CORRELATION BETWEEN STUDENTS' ANXIETY AND THEIR SPEAKING SKILL AT THE EIGHTH GRADE STUDENTS OF SMPN 2 JEMBER

UNDERGRADUATE THESIS



By :

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STATE ISLAMIC UNIVERSITY
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FACULTY OF TARBIYAH AND TEACHER TRAINING
ENGLISH EDUCATION PROGRAM
JUNI 2026

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Submitted to Universitas Islam Kiai Haji Achmad Siddiq Jember
to fulfil on of the requirements for degree
of Sarjana Pendidikan (S. Pd)
Faculty of Tarbiyah and Teacher Training
English Education Program



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To fulfill the requirement of Bachelor Degree of *Sarjana Pendidikan* (S.Pd)
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MOTTO

قَالَ رَبِّ اشْرَحْ لِيْ صَدْرِيْۙ ﴿٢٥﴾ وَيَسِّرْ لِيْٓ اَمْرِيْۙ ﴿٢٦﴾ وَاحْلُلْ عُقْدَةً مِّنْ لِّسَانِيْۙ ﴿٢٧﴾ يَفْقَهُوْا قَوْلِيْۖ ﴿٢٨﴾

Meaning: "[Musa] said: "O my Lord! Open for my chest (grant me self-confidence, contentment, and boldness) {25}, and ease my task for me {26}, and remove the impediment from my tongue {27}, so that they may understand my speech" {28}. (QS. Ta-Ha: 25-28)*

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* Qur'an Surat Taha ayat 25-28 https://share.google/R4Kfuy89UGNX9DuTj

DEDICATION

Appreciatively, I dedicated this thesis to:

1. To the Almighty God, Allah SWT, for the immeasurable grace, continuous guidance, strength, and unwavering blessing bestowed open me, enabling the successful completion of this research. And to the best role model for all humanity, Prophet Muhammad SAW, whose teaching served as a constant inspiration.
2. To My beloved family, Bapak Bunyamin, Ibu Robiatullah and my beloved brothers.
3. To My beloved Prayoga Syahputra Setiadjed, also my friends Tia Rahel Amanda, Rasya Madaniah Nurul Islami, Nur Rohmatul Faizah, Maya Widya Damayanti, Devi Elfira Indriyani who always encouraged me during difficult times, listened to my complaints, and celebrated every small achievement together.
4. To Lantabur staff that always support and willing to help edited my undergraduated thesis revision.

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However, the author understands that this thesis is not complete or far from perfect. Hopefully, it will be useful not only for the English teachers but also for the readers and the next researchers.

Jember, 26 Juni 2026

Ariska Dewi

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ABSTRACT

Ariska Dewi., 2026: *Correlation Between Students' Anxiety And Their Speaking Skill At The Eighth Grade Students Of SMPN 2 Jember*

Keywords: Anxiety, Speaking Skill, Foreign Languange Classroom Anxiety Scale (FLCAS), EFL Student, Correlation

Speaking is one of the essential language skills that students need to master in learning English. However, many students experience anxiety when speaking English, which may negatively affect their speaking performance. Anxiety can reduce students' confidence, fluency, and willingness to communicate in the classroom. Therefore, investigating the relationship between students' anxiety and their speaking skill is important to support the effectiveness of English language learning.

The research problem of this study is: *Is there any significant correlation between students' anxiety and their speaking skill at the eighth grade students of SMPN 2 Jember?* Accordingly, the objective of this research is to determine whether there is a significant correlation between students' anxiety and their English speaking skill.

This study was conducted to address the potential impact of psychological factors on language acquisition. The primary objective was to determine whether a significant correlation exists between students' anxiety and their English speaking skill. The investigation was specifically centered on eighth-grade students at SMPN 2 Jember.

This research employed a quantitative approach using a correlational research design. The population consisted of 118 eighth-grade students of SMPN 2 Jember in the 2025/2026 academic year. The sample was 35 students from class VIII-B, selected through cluster random sampling. The data were collected using the Foreign Language Classroom Anxiety Scale (FLCAS) questionnaire to measure students' anxiety and a speaking test to assess students' speaking skill. The collected data were analyzed using descriptive statistics, normality test, linearity test, and Pearson Product-Moment Correlation with the help of SPSS.

The findings revealed that there is a statistically significant negative correlation between students' anxiety and their speaking skill. The Pearson correlation coefficient was $r = -0.998$ with a significance value of 0.000 ($p < 0.05$). This indicates that students with higher levels of anxiety tend to have lower speaking skill, whereas students with lower anxiety generally demonstrate better speaking performance. Therefore, the alternative hypothesis (H_1) was accepted, while the null hypothesis (H_0) was rejected. It

is recommended that English teachers create a supportive and low-anxiety classroom environment to improve students' speaking ability.

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CHAPTER I

INTRODUCTION

This chapter presents the introductory of this research, this research consist about 6 points, these are: research background, research problem, research focus, research objective, research significance, and definition of key terms.

A. Background Of Research

In English classes, speaking skills are one of the skills that is really needed. The role of speaking skills itself has a role in aspects of life, both in professional, academic and social contexts. In speaking classes, the goal of language instruction is to really help pupils converse in English. Then, in language class, speaking techniques need to be taught and practiced. According to Nunan (2000), the capacity to have conversations in the target language is the yardstick by which the effectiveness of the teaching and learning process is evaluated.[1] Students may become unmotivated and lose interest in learning if they are not given the chance to speak in class or if they do not learn how to speak. However, if the correct exercises are taught in the right ways, speaking in class may be a lot of fun, and learning motivation will rise, making English classrooms lively and enjoyable.

Speaking skills in Indonesia are ranked 79th out of 113 with a low level of proficiency.[2] As for the factors that hinder students' opportunities to speak in front of the class, one of them is anxiety. Many students do not speak

[1] David Nunan, *Language Teaching Methodology: A Textbook for Teachers* (Harlow: Longman, 2000), 39

[2] EF Education First, *EF English Proficiency Index 2023* (Zurich: Education First, 2023), 12.

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fluently because they experience anxiety about speaking in public or even on a small scale, such as in front of the class. In Indonesia, the prevalence of anxiety disorders according to the results of Basic Health Research (Riskesdas) in 2013 shows that 6% of those aged 15 years and over or around 14 million people in Indonesia experience emotional mental disorders which are indicated by symptoms of anxiety and depression.[3]

Anxiety is one of the most real obstacles that must be overcome. Anxiety itself is usually interpreted as "Anxiety involves feelings of apprehension, dread, or uneasiness. It is a future-oriented mood state in which one is ready or prepared to attempt to cope with upcoming negative events.".[4] The typical anxiety is impacted more by the mindset of someone who feels himself to be different from other people, judging oneself so harshly that one does not dare to try something that is not mastered very well at first glance.[5] When a person is in public, speaking anxiety is an unpleasant scenario for him or her.[6] As a result of its ability to negatively impact learners' linguistic abilities, it seems to be an important factor in language learning progress.

Horwitz, et al. stated that anxiety in foreign languages is related to

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[3] Kementerian Kesehatan Republik Indonesia, *Riset Kesehatan Dasar (Riskesdas) 2013* (Jakarta: Badan Penelitian dan Pengembangan Kesehatan, Kementerian Kesehatan RI, 2014), 75.

[4] Ronald J. Comer, *Abnormal Psychology*, 11th ed. (New York: Worth Publishers, 2020), 130.

[5] D. Pertiwi and A. Sudarsono, The Correlation Between Students' Anxiety and Their Speaking Performance (Pontianak: Tanjungpura University, 2015), 45.

[6] K. Goto, Y. Lee, and M. Ohira, "The Relationship Between Speaking Anxiety and Oral Performance in EFL Learners," *Asian EFL Journal* 20, no. 9 (2018): 130–145.

things such as anxiety, nervousness and worry that students add when learning or using the foreign language being studied. They also mentioned that learners might not have difficulties in overcoming other people's linguistic barriers, but they might experience a "mental block" when they arrive to learn in a foreign language at first.[7] According to Tanveer, this means that learners of foreign languages typically express their feelings, thoughts, and ideas through bidding in the language they are studying in class. This

phenomenon appears to have a negative potential and a negative impact when learners communicate in the language of their target audience.[8]

Furthermore, Brown asserts that the ability to collaborate effectively hinders learners' ability to collaborate in target language.[9] Anxious and nervous learners seem to face difficulties in concentrating and mastering the target language, the level of proficiency in the language they want to master results in poor performance. It can be said that one of the most detrimentally influential affective factors that keeps pupils from succeeding in learning a foreign language is anxiety. It implies that worry causes pupils to feel uneasy and afraid, which can affect how well they speak orally.

Based on the background above, the researchers would like to investigate the relationship between students' anxiety and their English-speaking skills to know the significance of the impact of anxiety is.

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[7] E. K. Horwitz, M. B. Horwitz, and J. Cope, "Foreign Language Classroom Anxiety," *The Modern Language Journal* 70, no. 2 (1986): 125–132.

