

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

(An Undergraduate Thesis)

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**ENGLISH EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
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ABSTRACT

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

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Melaicka Meiroe

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.*

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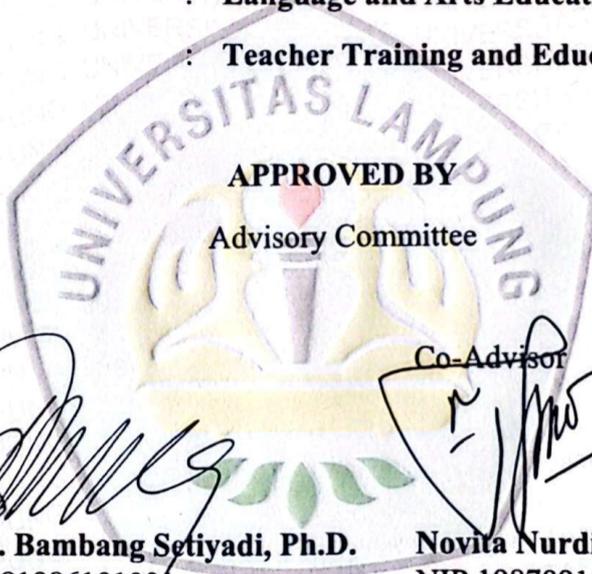
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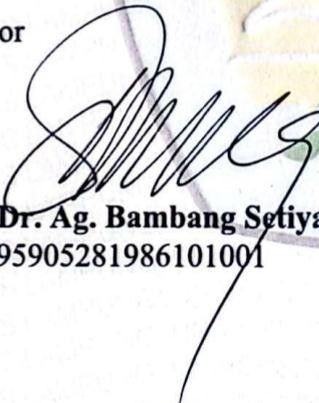
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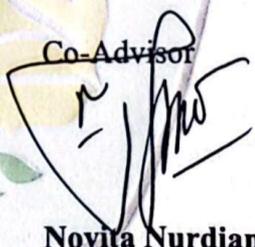


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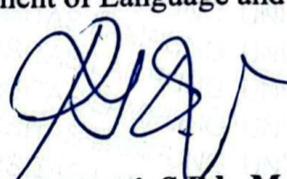
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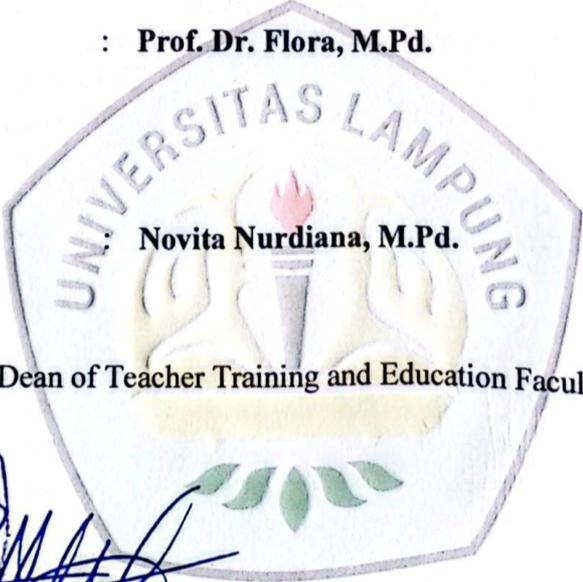
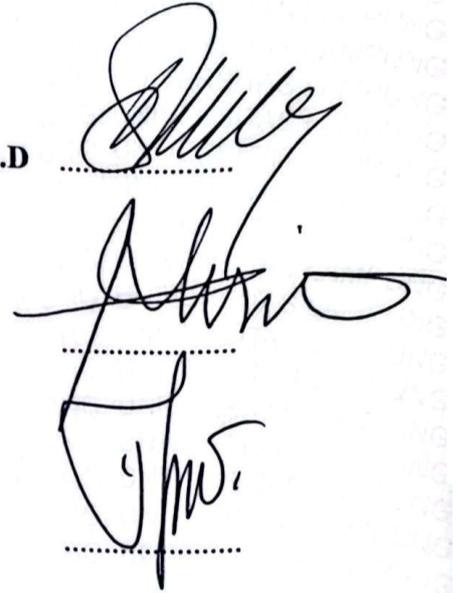
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Menyatakan bahwa skripsi ini adalah karya saya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis orang lain, kecuali bagian bagian tertentu yang saya gunakan sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

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Yang membuat pernyataan,



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DEDICATION

The researcher dedicates this thesis to:

1. Her beloved parents
2. Her brother
3. Her almameter – University of Lampung
4. Her beloved friends
5. Her English lecturers

CURRICULUM VITAE

Melaicka Meiroe was born in Bandar Lampung on June 1, 2004. She is the eldest child of her beloved parents. She has one younger brother, Zedney Lhouda Meiroe.

She began her early education at Palm Kids Kindergarten. She then continued her elementary education at SDS Tamansiswa Bandar Lampung and graduated in 2016. In 2019, she graduated from junior high school at SMPN 18 Bandar Lampung. She continued her education at SMAN 4 Bandar Lampung and graduated in 2022. In the same year, she continued her study in the English Education Study Program of Teacher Training and Education Faculty at Lampung University through the SBMPTN program. She actively participated in student organizations as part of personal and professional development. In 2023, she served as a member of the Public Relations Division of Seeds FKIP Unila, followed by her involvement as a member of the Human Resources Development Division of Seeds FKIP Unila in 2024.

Alongside academic pursuits, she began working as a freelance English tutor, offering private lessons to elementary school students. This experience provided her with an initial opportunity to develop her teaching skills and understand the learning characteristics of young students. In January 2025, she participated in a Community Service Program (KKN) in Rawa Ragil village, Tulang Bawang, and completed a teaching practicum program (PLP) at SMP Negeri 3 Rawa Ragil. Through these two programs, she gained firsthand experience in an educational and community setting, which significantly contributed to improving her teaching skills and competencies.

MOTTO

لَا يُكَلِّفُ اللَّهُ نَفْسًا إِلَّا وُسْعَهَا

“God does not burden any soul with more than it can bear”

(Q.S. Al-Baqarah: 286)

“Your efforts will never betray you. All your efforts will pay of”

(Lee Taeyong)

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The Researcher,

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2213042099

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I. INTRODUCTION

This chapter provides an overview of the research, including background research, research questions, objective of the research, uses of the research, scope of the research, and definition of key terms.

1.1. Background

Speaking is more than just the production of sounds; it is a complex and interactive process of constructing meaning. According to Brown (2001), speaking involves producing, receiving, and processing information in order to convey meaning effectively in real communicative situations. However, in educational settings, speaking is commonly assessed by focusing on observable and measurable aspects of students' oral production, which are referred to as speaking performance. In line with Irawan et al. (2022), speaking performance is defined as an observable or measurable action through which individuals convey messages to listeners by following certain linguistic rules, enabling listeners to clearly understand the intended meaning. Therefore, speaking performance serves as an important indicator of students' ability to use English accurately and appropriately.

