CHAPTER I

INTRODUCTION

A. Background

Learning English as a Foreign Language (EFL) is never a simple process. For many students, the journey often comes with difficulties such as limited exposure, lack of confidence in speaking, or even a feeling that English is far removed from their daily lives. These struggles make the process challenging.

In Indonesia, English has long been recognized as an important subject. It is taught from the early years of schooling up to the university level, reflecting its role as a second language in society. For students, learning English is more than just passing a subject; it is a way to prepare themselves for the demands of education, work, and communication in today's global era. The higher the level of education, the stronger the need for English skills becomes. At the same time, proficiency in English allows individuals to connect with people across countries, access vast information, and take part in international communities. In this sense, English is not only a school subject but also a bridge that connects learners to the wider world.

The policy related to teaching English language speaking already issued by The Ministry of Education, Culture, Research and Technology (2023) accordingly, regulation that focus on developing oral language skills through the Independent Curriculum and its supporting programs. This is

done to improve students' communication skills in various contexts, as well as prepare them to face global challenges that require that requires decent foreign language skills at least to the level of being able to exchange ideas with native speakers. English is also an important subject in Indonesia and is included in the National Examination. Furthermore, the prerequisites that need to be met to apply to several large agencies are standard scores on the Test of English as a Foreign Language Learning (TOEFL). In conclusion, English must be a special concern in efforts to improve the quality of Indonesian society. In learning English, the sequence of skills that become the final goal can be sorted by priority of use, namely: reading, listening, writing and speaking skills.

Speaking is an action taken to convey one's thoughts or opinions to others through spoken language. In everyday life, human as social beings need good speaking skills in order to carry out activities smoothly. In the academic field, speaking is also important because the words and grammar spoken by a person can be used as a benchmark for their level of intelligence. Speaking fluently is one of the most multipurpose language skills because it is needed in many fields such as academic and professional. Speaking is considered one of the most essential language skills today, since many job fields require individuals to communicate effectively in English. As the demand for English fluency keeps increasing in the global era, being able to speak the language well has become a valuable asset for both education and employment opportunities (Rao, Parupalli, 2019). Therefore, having good

mastery in terms of speaking skills will be more profi compared to others who do not.

(Al-Jamili et al., 2024) pointed out that English gives access to a vast amount of global information, which is why mastering the ability to speak and write in English at various levels is seen as crucial. Although all languages abilities are important, speaking is considered the most essential because it is often used in real-life communication. Furthermore, they explained that non-native English learners often struggle when English is used as the target language, facing issues like first language interference, fear of making mistakes, low interest, and lack of motivation .

In many cases, students face challenges in becoming fluent in a foreign language because they don't get enough chances to practice speaking in real communication settings. Limited exposure and a lack of consistent opportunities often make it harder for them to develop their English-speaking skills (Pituxcoosuvarn et al., 2024).

In the Indonesian education system, English is treated as a core subject, and students are expected to take part in various forms of assessments throughout the semester. According to (Indahsari, 2020), these assessments can include mid-semester exams, final tests, and even national-level examinations.

Mastering English speaking skills involves more than just understanding the language itself; it also requires the ability to effectively express thoughts through speech. Learning the language refers to acquiring

knowledge of grammatical and semantic structures. However, learning how to speak goes beyond that, as it also involves helping students recognize and practice speaking patterns while addressing the psychological barriers they may experience. In countries where English is considered a foreign language, anxiety often becomes one of the main factors contributing to individuals' reluctance to speak in English.

Anxiety is recognized as a key emotional reaction that can greatly influence someone's ability to express themselves and communicate effectively, especially in speaking (Rajitha & Alamelu, 2020). It doesn't only affect speaking but also impacts other main language skills such as listening, writing, and reading when learning a foreign language (Quvanch & Kew, 2022). Being able to speak fluently is often seen as a strong indicator of someone's language mastery. However, many learners still face issues like nervousness, low self-confidence, and anxiety, which are all considered part of what's known as foreign language anxiety (Asysyfa et al., 2019).

Many students at UPTD SMP Negeri 2 Parepare face challenges when asked to speak in English. Observations show that some students feel anxious, nervous, or even fearful when asked to speak in front of classmates. This reaction often hinders their ability to express themselves effectively. Even well-prepared students may underperform due to the psychological pressure they experience during speaking activities. This phenomenon is commonly referred to as speaking anxiety.

Speaking anxiety, particularly in English as A Foreign Language (EFL) settings can significantly impact students' speaking performance. Anxiety may lead to avoidance behavior, hesitation, and speech errors. Consequently, anxiety has a direct effect on students' academic outcomes in speaking assessments.

Given this situation, the researcher is motivated to investigate whether students' speaking anxiety and their speaking scores have a relationship.

B. Problem Statement

1. What is the the level of speaking anxiety experienced by second-grade of UPTD SMP Negeri 2 Parepare?
2. How well do second-grade students at UPTD SMP Negeri 2 Parepare perform in speaking, based on their scores?
3. Does a relationship exist among the students' speaking anxiety and speaking scores at the second-grade students of UPTD SMP Negeri 2 Parepare?

C. Objective of the research

1. To determine the extent of speaking anxiety experienced by second-grade students at UPTD SMP Negeri 2 Parepare.
2. To evaluate the speaking performance levels of secod-grade students at UPTD SMP Negeri 2 Parepare.
3. To examine the connection between students' anxiety in speaking and students' performance score at the second-grade of UPTD SMP Negeri 2 Parepare.

D. Significance of the research

This study is meaningful in a few different ways, mainly for people involved in teaching and learning English. For teachers, the findings might help them see how speaking anxiety actually plays a role in how students perform during speaking tasks. When teachers understand this, they may be more mindful of how classroom atmosphere or teaching style affects students' confidence. It could even encourage them to try new approaches that help students feel more relaxed and willing to speak up, without being afraid of making mistakes.

For the students themselves, this study could help them realize that they're not alone when they feel nervous about speaking in English. That awareness alone might help reduce some pressure. They might also be more open to finding ways to deal with their anxiety, like participating more in class or practicing with friends in low-pressure settings.

