistakes. Some unconscious physical symptoms, such as pacing and seeming restless, result from this. This is due to the fact that students are unable to unwind. Students' avoidance actions also show how they are defending their self-esteem in the classroom. This is a result of pupils' bodies being anxious and their minds being preoccupied with the message to be delivered, making it harder for them to offer their best.

The author draws the conclusion that speaking anxiety is a crippling factor that directly impairs a student's oral performance and linguistic fluency based on the aforementioned expert perspectives. This anxiety to receive a low grade puts students in a state of heightened alertness, which triggers other physiological reactions such as trembling, stuttering, and agitated movement. This makes both thinking and physiological processes go awry. Such acts demonstrate a preoccupied mentality more concerned with self-protection than message transmission, and these acts show more of being preoccupied than being nervous. This makes error worry consume cognitive space that, if allocated, could concentrate thoughts to be keenly focused, thus resulting in poor speeches, avoidance of speeches, and a reduction in communication effectiveness.

f. Speaking Measurement

Based on the indicators of speaking ability previously discussed, Harris (1969) consolidates these elements into a comprehensive measurement system. This measurement does not view linguistic aspects separately but rather as a unified framework that determines an individual's oral competence. In this context, pronunciation, grammar, vocabulary, fluency, and comprehension serve as both quantitative and qualitative parameters to evaluate how well a student can overcome communicative obstacles.

The application of Harris's criteria in this study aims to provide an objective description of students' speaking performance while under the influence of anxiety. By referring to these categories, the evaluation of speaking skills does not only focus on linguistic accuracy, such as grammar and pronunciation, but also includes fluency and the depth of understanding in interaction. The integration of these five components ensures that the data obtained from the speaking test has a strong theoretical foundation and aligns with established language competency standards.

¹¹⁸
g. **Speaking Anxiety Measurement**

The measurement of speaking anxiety in this study is conducted ⁷¹ using the Foreign Language Classroom Anxiety Scale (FLCAS) proposed by Horwitz, Horwitz, and Cope (1986). This instrument ³⁸ specifically assesses the extent of anxiety experienced by students within the foreign language learning environment. The scale comprises 33 items designed to identify students' psychological and physiological responses toward language learning. Each item is measured using ¹² a five-point Likert scale to determine the intensity of the students' anxiety levels.

The FLCAS framework evaluates three interrelated performance anxieties: ⁴⁸ communication apprehension, test anxiety, and fear of negative evaluation. Communication apprehension refers to the individual's shyness or fear of communicating with

others, while test anxiety focuses on the fear of academic failure. Fear of negative evaluation addresses the students' apprehension regarding others' evaluations. Through these 33 items, the FLCAS provides a comprehensive score that represents the total level of foreign language anxiety, which is then utilized to analyze its correlation with students' speaking performance.

B. Related Findings and Research Hypothesis

1. Review or Related Finding

The first previous research is by Fella Sufa Fauzia (2019), “*The Correlation of Students' Anxiety to Their Speaking Performance in Public Speaking Class at English Language Education Department, Islamic University Of Indonesia*”. 51 English majors from Universitas Islam Indonesia's public speaking program in batches 2016 and 2017 serve as the study's sample. The Foreign Language Classroom Anxiety Scale (FLCAS) questionnaire and the outcomes of students' public speaking assignments are used as data collection methods. Strong agree, agree, neither agree, disagree, and strong disagree were among the 33 items on the questionnaire. The statistical analysis of the data using the Pearson correlation test yielded a value of $r = 0.363$ with significance of 0.09 ($p < 0.05$). It indicates a relationship between pupils' speaking performance and their level of anxiousness.

The second research is by Uswatun Hasanah (2024), “*The Correlation Between Anxiety and Speaking Performance of Eighth Grade Students at*

MTSN. 1 Luwu.” This previous research using a quantitative method and instruments including the FLCAS (Foreign Language Classroom Anxiety Scale) questionnaire developed by Horwitz et al. (1986) and a speaking test with a scoring rubric adapted from Brown (2004). The results of the study showed that eighth-grade students at MTsN. 1 Luwu's performance in speaking English was connected with anxiety, and that communication anxiety was the most prevalent type of anxiety among students. The findings also showed that most students had a medium level of anxiety and did poorly when speaking. The results of the study showed that eighth-grade students at MTsN. 1 Luwu's performance in speaking English was connected with anxiety, and that communication anxiety was the most prevalent type of anxiety among students. The findings also showed that most students had a medium level of anxiety and did poorly when speaking. We can draw the conclusion that anxiety affects students' speaking abilities.

The third research is by Helendina Tampubolon et al. (2024) with title “The Correlation of Students’ Speaking Anxiety and Speaking Performance in Second Grade at SMA Negeri 1 Sipahutar.” This research using quantitative method. The data analysis's correlation coefficient ($r = 0.394$) indicates that speaking anxiety and speaking performance are positively correlated, and that the trait anxiety factor is one of the factors influencing speaking anxiety and students' speaking performance.

According to the results of the hypothesis test, speaking anxiety and students' speaking performance are significantly correlated.

The fundamental distinction that sets this research apart from the three studies mentioned above is the specific nature of the problem identified within the research context. While the previous studies by Fauzia (2019), Hasanah (2024), and Tampubolon et al. (2024) generally focused on the correlation between anxiety and speaking performance across various educational levels, this study specifically addresses a unique phenomenon observed at SMA Negeri 1 Tembilahan Hulu. The researcher identified a significant discrepancy where students who possess high theoretical competence and strong academic potential in English are nonetheless hindered by severe psychological barriers when speaking in public. Therefore, this study aims to provide a more nuanced perspective on how anxiety specifically suppresses the potential of high-achieving learners in a localized senior high school setting.