Despite the importance of speaking performance in EFL learning, many students still experience difficulties in performing well in speaking tasks. This condition is concerning, considering that English has been taught from elementary to senior high school and supported by years of formal and informal education. Nevertheless, students often struggle to express their ideas verbally, especially in speaking activities (Jusuf et al., 2021). According to Maji et al. (2022), these difficulties are commonly caused by linguistic factors such as limited vocabulary, poor pronunciation and insufficient grammar knowledge. In addition to linguistic factors, psychological factors, including fear of making mistakes, low motivation, shyness,

anxiety, and the frequent use of the mother tongue, also contribute to students' speaking difficulties.

Among the psychological factors, anxiety is considered one of the most dominant. Aziez et al. (2024) reported that one of the major issues faced by EFL students is nervousness when speaking in front of the class. Speaking in a foreign language often triggers anxiety, particularly in situations where students fear making mistakes or being judged. This anxiety may manifest in behaviors such as long pauses, repeated words, and excessive use of fillers.

This phenomenon is supported by the findings of Alfiani et al. (2023), who observed that some students appeared visibly nervous when asked to speak English in front of the class. They tended to lower their heads, speak in a very low voice, lose focus, and speak either too fast or too slowly. These reactions suggest not just common nervousness, but a deeper form of anxiety triggered by high-pressure speaking situations. Similarly, Murti and Jabu (2022) emphasized that many students feel afraid of being criticized or laughed at by their peers, which leads to embarrassment and avoidance of speaking activities. These psychological challenges significantly affect speaking performance, making it difficult for students to speak fluently, organize their ideas, or use appropriate grammar and vocabulary.

From a theoretical perspective, Horwitz & Young (1991) identified anxiety as one of the most influential affective factors in language learning, particularly in speaking. Anxiety is described as a psychological and emotional state characterized by feelings of fear, worry, and tension toward certain situations or events. In language learning contexts, these emotional states may interfere with students' ability to perform well, especially in tasks that require spontaneous verbal communication. Horwitz & Young (1991) explained that students who experience anxiety in the learning process often show psychological symptoms such as tenseness, trembling hands, perspiring, and palpitations. These symptoms not only affect students' emotional condition but also disrupt their cognitive processes. Consequently, students may find it difficult to concentrate, retrieve vocabulary, and organize ideas during speaking tasks.

Consistent with the theoretical perspective proposed by Horwitz & Young (1991), numerous previous studies have demonstrated a negative relationship between speaking anxiety and students' oral language outcomes. For instance, a research conducted by Kasim & Sukarno (2024) aimed to identify students' anxiety levels and investigate the relationship between their speaking anxiety and speaking ability in English as a Foreign Language (EFL) classes. This research used a quantitative approach with a correlational design. The data were collected through a questionnaire and a speaking test. The results of the questionnaire showed that most students have a high level of anxiety when speaking in the EFL Classroom. The findings showed a negative relationship between the level of anxiety and the students' speaking ability. This indicated that students with higher speaking scores tend to have lower anxiety levels. Conversely, students with low speaking ability tend to have higher levels of anxiety.

Another research of speaking anxiety was conducted at SMA Negeri 1 Mengwi. According to Pratama & Suarnajaya (2021), this research aimed to determine the relationship between anxiety and students' speaking performance. This research used a quantitative approach and was designed as correlational research. The results of the questionnaires showed that most students had a high level of anxiety when speaking in the EFL classroom. The findings revealed a negative relationship between the level of anxiety and students' speaking performance. This indicated that students with higher speaking performance tended to have lower anxiety levels, while students with lower performance experienced higher anxiety.

Similar to the research by Kulsum and Ridwan (2025), this research aimed to explore the level of anxiety in foreign language classroom anxiety (FLCA) and the relationship between FLCA and speaking performance among students learning English as a foreign language (EFL). This research used a mixed method design, combining qualitative and quantitative descriptive approaches to obtain a better understanding of students' anxiety levels and their correlation with speaking performance. The result of this research showed a negative correlation between speaking anxiety and speaking performance, which means that the higher the level of anxiety among students, the lower their performance in speaking classes. These

findings confirmed that speaking anxiety plays a significant role in influencing student performance during speaking activities.

According to Rahmayati et al. (2024), this research aimed to explore the relationship between students' anxiety levels and their speaking performance in front of the class. The researchers used quantitative methods in a correlation approach. The instruments used were questionnaire and test. Both questionnaire scores and speaking test scores analyzed using SPSS. Based on the results of the analysis, it was found that speaking anxiety had a negative influence on students' speaking performance. This means that students with low anxiety levels tended to have higher speaking scores, while students with high anxiety levels tended to obtain lower scores.

Another research by Eppendi (2020) aimed to determine whether there was a significant difference in speaking performance between students with high and low levels of speaking anxiety. The data collected using a foreign language anxiety scale and an oral test. The findings indicated that the higher the level of speaking anxiety experienced by students, the lower their speaking performance. Conversely, students with lower levels of speaking anxiety tended to achieve better speaking results.

Based on previous research, the correlation between speaking anxiety and speaking ability has been widely researched. However, only a limited number of studies have specifically compared speaking performance between students with high and low levels of anxiety. Moreover, there is a lack of research exploring specific aspects of speaking performance that are significantly affected by different levels of anxiety. Therefore, this research aims to fill this gap by highlighting two main focusses: (1) Is there a significant difference in speaking performance between students with high and low anxiety levels? and (2) Which aspects of speaking are significantly affected by different levels of anxiety?

1.2. Research Questions

Building on the background described above, this research aims to answer the following two research questions:

1. Is there a significant difference in speaking performance between students with high and low anxiety levels?
2. Which aspects of speaking are significantly affected by different levels of anxiety?

1.3. Objectives of the Research

Based on the research background and research questions above, the objectives of this research are:

1. To determine whether there is a significant difference in speaking performance between students with high and low anxiety levels.
2. To identify which aspects of speaking are significantly affected by different levels of anxiety.

1.4. The Uses of the Research

In relation to the objective of the research, the findings of this research may be useful both theoretically and practically.

1. Theoretically

This research strengthens the understanding that speaking anxiety significantly affects speaking performance in the context of EFL. The findings also provide a more specific insight into the aspects of speaking that are significantly affected by anxiety, thereby enriching the research of individual differences in language acquisition. Furthermore, this research provides empirical evidence from the Indonesian context, which helps to broaden the application of language anxiety theory to more diverse in EFL environments.

2. Practically

This research is expected to provide practical benefits for teachers, students, and future researchers.

