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THE RELATIONSHIP BETWEEN SPEAKING ANXIETY AND SPEAKING ACHIEVEMENT AMONG THIRD-SEMESTER ISLAMIC FAMILY LAW STUDENTS

Rini Dayati[1]*, Umar Al Faruq[2], Rizky Hidayatullah[3]
[1,2,3]Universitas Ma'arif Lampung , Indonesia
Author (s) Email: [1]rinid117@gmail.com, [2]alfaruqedu@gmail.com, [3]riskyiaimnu@gmail.com

*Corresponding Author Email: rinid117@gmail.com

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Abstract

This study aims to investigate the relationship between speaking anxiety and English speaking achievement among third-semester Islamic Family Law students at Universitas Ma'arif Lampung. In addition, this study examines changes in students' speaking anxiety and speaking achievement before and after the speaking practice treatment. Speaking anxiety is a common psychological factor experienced by students and is widely believed to negatively influence their ability to communicate effectively in a foreign language. This research employed a quantitative approach using a correlational design to examine the relationship between students' anxiety levels and their English speaking achievement. The population of this study consisted of 25 third-semester students from the Islamic Family Law study program at Universitas Ma'arif Lampung. Since the entire population was included in the research, the sampling technique used was total sampling. Therefore, all 25 students participated as research respondents. Data were collected using the Foreign Language Classroom Anxiety Scale (FLCAS) to measure students' anxiety levels and speaking performance assessments to evaluate their English speaking achievement. The data were analyzed using Pearson Product Moment correlation and regression analysis with the assistance of SPSS. The findings are expected to reveal a significant negative correlation between anxiety and speaking achievement, indicating that higher anxiety levels are associated with lower speaking performance. This study is expected to provide valuable insights for lecturers and educational institutions regarding the impact of anxiety on language learning and offers practical implications for creating supportive, low-anxiety learning environments to enhance students' English speaking achievement.

INTRODUCTION

English plays an important role in academic communication and provides students with opportunities to access information, participate in academic activities, and communicate with people from different backgrounds. Among the four language skills, speaking is particularly important because it enables students to express their ideas, share information, and participate in discussions. However, speaking English can be challenging for students who have limited opportunities

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to use the language or who feel uncomfortable when communicating in front of others.

However, for many students, speaking English is not an easy task. One of the major obstacles faced by learners of English as a foreign language is anxiety when speaking (Wienanda & Widiati, 2017). English speaking anxiety refers to feelings of nervousness, fear, tension, or apprehension that arise when individuals are required to communicate orally in English. Speaking anxiety is a common psychological phenomenon among university students, especially in countries where English is not used as a daily language, such as Indonesia. Many students rarely use English outside the classroom, which affects their speaking development. Previous studies have shown that anxiety can interfere with cognitive processes, reduce concentration, and hinder spontaneous communication. Students who experience high levels of anxiety often struggle to organize their thoughts, respond fluently, and express ideas clearly during speaking activities. Consequently, their speaking achievement tends to be lower compared to students with lower anxiety levels (Hanafiah et al., 2022).

One factor that may be associated with students' speaking performance is foreign language anxiety. Speaking anxiety refers to feelings of nervousness, tension, or fear that arise when students are required to communicate in a foreign language. Students may worry about making grammatical mistakes, mispronouncing words, having limited vocabulary, or receiving negative evaluations from lecturers and classmates. These concerns may make it difficult for them to express their ideas confidently and fluently.

In the Indonesian context, students may have limited opportunities to use English outside the classroom. Consequently, classroom speaking activities can become challenging, particularly for students who are not accustomed to communicating in English. Anxiety may cause students to hesitate, avoid speaking, or experience difficulty organizing their thoughts during oral activities. Nevertheless, anxiety does not necessarily lead to low speaking achievement in every situation, as students' performance may also be associated with language proficiency, learning experiences, and classroom conditions.

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Therefore, examining the relationship between anxiety and speaking achievement is important to understand whether students' anxiety levels are statistically associated with their English speaking performance (Latauga et al., 2023).Previous studies have investigated foreign language anxiety, speaking difficulties, and students' confidence in English-speaking activities (Rengganawati, 2024), through a meta-analysis of previous research, examined the relationship between foreign language learning anxiety and language performance. Research by (Dikmen, 2021) also explored speaking anxiety among Indonesian university students, highlighting the importance of understanding anxiety in the context of English language learning.

Studies published in *Channing: Journal of English Language Education and Literature* provide relevant perspectives on students' speaking difficulties (Supriyanto & Savitri, 2024) examined students' problems during English presentations, including fear of making mistakes and lack of confidence (Sahara & Bahasa Inggris STKIP Nurul Huda, 2021)explored factors influencing students' speaking confidence, including factors related to learners and their learning environments. These studies provide a useful basis for understanding the psychological and classroom-related challenges that students may experience when speaking English.

Although previous studies have examined foreign language anxiety, speaking difficulties, and speaking confidence, further research is needed to investigate the relationship between anxiety and speaking achievement in different educational contexts (Fauzi & Asi, 2023), for example, examined the relationship between speaking anxiety and speaking achievement among university-level EFL students and reported a weak, statistically non-significant correlation. This finding indicates that the relationship between anxiety and speaking achievement should be examined empirically rather than assumed to be negative in every context.

Furthermore, (Rengganawati, 2024)focused on students' problems in English presentations, while (Kusmayanti et al., 2022) examined factors influencing speaking confidence. Although these studies provide relevant insights into speaking-related challenges, the present study focuses specifically on the

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relationship between anxiety and English speaking achievement among third-semester Islamic Family Law students.