2. Research Hypothesis

To answer the research questions and test the preliminary assumptions of this study, the researcher formulates the statistical hypotheses regarding the correlation between students' speaking anxiety (Variable X) and their speaking ability in English (Variable Y).

Based on the research objectives, the hypotheses are formulated as follows:

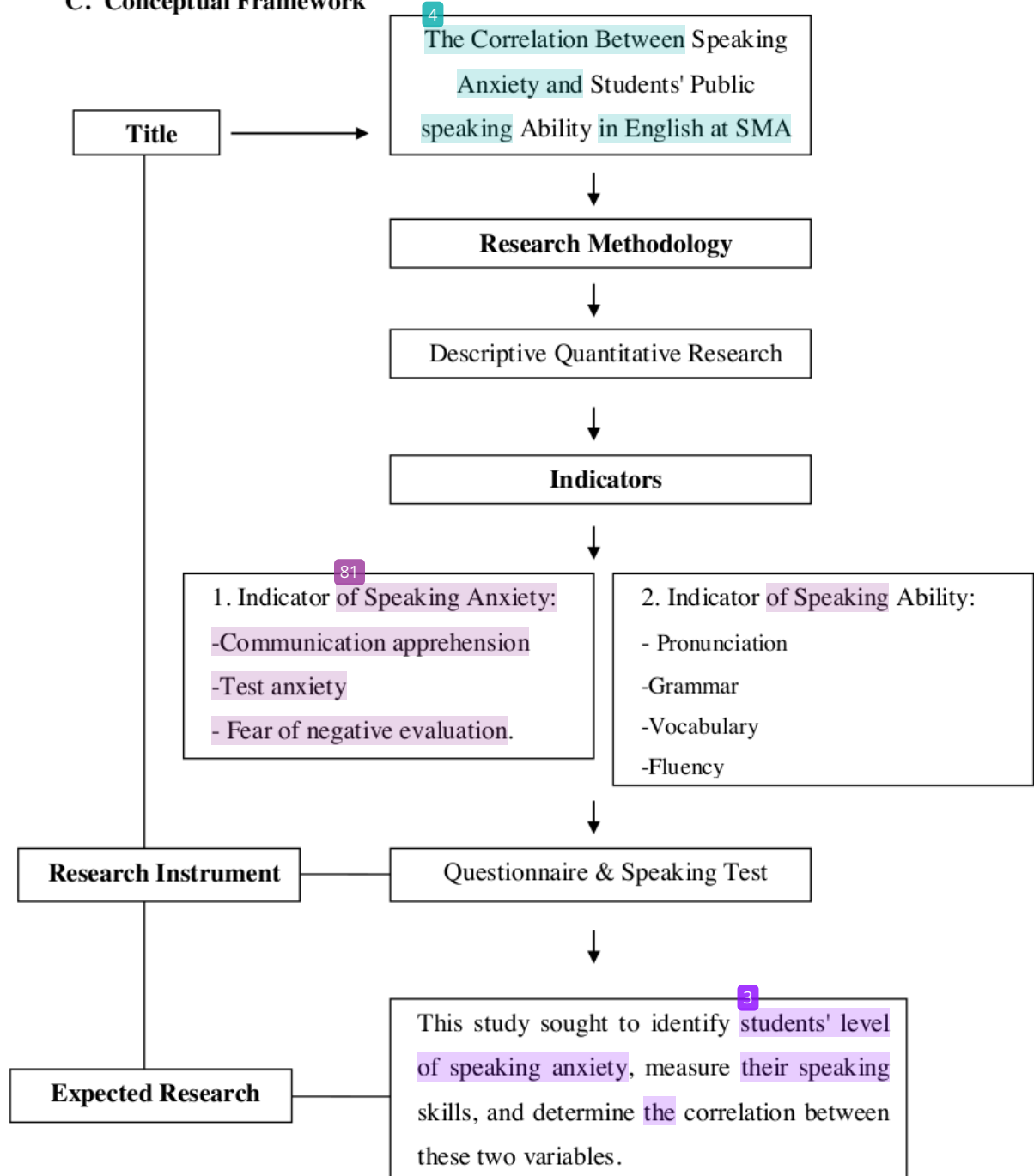
a. Null Hypothesis (H_0)

There is no significant correlation between students' speaking anxiety and their public speaking ability in English at SMAN 1 Tembilahan Hulu.

b. Alternative Hypothesis (H_a)

There is a significant correlation between students' speaking anxiety and their public speaking ability in English at SMAN 1 Tembilahan Hulu.

C. Conceptual Framework



Based on the conceptual framework outlined above, ¹⁰ this study was designed to investigate the relationship between speaking anxiety and speaking ability in English among students at SMA Negeri 1 Tembilahan Hulu. The line of reasoning in this study began with the determination of the title, which was then translated into a quantitative descriptive research methodology to provide an objective and measurable picture of the data.

This study focuses its observation on two main variables through specific indicators, where the variable of speaking anxiety is measured through ³¹ communication apprehension, test anxiety, and fear of negative evaluation. Meanwhile, the variable of public speaking ability is assessed based on the aspects of fluency, pronunciation, vocabulary, grammar, comprehension. All data were collected using questionnaires as the main research instrument to systematically measure students' perceptions and performance. Through this approach, the study aimed to identify students' anxiety levels, measure their speaking abilities, and ultimately ³ determine the extent of the correlation or relationship between the two variables in the academic context of the school.