This research might also be useful for others doing similar studies. It adds some local context and fresh data to the discussion about how emotions—like anxiety—can get in the way of language learning. If future researchers want to look deeper into this topic or focus on different factors, this study could be a helpful starting point.

E. Scope of the research

This Research aims to investigate the connection among students' anxiety and their score in English-speaking skills, specifically focusing on second-grade students at UPTD SMP Negeri 2 Parepare. The total population consists of 338 students, and a sample of 77 students was selected using cluster random sampling to represent the larger group.

This research presents a novelty in the context of English education because it focuses on second-grade students at UPTD SMP Negeri 2 Parepare, a population that has rarely been examined in previous studies on speaking anxiety. Most earlier research on this topic has been carried out at the university level, while this study provides fresh insights at the junior high school level. Moreover, the study does not only describe the level of speaking anxiety but also statistically investigates its correlation with speaking scores, thus offering empirical evidence that can inform teachers' classroom practices in the local context.

The study is limited to speaking skills and does not examine other aspects of language learning such as reading, writing, or listening. It specifically looks at how anxiety related to speaking activities may affect students' performance in speaking tasks. Other influencing factors, such as motivation, learning environment, or socio-cultural background, are not covered in this research.

The data were collected through a speaking anxiety questionnaire and a speaking performance test, which measured various components of

speaking ability. Because the participants were drawn from a specific school and grade level, the findings are meant to reflect the situation within that context and are not intended for broad generalization without further supporting research

CHAPTER II

LITERATURE REVIEW

A. Some Related Research Findings

The importance of learning English speaking skills is because English is widely known as an international language in the world, making many teachers and researchers explore further about learning speaking, specifically in relation to anxiety problems.

1. (Megawati, 2019) conducted a study at STKIP Kusuma Negara Jakarta to examine the link between students' speaking anxiety and their speaking abilities. Her findings indicated a significant relationship between the two, showing that higher anxiety levels are associated with lower speaking skills.
2. (Manda & Irawati, 2021) explored the link among EFL students' speaking anxiety and the students' achievement in speaking English. Their research revealed a significant inverse relationship, meaning that as students' anxiety increased, their speaking performance declined. The two variables were found to be strongly linked.
3. (Plantika & Adnan, 2021) in their study at the State University of Padang (UNP). They discovered that the most prevalent form of anxiety among English department students was fear of negative judgments. The study also confirmed a significant relationship between the variables. Then for the correlation, there is a significant negative correlation, which analyzed using Pearson Correlation value = -0.498 and is at a moderate level.

4. The research conducted by (Dana & Dyah Aminatun, 2022) revealed a correlation between students' English language ability levels and their speaking anxiety levels. The study discovered that learners with high levels of speaking anxiety are likely to achieve lower EPT (English Proficiency Test) scores than learners who possess lower levels of speaking anxiety.

5. (Kulsum & Ridwan, 2025) based on her research on relationship between students' confidence and performance in English speaking class. The researcher revealing a statistically significant positive correlation between self-confidence and speaking performance ($r= 0.637$, $p= 0.001$). These findings suggest that students with higher self-confidence tend to perform better in speaking tasks, demonstrating greater fluency, accuracy, and active engagement.

6. (Amaliah, 2019) based on her research, it can be said that there was no significant relationship between the variables, either positive or negative relationship.

7. Lestari (2019) found that students with low anxiety scored higher in speaking evaluations.

8. Wijaya and Fitriani (2023) emphasized the role of self-efficacy in mediating the effects of anxiety on speaking performance, suggesting that confidence-building interventions are effective.

These findings support the hypothesis that speaking anxiety negatively influences speaking scores and should be addressed through targeted pedagogical strategies.

Based on some of the findings that have been mentioned above, the researcher can describe that speaking English as foreign language can cause anxiety and this has a relationship with students' speaking performance, skills, and evaluation scores. This research is also about students' speaking anxiety but it will focus on discovering the relationship between students' speaking anxiety and speaking scores. It cannot be denied that speaking anxiety which can be felt by some students during the language class is a real thing. Furthermore, the researcher can conclude that every student and teacher must know that anxiety has a related relationship with students' activeness in language classes, so it will also affect students' grades.

Based on previous studies (e.g., Megawati, 2019; Manda & Irawati, 2021; Plantika & Adnan, 2021), it is clear that speaking anxiety has a negative impact on students' performance. However, most of these studies were conducted at the university level or in broader EFL contexts. Few studies have examined the relationship between speaking anxiety and speaking performance among junior high school students, particularly in Parepare. Hence, the novelty of this research lies in its focus on second-grade junior high students, adding local context and new empirical data to the existing body of knowledge

B. Some Pertinent Ideas

1. The Concept of speaking

a. The understanding of speaking

There are four skills that need to be learned to master English, namely reading, listening, writing and speaking. Among the four language skills, speaking is the skill that is usually the most influential assessment to determine how well someone is in mastering English. That is why most students prefer direct conversation practices which can improve their speaking skills because the results of their efforts can be seen directly. Additionally, it is well recognized that in nearly all language contexts, speaking is the most commonly practiced language skill (Trialoka et al., 2017). Moreover, (Rao, 2019) emphasize that speaking plays a vital role in learning a second language. Teachers often concentrate on enhancing students' speaking abilities, as it helps improve their communication, personality, and interpersonal skills."

Speaking is an important part of learning a language. However, many people think it is a natural skill that does not need to be learned. This is because speaking usually develops through daily communication and interaction with others (Fulcher, 2003).

Considering the various explanations provided earlier, it is reasonable to conclude that speaking is not only making sounds through speech but in every utterance, there are emotions and ideas.

This is what makes speaking the main tool of verbal communication. By speaking, students will get the message and information they want and it is also a way to express their opinion.

Spoken and written languages differ in various ways. Unlike written language, which is typically organized and cohesive, spoken language often includes incomplete thoughts, grammatical errors, frequent pauses, and repetitions (Byrne, 1976).

b. Component of speaking

There are some elements in speaking that have to be considered by the speakers as follow:

1) Pronunciation

Speech is expressed through sound, which is its most noticeable form. Before speaking, a person needs to decide what they want to say, form the words clearly, and produce sounds that others can understand. According to the *Oxford Learner's Dictionary*, pronunciation refers to the way a word is spoken, or how someone says the words of a language.