- For teachers
This research is expected to help teachers in designing and implementing effective learning strategies to reduce student anxiety on speaking, for example by giving a positive feedback, creating a comfortable classroom environment, and selecting suitable speaking activities based on students' anxiety level.
- For students
This research can help students become more aware of how their emotional state affects their speaking ability. By recognizing that anxiety is a common challenge, students may feel less isolated and more motivated to manage their anxiety.
- For future researchers
This research offers empirical evidence on how speaking performance differ between students with high and low anxiety levels in an EFL context. The results can serve as a reference for future studies exploring similar topics or expanding them to different variables, contexts, or education levels. Moreover, future researchers may also replicate this research, refine the methods, or develop new frameworks to understand anxiety more comprehensively.

1.5. Scope of the Research

This research focused on students' speaking performance in learning English as a foreign language (EFL), in relation to their anxiety levels. To measure speaking performance, this research used a speaking test on the topic of giving opinions. Furthermore, students' anxiety levels were measured using the FLCAS questionnaire. The research subjects were 11th grade students majoring in Office Management and Business Services (*Manajemen Perkantoran dan Layanan Bisnis*) at SMKS Tamansiswa Bandar Lampung. This research aimed to determine whether there is a significant difference in speaking performance between students with high and low anxiety levels, as well as to identify the aspects of speaking that are significantly affected by different levels of anxiety.

1.6. Definition of Terms

In this research, the researcher defined the key terms used throughout the research process.

1. Speaking Performance

Speaking performance refers to an observable or measurable action in which individuals convey messages to listeners by following certain linguistic rules, enabling the listeners to clearly understand the intended meaning.

2. Anxiety

Anxiety is a psychological and emotional state characterized by feelings of fear, worry, or nervousness about upcoming situations or events.

3. High Anxiety Students

High anxiety students are those who obtain scores above the mean on the Foreign Language Classroom Anxiety Scale (FLCAS) questionnaire.

4. Low Anxiety Students

Low anxiety students are those who obtain scores below the mean on the FLCAS questionnaire.

This chapter has provided an overview of the research that includes background of the research, research questions, objectives of the research, uses of the research, scope of the research, and definitions of key terms.

II. LITERATURE REVIEW

This chapter discusses various theories in literature review, including speaking performance, aspects of speaking performance, anxiety, aspects of anxiety, speaking anxiety, the impact of anxiety on speaking performance, previous research, theoretical assumption, and hypothesis.

2.1. Speaking Performance

Speaking performance is widely regarded as an important indicator of students' ability to use English for oral communication in EFL contexts. To understand the concept of speaking performance, it is first necessary to view speaking itself as a communicative process rather than merely the production of sounds. Brown (2001) explains that speaking is an interactive process that involves producing, receiving, and processing information in order to construct meaning. This process requires students to activate their linguistic knowledge while simultaneously responding to their interlocutors in real communicative situations.

In relation to this process, speaking performance can be understood as the observable outcome of how well students are able to carry out speaking activities. In other words, speaking performance reflects how effectively students apply their linguistic resources and communicative strategies during spoken interaction. Irawan et al. (2022) define speaking performance as an observable or measurable action in which individuals convey messages to listeners by following certain linguistic rules so that the intended meaning can be clearly understood. This definition emphasizes that speaking performance is not only concerned with what students say, but also with how clearly and appropriately their messages are delivered.

In EFL classroom settings, speaking performance commonly appears in various instructional activities designed to encourage oral communication. Richards (2008)

classifies speaking into several functional categories, including speaking for interaction, speaking for transactional purposes, and speaking as performance. Within educational contexts, speaking as performance is frequently emphasized, particularly through activities such as classroom presentations, debates, dialogues, and oral reports. According to Riadil (2020), as cited in Fitrah (2025), teachers and lecturers often encourage students to engage in individual or group speaking tasks to develop their oral communication skills in English. These activities provide opportunities for students to demonstrate their speaking performance in front of others, particularly within the classroom environment.

Given the prominent role of speaking performance in EFL instruction, it becomes necessary to evaluate how well students perform during speaking activities. This need leads to the implementation of speaking assessment, which serves as a systematic way to measure students' oral language ability. Winna and Sabarun (2023) state that speaking assessment plays a crucial role in English language teaching, as it allows teachers to monitor students' progress and provide meaningful feedback on their speaking development. Through assessment, teachers can identify students' strengths and weaknesses in spoken communication.

Based on the discussion above, speaking performance can be understood as the observable manifestation of students' ability to use English orally in EFL contexts. While speaking itself involves an interactive process of constructing meaning, speaking performance focuses on how well students demonstrate this ability through spoken tasks in the classroom. It reflects students' capacity to apply linguistic knowledge and communicate messages clearly and appropriately during speaking activities. Since speaking performance plays a central role in EFL instruction, systematic assessment is necessary to evaluate students' oral abilities and monitor their speaking development.

2.2. Aspects of Speaking Performance

To assess students' speaking performance effectively, it is important to consider the specific aspects that contribute to the overall quality of spoken language. Harris (1969) originally proposed five aspects of speaking performance: pronunciation,

grammar, vocabulary, fluency, and comprehension. However, this research focuses only on four aspects: pronunciation, grammar, vocabulary, and fluency. The aspect of comprehension is excluded because the speaking test used in this research focuses on giving opinions in the form of a short monologue, which does not require interactive understanding between speaker and listener.

1. Pronunciation

Pronunciation is one of the important aspects assessed in speaking. It includes segmental features such as vowels, consonants, stress, and intonation patterns. Pronunciation helps students articulate words more clearly when communicating. This aspect is closely related to the phonological process that regulates sound variation and pattern formation in language. Good pronunciation is very important because it affects the meaning of the message being conveyed, while poor pronunciation can lead to misunderstandings or even cause offense to the listener during a conversation.

2. Grammar

Grammar is another aspect that can be assessed in speaking. It refers to how words are structured and combined to form proper sentences. Mastery of grammar enables students to construct correct sentences during conversations and demonstrates their ability to apply grammatical structures accurately. This aspect is important for producing clear, meaningful, and coherent speech in oral communication.

3. Vocabulary

Vocabulary is another aspect that can be assessed in speaking. It plays an important role in enriching expression and avoiding excessive repetition of words. The wider speakers' vocabulary, the more flexible they are in conveying ideas. A strong vocabulary also supports fluency and allows speakers to adapt to different conversational contexts.

4. Fluency

Fluency is essential in speaking to ensure that the message being conveyed is clear and easily understood by the listener. It refers to the ability to speak

smoothly and quickly without frequent or long pauses, and reflects the extent to which the speaker is comfortable using language spontaneously.

In summary, the four aspects of speaking, namely pronunciation, grammar, vocabulary, and fluency play an important role in shaping the overall quality of oral communication. These elements work together to support clarity, coherence, and expressiveness in speaking. Nevertheless, having good control over these aspects does not always lead to successful performance, as emotional and psychological factors can also interfere. One such factor is anxiety, which often becomes a major barrier in speaking activities and was explored in the next section.