CHAPTER III

RESEARCH METODOLOGY

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A. Research Design

The research design employed in this study is a quantitative method with a correlational approach. According to Creswell & Guetterman (2019:342), correlational research is a non-experimental form of quantitative research in which investigators use correlational statistics to describe and measure the degree or association between two or more variables or sets of scores. This design focuses on determining the relationship and the strength of that relationship between the independent and dependent variables without any attempt to influence them. The researcher utilized this correlational design to analyze how variations in one variable correspond with variations in another, using statistical tools to calculate the correlation coefficient.

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B. Location & Time

The research took place at SMA Negeri 1 Tembilahan Hulu, situated on Sapta Marga Street in Tembilahan City, Indragiri Hilir Regency. The study is scheduled for February-April 2026. The selection of SMA Negeri 1 Tembilahan Hulu is based on preliminary observations that indicated diverse students' reactions toward speaking tasks. While some students appear confident, others exhibit signs of hesitation. Furthermore, initial dialogues with teachers suggested that students' oral participation does not always reflect their general academic potential. These observations present

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an intriguing phenomenon: it remains unclear to what extent speaking anxiety actually relates to their performance levels. Thus, this site offers a relevant context to empirically test the correlation between these two variables.

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C. Population and Sample

1. Population

A population is defined as a collection of individuals belonging to the same species that are present in a specific geographic area at a given time, share a shared genetic background, and have the ability to breed (Johnson, 2019:73). The research population consisted of 11th grade students at Tembilahan Hulu State High School. The total population in the area is 360 people.

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2. Sample

A sample is a smaller, representative portion of a population that enables researchers to draw conclusions about the entire group without having to study each individual member. Singh & Masuku (2014:3) says that “sampling is related with the selection of a subset of individuals from within a population to estimate the characteristics of whole population”.

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The researcher employed a simple random sampling technique for this study. According to Sugiyono (2021:138), simple random sampling is a method of selecting sample

members from a population where the process is conducted randomly¹⁰⁹ without considering any existing strata within that population. This technique was applied because the total population of 360 eleventh-grade students was considered homogeneous in nature regarding the characteristics being studied. By utilizing this method, every individual in the population was given an equal opportunity to be selected, resulting in a sample size of 36 students. Consequently, the³⁶ total number of participants involved in this research is 36 students.

In determining the sample size, the researcher took 10% of the total population. This is in line with Sugiyono (2021:131) who suggests that size of the sample can be¹¹⁹ determined based on the level of the precision required, and for a large or homogeneous population, a percentage-based approach (such as 10-15%) can be applied as long as it represents the population's characteristics.

The decision to take a 10% sample, resulting in 36 students, was also based on practical considerations. Sugiyono (2021:144) acknowledges that researchers may consider limitations in terms of time, funding, and energy when determining the sample size, provided the sampling remains objective. Given that this research involves a speaking test,

which requires significant time for individual assessment and oral data collection, a 10% sample was deemed the most feasible and effective to ensure the depth and accuracy of the data analysis within the available timeframe. Consequently, the total number of participants involved in this research is 36 students

D. Research Instrument

In this research, the researcher employ two types of instruments to collect the data. The first is a questionnaire to measure the students' speaking anxiety, and the second is a speaking performance test to assess the students' public speaking ability.

1. Questionnaire (FLCAS)

The researcher use a questionnaire as the tool to measure the first variable. Sugiyono (2017:142) states that a questionnaire is a tool used to collect data in which participants are given a list of questions or written statements to fill out. In this study, the questionnaire serves to collect data regarding the participants' psychological conditions, particularly their level of anxiety when speaking in public.

The researcher uses the Foreign Language Classroom Anxiety Scale (FLCAS) developed by Horwitz et al. (1986). The questions in this tool focus on students' feelings of nervousness, their fear of being judged by others, and their confidence during oral performances. To ensure a systematic measurement, the 33 items of the FLCAS are categorized into a blueprint as shown below:

Table 1. The *Blue Print* of FLCAS Questionnaire

No.	Indicators	Item Numbers	Total
1.	Communication Apprehension	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11	11
2.	Test Anxiety	12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26	15
3.	Fear of Negative Evaluation	27, 28, 29, 30, 31, 32, 33	7
Total Items			33

The attitude scale used for this questionnaire is a Likert model with five answer choices: SA (Strongly Agree), A (Agree), N (Neutral), D (Disagree), and SD (Strongly Disagree).

2. Speaking Performance Test

The second instrument is a speaking performance test to measure the students' public speaking ability. In this test, students will be asked to deliver a speech in front of the class based on one of three predefined topics: "*Fast Food in Our Daily Life*", "*The Importance of Regular Exercise*", and "*Healthy Life for Healthy Future*". These topics were selected from the students' English module on healthy living and had previously been covered by the English teacher at SMAN 1

Tembilahan Hulu. The researcher will then evaluate their performance using a speaking assessment rubric. The aspects⁴ assessed in this test include pronunciation, grammar, vocabulary, fluency, and comprehension.

¹ E. Data Collection Technique

The methods for gathering data are integral parts of the instruments utilized to gather information that determines the effectiveness of the research.⁷⁹ In order to investigate the correlation between students' speaking anxiety and their public speaking ability, the researcher devised a systematic procedure to obtain relevant data. The procedure is outlined¹ as follows:

1. Questionnaire (Variabel X)

To collect data on students' anxiety levels, the researcher⁷⁸ prepared the Foreign Language Classroom Anxiety Scale (FLCAS) questionnaire consisting of 33 statements. The questionnaire was distributed to students selected through simple random sampling across each Eleventh-Grade (XI) class at SMAN 1 Tembilahan Hulu. Due to the school's strict policy prohibiting students from bringing mobile phones to school, which was maintained even after the researcher requested permission, the questionnaire was administered online via Google Forms for students to complete at home. They were given fifteen to twenty minutes to answer all statements based on their actual feelings before submitting their responses. Once gathered, the

collected data were processed according to the standardized FLCAS scoring rubric ¹²⁷ ranging from Strongly Agree to Strongly Disagree.