[8] M. A. Tanveer, *Investigation of the Factors That Cause Language Anxiety for ESL/EFL Learners in Learning Speaking Skills and the Influence It Casts on Communication in the Target Language* (Glasgow: University of Glasgow, 2007), 23.

[9] H. D. Brown, *Language Assessment: Principles and Classroom Practices* (New York: Pearson Education, 2004), 152.

B. Research Question

Based on research background above, researchers formulated the research problem into:

How is the correlation between students' anxiety and their English-speaking skills?

C. Research Focus

Based on the background of the study, the researchers limit the research only to the correlation between students' anxiety and their English-speaking skills in SMPN 2 JEMBER.

D. Research Objective

According to the problems, the researchers expect to analyze the correlation between students' anxiety and their English-speaking skills.

E. Research Significant

The writer hopes the result of this research can be useful in order to know more about psychological factors, especially anxiety, and could encourage the students to improve their speaking skills.

1. Theoretical Significant

The research is expected to provide both theoretical and practical benefits for several parties involved in the field of English language learning, especially for students, teachers, and future researchers.

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2. Practical Significant

a. The Students

The result of this research is expected to help students become more aware of their own speaking anxiety and understand how it affects their performance in speaking English. By realizing the sources of their anxiety, students can learn to manage their emotions and build self-confidence during English-speaking activities. Consequently, they can improve their speaking skill and become more motivated to participate actively in class.

b. The Teachers

This research can help English teachers identify the level and causes of students' speaking anxiety. By understanding students' emotional conditions, teachers can create a more supportive classroom environment and apply teaching strategies that reduce students' fear of making mistakes, such as using group discussions, games, or peer feedback.

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c. The Next Researchers

This study can serve a reference for future researchers who are interested in investigating affective factors such as anxiety, motivation, or self-confidence in language learning.

d. The Researcher

This research provides valuable experience for the researcher in conducting quantitative research, particularly in investigating the

correlation between students' anxiety and speaking skill. It also enhances the researcher's knowledge and understanding of the factors that influence students' speaking performance in English language learning. Furthermore, the findings of this study are expected to serve as a useful reference for the researcher in developing effective teaching strategies and creating a supportive learning environment to reduce students' anxiety and improve their speaking ability in future professional practice.

F. Definition of Key Terms

To avoid misunderstanding and ambiguity in interpreting the terms used in this research, the following key terms are defined as follows:

1. Students' Anxiety

   Students' anxiety refers to a psychological condition characterized by feelings of tension, worry, or nervousness that occur when students face learning of tasks that they perceive as challenging. According to Speilberger (2017), anxiety is "an unpleasant emotional state or condition characterized by feelings of tension, apprehension, and worry, accompanied by physiological arousal."[10]

2. Speaking Skill

   Speaking skill is the ability to produce oral language for communication in a fluent, accurate, and meaningful way. According to Brown (2015), speaking is "an interactive process of constructing meaning

[10] Charles D. Spielberger, *Anxiety: Current Trends in Theory and Research* (London: Academic Press, 2017), 23.

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that involves producing, receiving, and processing information."[11]

In this study, speaking skill refers to students' ability to speak English effectively based on three assessed aspects: vocabulary, pronunciation, and grammar.

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[11] H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, 4th ed. (White Plains, NY: Pearson Education, 2015), 284.

CHAPTER II

LITERATURE REVIEW

The second chapter which contains about a review of the literature that includes previous study and theoretical frameworks will be discussed in this chapter. The theoretical framework based on two parts which is anxiety and speaking skill

A. Previous Research

Several previous researchers have studied and discuss the relationship between students' anxiety and their English speaking skill. This section will discuss several previous studies related to this study. Some research that discusses about anxiety and speaking skill those are, Silvia Rahmadani and Fauzul Etfita (2020), entitled "Foreign Language Speaking Anxiety: A Study of English Language Learning". This study aims to analyze the level of students' speaking in learning English, especially in an online learning environment, and to identify factors that triggered or influence the anxiety. The researcher used a Google Form-based questionnaire media consisting of 18 Likert-scale statements to collect data from 40 of third semester students in the English language Education program at the Islamic University of Riau, who were selected through purposive sampling. The research method used is a quantitative approach with data analysis through Microsoft Excel and SPSS. The results of the study show that the majority of students experienced significant speaking anxiety, with the main causes being fear of negative evaluation, lack of self-confidence, fear of making mistakes, and

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embarrassment in appearing in front of the class. This anxiety factor is exacerbated by online learning conditions that minimize direct interactions, thus affecting students' fluency in speaking in class.[13]

Another by Sita Pradhita N (2015), entitled "The Relationship between Students' Anxiety and Their English Reading Comprehension" investigated the correlation between students' anxiety and their language learning, particularly in English reading comprehension. This research employs a quantitative method with a correlational design to examine the relationship between the variables. The subjects of the study are junior high school (SMP) students, specifically eight-grade learners, making it relevant to early-stage foreign language education. In this research, reading comprehension is used as the main variable to represent students' language learning achievement, while anxiety is measured through a structured questionnaire. The main focus of the study is to analyze the correlation between anxiety and language learning, aiming to determine whether students' anxiety level that there is no significant correlation between students' anxiety and their reading comprehension ability, suggesting that anxiety may not always be a determining factor in language learning outcomes, especially in reading skills.[14]

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Another study by Senny Plantika and Aryuliva Adnan (2021), entitled "The Correlation between Students' Speaking Anxiety and Their

[13] Silvia Rahmadani dan Fauzul Etfita. "Foreign Language Speaking Anxiety: A Study of English Language Learning". Journal of English Language Teaching and Linguistics 5, no. 3 (2020): 349–360.

[14] Sita Pradhita N. "The Relationship between Students' Anxiety and Their English Reading Comprehension." Undergraduate Thesis, UIN Syarif Hidayatullah Jakarta, 2014.

Speaking Ability" examines the relationship between speaking anxiety and speaking ability among students at Universitas Negeri Padang. Using a correlational quantitative approach, the researchers took a sample of 20 students and used the FCLAS as the main instrument, accompanied by interviews. The data processing results show a moderate negative correlation between anxiety and speaking ability, with correlation value of -0498. This means that the higher the level of anxiety among students, the lower their speaking ability. The dominant factor causing anxiety is the fear of negative evaluations from professors or peers. This study emphasize the importance of intervention from lecturers in creating a supportive and non-intimidating by anxiety.[15]

The last research by Lula Muchlisa, Hassika Lila, and Soyifah (2022) entitled "Analisis Kecemasan Berbicara Bhasa Inggris pada peserta didik Kelas 7" was conducted using a descriptive quantitative approach to determine the level of students' anxiety in speaking English. The population consisted of 32 seventh-grade students from class VII F at SMPN 3 Bantul. Data were collected using the short version of FCLAS questionnaire (10 items) thorough Google form. The research result show that 485 of students fall into the very anxious category, 39% are anxious, 13% are moderately anxious when asked to speak in English in class. The causes of anxiety include lack of vocabulary, fear of making mistakes, fear of being laughed at, and embarrassment. This research suggest the teachers should take an active role in

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[15] Iwan Fauzi. "Mengatasi Anxiety dalam Berbicara Bahasa Inggris Melalui Pembelajaran Berbasis Web". *Jurnal Pendidikan Bahasa dan Sastra* 22, no. 2 (2022): 101–110.

creating a more relaxed and supportive classroom tmoshphere so that students feel more confident speaking in English.[16]

Table 2. 1
Similarities and Difference of Previous Research

No	Research Title	Similarities	Difference
1.	Thesis by Silvia Rahmadani and Faizul Etfita (2020), entitled "Foreign Language Speaking Anxiety: A Study of English Language Learning"	1. The previous research and this current research use same variable that is anxiety. 2. The previous research and this current research use same method that is Quantitative. 3. The previous and current research use FCLAS as an instrument to measure anxiety.	1. The previous research used college students as an object research. 2. The previous research focused on online learning, meanwhile this current research is focused on classroom learning.
2.	Thesis by Sita Pradhita N. (2015), entitled "The Relationship between Students' Anxiety and Their English Reading Comprehension"	1. The previous and the current research use the same method that is quantitative. 2. The previous and this current research is using a junior high school students as an object of the research. 3. The previous and The previous and this current has same topic that is discuss about correlation between anxiety and language learning.	1. The previous research using reading comprehension as a variable of the research. Meanwhile this current research is focused on English speaking skill.

[16] Lula Muchlisa, Hassika Lila, dan Soyifah. "Analisis Kecemasan Berbicara Bahasa Inggris pada Peserta Didik Kelas 7". *Jurnal Pendidikan dan Pembelajaran Bahasa Inggris* 7, no. 2 (2022): 112–121.