2.3. Anxiety

Anxiety is a psychological and emotional state characterized by feelings of fear, worry, or nervousness about upcoming situations or events. Mahmudi and Anugerahwati (2021) explain that anxiety is a mental condition that reflects worry and fear of the things that might happen, either related to the current situation or unexpected events. Furthermore, Spielberger (1966) offers a more detailed explanation by defining anxiety as a subjective feeling of tension, apprehension, and nervousness that is associated with arousal of the autonomic nervous system.

In the context of education, particularly language learning, anxiety has been recognized as one of the most significant affective factors that may hinder students' performance. Affective factors refer to emotional states and psychological experiences that influence an individual's cognition and behavior. They reflect a person's internal psychological responses, both positive and negative, toward others and various objective things in different activities (Chen, 2024). This idea is supported by Horwitz & Young (1991), who identifies anxiety as one of the most influential affective factors in the learning process.

According to Ellis (1999), anxiety can be categorized into three main types: trait anxiety, state anxiety, and situation-specific anxiety. Trait anxiety refers to a person's stable tendency to feel anxious across various situations. State anxiety is a temporary emotional condition triggered by particular circumstances. Meanwhile,

situation-specific anxiety occurs in response to specific contexts, such as taking an exam or solving a problem. Foreign language anxiety is often considered a form of situation-specific anxiety. Expanding on this view, Horwitz et al. (1986) define foreign language anxiety as a subjective feeling of tension, fear, or worry experienced by individuals when engaging in language-related tasks. They emphasize that in the context of foreign language learning, this type of anxiety can become a consistent emotional reaction tied specifically to the language classroom. Unlike general psychological anxiety, foreign language anxiety is situational and closely linked to communicative performance, such as speaking or being evaluated in a second language.

To gain a deeper understanding of how foreign language anxiety affects students, Horwitz et al. (1986) proposed that anxiety is composed of three interrelated aspects: communication apprehension, test anxiety, and fear of negative evaluation. These aspects reflect the specific sources of anxiety that students often experience in language learning contexts. By examining each component, it becomes easier to identify the factors that contribute to high or low levels of anxiety among students, particularly in speaking activities.

In summary, anxiety can be understood as a psychological and emotional condition marked by feelings of fear, worry, and nervousness that may affect students' behavior and performance. In language learning, anxiety is considered an important affective factor that can hinder students' ability to use a foreign language effectively. Anxiety may take different forms, such as trait anxiety, state anxiety, and situation-specific anxiety, with foreign language anxiety being closely related to classroom language use. This type of anxiety is often connected to speaking activities and evaluation. Additionally, foreign language anxiety is influenced by factors such as communication apprehension, test anxiety, and fear of negative evaluation, which shape students' experiences in learning a foreign language.

2.4. Aspects of Anxiety

To understand more deeply how anxiety in foreign language learning affects students, especially when speaking, it is necessary to examine the aspects that comprise it. Horwitz et al. (1986) argue that anxiety in the context of foreign

languages consists of three main aspects: communication anxiety, test anxiety, and fear of negative evaluation. These three aspects indicate specific psychological pressures that students may experience in a language learning environment, especially when they are engaged in speaking activities.

1. Communication Apprehension

Communication anxiety refers to difficulties in conveying or expressing ideas to others. Students feel uncomfortable or embarrassed when they are asked to speak English in front of their teachers or classmates. They may feel as if they are being monitored, and that every grammatical mistake is being noticed. In addition, students frequently perceive their English skills are lower than those their peers, which further triggers their lack of confidence.

2. Test Anxiety

Test anxiety in foreign language learning arises from a fear of failure, especially when facing tests or quizzes, and it is often reinforced by the high standards that students set for themselves, making even small mistakes seem like failure. This situation becomes more difficult when the test is conducted orally, as it triggers two types of anxiety at once: the fear of taking the test and the fear of speaking in front of others. Horwitz et al. (1986) also explain that this anxiety can make students so nervous that they forget the material during the exam, causing them to give the wrong answers even though they actually know the correct answers.

3. Fear of Negative Evaluation

The fear of negative evaluation is a form of anxiety in foreign language learning that arises from concerns about how others will judge their language skills. This anxiety comes not only from teacher as the main evaluator, but also from peers. The feeling of being constantly watched and evaluated every time they speak makes students feel uncomfortable. As a result, many students choose to avoid speaking or hide their abilities for fear of making mistakes that could trigger negative comments or judgments from those around them. This fear ultimately reinforces their anxiety every time they have to speak English in front of others. These three aspects form the

foundation of foreign language anxiety and contribute significantly to students' fear of speaking in classroom contexts. Understanding these aspects is essential before exploring how this anxiety specifically manifests in speaking-related activities.

2.5. Speaking Anxiety

Speaking anxiety is a specific form of foreign language anxiety triggered when students are required to speak in a second or foreign language. It refers to the feelings of nervousness, fear, or worry that students experience during oral communication activities, particularly in formal or academic settings (Mahmudi and Anugerahwati, 2021). Among the four language skills, speaking is often considered the most challenging because it requires real-time processing, immediate responses, and the ability to articulate thoughts clearly while being observed by others.

This type of anxiety may stem from several factors, including fear of making mistakes, limited vocabulary, lack of confidence, and apprehension of being critically evaluated by peers or teachers. Annisa et.al (2025) explains that many students feel hesitant to speak in public due to concerns about making errors in pronunciation or grammar, as they fear such mistakes may lead to embarrassment or negative social evaluation. Consequently, these students often avoid using English in public or formal contexts, which limits their opportunities to practice and improve their communicative competence. This illustrates how anxiety can substantially hinder students' progress and achievement in speaking tasks.

The presence of these anxiety-inducing factors often leads students to experience various symptoms that signal their discomfort during speaking activities. Horwitz & Young (1991) stated that students who experience anxiety in the learning process often exhibit psychological symptoms, such as tenseness, trembling hands, perspiring, and palpitation. These reactions can manifest in emotional, physical, or behavioral forms, and they significantly interfere with students' ability to speak fluently and confidently in classroom settings. In addition to these physical symptoms, students with high speaking anxiety also tend to show behavioral signs

such as avoiding eye contact, speaking in a low voice, frequently using filler words, or even remaining silent when expected to speak (Ashriyyah & Indah, 2024). These behaviors reflect students' fear of negative evaluation, low self-confidence, and overall apprehension in speaking activities.

In summary, speaking anxiety is a specific form of language-related anxiety that can significantly hinder students' ability to communicate effectively in a foreign language. It arises due to various psychological and linguistic factors, including fear of making mistakes, limited vocabulary, lack of confidence, and the pressure of being evaluated. This anxiety often appears in the form of emotional discomfort, physical tension, and behavioral reactions such as hesitation, avoidance, or silence. These symptoms interfere with students' fluency and participation in speaking activities, making it one of the major challenges in language learning. Recognizing and understanding the characteristics of speaking anxiety is essential in order to minimize its impact and help students improve their speaking performance.