2. Speaking Performance Test (Variable Y)

To assess students' public speaking ability, the researcher prepared a speaking test conducted in the multimedia room over two days to accommodate the students' mandatory non-academic school activities. Three predetermined topics were distributed to the students in advance, allowing them the freedom to choose one topic for their speech. During the test, students delivered their presentations in front of the class while the school's English teacher evaluated their actual performance using a standardized speaking rubric to avoid researcher bias. The aspects ⁴ assessed in this test included pronunciation, grammar, vocabulary, fluency, and comprehension. Finally, the scores obtained from the speaking test were collected to be correlated with the questionnaire results through statistical analysis

F. Data Analysis Technique

1. Scoring the FLCAS Questionnaire (Likert Scale)

³ In this study, there are two types of data that are processed. The first was made up of the FLCAS questionnaire's data.

Table 2. FLCAS Scoring Rubric

Scale	Positive Question	Negative Question
Strongly Agree	1	5
Agree	2	4
Neutral	3	3
Disagree	4	2
Strongly Disagree	5	1

(Source: Horwitz et al, 1986)

As indicated by the above table, students who positively replied "Strongly Agree" were allocated a score of 1, students who replied "Agree" were allocated a score of 2, students who replied "Neutral" were allocated a score of 3, students who replied "Disagree" were allocated a score of 4, and students who replied "Strongly Disagree" were allocated a score of 5. On the other hand, for negatively worded statements, students who replied "Strongly Agree" scored 5, students who replied "Agree" scored 4, students who replied "Neutral" scored 3, students who replied "Disagree" scored 2, and students who replied "Strongly Disagree" scored 1. Once all students' responses have been transformed into scores, an examination was carried out to determine anxiety levels through the anxiety scale by Alrabai (2014).

Table 3. Anxiety-Level Scale

Scale	Level of Anxiety
33-82	Very low anxiety

83-89	Moderately low anxiety
90-98	Moderate anxiety
99-108	Moderately high anxiety

Criteria	5	3	1
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109-165	High anxiety
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(Source: Alrabai, 2014).

The instrument used to assess students' speaking skills in this study was an assessment rubric adapted from Harris (1969). This rubric was chosen because it provides comprehensive measurement criteria, covering five main aspects: ¹¹⁴pronunciation, grammar, vocabulary, fluency, and comprehension. The details of each criterion and its score are presented in table below:

Table 4. Assessment Rubric

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Pronunciation	Pronunciation is accurate, with correct inflections, numbers of syllables and other correct nuances of pronunciations	Pronunciation is satisfactory; however words sometimes have incorrect inflections or are otherwise sometimes hard to understand.	Pronunciation is very hard or impossible to understand by a native speaker.
Grammar	The speaker speaks with no more incorrect grammar than a native speaker would.	The speaker occasionally uses inappropriate verb tenses and/ or incorrectly uses parts of speech, incorrectly uses parts of speech, however the speaker has the ability to correct grammar without prompts.	The speaker makes frequent use of inappropriate verb tenses and/or incorrectly constructs incorrectly constructs sentences or uses parts of speech.
Vocabulary	Vocabulary is sufficient to be understood in most settings and words are used with their correct meaning.	Vocabulary is moderate, although the speaker sometimes needs help identifying the correct words. There are only occasional problems with correct meanings of words.	Vocabulary is very limited and/or incorrect words are often used.

Fluency	The speaker speak fluently like a native speaker.	The fluency of the speakers is slightly disrupted by language issues.	Speech is interrupted and stops, making conversation impossible.
Comprehension	The speaker understands everything without difficulty.	Understand most of what is said when speaking is slowed down, even if there is repetition.	Unable to understand even simple conversation.

(Harris, 1969. Modified by Onny Martiningsih, S. Pd, the English Teacher at SMA Negeri 1 Tembilahan Hulu)

Total Score:

Overall Grade:

- 1) 18-20 = Excelent
- 2) 15-17 = Good
- 3) 11-14 = Fair
- 4) Below = Needs Improvement

2. Percentage of Respondents

The students' speaking skills were then evaluated using assessment guidelines developed by Brown (2004:172). Each student's score was calculated using the formula below.

$$\text{Percentage} = \frac{\text{Student'Scores}}{\text{Students'Maximum Score}} \times 100\%$$

3. Correlational Analysis

After both sets of data were collected, they were statistically analyzed to see if there was a significant correlation between students' anxiety levels and their speaking abilities. Survey scores were used as the x variable, while test scores were used as the y variable. Researchers analyzed the data using the product-moment correlation coefficient (r) generated by SPSS 27.

The statistic hypotheses are below:

- **Ha:** sig 2-tailed < 0.05 (There is a significant correlation)
- **Ho:** sig 2-tailed > 0.05 (There is no significant correlation)

The manual method for calculating the Pearson product-moment correlation coefficient (r) uses a formula based on the total scores of the independent variable (X) and the dependent variable (Y)

The following are formulas commonly used in research:

$$r_{xy} = \frac{N(\sum XY) - (\sum X)(\sum Y)}{\sqrt{[N \sum X^2 - (\sum X)^2][N \sum Y^2 - (\sum Y)^2]}}$$

Explanation of the formula components:

1. **N:** The total number of paired observations (sample size).
2. **$\sum X$:** The sum of all scores for variable X.
3. **$\sum Y$:** The sum of all scores for variable Y.
4. **$\sum X^2$:** The sum of the squared scores for variable X.
5. **$\sum Y^2$:** The sum of the squared scores for variable Y.
6. **$\sum XY$:** The sum of the products of paired X and Y scores.