According to Cook (1996, as cited in Gilakjani, 2016), pronunciation refers to the way English sounds are produced. Yates (2002, also cited in Gilakjani, 2016) further explains that pronunciation involves creating sounds that help convey meaning. Additionally, Suprayogi and Pranoto (2020) emphasize that pronunciation is a vital part of

speaking and plays a crucial role in ensuring that meaning is effectively communicated during interactions.

When learning to pronounce words in a new language, learners often face difficulties in identifying certain sounds that are not present in their native language. Although pronunciation issues can sometimes distract the listener, they generally do not result in serious communication breakdowns or misunderstandings (Fulcher, 2003).

2) Grammar

(Chang, 2011) argues that grammar lies at the heart of both teaching and learning languages, serving as the framework of rules that govern them. Furthermore, English grammar is crucial for building a learner's overall language competence and their ability to interact effectively in social contexts (Amalia et al., 2021).

3) Vocabulary

It is essential to teach vocabulary to students, as it is a key component of learning English. A strong vocabulary foundation is necessary for understanding the language, and it plays a vital role in communication across all languages globally. Without vocabulary, effective communication and understanding between people would not be possible (Permatasari et al., 2022).

4) Fluency

In fluency practice, learners tend to focus more on delivering their message smoothly rather than on using accurate language forms

(Fulcher, 2003). According to (Thornbury, 2005) fluency is the skill of speaking smoothly and maintaining a conversation without major pauses or interruptions. To achieve this, fluent speakers usually demonstrate two main skills: first, they pause appropriately—though that breaks in speech might be lengthy, they occur rarely and are usually accompanied by spoken words like "erm" or "you know"; second, they speak in long stretches, using many syllables and words between each pause.

5) Comprehension

According to (Harmer, 2001) Comprehension also is the one components of speaking. It describes the cognitive capacity to comprehend, and activities that aim to improve it are often used to assess a person's level of understanding.

c. Problem of speaking

Speaking problems are problems that someone has which can hinder, interfere or make the person lose the ability to speak well. Here are some examples of speaking problem:

1) Lack of vocabulary

The number of vocabularies owned by each person is different. Vocabulary often causes problems when someone wants to speak whether it's because of the lack of vocabulary they have or they are overwhelmed in compiling and combining vocabulary into sentences appropriately.

2) Poor in grammar

According to (Harmer, 2001:13) Harmer defines grammar as a system that describes how words change form and how they are structured to form meaningful sentences in a language. Grammar can also be defined as the set of principles used to construct sentences. Without understanding these principles, student will struggle t use English accurately, appropriately, and clearly in interaction.

3) Problem of pronunciation

Many English learners, especially those focusing on speaking skills, often encounter various obstacles. One of the major challenges lies in mastering pronunciation, as noted by (Harmer, 2007). These problems are generally classified into some major sections:

First, learners may struggle to accurately hear specific pronunciation features. This issue is often influenced by their first language, as certain sounds in English may not exist in their native tongue, making them harder to detect and reproduce.

Second, producing the correct sounds can also be physically demanding. Learners may not be familiar with how to use certain parts of the mouth, such as the nasal cavity or the uvula, which are necessary for articulating some English sounds properly.

Third, intonation can be another major difficulty. Many students find it challenging to recognize and replicate the natural patterns of

rising and falling tones in English speech, that help express thoughts and emotions effectively in verbal language.

Fourth, the primary objective in teaching the speaking skill is to develop oral fluency. This involves enabling students to communicate their thoughts clearly, logically, and accurately, without excessive pauses or delays. If speakers hesitate too much, communication may fail as listeners could lose interest or become impatient.

(Harmer, 1986) stated that when individuals speak, they usually have a specific communicative goal. People speak not merely to produce language, but to bring about a certain outcome through their words. A speaker might aim to share information, express feelings, persuade, agree, criticize, or even influence the listener's emotions. In each situation, the speaker's main focus is to effectively deliver the intended message and fulfill the purpose behind the communication.

d. The difficulty of speaking

When it comes to mastering spoken English, it remains a second language for those who are not native speakers. Therefore, it is normal to encounter obstacles and difficulties while learning it. Shen and (Shen & Chiu, 2019) highlighted within their academic work which students often face several difficulties in speaking English. These difficulties include psychological problems, such as feeling nervous, worrying about doing something wrong, and not believing in oneself. Besides that, there are also linguistic problems, for example, limited

vocabulary, weak grammar, and poor sentence structure. In addition, environmental factors also affect students, especially when they do not have enough chances to practice English conversation in real-life situations.

Many students pose challenges to communicate in a second language among other students. This is often due to afraid about doing things wrong or feeling embarrassed if their peers laugh at them. Because of this, they tend to remain silent during class discussions. Despite this hesitation, regular speaking practice is essential to improve their skills. One major obstacle that prevents students from speaking confidently in class is their limited vocabulary.

2. Concept of anxiety

a. Definition of anxiety

Many experts have explained the meaning of anxiety in different ways. Based on (Carlson and Buskist 1997), anxiety is a feeling of fear or worry that comes with physical symptoms like fast heartbeat, sweaty hands, and a stomach discomfort caused by particular circumstances. In the same way, (Passer and Smith 2010) say that anxiety is a normal reaction of tension and worry when people face something they see as a threat. This means that feeling anxious is natural. (Omrod, 2011) also explains that anxiety is a feeling of being

nervous or unsure when someone faces a situation with an unclear result.

b. Type of anxiety

Some theoretical frameworks identify three distinct forms of anxiety namely:

1) State anxiety is a feeling of stress or nervousness that happens when someone faces a scary or difficult situation. This kind of anxiety comes from how the person thinks about the danger (Lazarus, 1991).

2) Trait anxiety, based on (Omrod, 2011), is when a person often feels anxious, even in situations that aren't really scary or dangerous. This type of anxiety lasts a long time and keeps showing up. People with trait anxiety often feel worried or afraid for no clear reason. Those who have trait anxiety constantly experience fear or concern.