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No	Research Title	Similarities	Difference
3.	Thesis by Senny Plantika and Aryuvila Adnan (2021), entitled "The Correlation between Students' Speaking Anxiety and Their Speaking Ability"	1. The previous and this current research use same method that is quantitative 2. The previous and this current research use FCLAS tomeasure anxiety that named. 3. The previous and this current research has same variable those are speaking and anxiety	1. The previous research is more focus on college students for the research subject, meanwhile this current research is focused on junior high school students for subject research.
4.	Thesis by Iwan Fauzi (2022), entitled "Mengatasi Anxiety dalam Berbicara Bahasa Inggris Melalui Pembelajaran Berbasis Web"	1. The previous and this current research has same variable that is speaking anxiety 2. The previous and this current research use FCLAS tomeasure the anxiety.	1. The previous is focused on web learning, meanwhile this current research is more focused on classroom learning. 2. The previous used literature review as a method of the research, meanwhile this current researchis use quantitative method.
5.	Thesis by Lula Muchisa (2022), entitled *"Analisis Kecemasan Berbicara Bahasa Inggris pada Peserta Didik Kelas 7"*	1. The previous and this current research use FCLAS for measure the anxiety. 2. The previous and this current research is focus on junior high school as a subject.	1. The previous research is use qualitative method, Meanwhile this current research is quantitative as a method of the research.

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B. Theoretical Framework

This study is underpinned by several theoretical foundations that explain the influence of anxiety on speaking performance. The Affective Filter Hypothesis by Krashen (1982) posits that emotional variables such as anxiety, motivation, and self-confidence act as filters that can either facilitate or hinder language acquisition. A high affective filter, caused by anxiety, prevents linguistic input from being affectively processed, leading to poor speaking outcomes.[17] Another relevant theory is the Foreign Language Anxiety Theory proposed by Hortwiz, HOrtwiz, and Cope (1986), which specifically addresses anxiety within the foreign language classroom. It identifies three main components: communication apprehension, test anxiety, and fear of negative evaluation. These elements contribute directly to students' discomfort and poor speaking performance.[18] Finally, the Cognitive Interference Theory (Eysenck et al., 2007) explains that anxiety consumes working memory resources, limiting attention and reducing verbal output fluency.[19]

1. English Language Teaching

English Language Teaching (ELT) has evolved into a highly dynamic and crucial educational field globally, driven by the status of English as the primary lingua franca for international communication, technology, and academia. In contemporary education, the paradigm of

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[17] Stephen D. Krashen. *Principles and Practice in Second Language Acquisition*. Oxford: Pergamon Press, 1982.

[18] Elaine K. Horwitz, Michael B. Horwitz, dan Joann Cope. "Foreign Language Classroom Anxiety". *The Modern Language Journal* 70, no. 2 (1986): 125–132

[19] Michael W. Eysenck, Nazanin Derakshan, Rita Santos, dan Manuel G. Calvo. "Anxiety and Cognitive Performance: Attentional Control Theory". *Emotion* 7, no. 2 (2007): 336–353.

ELT has significantly shifted from traditional, teacher-centered methods—such as the Grammar-Translation Method—toward more interactive, learner-centered approaches, most notably Communicative Language Teaching (CLT) (Richards, 2006). The ultimate objective of modern ELT is not merely to equip students with linguistic knowledge or abstract grammatical rules, but rather to foster their communicative competence. According to Harmer (2007), comprehensive language education must address both receptive skills (listening and reading) and productive skills (speaking and writing) in an integrated manner. By treating these skills as interconnected components, ELT enables non-native speakers to systematically internalize the language, moving from comprehension to active, context-appropriate production in real-world scenarios.

2. Teaching Speaking

Within the broader scope of ELT, teaching speaking is widely recognized as one of the most complex yet vital endeavors in language pedagogy. Speaking is the primary medium through which human beings interact, and for most learners, the ability to speak a language fluently is the ultimate measure of proficiency (Ur, 2012). However, instructing students on how to speak productively involves much more than drilling vocabulary or forcing the memorization of scripted dialogues. As noted by Brown (2004), effective speaking instruction must guide learners to process language spontaneously, requiring them to manage

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pronunciation, grammatical structures, and cultural nuances in real-time. Therefore, the contemporary approach to teaching speaking focuses on creating a classroom ecosystem that minimizes language anxiety and maximizes Student Talking Time (STT). Teachers are tasked with designing communicative tasks—such as simulations, role-plays, and problem-solving discussions—that challenge students to bridge the gap between theoretical linguistic knowledge and practical, fluent performance. Ultimately, teaching speaking aims to transform passive learners into active, confident communicators who can negotiate meaning fluidly in diverse social and academic contexts.

a. Speaking Skill

Speaking is one of the most essential language skills in both academic and real-life contexts. In language education, especially for English as a Foreign Language (EFL) learners, speaking is not only a way of expressing but also a process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts. Speaking is considered the most challenging skill to master among the four major language skills-listening, speaking, reading, and writing - because it requires real-time, spontaneous production of language.

Effective speaking involves several sub-skills, such as fluency (the ability to speak smoothly without unnecessary pauses), accuracy (correct use of grammar and vocabulary), pronunciation clear and

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understandable articulation), vocabulary (range and conversation and responding accordingly). In the classroom context, students are often required to speak in public, participate in discussions, present in front of classmates, or engage in role-plays, all of which can provoke anxiety, especially if their speaking proficiency is not well developed.

a) Definition of Speaking Skill

Speaking skill refer to a person's ability to produce oral language effectively in real communication context, involving both linguistic and pragmatic socal-aspects. According to Derakhshan, Khalil, and Bahesht (2021), speaking ability in EFL learners consist of two major components: accuracy (the correct use of language) and and fluency (the ability to speak smoothly and naturally).[20] Similarly, Kurniati and Eliwarti (2015) identify five key components of speaking skills: fluency, pronunciation, grammar, vocabulary, and comprehension. More recent studies emphasize that additional affective factors such as motivation, emotional intelligence, and creative thinking also significantly influence speaking performance.[21] For intense, a 2024 study found that learners with higher emotional intelligence and creativity levels

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[20] Ali Derakhshan, Zahra Khalil, dan Mahdiyeh Bahesht. "Developing EFL Learners' Speaking Ability, Accuracy, and Fluency". *Language Teaching Research Quarterly* 22 (2021): 1–15.

[21] Wina Kurniati dan Eliwarti. "An Analysis of Students' Speaking Ability". *Jurnal Pendidikan dan Pengajaran Bahasa Inggris* 4, no. 2 (2015): 1–10,

demonstrate better accuracy and fluency in oral communication. Thus, speaking skills are not merely about pronouncing word correctly but also about producing speech that is fluent, meaningful, and contextually appropriate within social interactions.

b) Components of Speaking Skill

Based on recent literature, the essential components of speaking skills include:

1) Fluency

The ability to speak smoothly without excessive pauses or hesitation.

2) Accuracy

The correct use of grammar, vocabulary, and sentence structure.

3) Pronunciation

The ability to produce clear sounds, stress and intonation patterns.

4) Vocabulary

Adequate word choice and lexical range to convey meaning.

5) Grammar

Proper control of syntactic and morphological rules.

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6) Comprehension

The ability to understand and respond appropriately in conversation.

3. Anxiety

a. Understanding of Anxiety

Anxiety is a common challenge faced by many foreign language learners, and it often peaks when they are confronted with tasks demanding oral production or speaking. It's more than just simple nervousness; it's a significant feeling of tension, worry, and nervousness, which can affect cognitive functioning and performance. The impact can be far-reaching, from cognitive interference that hinders information processing and sentence formation, to speech disfluencies like prolonged pauses or "uhms" (Botes & Coetzee, 2022).[22] Ultimately, this anxiety erodes learners' self-confidence and often leads them to avoid oral communication, thereby impeding their progress. The primary causes vary, but fear of negative evaluation (fear of making mistakes and being judged poorly), a lack of self-confidence in one's own language abilities, and even personality factors such as shyness, are often key triggers (Papi & Abdollahzadeh, 2019; Xing & Yang, 2017).[23]

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[22] Engela Botes dan Mariza Coetzee. "Foreign Language Speaking Anxiety: Exploring Its Causes, Consequences, and Coping Mechanisms". *Journal for Language Teaching* 56, no. 1 (2022): 45–60.

[23]Papi & Abdollahzadeh; Xing & Yang, 2017. "L2 Motivational Self System and Willingness to Communicate: The Role of Anxiety and Proficiency". *System* 82 (2019): 26–37.

b. Kind of Anxiety

In the field of language education, anxiety is often recognized as a significant affective factor that influences students' learning performance. However, not all forms of anxiety are clinical or pervasive. Many types of anxiety are tied to certain tasks or learning conditions, such as a speaking, writing, or taking test. Among these, three types are most relevant to foreign language learning: Foreign Language Speaking Anxiety (FSLA), Test Anxiety, and Writing Anxiety.

c. Foreign Language Speaking Anxiety

Type of anxiety that arises when learners are required to communicate orally in a foreign language. According to Zheng (2021), foreign language speaking anxiety refers to the feelings of nervousness, fear, and apprehension that occur when learners engage in speaking activities in a second or foreign language, particularly in formal or evaluative settings such as classrooms. This type of anxiety is distinct from general anxiety because it is closely tied to the unique cognitive and social demands of oral communication in a non-native language.[24]

Zheng (2021) explains that learners with high speaking anxiety often experience physical symptoms such as trembling and rapid heartbeat, as well as behavioral signs like hesitation or

[24] Zheng, Ying. "Foreign Language Speaking Anxiety: Causes, Effects, and Pedagogical Implications". *Journal of Language Teaching and Research* 12, no. 3 (2021): 450–457.

