

ABSTRACT

A COMPARATIVE STUDY OF SPEAKING PERFORMANCE BETWEEN STUDENTS WITH HIGH AND LOW ANXIETY

By:

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This research aims to determine whether there is a significant difference in speaking performance between students with high and low anxiety levels and to identify which aspects of speaking are significantly affected by different level of anxiety. This research used a quantitative method with an ex-post facto design. The data were collected through the Foreign Language Classroom Anxiety Scale (FLCAS) to measure students' anxiety levels and a speaking test to assess their speaking performance. The results showed a significant difference between students with high anxiety (mean rank = 26.92) and low anxiety (mean rank = 38.08, $p = 0.016$). All aspects of speaking were significantly affected by anxiety, with grammar showing a particularly strong effect ($p = 0.006$). It can be concluded that speaking anxiety negatively affects students' speaking performance, especially in grammar. Therefore, teachers are suggested to create a supportive classroom atmosphere and use interactive speaking activities to reduce students' anxiety. Future research are recommended to use additional instruments, such as interviews or classroom observations, and to conduct experimental studies to examine effective strategies for reducing speaking anxiety.

Keywords: *speaking performance, speaking anxiety.*