3) Situation-specific anxiety happens in certain situations and can be different for each person. It is triggered by specific events like public speaking, taking exams, or speaking up in class (MacIntyre & Gardner, 1991; cited in Tanveer, 2007; Ellis, 1994).

3. Speaking Anxiety

Public speaking within the classroom setting often induces anxiety or discomfort among students. This emotional strain can negatively affect their focus and may lead to a strong inclination to end their presentations prematurely, ultimately limiting their ability to convey

their true potential. Even with adequate preparation, unexpected instances of stage fright can arise. This problem is notably common in second language learning environments, where students may exhibit reduced classroom engagement and struggle to maintain alignment with the instructional progression.

Speaking anxiety is a common issue that can make it hard for students to express their thoughts, especially in foreign language classes. Even when they understand the material, the fear of speaking in front of others can stop them from sharing what they know. This kind of anxiety often lowers a student's confidence and makes them less likely to take part in class discussions. When that happens, it becomes harder for them to keep up with the lesson and fully grasp what the teacher is trying to explain. Over time, this can slow down their learning and affect their overall performance.

4. Speaking Anxiety and Its Effects

Speaking anxiety can severely impair a student's ability to perform well in speaking tasks. According to (Tanveer, 2007), learners with high anxiety levels often experience mental blocks, avoid participation, and make more speech errors. They may speak less fluently, show hesitation, and demonstrate lower confidence. (MacIntyre and Gardner 1994) also found that anxiety affects the mental activity of language, resulting in lower achievement.

In practical classroom settings, students with high anxiety might avoid volunteering answers or engaging in oral activities. This not only limits their language exposure and practice but also negatively influences their academic scores.

C. Conceptual framework

This study is based on the premise that students' levels of speaking anxiety may influence their performance in speaking tasks. Anxiety may act as a barrier, reducing students' willingness and ability to speak, thereby lowering their academic.

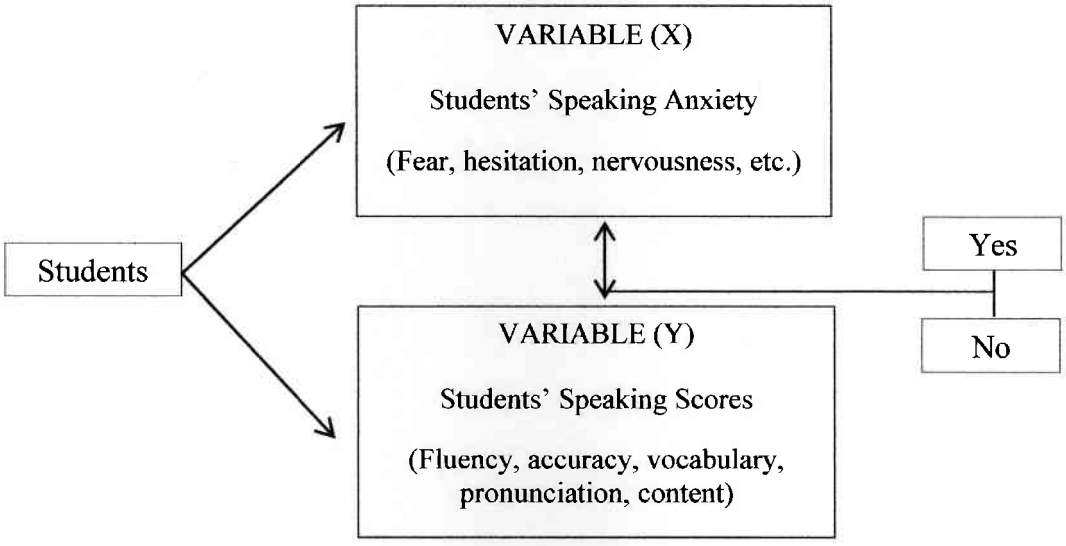


Figure 2.1 Conceptual Framework with X variable and Y variable

According to figure 2.1, students need to learn second language speaking ability as it is very important. Speaking performance score consists of various elements that reflect how well students can perform in spoken English tasks. To achieve a high speaking performance score, students must be capable of completing specific oral activities. When they struggle with these tasks, it indicates limited speaking performance. This situation suggests that some students may lack the ability to complete assigned speaking tasks during lessons.

In contrast, those who have stronger skills tend to perform better. These differences are often linked to students' self-efficacy. Considering this, the researcher is interested in examining how students' anxiety levels might influence their speaking performance scores. Anxiety level refers to students' confidence in their abilities, while speaking performance score reflects their ability to communicate verbally in English. Therefore, this research tries to find out if students who feel more anxious have lower speaking performance scores. The goal is to see if there is a real connection between how anxious they feel and how well they speak.

D. Research Hypothesis

Based on the conceptual framework, the researcher put forward the hypothesis, namely:

1. The Null Hypothesis (H_o): there is no significant relationship between students' speaking anxiety and their speaking scores.
2. The Alternative Hypothesis (H_1): there is a significant negative relationship between students' speaking anxiety and their speaking scores

CHAPTER III

RESEARCH METHOD

A. Research design

This study applied a quantitative method using a correlational design to discovering the relationship between students' speaking anxiety and speaking scores.

B. Setting

The research took place in Junior High School 2 located on Lahalede Street, Parepare. In this Junior High School, all students enter by passing a variety of written and practical tests in several core subjects including writing, reading and speaking tests in English.

Junior High School 2 Parepare was one of the international standard pioneer schools in 2012 and now in 2025 it has been accredited A and has become one of the leading schools of choice for teenagers in Parepare.

C. Variable

The researcher only use two variables in this study, namely: students' speaking anxiety as variable (X) while students' speaking score as variable (Y).