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avoidance of speaking. The main causes of this anxiety include fear of making mistakes, low self-confidence, and concern about negative evaluation. These factors interfere with learners' cognitive processing, leading to disfluency and reduced speaking performance.[25]

d. Test Anxiety

Test Anxiety is another common type of situation-specific anxiety that occurs during academic assessments or evaluative situations. According to Bunevicius et al. (2021), Test anxiety refers to the emotional, physiological, and cognitive tension that occurs before or during an examination due to fear of failure or poor performance. It is not a pathological condition but rather an emotional response triggered by the perceived importance of academic evaluation.[26]

In the context of language learning, test anxiety is especially prominent during oral or written examinations, where learners are evaluated on their communicative competence. Students experiencing high test anxiety often report symptoms as increased heart rate, restlessness, negative thinking, and difficulty concentrating (Tsegay et al., 2022).[27] These psychological and

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[25] Zheng, Ying. *Journal of Language Teaching and Research*.

[26] Bunevicius, Adas, et al. "Test Anxiety and Its Relationship with Academic Performance among University Students." International Journal of Environmental Research and Public Health 18, no. 21 (2021): 11020.

[27] Tsegay, Luel, et al. "Test Anxiety and Academic Performance among University Students:

physiological reactions can interfere with memory retrieval and language processing, reducing their ability to demonstrate actual competence.

Therefore, while test anxiety is not classify as a disorder, it can significantly hinder students' academic performance, motivation, and confidence. Addressing test anxiety through supportive assessment practices and evidence-based stress reduction techniques can help students manage anxiety more effectively, thereby improving their academic performance and engagement in language learning.[28]

e. Writing Anxiety

Type of situations specific anxiety that affects learners when they are required to produce written texts, particularly in a foreign language. Zhang (2019) defines writing anxiety as the feeling of fear, worry, and tension that occurs when learners perceive writing tasks as threatening due to low confidence, linguistic difficulties, or fear of negative feedback. Writing anxiety is especially common among EFL learners who struggle with vocabulary, grammar, and organization when composing in English.[29]

Learners who experience writing anxiety tend to

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A Cross-Sectional Study." *Frontiers in Psychology* 13 (2022): 857613.

[28] Khaira, Manjit Kaur, et al. **"**Interventional Strategies to Reduce Test Anxiety among Nursing Students: A Systematic Review.**"** *International Journal of Environmental Research and Public Health* 20, no. 2 (2023): 1233**.**

[29] Zhang, H. *"A Study on English Writing Anxiety among Chinese EFL Students." English Language Teaching* 12, no. 3 (2019): 1–8.

Procrastinate, avoid writing tasks, and produce shorter or less coherent texts. According to Rezaei and Jafari (2019), writing anxiety negatively correlates with writing performance and self-efficacy, as students with higher anxiety levels demonstrate lower fluency and quality in their written output.[30] This occurs because anxiety consumes cognitive resources, reducing attention and working memory available for idea generation and language organization.

In the EFL classroom, writing anxiety not only limits learners' written performance but also affects their overall confidence and motivation to express themselves in the target language. Teachers' feedback methods, classroom environment. And peer support play crucial roles in reducing this anxiety and improving students' writing proficiency (Zhang, 2019; Rezaei & Jafari, 2019).[31]

4. Foreign Language Classroom Anxiety Scale (FLCAS)

To systematically measure anxiety in the language classroom. Horwitz et al. (1986) developed the Foreign Language Classroom Anxiety Scale. This instrument has become one of the most widely used and validated tools in second-language acquisition research. The FLCAS consists of 33 items, both positively and negatively worded, that measure

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[30] Rezae, and Jafari, Manijeh. *"Investigating the Levels, Types, and Causes of Writing Anxiety among Iranian EFL Students: A Mixed-Method Design." Procedia - Social and Behavioral Sciences* 98 (2014): 1545–1554.

[31] Rezaei, Mohsen, and Jafari, Manijeh. *"Investigating the Levels, Types, and Causes of Writing Anxiety among Iranian EFL Students: A Mixed-Method Design." Procedia - Social and Behavioral Sciences* 98 (2014): 1545–1554.

the learner's emotional response to various situations in the language learning environment. It uses a 5-point Likert scale, with responses ranging from "Strongly Agree" to "Strongly Disagree."[32]

The FLCAS evaluates anxiety across the three domains mentioned earlier: communication apprehension, test anxiety, and fear of negative evaluation. For example, items may ask how students feel when called upon unexpectedly in class, when preparing for a speaking test, or when speaking in front of their peers. The total score indicates the student's overall level of language anxiety, which can then be categorized as low, moderate, or high.

In this study, FCLAS is used as a primary instrument to assess students' speaking-related anxiety levels. It is administered through a questionnaire format, allowing the researcher to gather quantitative data from a large sample efficiently.

5. The Relationship Between Anxiety and Speaking Skill

Numerous studies have demonstrated a negative relationship between foreign language anxiety and speaking performance. Students with high anxiety levels are often less fluent, less confident, and more hesitant in speaking English. According to MacIntyre and Gardner (1991), anxiety can disrupt three stages of the language learning process: input (understanding language), processing (thinking about language), and

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[32] Horwitz, Elaine K., Michael B. Horwitz, and Joann Cope. *"Foreign Language Classroom Anxiety." The Modern Language Journal* 70, no. 2 (1986): 125–132.

output (producing language).[33] This means that when students feel anxious, their ability to comprehend and produce language is compromised.

Empirical research supports this theory. For example, Plantika and Adnan (2021) found a moderate negative correlation (r= -0.498) between speaking anxiety and speaking ability among university students, indicating that increased anxiety is associated with lower speaking performance.[34] Similarly, Rahmadani and Etfita discovered that students with higher levels of fear of negative evaluation and communication apprehension showed poorer performance in online speaking classes.[35]

The nature of this relationship suggests that anxiety does not merely coexist with poor speaking performance but actively contributes to it. Students may forget vocabulary, mispronounce words, or remain silent altogether when experiencing anxiety, especially during assessments or public speaking tasks. On the other hand, students with lower anxiety levels are more likely to participate, take risks, and improve their speaking proficiency over time.

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[33] MacIntyre, Peter D., and Robert C. Gardner. *"Methods and Results in the Study of Anxiety and Language Learning: A Review of the Literature." Language Learning* 41, no. 1 (1991): 85–117.

[34] Plantika, Senny, and Aryuliva Adnan. *"The Correlation between Students' Speaking Anxiety and Their Speaking Ability." Journal of English Language Teaching* 10, no. 2 (2021): 156–165.

[35] Rahmadani, Silvia, and Fauzul Etfita. *"Foreign Language Speaking Anxiety: A Study of English Language Learning." Indonesian Journal of English Language Teaching and Applied Linguistics* 7, no. 1 (2022): 135–147.

6. Research Hypotheses

Based on the theoretical and conceptual framework, the hypotheses of this research are formulated as follows:

a. Null Hypothesis (H_0): There is no significant correlation between students' anxiety and their speaking skill.

b. Alternative Hypothesis (H_1): There is a significant correlation between students' anxiety and their speaking skill.

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CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research employed a quantitative correlational design. The purpose of a correlational design is to determine whether a relationship exists between two or more variables and to identify the direction and strength of that relationship. In this study, the independent variable is students' anxiety, while the dependent variable is students' English-speaking skill.

According to John W. Creswell in Research Design: Qualitative, Quantitative, and Mixed Methods Approaches, correlational research design between two or more variables without manipulating them.[36] This design helps researchers identify whether the variables are related positively or negatively and the strength of the relationship through statistical analysis, such as the Pearson correlation coefficient. In correlational research, the researcher only observers and measures the variables as they naturally occur. Creswell also explains that correlational design does not aim to establish cause-and-effect relationships, but rather to investigate the degree of association between variables. Therefore, this design is appropriate for studies that focus on understanding relationship among variables, such as the correlation between students; anxiety and their speaking skills.

The quantitative approach was chosen because it allows for the

[36] John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (California: SAGE Publications, 2014), p. 338.

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collection and analysis of numerical data to test hypotheses and identify statistically significant relationships. This design is suitable for examining psychological variables such as anxiety and their measurable impact on language performance.

B. Research Site

The research was conducted at SMPN 2 Jember, located in Sumbersari, Jember Regency, East Java, Indonesia. The Researcher chose SMPN 2 Jember because it is one of the well-established public junior high schools in Jember. Based on my preliminary observation, although English is taught actively and students are regularly involved in speaking activities, many students still experience anxiety when speaking English. This condition makes SMPN 2 Jember an appropriate setting to investigate the correlation between students' anxiety and speaking skill. In addition, there has been no previous study focusing specifically on this topic in the school. The school was selected because it represents a typical Indonesian junior high school where English is taught as a compulsory subject..