The resulting correlation coefficient (r) requires a systematic interpretation to determine the magnitude of the association between the variables. This coefficient ranges from 0.00 to 1.00, where a value approaching unity indicates a progressively stronger relationship.

To ensure an objective assessment of the calculated coefficient, the researcher adopts the interpretive framework established by Sugiyono (2019:245). The following table delineates the coefficient intervals and their corresponding levels of relationship:

²³
Table 5. Interval of Inter-Variable Correlation Coefficients

Coefficients Interval	Relationship Level
0.00 – 0.199	Very Low
0.20 – 0.399	Low
0.40 – 0.599	Moderate
0.60 – 0.799	Strong
0.80 – 1.000	Very Strong

(Sugiyono, 2019)

DATA PRESENTATION AND RESEARCH FINDINGS

A. DATA PRESENTATION

This chapter elaborates on the findings obtained from the data collection process conducted from January to June 2026. The primary objective of this study is to investigate whether there is a significant correlation between speaking anxiety and students' public speaking ability, specifically within the institutional context of SMA Negeri 1 Tembilahan Hulu. The target population for this research comprised 360 students enrolled at the school. From this population, a representative sample of 36 students was selected through a simple random sampling technique to participate in the data collection process. To ensure a comprehensive assessment of both variables, the data were gathered using two distinct research instruments: a modified questionnaire and a formal speaking performance test.

The first set of data was derived from the administration of a modified Foreign Language Classroom Anxiety Scale (FLCAS) questionnaire, which was utilized to quantify the level of students' speaking anxiety. This questionnaire consisted of 33 statements designed to elicit responses regarding the psychological and emotional barriers faced by the students when speaking English. Each item was measured using a 5-point Likert scale format, allowing participants to choose from five structured response options: Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), and

Strongly Disagree (SD). To provide a nuanced understanding of the students' anxiety profiles, the questionnaire items were carefully categorized into three established psychological indicators: communication apprehension, test anxiety, and fear of negative evaluation. The tabulated responses from this questionnaire serve to illustrate the overall intensity and distribution of language anxiety among the sampled students.

The second set of data addresses the independent assessment of the students' public speaking proficiency. This was evaluated through a practical speaking test where the selected students were required to deliver an English presentation based on predefined topics. The test was specifically constructed to measure the students' practical capacity to communicate effectively and present ideas structured in a foreign language. The evaluation of their public speaking performance was carried out systematically by analyzing five core linguistics and communicative indicators, namely pronunciation, grammar, vocabulary, fluency, and comprehension. By analyzing these two datasets, the relationship between the students' internal anxiety and their actual performance in public speaking can be further evaluated through statistical analysis. The detailed presentation of the collected data for both variables is systematically structured and described in the following subsections.

1. The Results of the Speaking Anxiety Questionnaire

This section delineates the data obtained from the modified Foreign Language Classroom Anxiety Scale (FLCAS) questionnaire, which was

administered to gauge the students' levels of speaking anxiety. The questionnaire comprised 33 items measuring three core dimensions: communication apprehension, test anxiety, and fear of negative evaluation.

Before presenting the statistical breakdown, it is essential to clarify the final data set used for this analysis. Although the research sample originally consisted of 36 students, during the data cleaning process, the researcher noted that several items were left unanswered or incomplete by a few participants. To maintain the validity and reliability of the statistical calculation, incomplete questionnaires were excluded from certain item analyses, meaning that the total number of responses (N) varies slightly across specific statements rather than uniformly reflecting all 36 participants.

The results of this cumulative score analysis for the 36 respondents are systematically presented in the below:

Table 1. The Students' Scores of Speaking Anxiety (X)

No.	Students	Score	Classification
1.	Student 1	81	Very Low Anxiety
2.	Student 2	111	High Anxiety
3.	Student 3	81	Very Low Anxiety
4.	Student 4	60	Very Low Anxiety
5.	Student 5	112	High Anxiety
6.	Student 6	100	Moderately High Anxiety
7.	Student 7	110	High Anxiety
8.	Student 8	98	Moderate Anxiety
9.	Student 9	136	High Anxiety
10.	Student 10	125	High Anxiety
11.	Student 11	86	Moderately Low Anxiety
12.	Student 12	138	High Anxiety
13.	Student 13	89	Moderately Low Anxiety
14.	Student 14	111	High Anxiety
15.	Student 15	124	High Anxiety

16.	Student 16	111	High Anxiety
17.	Student 17	67	Very Low Anxiety
18.	Student 18	93	Moderate Anxiety
19.	Student 19	100	Moderately High Anxiety
20.	Student 20	112	High Anxiety
21.	Student 21	100	Moderately High Anxiety
22.	Student 22	113	High Anxiety
23.	Student 23	96	Moderate Anxiety
24.	Student 24	52	Very Low Anxiety
25.	Student 25	96	Moderate Anxiety
26.	Student 26	103	Moderately High Anxiety
27.	Student 27	78	Very Low Anxiety
28.	Student 28	103	Moderately High Anxiety
29.	Student 29	108	Moderately High Anxiety
30.	Student 30	97	Moderate Anxiety
31.	Student 31	118	High Anxiety
32.	Student 32	156	High Anxiety
33.	Student 33	96	Moderate Anxiety
34.	Student 34	51	Very Low Anxiety
35.	Student 35	147	High Anxiety
36.	Student 36	121	High Anxiety
Mean Score			3.680/36 = 102,22

Based on the individual score recapitulation presented in the table above, the lowest speaking anxiety score recorded among the students is 51, while the highest score reaches 147.