D. Population and sample

Table 3.1 Population Size

NO	Class	Number
1	VIII. 1	34
2	VIII. 2	34
3	VIII. 3	34
4	VIII. 4	32
5	VIII. 5	34
6	VIII. 6	34
7	VIII. 7	34
8	VIII. 8	34
9	VIII. 9	34
10	VIII. 10	34
Count		338

This study used 77 students as sample, taken from a total population of 338. The number was chosen to improve the accuracy of the results while still being manageable within the time and resources available. The sample size was calculated through Slovin's formula, which is commonly used to calculate sample size when the population is known, and the goal is to maintain a certain level of confidence. The fomula is as shown in the figure 3.1.

$$n = \frac{N}{1 + N\,(e)^2}$$

Source: Urbano (2014). *Practical research 1.* Lorimar Publishing, Inc.

Figure 3.1 The Slovin's Formula

Description:

n = Sample

N = Population

e = Margin of Error = ±10%

$$n = \frac{338}{1 + 320(0,1)^2}$$

$$n = \frac{338}{1 + (338 \text{ x } 0,01)}$$

$$n = \frac{338}{1 + 3,38)}$$

$$n = \frac{338}{4,38)}$$

$$n = 77,168$$

After obtaining the appropriate number of samples, the researcher used cluster random sampling to select samples in several classes to meet the quota, which is VIII.2, VIII.4, and VIII.10.

E. Instrument of the research

Speaking Test and Speaking Anxiety Questionnaire were used as the instruments of this study, which explained as follow:

1. Speaking Test: Students performed tasks such as storytelling about their memorable experiences. The test was evaluated based on fluency, accuracy, pronunciation, vocabulary, and content.
2. Speaking Anxiety Questionnaire: Adapted from the Foreign Language Classroom Anxiety Scale (FLCAS) by (Horwitz et al., 1986), translated to Indonesian and modified to focus on speaking anxiety.

This research made use of the Likert Scale as its main instrument. The Likert Scale is commonly used to measure people's attitudes, opinions, and perceptions about certain social issues or phenomena. Through this scale, participants are given a questionnaire where they are asked to show how much they agree or disagree with a set of statements that were given by the researcher. The Likert scale points can be seen in Table 3.2 the below:

Table 3.2 5-Points Likert Scale

Description	Weight Value
Very Disagree	1
Disagree	2
Neutral	3

Continuation of Table 3.2

Agree	4
Very Agree	5

F. Procedure of collecting data

1. Students completed the speaking anxiety questionnaire in Google form.
2. Each student sent a 1-2 minutes video of themselves telling a story about their memorable experience.

G. Technique of data analysis

1. Assessing The Level of Anxiety

In this research, the questionnaires were given to students via Google Form and their responses helped identify their level of speaking anxiety. The results varied, showing a range from very low to high levels of anxiety.

The speaking anxiety levels in this study were grouped into four categories: very low, low, moderate, and high. The Table 3.1 below provides a clearer breakdown of each level and how they were interpreted in the analysis

Table 3.3 Levels of Anxiety Based on Scores

Score Range	Level of Speaking Anxiety	Interpretation
10 - 19	Very Low Anxiety	Student feels confident and comfort speaking English in class
20 - 29	Low Anxiety	Occasional nervousness, but generally manages speaking tasks without major issues
30 - 39	Moderate	Student show noticeable discomfort and fear when speaking English
40-50	High Anxiety	Significant fear or avoidance; speaking in English is a major source of stress

Source: Adapted from Foreign Language Classroom Anxiety Scale b Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986), *The Modern Language Journal,* 70(2), 125-132.

2. The Rubric of Students' Speaking Score

To measure students' speaking performance, the researcher used a scoring rubric. This rubric helped evaluate how well each student performed during the classroom speaking test. The scoring focused on specific criteria to provide a fair and structured assessment. The details of the scoring system are presented in Table 3.4 below.

Table 3.4 Scoring Classification for Speaking Performance

Criteria	Students' Performance Point				
	5 Point	4 Point	3 Point	2 Point	1 Point
Fluency	Speaks smoothly with few pauses or hesitation	Mostly fluent with minor hesitation	Noticeable hesitation, but able to continue	Frequent pauses, disrupts communi cation	Speech is halting, hard to follow

Continuation of Table 3.4

Accuracy	Uses grammar structures correctly and consistently	Minor errors, but meaning is clear	Regular errors, sometimes affect clarity	Frequent grammatical mistakes affecting understanding	Inaccurate and hard to understand
Vocabulary	Uses varied and appropriate vocabulary	Adequate vocabulary use, few errors	Limited vocabulary, occasional incorrect use	Repetitive or basic vocabulary	Very limited vocabulary, often incorrect
Pronunciation	Clear and natural pronunciation	Mostly clear with few mispronunciations	Understandable but with several pronunciation issues	Pronunciation often causes misunderstanding	Very difficult to understand
Content	Ideas are well-organized and fully developed	Clear ideas, mostly organized	Some structure but lacks clarity or support	Disorganized or unclear ideas	Very little relevant or coherent content

Source: Adapted from *Language Assessment: Principles and Classroom Practices* by Brown (2004)

Table 3.5 Students' Speaking Score Test

Point	Classification
23 – 25	Very Good
20 – 22	Good
18 - 20	Fair
15 - 17	Poor
< 14	Very Poor

To change the points from the speaking test into actual scores, the researcher used a formula as shown in Figure 3.2.

$$Score = \frac{\text{students point}}{\text{total number of item}} x100$$

Source: Sugiyono (2018) Metode penelitian pendidikan: Pendekatan kuantitatif,kualitatif, dan R&D. Bandung: Alfabeta.

Figure 3.2 Speaking Score Formula

The results of the calculations can be seen in Appendix C.

Table 3.6 Speaking Score

Point	**Score**
25	100
24	96
23	92
22	88
21	84
20	80
19	76
18	72
17	68
16	64
15	60
14	56
...	...
5	20

3. Analyzing The Correlation

The responses gathered from the participants were analyzed using descriptive correlation analysis. Upon gathering the questionnaire results, these data examined and identified a relationship among students' speaking anxiety and speaking performance scores. SPSS was used to process the data and describe the findings clearly through descriptive analysis.

To determine the coefficient correlation between the two variables, the researcher referred to the significance value, which was interpreted as follows:

A. If the significance value is less than or equal to 0.05, it means there is a relationship. In this case, the alternative hypothesis (H_1) is accepted, and the null hypothesis (H_0) is rejected.
B. If the significance value is greater than 0.05, it shows there is no significant relationship, this means H_1 is rejected, and H_0 is accepted.
C. H_1 – there is a connection between students' speaking anxiety and their speaking scores.
D. H_0 – there is no connection between students' speaking anxiety and their speaking scores.