C. Population and Sample

1. Population

The population of this study consists of all eighth-grade students (Grade VIII) at SMPN 2 Jember in the academic year 2025/2026. There are 118 students who are divided into three classes.

2. Sample

In taking sample, the researcher used random cluster sampling

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because it is more practical to use in a large number of populations. Based on the cluster that is used by the researcher in taking the sample, she randomly took B class, which has 35 students were included as participants. This method ensures that the findings represent the characteristics of the entire eighth-grade student group accurately.

3. Variables of the Research

The research consists of two variables:

a. Independent Variable (X): Students' anxiety.

b. Dependent Variable (Y): Students' English-speaking skill. The study aims to determine whether there is a significant correlation between the two variables and whether anxiety negatively affects speaking performance.

D. Data Collection Techniques and Instruments

1. Data Collection Techniques

Data were collected using two primary methods:

a. Questionnaire (FLCAS): to measure students' anxiety levels.

b. Speaking Test: to assess students' speaking skill performance.

2. Research Instruments

Foreign Language Classroom Anxiety Scale (FLCAS): To measure students' anxiety levels, this study adapted the Foreign Language Classroom Anxiety Scale (FLCAS) developed by Horwitz, Horwitz, and Cope (1986). The questionnaire consists of statements rated on a five-point Likert scale: 1 = Strongly Disagree, 2 = Disagree, 3 =

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Neutral, 4 = Agree, and 5 = Strongly Agree.

The scale covers three main dimensions of foreign language anxiety:

a. Communication Apprehension

b. Fear of Negative Evaluation

c. Test Anxiety

Speaking Test (Storytelling Prompts): To evaluate the students' English-speaking skill performance, a storytelling test was administered based on the narrative texts provided in the learning material. Students were required to perform orally by choosing one of the following four topics:

Topic 1: The Lion and the Mouse (Explaining characters, plot, problem, solution, and moral lesson).

Topic 2: The Clever Deer Story (Retelling the story using their own words).

Topic 3: Cinderella (Retelling the story briefly).

Topic 4: The Rabbit and the Turtle (Telling the story and explaining its moral value).

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The students' speaking performances were evaluated using a standardized speaking rubric focusing strictly on three core linguistic aspects: Pronunciation, Grammar, Vocabulary. Each component is scored on a scale 1-100, and the final speaking score is obtained by averaging the score of these three components.

E. Validity of Instruments

Instrument validity refers to the degree to which an instrument measures what it is intended to measure. In this study, two instruments were used: the Foreign Language Classroom Anxiety Scale (FLCAS) questionnaire and a speaking performance test. The validity of both instruments is established before the data collection process.

1. FLCAS Questionnaire

The FLCAS questionnaire was adapted from Hortwiz, Hortwiz, and Cope (1986) and translated to Indonesian to make it comprehensible for the meaning of the original items, a validity form is used.[37] The validity form will contain both the English and Indonesian versions of each item, along with an evaluation column for expert judgment.

The translated questionnaire is reviewed by three expert in English language education and applied linguistics to check the content validity. The experts will assess whether the translation maintains the same meaning, relevance, and clarity as the original items. Revisions was made based on their suggestions before the final version of the questionnaire is administered.

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2. Speaking Test

The speaking test will be designed to assess students' speaking performance based on the components suggested by Brown (2007), which include pronunciation, grammar, fluency, vocabulary, and

[37] Elaine K. Horwitz, Michael B. Horwitz, and Joann Cope, "Foreign Language Classroom Anxiety," *The Modern Language Journal* 70, no. 2 (1986): 125–132.

comprehension.[38] The content validity of this test will be examined by two experts in English education, who will evaluate whether the test items appropriately represent these aspects of speaking skills and are suitable for the students' proficiency level.

F. Data Analysis Technique

Data collected from both instruments were analyzed using SPSS version 20 through several stages:

1. Descriptive Analysis: Used to describe the mean, standard deviation, and frequency distribution of students' anxiety levels and speaking scores.
2. Normality Test: Conducted using the Kolmogorov-Smirnov or Shapiro-Wilk test to check whether the data distribution is normal.
3. Linearity Test: To verify whether the relationship between the independent and dependent variables is linear.
4. Correlation Analysis (Pearson Product-Moment): Used to determine the strength and direction of the relationship between students' anxiety (X) and speaking skill (Y).
5. Significance Test (p-value): The correlation is considered statistically significant if the p-value < 0.05.

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[38] Brown, H. Douglas. *Teaching by Principles: An Interactive Approach to Language Pedagogy.* 3rd ed. White Plains, NY: Pearson Education, 2007.

G. Interpretation of Findings

The results of the correlation analysis were interpreted to determine whether anxiety significantly affects students' speaking skill. If the correlation coefficient is negative and significant, it indicates that higher anxiety levels are associated with lower speaking performance.

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CHAPTER IV

DATA PRESENTATION AND ANALYSIS

A. Data of the Research Object

1. Vision and Mission of SMPN 2 Jember

a. School Vision

To become a School with Noble Character, High Quality, Innovative, Competitive, and Globally Minded.

b. School Missions

1) To guide students to achieve accomplishments in both academic and non-academic fields through learning, mentoring, moral education, and religious activities according to their respective beliefs.
2) To develop a curriculum that complies with the eight national education standards in order to meet students' needs and to develop science and technology based on students' interests, talents, and potential.
3) To implement active, innovative, creative, effective, and enjoyable learning through multiple approaches according to subject characteristics in order to optimally develop students' potential.
4) To improve the competence of teachers and educational staff through continuous education and training.

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5) To provide adequate facilities and infrastructure to support optimal learning and educational services.
6) To implement systematic school management based on data and performance.
7) To fulfil financing standards by empowering all potentional resources that can support excellent learning.
8) To develop an affective, objective,and systematic learning assessment system.
9) To foster a culture school environment that becomes a source of wisdom in behavior and improves honesty, discipline, care, politeness, courtesy, and self-confidence in social and environmental interactions.
10) To create a Child-Friendly School (SRA) and Smoke-Free Area (KTR) that is clean, green, and comfortable to prevent environmental pollution and damage.
11) To establish a Population Awareness School (SKK) at SMP 2 Jember.
12) To realize the Pancasila Student Profile through the Pancasila Student Profile Strengthening Project (P5) at SMP Negeri 2 Jember.

c. Brief history of the School

The school, located at the intersection of Jl. PB. Sudirman and Jl. Bedadung, was originally known as SGB 2 (Sekolah Guru B 2 Negeri).

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Along with the development of time, on August 1st, 1960, SGB 2 Jember was transformed into SMP Negeri 2 Jember based on the Decree of the Representative Head of the Department of Education and Culture of East Java Province Number: 1806/Perw/SMP/SK/60. The first principal was Mr. R. Moeljono, assisted by 21 teachers.

The school was built on an area of 3,065 m² with seven classrooms. It began producing graduates who later became future leaders of the nation. As the city of Jember developed, SMPN 2 Jember expanded its learning facilities and teaching staff in an effort to become one of the best schools in Jember Regency.

B. Data Presentation

Important information obtained form each research variable used in the data presentation is included in this section. The data are presented briefly in the form of numbers, tables, graphs, or other forms of data. The anxiety scale and speaking skill scale became the variables in this research, and the researcher presented the data in the form of statistical tables and figured to measure these factors. To collect information about anxiety and speaking skill and to determine the relationship between the two variables, questionnaires were distributed. Based on the description of these variables, the researcher conducted descriptive data analysis using SPSS Statistics for Windows as folllows:

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Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Anxiety	35	31	78	50,89	12,993
Speaking skill	35	55	94	76,54	10,617
Valid N (listwise)	35				

The table above was obtained from a total sample of this research consisted of 35 eighth-grade students from class VIII-B of SMPN 2 Jember**.** Among the participants, 14 students (40%) were male**,** while 21 students (60%) were female**.** The anxiety variabel had a minimum score of 31, a maximum score 78, a mean score of 50,89, and standard deviation of 12,993. Meanwhile, the speaking skill variabel, with all 35 respondents, had a minimum score of 55, a maximum score 94, a mean score of 76,54, and standards deviation of 10,617. These findings were used to categorize the level of each variable after determining the mean and standard deviation of each variable. There were three classification levels: low, moderate, and high. In this study, the level of each variable was used to classify respondents into categories of anxiety (X) and speaking skill (Y) using SPSS Statistics 23 for Windows.

C. Analysis and Hypothesis Testing

1. Normality Test

In this analysis, the researcher used SPSS IMB Versi 29. Before conducting the hypothesis test, the researcher fulfilled the requirements of normality and homogenety tests to determine whether the data were appropriate for hypothesis testing.