2.6. The Impact of Anxiety on Speaking Performance

Anxiety about speaking clearly affects students' speaking performance in class. This condition can hinder their ability to express ideas effectively and lower their confidence during speaking activities. According to Horwitz et al. (1986), anxiety in foreign language learning stems from three main components: communication anxiety, test anxiety, and fear of negative evaluation. These elements directly influence how students communicate and respond to speaking situations in class.

In the context of Indonesian classrooms, Chairianti et al. (2025) found that students in class XI at SMAN 8 Maros experienced all three components of speaking anxiety. Communication apprehension arose from limited vocabulary, grammar, and pronunciation, making it difficult for students to form sentences and comprehend teacher explanations. Test anxiety manifested during speaking exams, with students often speaking too quickly or inaccurately due to nervousness. Meanwhile, fear of negative evaluation was evident in students' concerns about being laughed at or ridiculed during presentations, which disrupted their focus and

increased anxiety levels. These findings suggest that speaking anxiety is a multifaceted phenomenon that affects not only linguistic performance but also emotional regulation and classroom engagement.

The impact of anxiety is increasingly recognized when considering how it affects the main aspects of speaking performance. Asterina et al. (2025) emphasize that fluency was the most vulnerable aspect, as shown by the number of pauses, hesitations, and use of fillers like "uh" and "um" among students with high anxiety levels. This finding aligns with Nugroho et al. (2023), who observed that limited mastery of grammar and vocabulary hinders students' ability to convey ideas clearly. The fear of making mistakes in grammar, pronunciation, or word choice then reinforces the anxiety itself, creating a cycle that worsens student performance. Consequently, students' linguistic limitations and fear of errors interact with emotional factors, amplifying the negative effects of anxiety on speaking performance.

High anxiety also influences students' willingness to participate in speaking activities in class. Mustamir (2024) found that anxious students tend to avoid discussions and speaking opportunities because they believe their English language skills are lacking. This negative view is supported by the findings of Tiana et al. (2024), who explained that the fear of being misunderstood or misinterpreted, especially in large classes, causes students to stay passive during the learning process. Ultimately, anxiety not only lowers the quality of performance during speaking but also reduces overall student participation.

The impact of anxiety is particularly evident when students are required to speak in front of the class. Even when students have prepared their material in advance, anxiety can disrupt their readiness and performance, causing them to forget parts of their speech or struggle with organizing their ideas (Sulastiani, 2017, as cited in Sugiyati & Indriani, 2021). Similarly, Alfiani et al. (2023) observed physical and behavioral manifestations, including a soft voice, irregular speech rhythm, lowered head, difficulty maintaining eye contact, and moments of going blank. These

symptoms show that anxiety affects students' speaking performance both linguistically and psychologically.

In summary, speaking anxiety greatly affects students' performance in learning English. The three components of anxiety described by Horwitz appear in various classroom situations and contribute to the challenges students face when expressing themselves. Previous studies indicate that anxiety not only weakens fluency, clarity, and accuracy but also influences students' communication behavior and willingness to speak. With tendencies to avoid participation, lose focus, and experience physical symptoms that worsen performance, anxiety is a major barrier to developing students' speaking performance. Therefore, it is important to focus on reducing its impact so that English learning becomes more effective and supports students' speaking development.

2.7. Previous Research

The research conducted by Kasim & Sukarno (2024) aimed to identify students' anxiety levels and investigate the relationship between their speaking anxiety and speaking ability in English as a Foreign Language (EFL) classes. This research used a quantitative approach with a correlational design. The data were collected through questionnaire and speaking test. The results of the questionnaire showed that most students have a high level of anxiety when speaking in the EFL Classroom. The findings showed a negative relationship between the level of anxiety and the students' speaking ability. This indicates that students with higher speaking scores tend to have lower anxiety levels. Conversely, students with low speaking ability tend to have higher levels of anxiety.

Another research on speaking anxiety conducted in the second grade of SMA Negeri 1 Mengwi. According to Pratama & Suarnajaya (2021), this research aimed to determine the relationship between anxiety and students' speaking performance. This research used a quantitative approach and designed as a correlational research. The results of this research revealed there was a significant correlation between students' anxiety levels and their speaking performance. The strength of the

relationship was strongly negative, indicating that if students' anxiety levels were high, their speaking performance would be poor.

A similar research was conducted by Kulsum and Ridwan (2025), aimed to explore the level of anxiety in foreign language classes (FLCA) and the relationship between FLCA and speaking performance among students learning English as a foreign language (EFL). This research used a mixed method design, combining qualitative and quantitative descriptive approaches to obtain a more understanding of students' anxiety levels and their correlation with speaking performance. The research conducted at a university in Bandung, involving 24 English major students selected through purposive sampling. The results of this research showed a negative correlation between speaking anxiety and speaking performance, which means that the higher the level of anxiety among students, the lower their performance in speaking classes. These findings confirmed that speaking anxiety plays a significant role in influencing student performance during speaking activities.

Rahmayati et al. (2024) aimed to explore the relationship between students' anxiety levels and their speaking performance in front of the class. This research used quantitative methods in a correlation model. The instruments used were questionnaire and test. Both questionnaire scores and speaking test scores analyzed using SPSS. The findings showed that there was no correlation between students' anxiety and their speaking performance. Based on the results, the strength of the correlation was moderate, it can be stated that language anxiety had a negative impact on students' speaking performance. As a result, students with low anxiety had good speaking scores, while students with high anxiety may had poor speaking scores.

Another research by Eppendi (2020) aimed to determine whether there was a significant difference in English speaking proficiency between students taught using role-play techniques and those who were not, while also examining whether there was an interaction between role-play and speaking anxiety on students' speaking proficiency. This research also examined the difference in speaking performance between students with high and low anxiety levels. The data collected using a foreign language anxiety scale and an oral test. The results showed that there

was a significant interaction between the use of role-play and the level of speaking anxiety on students' speaking performance. The findings indicated that the higher the level of speaking anxiety experienced by students, the lower their speaking performance. Conversely, students with lower levels of speaking anxiety tended to achieve better speaking results.

Although numerous research have shown a negative correlation between speaking anxiety and students' speaking ability in the context of foreign language learning, most of these findings only focus on correlational analysis. In other words, previous studies rarely provide a more in-depth comparison of the differences in speaking performance between students with high and low levels of anxiety. In addition, there are still gaps in the literature regarding the specific aspects of speaking performance that are significantly affected by different levels of anxiety. A more detailed understanding of this problem is crucial for designing more effective learning strategies that are tailored to students' psychological conditions, including differences in performance between anxiety groups. Therefore, this research aims to fill this gap by (1) determining whether there is a significant difference in speaking performance between students with high and low anxiety levels, and (2) identifying which aspects of speaking performance that are significantly affected by different levels of anxiety.