The researcher aimed to discover whether there is a significance relationship between the two variables after identifying if any connection exists between them. The level of significance can be understood by examining the p-value, where if p is more than 0.05, it means the relationship is not meaningful. On the other hand, if p is less than 0.05, it shows that the relationship is statistically significant. Furthermore, Pearson Product-Moment Correlation was used to analyze the relationship between speaking anxiety and speaking scores, and instead of analyzing the data manually, the researcher use SPSS (Statistical Package for Social Science) software, so it will grant a more effective and efficient result.

Based on (Sugiyono, 2018), the type of relationship can be seen through its direction and strength, and the closeness of the connection is divided as shown below:

Table 3.7 r Value Correlation Level

Coefficient Interval	**Level of Correlation**
0.800 – 1.00	Very Strong
0.600 – 0.799	Strong Fairly
0.400 – 0.599	Strong
0.200 – 0.399	Weak
0.000 – 0.199	Very Weak

Source: Source: Sugiyono (2018) Metode penelitian pendidikan: Pendekatan kuantitatif, kualitatif, dan R&D. Bandung: Alfabeta.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

1. Data Analysis

a. Instrument Test

1. The Results of Validity Test

The validity test was carried out to check whether the questionnaire and speaking test used in this study was appropriate for measuring what it was intended to measure. This test used the *Corrected Item-Total Correlation* method. The standard used to decide whether each item was valid was based on a 90% confidence level. The result for each questionnaire item can be seen in Table 4.1 below

Table 4.1 Variable Y (Speaking Score)

Number of items	Corrected Item-Total Correlation	Description
S1	,485	**Valid**
S2	,311	**Valid**
S3	,443	**Valid**
S4	,571	**Valid**
S5	,527	**Valid**

Table 4.2 Variable X (Speaking Anxiety)

Number of items	Corrected Item-Total Correlation	Description
P1	,692	**Valid**
P2	,568	**Valid**
P3	,506	**Valid**
P4	,730	**Valid**
P5	,652	**Valid**
P6	,695	**Valid**
P7	,737	**Valid**
P8	,429	**Valid**
P9	,633	**Valid**
P10	,632	**Valid**

Based on Table 4.1 and Table 4.2 as we can see the r-count of both variable X and Y are higher than the r- value = 0.18. Thus, the findings indicate that the whole Speaking Anxiety questionnaires and Speaking Scores were valid data and could be used for the next step of analysis.

2. The Results of Reliability Test

A research instrument is considered reliable when it can consistently produce the same results after being used multiple times on the same subject. In this study, the reliability of the instrument wastested using the SPSS software (Statistical Package for the Social Sciences), which provides tools to measure consistency through the Cronbach's Alpha method. This statistical test helps researchers determine whether the items in the instrument are s and dependable.

In general, an instrument is considered reliable if the Cronbach's Alpha value is above 0.6. If the result falls below this threshold, then the instrument is viewed as not reliable. The below presents the reliability result of Variable Y (Speaking Score) and Variable X (Anxiety Level) based on the Cronbach's Alpha result.

Table 4.3 Variable Y (Speaking Score)

Reliability Statistics

Cronbach's Alpha	N of items
,708	5

Table 4.4 Variable X (Speaking Anxiety)

Reliability Statistics

Cronbach's Alpha	N of items
,888	10

Referring to Table 4.3 and Table 4.4, the Cronbach's Alpha value for the variable (Y) and variable (X) is worth 0.708 and 0.888. Since the values are above 0.6, they indicate that the instruments for these variables are considered reliable. The Cronbach's Alpha scores these high falls into the category of very high reliability, meaning these instruments consistently measure what they are intended to measure.

b. Students Anxiety Level

To assess the level of anxiety among students, the researcher distributed a questionnaire as the primary data collection tool. The instrument consisted of 10 items related to anxiety. After collecting the responses, the data were analyzed using SPSS version 31.0 to generate the frequency distribution of students' anxiety scores, which is presented in the below:

Table 4.5 Frequency Distribution of Anxiety Level

Anxiety Level

		Frequency	**Percent**	**Valid Percent**	**Cumulative Percent**
Valid	10-19	3	3,9	3,9	3,9
	20-29	20	25,9	25,9	29,8
	30-39	37	48,1	48,1	77,9
	40-50	17	22,1	22,1	100,0
	Total	77	100,0	100,0	

Explanation of columns in the Table 4.5:

Frequency: The actual number of students in each anxiety level. 3 students scored between 10–19 (very low anxiety). 20 students scored between 20–29 (low anxiety). 37 students scored between 30–39 (moderate anxiety). 17 students scored between 40–50 (high anxiety).

Percent: The percentage of students in each category relative to the total (77 students).

Valid Percent: Since all 77 students participated (no missing data), the valid percent is the same as the regular percent.

Cumulative Percent: The running total of percentages up to each row. By the time the researcher include students with low anxiety, then cover 29.8% of the sample. Adding moderate anxiety, it reaches 77.9%. Finally, including high anxiety, it reaches 100%.

The anxiety levels are divided into four categories. The distribution of each category is described in the table below:

Table 4.6 Category Distribution of Anxiety Level

No.	Range	F	F(%)	Category
1	40-50	17	22%	High Anxiety
2	30-39	37	48%	Moderate
3	20-29	20	26%	Low Anxiety
4	10-19	3	4%	Very Low Anxiety

As shown in Table 4.6, it can be summarized that there were 17 (22%) students who were high anxiety level, 37 (48%) students who are at moderate level, 20 (26%) students who are at low anxiety, and 3 (4%) students who are at very low anxiety. In conclusion, the level of students' anxiety in speaking is at moderate anxiety level.

c. Students' Speaking Scores

Researchers collect student scores by conducting speaking tests. Students were asked to prepare a short story concept about their memorable experiences during school holidays, which they then told the story in the form of a one to two minute video.