The normality test was used to determine whether the obtained data were normallly ditributed. It also served as prerequisite for hypothesis testing. The researcher used one-sample kolmogorov-smirnov test in SPSS IMB Versi 29.The results are as follos :

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One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		35
Normal Parameters[a,b]	Mean	,0000000
	Std. Deviation	,59454539
Most Extreme Differences	Absolute	,082
	Positive	,069
	Negative	-,082
Test Statistic		,082
Asymp. Sig. (2-tailed)		,200[c,d]

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.
d. This is a lower bound of the true significance.

The results of the normality test that the significance value was 0,200 > 0,05, which means that the distribution of anxiety and speaking skill data from 35 students was normal. Therefore, the normality assumption in this research was fulfilled because the data were normally distributed.

2. Linearity Test

To determine whether the relationship between variable X and variable Y was linear, a linearity test was conducted. The F-test was used to determine whether there was a linear relationship between emotional intelligence and learning achievement. The significance level was 0,05 using SPSS Statistics 23 for Windows.

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ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
speakingsil * anxiety	Between Groups	(Combined)	3830,519	26	147,328	543,979	,000
		Linearity	3820,667	1	3820,667	14107,079	,000
		Deviation from Linearity	9,852	25	,394	1,455	,301
	Within Groups		2,167	8	,271		
	Total		3832,686	34			

The results of the linearity test showed that there is a linear relationship between the two variables if the significance value of devotion from linearity is greater than 0.05, and there is no linear relationship if the value is less than 0.05. The independent and dependent variables in this study produced a significance value of deviation form linearity of 0.301 > 0.05. Therefore, it can be concluded that there is a linear relationship between the independent and dependent variables.

3. Hypothesis Test

This test was conducted after both variables passed the normality and linearity tests. The researcher used correlation analysis to analyze the relationship between anxiety and speaking skill in order to evaluate the researcher's hypothesis. The hypothesis test was conducted using SPSS Statistics 29 for Windows with the Pearson Product-Moment Correlation method. The hypotheses proposed in this study are as follows:

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Ha : There is a relationship between students' anxiety and their speaking skill among eighth-grade students at SMPN 2 Jember

Ho : There is no relationship between students' anxiety and their speaking skill among the eighth-grade students at SMPN 2 Jember

Hypothesis test calculations using the SPSS Statistics 29 for Windows program using Pearson product-moment correlation analysis provide the following results:

Correlations

		Anxiety	Speaking skill
Anxiety	Pearson Correlation	1	-0,998**
	Sig. (2-tailed)		,000
	N	35	35
Speakingskill	Pearson Correlation	-0,998**	1
	Sig. (2-tailed)	,000	
	N	35	35

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

The results of the hypothesis test between anxiety and speaking skill using SPSS Statistics 29 for Windows showed a significance value of 0,000 and a Pearson coefficient value of -0,998, indicating a significant relationship between anxiety and speaking skill among students in class VIII SMPN 2 Jember. Therefore, H0 was rejected and Ha was accepted in this study.

Furthermore, the Pearson correlation value -0,998 between

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anxiety and speaking skill variables falls within in the range of 0,800 to 1,000, which is categorized as a very strong correlation. This indicates a very strong and negative relationship between the two variables (there is a correlation between anxiety and their speaking skill).

D. Discussion

Based on the research findings, it was found that there is a significant relationship between *anxiety* and *speaking skill* among eighth-grade students at SMPN 2 Jember. The hypothesis test showed a significance value of 0.000 < 0,05 with a Pearson correlation coefficient of -0,998, which falls into the category of very strong relationship. This indicates that anxiety has a very strong relationship with students' English speaking skill.

This research strengthens Krashen's (1982) *Affective Filter Hypothesi*. The theory explains that affective factors such as anxiety, motivation, and self-confidence can act as filters that influence the language acquisition process. When students experience high anxiety, the affective filter increases, making it difficult for language input to be processed optimally. As a result, students experience difficulties in understanding, processing, and producing spoken English. This condition can be seen in students who feel nervous, afraid of making mistakes, and lacking confidence when asked to speak English in front of the class.

In addition, the *Foreign Language Classroom Anxiety* theory by Horwitz, Horwitz, and Cope (1986) also supports the findings of this study. The theory explains that anxiety in foreign language learning consists of three

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main components: *communication apprehension*, *test anxiety*, and *fear of negative evaluation*.[39] Based on the questionnaire results, these three aspects appeared during the English speaking learning process. Many students felt afraid of being mocked or corrected by teachers and classmates. These conditions caused students to become less active.

The findings of this research are also in line with the *Cognitive Interference Theory* proposed by Eysenck et al. (2007). This theory explains that anxiety can disrupt cognitive functions because it consumes working memory capacity.[40] When students feel anxious, their attention becomes more focused on fear and worry rather than on language production. Consequently, students have difficulty concentrating, often forget vocabulary, experience blank moments while speaking, and are unable to express ideas fluently. This directly affects students' speaking ability, especially in fluency and accuracy aspects.

Speaking skill itself is one of the most important yet difficult language skills for EFL(English as a Foreign Language) students to master. In this study, speaking skill included several important components such as pronunciation, vocabulary, grammar. Students who experience high anxiety tend to face difficulties in these components. They speak with many pauses, lack fluency, have unclear pronunciation, and frequently make grammatical

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[39] Horwitz, Elaine K., Michael B. Horwitz, and Joann Cope. "Foreign Language Classroom Anxiety." *The Modern Language Journal* 70, no. 2 (1986): 125–132.

[40] Michael W. Eysenck, Nazanin Derakshan, Rita Santos, and Manuel G. Calvo, "Anxiety and Cognitive Performance: Attentional Control Theory," *Emotion* 7, no. 2 (2007): 336–353.

mistakes due to excessive nervousness.

The finding are also supported by previous studies conducted by Plantika and Adnan (2021), which found a negative relationship speaking anxiety and speaking ability.[41] Similarly, Rahmadani and Etfita (2022) stated that students with high levels of fear of negative evaluation and communication apprehension tend to have lower speaking performance in English learning.[42]

Based on these findings, it can be understood that anxiety is one of the major psychological factors influencing students' success in speaking English. Therefore, teachers need to create a comfortable, safe, and supportive learning environment so that students feel more confident to speak. Teachers should also provide motivation, reduce pressure in learning, and use interactive and their speaking ability can improve optimally.

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[41] Senny Plantika and Aryuliva Adnan, "The Correlation between Students' Speaking Anxiety and Their Speaking Ability," *Journal of English Language Teaching* 10, no. 1 (2021): 37–44.

[42] Silvia Rahmadani and Fauzul Etfita, "Foreign Language Speaking Anxiety: A Study of English Language Learning," *Indonesian Journal of Educational Research and Review* 5, no. 2 (2022): 262–272.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the findings and discussion above, it can be concluded that eighth-grade students at SMPN 2 Jember have a significant relationship between *anxiety* and *speaking skill* in English learning. The research findings showed a very strong relationship, indicates by the *Pearson Correlation* value of -0,998, which falls within the range of 0,800 to 1,000, this study demonstrates a very strong relationship between the anxiety variable and speaking skill variable.

The significance value obtained was 0,000 < 0,05, which means that the independent and dependent variables in this study have a significant correlation. Thus, the higher the students' anxiety level, the lower their English speaking skill tends to be. Conversely, the lower the students' anxiety level, the better their English speaking skill will be.

The relationship between anxiety and speaking skill in this study is also supported by Krashen's *Affective Filter Hypothesis*, which explains that emotional factors such as anxiety can hinder language acquisition in receiving, understanding, and producing spoken English.[43]

Moreover, the Foreign Language Classroom Anxiety theory proposed by Horwitz, Horwitz, and Cope also strengthens these findings. The theory explains that anxiety in foreign language learning emerges through

[43] Stephen D. Krashen, *Principles and Practice in Second Language Acquisition* (Oxford: Pergamon Press, 1982), 30–32.

communication apprehension, test anxiety, and fear of negative evaluation, all of which can affect students' speaking performance.[44]

In this study, students who experienced fear of making mistakes and fear of negative evaluation tended to have lower speaking ability.

Furthermore, the findings are also consistent with Eysenck et al. *Cognitive Interference Theory*, which states that anxiety can disrupt students' cognitive functions and concentration.[45] As a result, students become less fluent in speaking, have difficulty constructing sentences, and often experience blank moments when speaking English in front of the class.

Therefore, it can be concluded that anxiety is closely related to students' speaking skill. Consequently, teachers need to create a comfortable, enjoyable, and supportive learning atmosphere so that students' anxiety levels can decrease and their English speaking ability can develop optimally.

B. Suggestions

Based on the findings regarding the relationship between anxiety and speaking skill among eight-grade students at SMPN 2 Jember, the researcher provides the following suggestions:

1. For Teachers

   Teachers are expected to create a comfortable, enjoyable, and non-threatening English learning atmosphere so that students feel more confident in speaking English. Teachers are also encouraged to use

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[44] Elaine K. Horwitz, Michael B. Horwitz, and Joann Cope, "Foreign Language Classroom Anxiety," *The Modern Language Journal* 70, no. 2 (1986): 125–132.