Furthermore, ¹² the data analysis reveals that the mean score of the students' foreign language speaking anxiety is 102.22. According to Horwitz's anxiety scale classification (1969), a mean score of 102.22 officially places the class average within the Moderately High Anxiety range. This average score reinforces the previous finding, indicating ³⁸ that the students generally experience

a notable level of anxiety and psychological discomfort when required to speak English in an academic setting.

Table 2. FLCAS Anxiety Level Frequency Distribution Table

No	Anxiety Level	Scale	Frequency	Percentage
1.	Very Low Anxiety	33-82	6	16.7%
2.	Moderately Low Anxiety	83-89	3	8.3%
3.	Moderate Anxiety	90-98	6	16.7%
4.	Moderately High Anxiety	99-108	6	16.7%
5.	High Anxiety	109-165	15	41.6%
Total			36	100%

Based on the frequency distribution table above, the results indicate varying degrees of foreign language anxiety among the 36 respondents. The data reveals that the largest group of students falls into the High Anxiety category, consisting of 15 respondents (41.6%). This is followed equally by three categories: Very Low Anxiety, Moderate Anxiety, and Moderately High Anxiety, each accounting for 6 respondents (16.7%). Meanwhile, the smallest group is found in the Moderately Low Anxiety category, with only 3 respondents (8.3%).

Overall, these findings demonstrate that a significant majority of the students experience a notable level of anxiety, with more than half of the total respondents (58.3% when combining High and Moderately High Anxiety categories) facing elevated psychological barriers when it comes to speaking English.

2. The Result of Students' Speaking Skill

²⁰ In this section, the researcher presents the results of the students' speaking test. This test was conducted on 36 students of 11th ⁶ grade of SMA Negeri 1 Tembilahan Hulu. The speaking test conducted was students presented topics determined by the researchers. One of the teachers of the English helped the researcher in giving scores for the test. The scores are listed ⁴ in the table below:

Table 3. The Students' Scores of Speaking Ability (Y)

No.	Students	Score	Classification
1.	Student 1	95	Very Good
2.	Student 2	75	Good
3.	Student 3	85	Very Good
4.	Student 4	65	Good
5.	Student 5	11	Very Poor
6.	Student 6	85	Very Good
7.	Student 7	75	Good
8.	Student 8	85	Very Good
9.	Student 9	75	Good
10.	Student 10	85	Very Good
11.	Student 11	65	Good
12.	Student 12	35	Poor
13.	Student 13	95	Very Good
14.	Student 14	35	Poor
15.	Student 15	85	Very Good
16.	Student 16	65	Good
17.	Student 17	35	Poor
18.	Student 18	13	Very Poor
19.	Student 19	45	Moderate
20.	Student 20	95	Very Good
21.	Student 21	75	Good
22.	Student 22	95	Very Good
23.	Student 23	35	Poor
24.	Student 24	75	Good
25.	Student 25	85	Very Good
26.	Student 26	85	Very Good

27.	Student 27	85	Very Good
28.	Student 28	55	Moderate
29.	Student 29	45	Moderate
30.	Student 30	45	Moderate
31.	Student 31	65	Good
32.	Student 32	45	Moderate
33.	Student 33	35	Poor
34.	Student 34	55	Moderate
35.	Student 35	45	Moderate
36.	Student 36	55	Moderate
Mean Score			2.284/36 = 63,44

Based on the individual score recapitulation presented in the table above, the lowest speaking ability score recorded among the students is 11, while the highest score reaches 95.

Furthermore, ¹² the data analysis reveals that the mean score of the students' speaking ability is 63.44. According to the speaking score classification, a mean score of 63.44 officially places the class average within the Good range. This average score indicates that the students generally demonstrate a solid capability in expressing themselves orally, showing a functional command of vocabulary and grammar within academic interactions.

To provide a more comprehensive breakdown of how these scores are distributed across the class, the following frequency distribution table details the percentage of students within each specific performance range:

Table 4. The Results of Percentage of Speaking Score

No.	Score Range	Classification	Frequency	Percentage
1.	81-100	Very Good	11	30.56%
2.	61-80	Good	9	25.00%
3.	41-60	Moderate	9	25.00%
4.	21-40	Poor	5	13.89
5.	0-20	Very Poor	2	5.56%
Total			36	100%

Based on the data presented in Table 5, the distribution of the students' speaking scores reveals varying levels of proficiency across the class. Out of the 36 students evaluated, the largest segment falls into the "Very Good" classification, with 11 students (30.56%) achieving scores within the 81–100 range. This is closely followed by the "Good" and "Moderate" categories, each consisting of 9 students (25.00%) who scored within the 61–80 and 41–60 ranges, respectively. On the lower end of the spectrum, a smaller portion of the class demonstrated less proficient capabilities, where 5 students (13.89%) were categorized as "Poor" with scores between 21 and 40, and only 2 students (5.56%) fell into the "Very Poor" bracket by scoring between 0 and 20. In summary, the cumulative data indicates that more than half of the class (55.56%) achieved scores classified as either "Good" or "Very Good," reflecting a generally positive outcome in the students' overall speaking performance.