The students' speaking score statistic results which analyzed in the SPSS software version 31.0 could be seen in the table below:

Table 4.7 Descriptive Statistics of Students' Speaking Score

		Frequency	**Percent**	**Valid Percent**	**Cumulative Percent**
Valid	56-64	7	9,1	9,1	9,1
	65-73	26	33,8	33,8	42,9
	74-82	19	24,7	24,7	67,6
	83-92	25	32,4	32,4	100,0
	Total	77	100,0	100,0	

According to Table 4.7, we can see that there are 7 students (9.1%) in interval 56-64, 26 students (33,8%) in interval 65-73, 19 students (24,7%) in interval 74-82 and 25 students (32,4%) in interval 83-92.

The researcher used mathematical approach to determine the Ideal Range (Ri), Ideal Standard Deviation (SDi), and Ideal Average (Mi). This calculation and the classification formula can be seen in Appendix C.

Based on that formula, the students' speaking ability scores can be classified in five categories. This category distribution is displayed in Table 4.8.

Table 4.8 Category Distribution of Speaking Score

No	Score	F	F%	Category
1	$X \geq 86$	12	15%	Very Good
2	$78 \leq X < 86$	20	26%	Good
3	$70 \leq X < 78$	23	30%	Fair
4	$62 \leq X < 70$	19	25%	Poor
5	$X < 62$	3	4%	Very Poor

According to Table 4.8, It can be conclude that students with fair speaking level dominate the participants.

2. The Analysis of Correlation Results

To examine the relationship between students' speaking anxiety levels and their speaking scores, the data were analyzed through several statistical methods. These included classical assumption tests such as the normality test and linearity test. Moreover, correlation test, hypothesis test and the coefficient of determination are also included.

a. Classical Assumption Test

1) Normality Testing

Table 4.9 Normality Testing Result

One-Sample Kolmogorov-Smirnov Test

		Unstandarized Residual
N		77
Normal Parameters[a,b]	Mean	,0000000
	Std. Deviation	4,45860515
Most Extreme Differences	Absolute	,077
	Positive	,077
	Negative	-,067
Kolmogorov-Smirnov Z		,077
Asymp. Sig. (2-tailed)		,200

a. Test distribution is Normal
b. Calculated from data

The result of the normality test using the One-Sample Kolmogorov-Smirnov Test, as shown in Table 4.9, shows a significance value of 0,200. Since this value is higher than the standard significance level of 0.05 (0,200 > 0.05), it is reasonable to conclude that the data is normal.

2) Linearity Testing

The relationship is considered linear if the Deviation from Linearity value is greater than 0.05. The linearity test in this research was done using SPSS version 31.0 by applying the Analysis of Variance (ANOVA). This test focuses on the significance value of the deviation from linearity. If the deviation from linearity value is greater than 0.05, it means there is linear relationship between the variable X and variable Y. On the other hand, if the significance value is less than 0.05, it indicates that the relationship between the two variables is not linear.

Table 4.10 Linearity Testing Result

ANOVA

			Sum of Squares	df	Mean Square	F	Sig.
Speaking Score * Speaking Anxiety	Between Groups	(Combined)	4687,418	27	173,608	8,130	<,001
		Linearity	4223,002	1	4223,002	197,751	<,001
		Deviation from linearity	464,416	26	17,862	,836	,683
	Within Groups		1046,400	49	21,355		
	Total		5733,818	76			

Based on the linearity test for the Anxiety Level variable and the students' speaking scores shown in Table 4.10, the Deviation from Linearity value is 0.683, which is higher than 0.05. This means that the relationship between the independent variable (Speaking Anxiety/X) and the dependent variable (Speaking Score/Y) is considered linear. In other words, there is a statistically linear connection between students' speaking anxiety and their speaking score.

b. Correlation Test

Table 4.11 Analysis Correlation Result

Correlations

		Anxiety Level	Speaking Score
Anxiety Level	Pearson Correlation	1	-,858**
	Sig. (2-tailed)		<,001
	N		77
Speaking Score	Pearson Correlation	-,858**	1
	Sig. (2-tailed)	<,001	
	N	77	77

**Correlation is significant at the 0.01 level (2-tailed)

Based on the Table 4.11, the correlation coefficient is -0.858 and the significance value are 0.000, indicating a negative correlation between the two variables. The r value and correlation level (Table 3.7 in chapter 3) classifies the correlation between speaking anxiety and speaking score as a very strong correlation (0.800 – 1.00). It means that there is a negative and significance correlation between speaking anxiety and speaking score ($r = -0.858$, $p = 0.000 < 0.05$). This suggests that students with higher levels of speaking anxiety tend to have lower speaking performance outcomes. Moreover, the strength of the relationship is categorized as very strong.

c. Hypothesis Test

After completing the correlation test, the next step was to test the hypothesis. In this study, the researcher used the t-test to determine whether the independent variable (speaking anxiety) has a significant effect on the dependent variable (speaking score).

Table 4.12 Hypothesis Testing Result

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	111,727	2,495		44,773	<,001
	Speaking Anxiety	-1,073	,074	-,858	-14,479	<,001

a. Dependent Variable: Speaking Score

Table 4.12 shows the results of the hypothesis test. The t-count value for the speaking anxiety variable is -14.479 and the t-table is 1.665 based on 77 samples with 90% confidence level, which means t-count > t-table, so the findings indicate that H_0 is rejected and H_1 is accepted. Since the Sig. value is less than 0.05, this indicates that there is a significant effect of anxiety on students' speaking scores. The negative coefficient (B = -1.073) also suggests that the relationship is negative, meaning that higher speaking anxiety tends to result in lower speaking score.

d. Coefficient of Determination Testing (R^2)

Once the hypothesis is tested and a correlation is found, the next step involves conducting a determination test. This is done using the R Square (R^2) value to measure the extent of the relationship between speaking anxiety and speaking score.