[45] Michael W. Eysenck, Nazanin Derakshan, Rita Santos, and Manuel G. Calvo, "Anxiety and Cognitive Performance: Attentional Control Theory," *Emotion* 7, no. 2 (2007): 336–338.

interactive learning methods such as discussions, language games, role play, and group work so that students become more active and less afraid of making mistakes while speaking. In addition, teachers should provide motivation and positive support to help reduce students' anxiety levels.

2. For Students

Students are expected to be more courageous and confident in speaking English and should not be afraid of making mistakes because mistakes are part of the learning process. Students also need to practice speaking regularly both inside and outside the classroom so that their speaking ability can improve and their anxiety in speaking English can be minimized.

3. For Schools

Schools are expected to support the improvement of students' English speaking skills by providing programs or activities that support speaking ability, such as English Clubs, English speech competitions, debates, and other communication-based activities. A school environment that supports the use of English can also help students become more accustomed and confident in speaking.

4. For Future Researchers

For Future Researchers Future researchers are expected to develop this study by using larger sample sizes or adding other variables related to English speaking ability.

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Appendix

Matrix of Research

Title	Variable	Indicator	Source of Data	Research Method	Research Focus
Correlations Between Students' Anxiety and Their English Speaking Skill in SMPN 2 Jember	1. Student's Anxiety (X) • Performa Anxiety 2. Speaking Skill (Y)	1. Student's Anxiety (X) • Performa Anxiety 2. Speaking Skill (Y) • Vocabulary • Pronunciation • Grammar	1. Primary Data: • Student's Anxiety • Students' speaking score 2. Instrumental Data: • Questionnaire • Speaking Test	1. Research Design: Quantitative Research with Correlation design 2. Data collection: b. Questionnaire c. Speaking test d. The Validity of Instrument e. The Reliability of Instruments 3. Data analysis technique of students score: a. SPPS 20.	How is correlations between students' anxiety and their English speaking skills?

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STATEMENT OF AUTHENTICITY

This undersigned below:

Name	: Ariska Dewi
SRN	: T20196119
Major	: Tadris Bahasa Inggris
Faculty	: Tarbiyah dan Ilmu Keguruan
Institution	: Universitas Islam Negeri Kiai Achmad Shiddiq Jember

Stated that the undergraduated thesis entitled "Correlation between students' anxiety and their speaking skill at the eighth-grade students of SMPN 2 Jember" is truly my original work. It does not incorporate any material previously written by another person except those indicated in quotation and references. Therefore, I am only person who is responsible for the thesis if there is any objection or claim from others.

Jember, 25 May 2026



Ariska Dewi
SRN. T20196119

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Appendix 2

KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Jl. Mataram No. 01 Mangli. Telp.(0331) 428104 Fax. (0331) 427005 Kode Pos: 68136
Website:www.http://ftik.uinkhas-jember.ac.id Email: tarbiyah.iainjember@gmail.com

Nomor : B-17307/In.20/3.a/PP.009/06/2026
Sifat : Biasa
Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala Ariska Dewi
Jl. P.B. Sudirman No. 26 Jember

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM	:	T20196119
Nama	:	ARISKA DEWI
Semester	:	Semester empat belas
Program Studi	:	TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai "Correlations Between Students' Anxiety and Their English Speaking Skill in SMPN 2 Jember" selama 9 (sembilan) hari di lingkungan lembaga wewenang Bapak/Ibu Udik Kristyono, S.Pd., M. M

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 23 Juni 2026
Dekan,
Ub. Kabag Dekan Bidang Akademik,

KHOTIBUL UMAM

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Appendix 3

PEMERINTAH KABUPATEN JEMBER
DINAS PENDIDIKAN
UPTD SATUAN PENDIDIKAN
SMP NEGERI 2 JEMBER
JL. PB. Sudirman No.26 Jember, Telepon 0331-484878
Website: www.smpn2jember.sch.id E-mail: info@smpn2jember.sch.id

Yang bertanda tangan di bawah ini, Kepala SMP Negeri 2 Jember menerangkan bah wa:

Nama : ARISKA DEWI
NIM : T20196119
Program Studi : TADRIS BAHASA INGGRIS
Perguruan Tinggi : UIN KHAS Jember

Telah melakukan penelotian mulai tanggal 02 Januari 2026 s/d 26 Februari 2026 dengan
judul penelitian "Correlation Between Students' Anxiety And Their Speaking Sk ill At The Eighth
Grade Students Of SMPN 2 Jember"
Demikian surat keterangan ini kami di buat agar dapat di pergunakan sebaigaim ana mestinya.

Jember, 01 Januari 2026
Kepala SMP Negeri 2 Jember

DWI KRISTYONO, S.Pd, M.M.
19690418 199302 1 002

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Appendix 4

anxiety	speaking skill		anxiety	speaking skill		NAMA	JENIS KELAMIN
78	55		**78**	**94**		LIDDYA RISA	P
74	58		**74**	**94**		MUH NAUFAL ABDULAZIZ	L
71	60		**71**	**94**		INANIK HUSNUL LATIFAH	P
69	62		**69**	**94**		BELA AINA	P
67	63		**67**	**94**		DENY JAGMIN	L
65	65		**65**	**94**		FIQQIH ANDI I	L
64	66		**64**	**94**		TIA RAHEL AMANDA	P
62	68		**62**	**94**		RASYA MADANIAH	P
60	69		**60**	**94**		NILNA ISMI INTAN	P
60	69		**60**	**94**		EKA SAFITRI	P
58	71		**58**	**94**		PATRIANY BUDI PRASASTI	P
58	71		**58**	**94**		MAUDHIKA NURLIANTY	P
54	73		**54**	**94**		KINANTHI RARA AYU PUSPITA	P
55	73		**55**	**94**		MIA MAULIDYA	P
55	74		**55**	**94**		M. RANDY	L
53	75		**53**	**94**		AULIA NUR AWALIYAH	P
52	75		**52**	**94**		FAFA AMELIA	P
51	76		**51**	**94**		FADEYAN	L
50	77		**50**	**94**		AHMAD FAUZI	L
45	80		**45**	**94**		SITI AISYAH	P
46	81		**46**	**94**		MUH. RIZKI	L
47	80		**47**	**94**		NUR HIDAYAH	L
45	81		**45**	**94**		DWI LESTARI	P
43	83		**43**	**94**		RINA OKTAVIAI	P
42	84		**42**	**94**		FAJAR RAMADHAN	L
40	85		**40**	**94**		ANDI PRATAMA	L
40	85		**40**	**94**		FITRI AMELIA	P
35	90		**35**	**94**		WAHYU SAPUTRA	L
38	86		**38**	**94**		DEWI KARTIKA	P

38	86		**38**	**94**		IMAM SYAFI'I	L		
38	87		**38**	**94**		PUTRI MAHARANI	P		
32	92		**32**	**94**		YUSUF MAULANA	L		
33	92		**33**	**94**		NABILA SAFITRI	P		
32	93		**32**	**94**		ARIF HIDAYAT	L		
31	94		**31**	**94**		LILIS SURYANI	P		
		total =	1781	3290					

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Appendix 5

No,	Subject	Vocabulary (1-100)	Pronunciation (1-100)	Grammar (1-100)	Total Score	Final Average Score (Y)
1.	LR	56	55	54	165	55
2.	MNA	59	58	57	174	58
3.	IHL	60	60	60	180	60
4.	BA	63	61	62	186	62
5.	DJ	64	63	62	189	63
6.	FAI	66	65	64	195	65
7.	TRA	67	66	65	198	66
8.	RM	69	68	67	204	68
9.	NII	70	69	68	207	69
10.	ES	69	67	68	204	66
11.	PBP	67	65	66	198	70
12.	MN	71	70	69	210	73
13.	KRAP	74	72	73	219	71
14.	MM	72	71	70	213	70
15.	MR	71	70	69	210	73
16.	ANA	74	73	72	219	73
17.	FA	72	74	73	219	74
18.	F	75	74	77	222	80
19.	AF	78	76	79	231	81
20.	SA	81	80	80	240	80
21.	MR	82	81	80	243	82
22.	NH	81	79	81	240	81
23.	DL	83	82	81	246	83
24.	RO	84	81	82	243	84
25.	FR	81	83	83	249	85
26.	AP	85	84	84	252	90
27.	FA	86	85	85	255	86
28.	WS	86	84	89	255	85
29.	DK	91	90	85	270	90
30.	IS	87	86	85	258	86
31.	PM	85	85	85	255	85
32.	YM	88	87	86	261	87
33.	NS	88	86	87	261	87
34.	AH	93	92	91	276	92
35.	LR	93	91	92	276	92

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Appendix 6





Appendix 7

Normality Test

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		35
Normal Parameters[a,b]	Mean	,0000000
	Std. Deviation	,59454539
Most Extreme Differences	Absolute	,082
	Positive	,069
	Negative	-,082
Test Statistic		,082
Asymp. Sig. (2-tailed)		,200[c,d]

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.
d. This is a lower bound of the true significance.