2.8. Theoretical Assumption

Based on the previous research, the researcher assumed that students' anxiety levels influenced their speaking performance in the context of learning English as a foreign language. Students with low anxiety levels tend to have better speaking performance compared to students with high anxiety levels. This is because anxiety can interfere cognitive process, concentration, and self-confidence during speaking in public or in other oral communication activities.

In addition, it is also assumed that differences in anxiety levels not only affect overall speaking performance, but also have a specific impact on certain aspects of speaking, such as fluency, pronunciation, vocabulary, and grammar. In other words, some aspects of speaking performance may be more susceptible to the influence of

students' psychological state, particularly anxiety. Therefore, this research aims to fill the gap by determining whether there is a significant difference in speaking performance between students with high and low anxiety levels, and by identifying which aspects of speaking that are significantly affected by different levels of anxiety.

2.9. Hypotheses

Based on the discussion above, the hypotheses of this research are formulated as follows:

1. There is a significant difference in speaking performance between students with high and low anxiety levels
2. There is at least one aspect of speaking that is significantly affected by different levels of anxiety.

This chapter has discussed the review of related of literature, including speaking performance, aspects of speaking performance, anxiety, aspects of anxiety, speaking anxiety, the impact of anxiety on speaking performance, previous research, theoretical assumption, and hypotheses.

III. METHOD

This chapter focusses the method of the research that uses in this research such as design, variable, population and sample, research instrument, research procedure, scoring system, data analysis, data treatment, and hypotheses testing.

3.1. Design

This research aimed to determine whether there is a significant difference in speaking performance between students with high and low anxiety levels, and to identify the aspects of speaking that are significantly affected by different levels of anxiety. It employed an ex-post facto comparative design, as the researcher did not administer any treatment. The independent variable in this research was students' anxiety level (high and low), which was measured using Foreign Language Classroom Anxiety Scale (FLCAS) questionnaire. Meanwhile, the dependent variable was students' speaking performance, which was assessed through the implementation of a speaking test.

This research employed a quantitative approach to analyze the result. The research design can be described as follows:

T1 → T2

Where:

T1: Speaking Anxiety

T2: Speaking Performance

(Setiyadi, 2018:12)

3.2. Variable

This research involved two types of variables, which are dependent variable and independent variable. The dependent variable was measured and analyzed the impact caused by the independent variable, while the independent variable was the variable that assumed to influence the dependent variable. In this research, both variables were categorized as follows:

1. High and Low Level Anxiety as the Independent Variable (X)
2. Speaking Performance as Dependent Variable (Y)

3.3. Population and Sample

The population in this research was 11th grade students at SMKS Tamansiswa Bandar Lampung in the 2025/2026 academic year, which consisted of 210 students divided into six classes across three different majors, namely Computer and Network Engineering (*Teknik Komputer & Jaringan*), Office Management and Business Services (*Manajemen Perkantoran dan Layanan Bisnis*), and Accounting and Finance (*Akuntansi dan Keuangan Lembaga*). However, due limitations in time and resources, only one major was selected as the sample for this research, which consisted of two classes, ensuring that the data collection process could be carried out more effectively. Eleventh-grade students were selected because they were considered to have sufficient experience in learning English and were familiar with various forms of oral assessment. In addition, purposive sampling was applied to determine participants based on specific criteria, particularly the students' anxiety levels.

3.4. Research Instruments

In this research, the researcher used two instruments to collect the data, such as questionnaire and speaking test.

3.4.1. Questionnaire

The researcher distributed the questionnaire regarding anxiety prior to the students' speaking performance. This questionnaire was utilized to identify the students'

levels of speaking anxiety and to classify them into high and low anxiety groups. The instrument was adopted from the Foreign Language Classroom Anxiety Scale (FLCAS) developed by Horwitz et al. (1986), which consists of 33 statements measuring three main aspects of anxiety, which are communication apprehension, fear of negative evaluation, and test anxiety.

In this research, the researcher adopted the questionnaire statements without altering their content, but adjusted the original five-point Likert scale into a four-point scale, ranging from “Strongly Agree” to “Strongly Disagree,” by removing the neutral option. This adjustment aimed to encourage respondents to take a clearer stance and avoid the tendency to choose a middle response, which could potentially result in less meaningful data (Setiyadi, 2018). Besides that, the questionnaire was translated into Indonesian to ensure that all statements were clearly understood by the participants and to avoid any potential misinterpretation (see Appendix 1).

Table 3. 1. Specification of FLCAS by Horwitz et al. 1986

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

Table 3. 2. Likert Scoring Table by Horwitz et al. 1986

Statement	Scoring			
	Strongly Agree	Agree	Disagree	Strongly Disagree
Positive	1	2	3	4
Negative	4	3	2	1

3.4.2. Speaking Test

The speaking test was used to assess the students' speaking performance. This test was conducted individually, where each student was asked to express their opinion about their favorite idol. This activity took approximately 2 to 3 minutes. To assess students' speaking performance effectively, it was important to consider the specific aspects that contribute to the overall quality of spoken language. The speaking assessment rubric in this research was adapted from Harris (1969), who originally proposed five aspects of speaking performance, consisting of pronunciation, grammar, vocabulary, fluency, and comprehension. However, this research only focused on four aspects, which were pronunciation, grammar, vocabulary, and fluency. Comprehension was excluded because the speaking task was a monologue activity and did not involve interactive communication, making this aspect less relevant for the assessment. In addition, the descriptors in the rubric were slightly modified to fit into the task context, which was giving an opinion about a favorite idol, while still maintaining the original construction of Harris' assessment criteria.

3.5. Validity and Reliability

The principles of validity and reliability are crucial aspects in quantitative research. According to Setiyadi (2018), quantitative research emphasizes the data collection process to ensure the accuracy and consistency of the results. Therefore, there are several key considerations that researcher should take into account when conducting quantitative research.

3.5.1. Validity

Validity refers to accuracy of an instrument in measuring what it is supposed to be measured. If a variable is not valid, then the measurement instrument is not reliable.

3.5.1.1. Content Validity

Content validity refers to the extent to which a test covers and represents the content of the subject matter comprehensively (Hatch & Farhady, 1982). In this research, the instrument used was the Foreign Language Classroom Anxiety Scale (FLCAS)

developed by Horwitz et al. (1986). This instrument has been widely used and validated in various studies regarding foreign language learning anxiety, so the validity of its content has been proven because the instrument was adopted without any modification. In order to ensure a clear understanding among respondents, the FLCAS questionnaire in this research was distributed through a google form and presented in Indonesian. This step was intended to help respondents understand each statement accurately and consistently within the context of the research.