Table 4.13 R2 Testing Result

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,858[a]	,737	,733	4,488

a. Predictors: (Constant), Speaking Anxiety
b. Dependent Variable: Speaking Score

Based on the output shown in Table 4.13, the R Square ($R^{2)}$ value is 0.737. This means that the variable speaking anxiety (X) is able to explain around 73.7% of the variation in students' speaking scores (Y). In other words, speaking anxiety contributes a high portion to students' speaking performance in this study. The adjusted R^2 value (0.733) confirms the reliability of this estimate, and the standard error of 4.488 suggests moderate prediction accuracy.

However, approximately 26.3% of the variation in students' speaking scores remain unexplained, indicating that other factors also influence speaking performance, such as motivation, confidence, classroom environment, and the amount of support provided.

B. Discussion

The results showed that most students (48.1%) experienced moderate speaking anxiety, followed by 22.1% with high anxiety. This finding supports Tanveer's (2007) idea that foreign language learners often experience nervousness, hesitation, and fear of being negatively judged in classroom communication. MacIntyre and Gardner (1994) also explained that language anxiety interferes with cognitive processing, which makes learners less fluent in speaking. Empirically, this finding is consistent with Plantika and Adnan (2021), who found that most of their participants experienced moderate anxiety. Similarly, Megawati (2019) and Manda and Irawati (2021) also reported that speaking anxiety is prevalent among EFL learners and negatively influences their learning outcomes. These theoretical perspectives

and previous studies strengthen the present finding that speaking anxiety is a common phenomenon, not only among university students as in earlier studies but also among junior high school students in Parepare.

The students' speaking scores in this research were mostly in the "fair" category. According to Fulcher (2003) and Thornbury (2005), speaking requires the integration of several components, such as fluency, accuracy, vocabulary, pronunciation, and content. Deficiencies in these aspects, particularly limited vocabulary and frequent hesitation, can prevent learners from reaching higher levels of performance. This aligns with Harmer's (2001) view that grammatical errors and inadequate lexical resources reduce students' speaking effectiveness. From the perspective of previous studies, this finding is in line with Manda and Irawati (2021), who also found that students' speaking ability was generally low. Likewise, Lestari (2019) discovered that students with lower anxiety tended to achieve higher speaking scores, which helps explain why students in the present study with higher anxiety often remained at a fair level rather than advancing to "good" or "very good."

The correlation analysis revealed a very strong negative relationship ($r = -0.858$) between speaking anxiety and speaking scores. This result supports MacIntyre and Gardner's (1991, cited in Tanveer, 2007) claim that situation-specific anxiety directly interferes with second language performance. Rajitha and Alamelu (2020) also emphasized that high anxiety

reduces learners' willingness to speak, while Kulsum and Ridwan (2025) demonstrated that self-confidence, the opposite of anxiety, positively correlates with speaking performance. Empirical studies further support this finding: Dana and Aminatun (2022) reported a significant correlation between anxiety and English proficiency test scores, though their correlation was weaker compared to the present study. The stronger negative correlation in this research suggests that junior high school students may be more vulnerable to the effects of speaking anxiety than university learners. Thus, the present study extends the findings of previous research by providing stronger evidence of the detrimental impact of anxiety on speaking performance at the secondary school level.

The findings of this study confirm previous research showing that speaking anxiety is negatively correlated with speaking performance. Nevertheless, the novelty of this study lies in the strength of the correlation, which was found to be very strong ($r = -0.858$), and in the context of second-grade students at UPTD SMP Negeri 2 Parepare. While earlier studies generally reported moderate correlations, this study provides stronger evidence that speaking anxiety is a critical factor influencing performance at the junior high school level in this local context.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

According to the study's findings, it can be said that the students' overall level of speaking anxiety falls within the moderate category. This indicates that while students do not experience high levels of anxiety, there is still a noticeable presence of nervousness or discomfort when engaging in speaking activities. In terms of performance, the students' speaking scores were generally at a fair level, suggesting that their speaking abilities are less than good but still have room for improvement. Moreover, the statistical analysis revealed a very strong and significant negative correlation between students' speaking anxiety and their speaking scores. This is reflected in the correlation coefficient of -0.858, with a significance value of 0.000, which clearly shows that as anxiety levels increase, students' speaking performance tends to decrease. These findings highlight the critical impact that emotional factors, such as anxiety, can have on language learning outcomes, especially while improving the verbal communication ability.

The novelty of this research lies in its contribution to understanding speaking anxiety in a less explored context. Unlike most prior studies conducted at the university level, this research highlights the experiences of second-grade junior high students in Parepare, revealing that moderate to high speaking anxiety significantly affects their speaking performance. This

study therefore provides both local relevance and empirical evidence that can be used to design anxiety-reducing teaching strategies in EFL classrooms.

B. Suggestions

As explained by the findings presented in this study, the results were collected by examining the relationship between two variables. After analyzing the outcomes, the researcher offers the following suggestions for future research and practical implementation:

For Schools:

This research can contribute to enhancing students' skills and comprehension, especially in learning English. By using the findings, schools can encourage students to develop a more positive attitude toward English, seeing it as an enjoyable subject that simply needs consistent practice. The researcher also hopes that students will become more actively involved in English classes, regardless of their current speaking skill. The main goal is to help them gain the confidence they need to use English more effectively in classroom settings.

For Teachers:

Teachers are encouraged to take a more creative approach in delivering lessons, helping students feel comfortable and motivated to learn English. By doing so, students can practice speaking without fear, anxiety, or hesitation in using the language. Since the findings revealed that fear of negative evaluation was the most dominant type of speaking anxiety, teachers

should create a supportive classroom environment where mistakes are viewed as part of learning rather than as failure.

For Students:

Students learning a foreign language, such as English, should develop strong self-confidence in their learning process. Studying a new language means starting from basic, everyday words and gradually moving toward more complex ones. This step-by-step approach helps learners build a solid foundation as they progress. Students should also practice speaking in relaxed settings with friends to reduce the pressure of formal classroom tasks.

For Future Researchers:

This study has some limitations. It only focused on two variables, namely speaking anxiety and speaking scores, without considering other possible influencing factors such as motivation, classroom environment, or teacher feedback. Moreover, the research was limited to one school and one grade level, so the findings may not represent students in different regions or levels of education. Future studies are suggested to include a larger sample from multiple schools and to examine other psychological or social variables that may affect speaking performance.

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