Linearity Test

			Sum of Squares	df	Mean Square	F	Sig.
speakingsil1 * anxiety	Between Groups	(Combined)	3830,519	26	147,328	543,979	,000
		Linearity	3820,667	1	3820,667	14107,079	,000
		Deviation from Linearity	9,852	25	,394	1,455	,301
	Within Groups		2,167	8	,271		
	Total		3832,686	34			

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Hypothesis Test

Correlations

		Anxiety	Speaking skill
Anxiety	Pearson Correlation	1	-0,998**
	Sig. (2-tailed)		,000
	N	35	35
SpeakingskillPearson Correlation		-0,998**	1
	Sig. (2-tailed)	,000	
	N	35	35

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

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Appendix 6

Topic 1

The Lion and the Mouse

Once upon a time, in a dense forest, a lion lay sleeping beneath a large tree. A little mouse, who also lived in the forest, was playing nearby and accidentally ran across the lion's nose. The lion woke up suddenly and caught the mouse in his powerful paws. The mouse, terrified, begged, "Please, forgive me, mighty lion! I didn't mean to disturb you. I promise I will never do it again. Who knows, maybe I can help you someday!".

The lion, feeling kind-hearted, decided to release the mouse. He was amused by the thought that such a tiny creature could ever help the king of the jungle. After all, he was far too mighty for such a small animal to assist him.
Days later, the lion was caught in a hunter's net. Struggling, he roared loudly for help. The mouse, hearing the roar, rushed over to see what had happened. When she saw the lion trapped, she quickly began gnawing through the ropes of the net. Soon enough, the lion was free.

The lion was grateful to the mouse and thanked her. The mouse, happy to have kept her promise, smiled and said, "You saved my life once, and now I've returned the favor. We are now friends for life." From that day on, the lion and the mouse became the best of friends, living happily together in the forest.

Tell the story by explaining:

1. Who are the characters?
2. What happened first?
3. What problem did they face?
4. How was the problem solved?
5. What lesson can we learn?

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Topic 2

Tell the story using your own words!

The Clever Deer Story

There was a small river flowing across a deep jungle. A handsome deer lived in the jungle. He drank water from the river and grazed in the jungle. The river was the home of a giant crocodile and his friends. He wanted to hunt the deer and eat him but could not find a way. One day, the deer was grazing on the bank of the river. Suddenly, he noticed a tree full of red berries hanging. He also saw other animals eating those berries and having fun. He realized how sweet the berries were and wanted to cross the river.
He was aware that the river was infested with big crocodiles, and one of them watched him drinking water. He cannot swim and will surely fall prey in the hands of that giant crocodile. But, his longing for the berries grew even bigger. The Clever Deer thought of a plan. One day, he was grazing in the bank. He called the crocodile with his beautiful voice.

The crocodile responded immediately. He said, "What do you want?"

The deer said, "The king of this jungle has invited all the crocodiles to dinner. He is happy how you all protect the river from other animals." He added, "In honor of the crocodiles, this gala dinner has been arranged, but the king needs a headcount. He has given me the duty to count and tell how many of you will attend the dinner party." The crocodile was delighted to learn that the king admired all of them. He called all his friends to one place and said the same. Everyone was happy. The deer, maintaining a safe distance from the crocodiles, said, "I will count the crocodiles. Please line up one by one. I will walk on each of you and ensure no one is missed. Nobody will move and leave his place."

The crocodiles believed the ingenious plan of the clever deer. They lined up from one bank to the other. The deer stepped on the first one and counted one. He then hopped on the other one and counted two. In this way, he easily crossed the river and hopped on the other bank. After reaching the other side, he said, "Thank you for your patience. I have finished my counting. From this day onwards, this side of the river will be my home."
The crocodiles were infuriated. They started rumbling in the river in anger. The deer laughed and went to enjoy a delicious snack of sweet berries from the trees.

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Topic 3

Retell the story briefly!

Cinderella

Once upon a time, in a faraway kingdom, there lived a young girl named Cinderella. She was a kind, gentle, and beautiful child with the most radiant smile. Cinderella had a heart full of love, but unfortunately, fate hadn't been kind to Cinderella. Her mother had passed away, leaving her alone with her selfish stepmother. The stepmother had two daughters of her own, and she was terribly jealous of Cinderella's beauty and kind heart. She treated Cinderella unfairly, making her do all the housework and dress in rags while her own daughters wore fine clothes and lived in luxury. Despite the cruelty she faced, Cinderella remained kind and gentle, never letting her stepmother's unkindness change who she was. She would often seek comfort in the garden, talking to the birds and the animals, who had become her dearest friends.

One day, the kingdom received exciting news. The prince was hosting a grand ball at the palace, and every maiden in the land was invited. Cinderella's stepsisters were overjoyed and spent weeks preparing their gowns and practicing their dance moves. Cinderella watched her stepsisters with a sad smile, hoping she might be able to attend the ball and experience a bit of the magic she had heard about in her mother's stories. But her stepmother was insistent that Cinderella would stay home and continue with her chores.

The night of the ball arrived, and Cinderella was left alone in her old clothes while her stepsisters and stepmother departed for the palace. She sat by the fireplace, tears in her eyes, wishing for just a taste of the magic her mother had told her about.

Suddenly, a soft, sweet voice filled the room. It was her fairy godmother, a beautiful figure surrounded by a soft, glowing light.

"Why are you crying, my dear?" the fairy godmother asked.

Cinderella explained her wish to attend the ball but how her stepmother had been unkind and refused to allow her to go.

The fairy godmother smiled and said, "Don't worry, my child. You shall go to the ball."

With a wave of her wand, Cinderella's rags were transformed into a stunning gown, and on her feet, she wore the most delicate glass slippers that sparkled like stars. Her fairy godmother turned a pumpkin into a magnificent carriage and mice into beautiful horses, so Cinderella could travel to the palace in style. Before she left, the fairy godmother gave Cinderella a piece of advice: "Remember, my dear, the magic will only last until midnight. When the clock strikes twelve, you must leave the palace and return home."

Cinderella thanked her fairy godmother and climbed into the magical carriage. As she arrived at the palace, she felt like a princess, her heart dancing with joy. The moment Cinderella entered

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Topic 4

Tell the story and explain the moral value.

The Rabbit and the Turtle

One day a rabbit was boasting about how fast he could run. He was laughing at the turtle for being so slow. Much to the rabbit's surprise, the turtle challenged him to a race. The rabbit thought this was a good joke and accepted the challenge. The fox was to be the umpire of the race. As the race began, the rabbit raced way ahead of the turtle, just like everyone thought.

The rabbit got to the halfway point and could not see the turtle anywhere. He was hot and tired and decided to stop and take a short nap. Even if the turtle passed him, he would be able to race to the finish line ahead of him. All this time the turtle kept walking step by step by step. He never quit no matter how hot or tired he got. He just kept going.

However, the rabbit slept longer than he had thought and woke up. He could not see the turtle anywhere! He went at full speed to the finish line but found the turtle there waiting for him.

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the ballroom, the entire room fell silent. The prince, charmed by her beauty, approached her, and they danced together like a dream. Cinderella was the happiest she had ever been. But as the hours flew by, she suddenly heard the bells of the palace clock. The first stroke of midnight sent a shiver down her spine. She remembered her fairy godmother's warning and knew she must leave. Cinderella hurriedly said goodbye to the prince and fled from the palace. As she ran down the grand staircase, one of her glass slippers slipped off her foot. She didn't have time to retrieve it, and so, with only one glass slipper, she disappeared into the night. Cinderella's beautiful gown and glass slippers turned back into rags, leaving her with only the memory of the enchanting evening she had spent at the palace.

The next day, the prince was determined to find the owner of the glass slipper. He and his attendants traveled throughout the kingdom, visiting every home to see if the slipper would fit any young maiden. When they arrived at Cinderella's cottage, her stepsisters eagerly tried to fit their feet into the glass slipper. But it was too small for them, and their feet simply couldn't squeeze in.

Cinderella watched, hidden from view, as her stepsisters attempted to trick the prince. Then, she stepped forward and, with a hopeful heart, asked, "May I try?"

The prince agreed, and as she placed her foot into the glass slipper, it fit perfectly. The prince's eyes lit up with joy as he realized he had found the maiden he had danced with at the ball. Cinderella's stepsisters were astonished and upset. But even though they were mean to her, Cinderella didn't feel angry. Instead, she forgave them for their unkindness, as she believed that kindness was the most important thing in the world.

And so, Cinderella was reunited with the prince, and they lived happily ever after, proving that goodness, kindness, and a loving heart could overcome the challenges life may bring.

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Appendix 7

RESEARCHER'S BIOGHRAPHY



A. Personal Information

Name	: Ariska Dewi
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Gender	: Female
Place, Date of birth	: Banyuwangi, 29 Juni 2001
Adress	: Dusun Cangaan Genteng Wetan
Religion	: Islam
Departmen Major Course	: FTIK English Departmen
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B. Educational Background

2005-2007	: TK Khodijah 36
2007-2013	: SDN 1 Genteng Wetan
2013-2015	: SMP "Plus" Darus Sholah
2015-2018	: MAN 1 Banyuwangi