In addition, the material of the speaking test must align with the curriculum in order to be valid and relevant. In this research, the content of the speaking test was developed based on the Merdeka Curriculum, with topic about giving opinions that were suitable for eleventh-grade students at SMKS Tamansiswa Bandar Lampung. Moreover, the speaking task was developed by referring to the indicators outlined in the syllabus. The learning materials were also determined through observation and consultation with English teacher to ensure their suitability and relevance to the students' needs (see Appendix 2).

3.5.1.2. Construct Validity

Construct validity refers to the extent to which an instrument is able to accurately measure a specific aspect or construct through its indicator (Setiyadi, 2018). In this research, students' foreign language anxiety was measured using the Foreign Language Classroom Anxiety Scale (FLCAS) developed by Horwitz et al. (1986), and the instrument was used without modification. The FLCAS has been widely applied in various foreign language learning (EFL) contexts and has proven to have strong construct validity through its alignment with three main aspects of foreign language anxiety, namely communication apprehension, test anxiety, and fear of negative evaluation. In addition, Horwitz et al. (1986) reported that the FLCAS has a very high internal reliability, with a coefficient of 0.93. Based on their literature review, this instrument was also considered valid for use in various cultural contexts because it has been applied to students from various countries without requiring item modification. Therefore, the construct validity and reliability of FLCAS have been well established by its original developers and supported by subsequent studies.

Meanwhile, the speaking test was used to measure students' speaking performance in English. The speaking assessment rubric in this research was adapted from Harris (1969), by focusing on four main aspects, such as pronunciation, grammar, vocabulary, and fluency. Each aspects was assessed using a scale from 1 to 5. The assessment descriptors were adjusted to the context of the speaking test, which was giving opinions, thereby strengthening the validity of the instrument. To strengthen construct validity, the performance of each student was assessed by two raters using the same rubric. This step was intended to minimize rater bias and ensure that the scores given accurately represented the construct being measured.

Table 3. 3. Scoring Rubric

Category	Score	Criteria
Pronunciation	1	Pronunciation problems so severe as to make speech virtually unintelligible.
	2	Very hard to understand because of pronunciation problems. Must frequently be asked to repeat.
	3	Pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding.
	4	Always intelligible, though one is conscious of a definite accent.
	5	Has few traces of foreign accent.
Grammar	1	Errors in grammar and word order so severe as to make speech virtually unintelligible.
	2	Grammar and word order errors make the speech difficult to understand. Must often rephrase sentences and/or restrict himself to basic patterns.
	3	Makes frequent errors of grammar and word order which occasionally obscure meaning.
	4	Occasionally makes grammatical and/or word order errors which do not, however, obscure meaning.
	5	Makes few (if any) noticeable errors of grammar or word order

Vocabulary	1	Vocabulary limitations so extreme as to make speech virtually impossible.
	2	Misuse of words and very limited vocabulary make understanding the speech quite difficult.
	3	Frequently uses the wrong words; speech somewhat limited because of inadequate vocabulary.
	4	Sometimes uses inappropriate terms and/or must rephrase ideas because of lexical inadequacies.
	5	Use of vocabulary and idioms is virtually that of a native speaker.
Fluency	1	Speech is so halting and fragmentary as to make speech virtually impossible.
	2	Usually hesitant; often forced into silence by language limitations.
	3	Speed and fluency are rather strongly affected by language problems.
	4	Speed of speech seems to be slightly affected by language problems.
	5	Speech as fluent and effortless as that of a native speaker.

3.5.2. Reliability

Reliability refers to the level of consistency in a measuring instrument, or the ability of the instrument to measure the same object at different times and consistently produce similar results (Setiyadi, 2018:15).

3.5.2.1. Reliability of Questionnaire

The reliability of the questionnaire was used to assess the consistency of each item in measuring the same construct, namely students' foreign language anxiety. An instrument with good reliability would produce stable and consistent scores, even when administered to different groups of respondents under similar conditions. To test the reliability of the questionnaire, the researcher computed Cronbach's alpha

using the Statistical Package for the Social Sciences (SPSS) version 27. The interpretation of the reliability coefficient refers to the guidelines proposed by Cohen et al. (2009) as follows:

1. 0.90 = Very highly reliable
2. 0.80–0.90 = Highly reliable
3. 0.70–0.79 = Reliable
4. 0.60–0.69 = Marginally/Minimally reliable
5. <0.60 = Unacceptably low reliability

(Cohen et al., 2009)

The analysis results showed that the FLCAS questionnaire obtained a reliability coefficient of 0.82, indicating a high level of internal consistency. Based on the guidelines of Cohen et al. (2009), a Cronbach's alpha value in the range of 0.80–0.90 was categorized as highly reliable. Thus, the items in this questionnaire are proven to be consistent in measuring students' foreign language anxiety. Therefore, the FLCAS used in this research can be considered as a reliable instrument for measuring students' speaking anxiety levels.

3.5.2.2. Reliability of Speaking Test

The reliability of the speaking test was evaluated to ensure that the scores obtained by students were consistent and reliable. In order to minimize subjectivity and improve the accuracy of the assessment, this research applied inter-rater reliability by involving two raters, namely the researcher and an English teacher. The level of agreement between the two raters was then analyzed using Cohen's Kappa coefficient. This statistical technique was selected because the speaking test instrument used an ordinal scale, making it suitable for measuring inter-rater consistency. The analysis was conducted using Statistical Package for Social Science (SPSS) version 27 to obtain Cohen's Kappa value as an indicator of assessment reliability. Furthermore, the interpretation of the reliability coefficient value refers to the criteria proposed by Fleiss (1975), as follows:

1. $k < 0.40$ = Poor agreement
2. $0.40 < k < 0.75$ = Good agreement
3. $k > 0.75$ = Excellent agreement.

(Fleiss, 1975)

The analysis showed a Kappa value was 0.463 with a significance level of $p < .001$, indicating a good level of agreement between Rater 1 and Rater 2. Thus, the speaking test was considered reliable because both raters scored the students consistently based on the criteria of Fleiss (1975).

3.6. Research Procedure

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 that are significantly affected by the different levels of anxiety, this research followed several steps below:

1. **Preparing Research Instruments**

The researcher used two instruments: (1) the Foreign Language Classroom Anxiety Scale (FLCAS) questionnaire to measure students' anxiety levels in speaking, and (2) the speaking test scoring rubric to evaluate students' speaking performance.

2. **Selecting the Sample**

The researcher employed purposive sampling to select 11th-grade students at SMKS Tamansiswa Bandar Lampung, focusing on one major with two classes based on specific criteria related to anxiety level.

3. **Administering the Questionnaire**

The FLCAS questionnaire was given to selected students to measure their level of speaking anxiety. This instrument consists of 33 statements rated on a four-point Likert scale, from 1 (strongly disagree) to 4 (strongly agree).