3. ⁴ The Correlation between Speaking Anxiety and Students' Speaking Ability at SMA Negeri 1 Tembilahan Hulu

A. ¹ Data Presentation of Correlation between Speaking Anxiety and Students' Speaking Ability

Table 5. Pearson Correlation Result

		¹⁷ Speaking Anxiety	Students' Speaking Ability
SPEAKING ANXIETY	Pearson Correlation	1	-.115
	Sig. (2-tailed)		.505
	N	36	36
STUDENTS' SPEAKING ABILITY	Pearson Correlation	-.115	1
	Sig. (2-tailed)	.505	
	N	36	36

¹⁰ Based on the table Pearson Correlation above, sig. 0.505 > 0.05, and the correlation coefficient (r-observe) = -.115 < (r-table) = 0.329 (see appendix, page 96). ¹⁰⁵ It can be concluded that null hypothesis (H_0) accepted and ¹ alternative hypothesis (H_a) rejected. Therefore, there is no significant correlation between students' speaking anxiety and their speaking ability. Then, the correlation coefficient between these two variables is -0.115 which means the correlation is very low negative correlation.

B. Data Analysis of Correlation between Speaking Anxiety and Students'

Speaking Ability

To find out the correlation between speaking anxiety and students' speaking ability at SMA Negeri 1 Tembilahan Hulu, the researcher used formula Pearson Product Moment Correlation, presented in the below:

Table 6. The Statistical Analysis of Speaking Anxiety and Students' Speaking Ability

No	Speaking Anxiety (X)	Students' Speaking Ability (Y)	XY	X ²	Y ²
1	81	95	7695	6.561	9.025
2	111	75	8325	12.321	5.625
3	81	85	6885	6.561	7.225
4	60	65	3900	3.600	4.225
5	112	11	1232	12.544	121
6	100	85	8500	10.000	7.225
7	110	75	8250	12.100	5.625
8	98	85	8330	9.640	7.225
9	136	75	10200	18.496	5.625
10	125	85	10625	15.625	7.225
11	86	65	5590	7.396	4.225
12	138	35	4830	19.044	1.225
13	89	95	8455	7.921	9.025
14	111	35	3885	12.321	1.225
15	124	85	10540	15.367	7.225
16	111	65	7215	12.321	4.225
17	67	35	2345	4.489	1.225
18	93	13	1209	8.649	169
19	100	45	4500	10.000	2.025
20	112	95	10640	1.254	9.025
21	100	75	7500	10.000	5.625
22	113	95	10735	12.769	9.025
23	96	35	3360	9.216	1.225

24	52	75	3900	2.704	5.625
25	96	85	8160	9.216	7.225
26	103	85	8755	10.609	7.225
27	78	85	6630	6.084	7.225
28	103	55	5665	10.609	3.025
29	108	45	4860	11.664	2.025
30	97	45	4365	9.409	2.025
31	118	65	7670	13.924	4.225
32	156	45	7020	24.336	2.025
33	96	35	3360	9.216	1.225
34	51	55	2805	2.601	3.025
35	147	45	6615	21.609	2.025
36	121	55	6655	14.641	3.025
	$\Sigma X =$ 3.680	$\Sigma Y = 2.284$	$\Sigma XY =$ 231.206	$\Sigma X^2 =$ 396.080	$\Sigma Y^2 =$ 164.540

Based on the data above, the researcher gets $\Sigma X = 3.680$, $\Sigma Y = 2.284$, $\Sigma XY = 231.206$, $\Sigma X^2 = 396.080$, and $\Sigma Y^2 = 164.540$.¹ To know the correlation between students' speaking anxiety and their public speaking ability, the researcher first look for the r observe and then compare it with the r table. To calculate the correlation coefficient, researchers used the Pearson Product Moment Correlation formula, as follows:

$$r_{xy} = \frac{N.(\Sigma XY) - (\Sigma X)(\Sigma Y)}{\sqrt{[N. \Sigma X^2 - (\Sigma X)^2][N. \Sigma Y^2 - (\Sigma Y)^2]}}$$

$$r_{xy} = \frac{36. (231.206) - (3.680)(2.284)}{\sqrt{[36. 396.080 - (3.680)^2][36. (164.540) - (2.284)^2]}}$$

$$r_{xy} = \frac{8.323.146 - 8.405.120}{\sqrt{[14.258.880 - 13.542.400][5.923.440 - 5.216.656]}}$$

$$r_{xy} = \frac{-81.704}{\sqrt{[716.480][706.784]}}$$

$$r_{xy} = \frac{-81.704}{\sqrt{506.396.405.760}}$$

$$r_{xy} = \frac{-81.704}{711.615,35}$$

$$r_{xy} = -0,1148$$

$$r_{xy} \approx -0,115$$

The result of the data analysis reveals that the Pearson correlation coefficient (r_{xy}) obtained is -0.115. To determine the significance of this relationship, the r-observed value was compared against the r-table value with a degree of freedom (df) of 34 ($N = 36 - 2$). At a 5% significance level, the r-table value is 0.329, and at a 1% significance level, it is 0.424. Since the absolute value of the r-observed (0.115) is lower than both r-table values, the null hypothesis (H_0) is accepted, which consequently rejects the alternative hypothesis (H_1). Therefore, it can be concluded that there is no significant correlation between speaking anxiety and students' speaking ability at SMA Negeri 1 Tembilahan Hulu. Furthermore, the score of -0.115 indicates that the relationship between the two variables falls into the very weak or low correlation category.

4. Test of Hypothesis

To determine whether the hypotheses proposed in this study are accepted or rejected, a statistical significance test was conducted. The null hypothesis (H_0) is accepted if the value of r-observed is smaller than the r-table value, or if the asymptotic significance value (sig. 2-tailed) is greater than the 0.05 threshold (sig. > 0.05). Conversely, if these conditions are

met, the alternative hypothesis (H_1) is rejected, indicating the absence of a meaningful relationship between the two variables.