4. **Classifying Anxiety Groups**

After collecting all questionnaire responses, the researcher calculated each participant's total score. The mean score of all participants served as the

cutoff point. Students scoring above the mean were classified as high anxiety, while those scoring below were classified as low anxiety.

5. Conducting the Speaking Test

After the classification process was completed, the speaking test was conducted. Each student delivered a short monologue lasting 2–3 minutes to express their opinions about their favorite idols.

6. Scoring the Speaking Test

The speaking performance was evaluated by two raters using a scoring rubric that covered four aspects: pronunciation, grammar, vocabulary, and fluency. Each aspect was scored on a scale of 1 to 5.

7. Analyzing the Data

The scores obtained from the FLCAS questionnaire and speaking test were analyzed using statistical techniques. The Mann–Whitney U test was used to determine whether there was significant difference in speaking performance between students with high and low anxiety levels. In addition, further analysis was conducted to identify which aspects of speaking that were significantly affected by different level of anxiety.

3.7. Data Analysis

After obtaining the data, the researcher conducted an analysis to determine whether there was a significant difference in speaking performance between students with high and low anxiety levels. Based on the normality test results, which showed that the data was not normally distributed, the researcher used the Mann–Whitney U test as an alternative to the independent samples t-test to compare the mean scores of the two groups. Furthermore, this test was also applied to each aspect of speaking performance namely, pronunciation, grammar, vocabulary, and fluency, to identify which aspects were significantly affected by different levels of anxiety.

The statistical analysis process was carried out using SPSS software, and the results were interpreted based on a significance level of 0.05. If the p-value was less than 0.05, it could be concluded that the difference between the two groups was statistically significant.

3.8. Data Treatment

According to Setiyadi (2018), there are three basic assumptions that must be fulfilled in analyzing T-Test comparisons, such as:

1. The data must be interval or ratio. $> 0,05$
2. The data comes from a random sample from population (not fixed or predetermined).
3. The data has a normal distribution.

In this research, purposive sampling was used instead of random sampling since the selection of participants had to be based on specific criteria consistent with the research objectives. Although this technique did not fully meet the assumptions used in random sampling, purposive sampling was still acceptable in educational research and allowed for valid comparisons between groups in the context of this research.

Furthermore, to examine whether the data were normally distributed, the researcher applied the Shapiro-Wilk test with the following hypothesis:

H_0 : Data distribution is normal.

H_1 : Data distribution is not normal.

The significance level used was 0.05. H_0 was accepted if the normality test result was greater than 0.05 ($p > 0.05$).

3.9. Hypotheses Testing

After collecting the data, the researcher analyzed the results from the FLCAS questionnaire and speaking test to determine whether there was a significant difference in speaking performance between students with high and low anxiety levels, as well as to identify which aspects of speaking were significantly affected by the different levels of anxiety. Hypothesis testing was conducted using the Mann–Whitney U test to determine whether the difference between the two groups was statistically significant.

The hypotheses were formulated as follows:

H₀: There is no significant difference in speaking performance between students with high and low anxiety levels.

H₁: There is a significant difference in speaking performance between students with high and low anxiety levels.

The significance level in this research was set at 0.05 ($\alpha = 0.05$). If the p-value was less than 0.05, the null hypothesis (H₀) was rejected and the alternative hypothesis (H₁) was accepted, indicating a statistically significant difference between the two groups.

To answer the second research question, which focused on identifying which aspects of speaking performance that were significantly affected by different levels of anxiety, each aspect (fluency, grammar, vocabulary, and pronunciation) was analyzed separately. The analysis was conducted using the Mann-Whitney U test with the goal of comparing the mean scores of each aspect between the high anxiety group and the low anxiety group.

The hypotheses for second research question were:

H₀: There is no aspect of speaking performance that is significantly affected by different levels of anxiety

H₁: There is at least one aspect of speaking performance is significantly affected by different levels of anxiety.

If the p-value was less than 0.05, the null hypothesis (H₀) was rejected, and the alternative hypothesis (H₁) was accepted, indicating that at least one aspect of speaking performance is significantly affected by different levels of anxiety.

This chapter has discussed the method of the research that uses in this research such as design, variable, population and sample, research instrument, research procedure, scoring system, data analysis, data treatment, and hypotheses testing.

V. CONCLUSION AND SUGGESTION

This final chapter divided into two parts: conclusion and suggestion. The conclusion will summarize the result of the research questions. The suggestion will include the researcher's view and suggestion for future researcher positive feedback to the students.

5.1. Conclusion

This research aimed to examine whether there was a significant difference in speaking performance between students with high and low levels of anxiety. The findings revealed a clear and significant difference, with students who experienced lower anxiety consistently achieving higher scores in overall speaking performance. This indicates that anxiety is not merely an emotional reaction, but a factor that directly influences students' ability to perform in oral English tasks.

Furthermore, anxiety was found to significantly affect all assessed aspects of speaking, including pronunciation, vocabulary, fluency, and grammar. Students with higher anxiety tended to experience greater difficulty articulating words clearly, retrieving appropriate vocabulary, maintaining fluency, and constructing grammatically accurate sentences. Among these aspects, grammar showed the strongest effect, suggesting that anxiety particularly interferes with the cognitive processes involved in organizing and producing accurate language structures during real-time speech.

In conclusion, these findings highlight the crucial role of anxiety in shaping students' speaking performance and confirm that emotional factors cannot be separated from linguistic outcomes in EFL contexts.

5.2.Suggestions

In this chapter, the researcher presents the conclusion of the research findings and provides relevant suggestions for English teachers and for future research.

1. Suggestion for English Teachers

Based on the findings that students with high anxiety performed lower in all aspects of speaking, teachers are encouraged to reduce pressure during speaking activities. Speaking tasks may begin with pair work or small-group discussions before moving to individual performance. Since grammar was found to be the most affected aspect, teachers should avoid interrupting students to correct grammar during their performance. Feedback can be given after the task is completed to help students improve without increasing anxiety. Teachers may also provide preparation time, speaking outlines, or vocabulary support for students who show high anxiety.

2. Suggestion for Students

Based on the findings that high anxiety negatively affects speaking performance across pronunciation, grammar, vocabulary, and fluency, students are encouraged to practice gradual exposure to speaking tasks independently. For example, students may begin by practicing speaking alone, recording their voices, and evaluating their own performance before speaking in front of others. As grammar was strongly influenced by anxiety, students can prepare simple sentence patterns before speaking. Regular practice outside the classroom is also recommended to build confidence and improve speaking performance over time.

3. Suggestion for Future Research

Since this research used only one questionnaire and one speaking test, future research is encouraged to use additional instruments such as interviews or classroom observations to obtain more comprehensive data. Future researchers may also conduct experimental studies to test specific strategies aimed at

reducing speaking anxiety and improving speaking performance more effectively

In this chapter, the researcher has discussed the conclusion of the research and the suggestion for the English teachers and future researcher.

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