Based on the Product Moment Correlation table with a degree of freedom (df) of 34 ($N = 36 - 2$), the critical value for r -table is 0.329 at the 5% significance level and 0.424 at the 1% significance level. The statistical computation shows that the absolute value of the correlation coefficient, r -observed (r_{xy}) = 0.115, is noticeably smaller than both critical r -table values (0.329 and 0.424). Furthermore, the analysis reveals that the significance score (2-tailed) is 0.505, which is substantially higher than 0.05. Consequently, the null hypothesis (H_0) is formally accepted, and the alternative hypothesis (H_1) is rejected. In other words, there is no significant correlation between speaking anxiety and students' speaking ability at SMA Negeri 1 Tembilahan Hulu. The obtained Pearson correlation score of -0.115 further confirms that the relationship between these variables falls into the very low or negligible correlation category.

B. Research Finding

Before conducting the correlation analysis, the descriptive statistics for both variables were examined. For students' speaking anxiety, the data revealed a mean score of 102.22. Notably, 15 students (41.6%) fell into the high-anxiety category, indicating that a substantial portion of the sample experienced significant psychological pressure when speaking. Conversely, the students' speaking ability showed an average score of 63.44. Despite

the prevalent anxiety, 11 students (30.56%) managed to achieve a ¹⁰⁰ *very good* performance level.

Based on the results of the data analysis, the significance value is $.505 > 0.05$, and the correlation coefficient value (r_{observed}) is $-0.115 < r_{\text{table}} 0.329$. It can be concluded ¹ that the null hypothesis (H_0) is accepted and the alternative hypothesis (H_a) is rejected. Therefore, there is no significant correlation between students' speaking anxiety and their speaking ability. The correlation coefficient score indicates ⁵² that the strength of the correlation between these two variables is very low or completely negligible.

Several reasons why this might occur are, first, students may experience what is known as "facilitating anxiety." Instead of paralyzing them, this mild anxiety acts as a drive that forces them to prepare and practice more thoroughly before speaking. Second, speaking ability ⁴⁴ is a complex skill that depends heavily on cognitive preparedness and linguistic factors rather than just emotional states. If students have a strong vocabulary base, good grammar comprehension, and high exposure to the language, they can still deliver a good performance despite feeling nervous. Lastly, the classroom environment and the familiarity of the topic being tested can mitigate the impact of anxiety. When students are tested on a familiar topic or in a supportive environment, their speaking habits and cognitive skills take over, making their anxiety irrelevant to their performance.

In conclusion, while speaking anxiety is present among students, it is not a defining factor of their speaking ability. Improving speaking skills relies more heavily on continuous practice, vocabulary enrichment, and technical mastery rather than merely managing anxiety levels.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This study was conducted to determine the correlation between students' speaking anxiety and their speaking ability among the eleventh-grade students at SMA Negeri 1 Tembilahan Hulu. Based on the statistical data analysis and interpretation presented in the previous chapter, the results demonstrate that there is no significant correlation between students' speaking anxiety and their speaking ability. This conclusion is supported by the significance value (Sig. 2-tailed) of 0.505, which is greater than the standard alpha level ($0.505 > 0.05$). Furthermore, the correlation coefficient (r_{observed}) is -0.115, which is lower than the r_{table} value of 0.329. Consequently, the null hypothesis (H_0) is officially accepted and the alternative hypothesis (H_a) is rejected, confirming that the correlation between the two variables is negligible or extremely weak in this specific scope.

In general, the descriptive analysis indicates that while the eleventh-grade students at SMA Negeri 1 Tembilahan Hulu still experience a certain level of speaking anxiety, their actual English speaking ability remains unaffected and scales into a distinct evaluation category. The individual data points further prove that psychological apprehension does not automatically paralyze linguistic performance; students with high anxiety scores are still capable of achieving excellent marks in speaking

tests, and conversely, relaxed students do not automatically secure high speaking grades.

Importantly, these findings do not suggest that teachers and researchers should completely disregard the role of speaking anxiety in language acquisition. Although its direct statistical correlation to the final speaking test score is relatively absent among the ⁶eleventh-grade students at SMA Negeri 1 Tembilahan Hulu, managing anxiety remains highly critical. Maintaining a low-anxiety classroom environment is still worth considering as a supportive strategy, as it indirectly fosters students' emotional comfort, boosts structural preparation, and helps them build the long-term confidence required to practice speaking fluently every day.

³⁶

B. Suggestion

Based on the conclusions of this research, several practical suggestions are presented to improve the English teaching and learning process, specifically regarding speaking skills:

1. For the English Teachers

Although speaking anxiety does not statistically correlate with the students' speaking ability in this study, teachers are suggested to maintain a supportive and low-anxiety classroom environment. Teachers should focus more on boosting technical speaking components, such as expanding students' vocabulary, practicing correct pronunciation, and teaching functional grammar. Providing regular, engaging, and structured monologue practices can help

students build solid cognitive preparation, which heavily safeguards their speaking performance regardless of their emotional state.

2. For the 11th Grade Students of SMA Negeri 1 Tembilahan Hulu

Students should realize that feeling anxious or nervous before speaking English is a completely normal psychological response and it does not dictate their ultimate success. Students are suggested not to let their anxiety create a mental block or discourage them from practicing. Since speaking ability relies heavily on continuous exposure and habits, students should focus their energy on enriching their vocabulary, mastering topics, and consistently practicing monologues every day.

3. For Future Researchers

For future researchers interested in conducting similar studies, it is suggested to investigate other underlying variables that might have a stronger or more direct correlation with students' speaking ability, such as vocabulary mastery, self-confidence, frequency of practice, or learning facilities. Additionally, future researchers could expand the scope of the study by employing qualitative methods, such as interviews, to dig deeper into why some highly anxious students can still achieve excellent speaking scores.

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