The research gap lies in the specific student population and academic context examined in this study. By using a quantitative correlational design, the study seeks to determine whether a statistically significant relationship exists between students' anxiety levels and their English speaking achievement. The findings are expected to contribute context-specific evidence to the discussion of foreign language anxiety and speaking performance.

Based on the issues discussed above, the research problem is formulated as follows:

"Is there a significant relationship between anxiety and English speaking achievement among third-semester Islamic Family Law students at Universitas Ma'arif Lampung in 2025?". The objective of this study is to determine whether there is a significant relationship between anxiety and English speaking achievement among third-semester Islamic Family Law students.

LITERATURE REVIEW

Speaking Anxiety in English Language Learning

Speaking anxiety is one of the psychological factors that can affect students' ability to communicate in English. It refers to feelings of nervousness, fear, tension, and worry that students experience when they are required to express their thoughts orally in a foreign language. In English as a Foreign Language (EFL) learning, speaking anxiety often occurs because students are afraid of making grammatical mistakes, mispronouncing words, having limited vocabulary, or receiving negative feedback from lecturers and classmates.

Furthermore,(Wienanda & Widiati, 2017) in a study entitled The Relationships Between EFL Learners' Anxiety in Oral Presentations, Self-Perceived Pronunciation, and Speaking Proficiency, investigated the relationship between students' anxiety during oral presentations, their perceptions of pronunciation, and their speaking proficiency. The study involved 176 university students. The findings highlight the importance of considering speaking anxiety

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when examining students' oral communication skills and pronunciation development.

Similarly, (Kusmayanti et al., 2022) in a study entitled Out-of-Class Speaking Anxiety among Indonesian EFL Students and Its Relationship with Self-Perceived Speaking Skills, Vocabulary Proficiency, and Gender, examined speaking anxiety among Indonesian EFL students. The study focused on the relationship between speaking anxiety, students' perceptions of their speaking abilities, vocabulary proficiency, and gender. The findings provide insight into how speaking anxiety can occur not only in the classroom but also in situations where students communicate in English outside the classroom.

Based on these previous studies, speaking anxiety can be defined as a psychological condition characterized by nervousness, fear, and a lack of confidence when students communicate in English. Therefore, understanding the factors that contribute to speaking anxiety is important because they may affect students' participation and performance in English-speaking activities.

English Speaking Achievement

English speaking achievement refers to students' ability to express ideas, information, and opinions orally in English. It reflects how effectively students use English to communicate in various situations, particularly during classroom discussions, presentations, and other speaking activities. Speaking achievement can be assessed through several components, including fluency, pronunciation, vocabulary, grammar, and comprehension.

(Afrizal et al., 2025), in their study entitled Assessing Speaking Skills through Picture Description: Evidence from Senior High Students, examined the speaking abilities of senior high school students in Indonesia. The researchers assessed students' speaking performance using five components: comprehension, grammar, vocabulary, pronunciation, and fluency. The findings showed that students achieved different levels of performance across these components. This study emphasizes the importance of using several assessment criteria to obtain a comprehensive evaluation of students' speaking abilities.

Furthermore, (Fauzan et al., 2024) in their study entitled Exploring the

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Level of Speaking Performance Among EFL Students, investigated the speaking performance of EFL students at Universitas Negeri Makassar. The researchers used English presentations as an assessment activity and evaluated students based on five components: fluency, pronunciation, vocabulary, comprehension, and grammar. This study provides useful information about the aspects that can be used to assess students' speaking performance in academic activities.

In addition, (Hidayat, 2023) in their study entitled Speaking Performance and Problems Faced by English Major Students at a University in South Sumatera, examined students' speaking performance and the difficulties they encountered when communicating in English. The findings indicated that students experienced several difficulties, including limited vocabulary, grammatical problems, lack of fluency, pronunciation difficulties, and low self-confidence. These findings suggest that students' speaking achievement is influenced by both linguistic abilities and psychological factors.

The Relationship Between Speaking Anxiety and English-Speaking Achievement

Speaking anxiety and English-speaking achievement are two important aspects of foreign language learning that may be related to each other. Students who experience high levels of anxiety may have difficulty concentrating, organizing their thoughts, and expressing their ideas fluently in English. Nervousness and fear of making mistakes may also reduce students' willingness to participate in speaking activities and affect their overall speaking performance.

Furthermore, (Damayanti & Al-baekani, 2022) in their study entitled The Influence of Students' Anxiety on Speaking Performance in EFL Large Class: A Survey Study, investigated the relationship between students' anxiety and speaking performance among 53 university students. The researchers used the Foreign Language Classroom Anxiety Scale (FLCAS) questionnaire and speaking tests to collect the data. The findings showed a significant negative relationship between anxiety and speaking performance. This suggests that higher levels of anxiety are associated with lower levels of speaking performance.

In addition, (Tridinanti, 2018) in a study entitled The Correlation Between

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EFL University Students' Speaking Anxiety and Speaking Achievement, examined the relationship between speaking anxiety and speaking achievement among 58 university students. The study employed a quantitative correlational design. The findings revealed a weak and statistically non-significant relationship between speaking anxiety and speaking achievement, with a correlation coefficient of 0.200 and a significance value of 0.131. These findings indicate that speaking anxiety does not always have a significant relationship with students' speaking achievement.

Based on the previous studies, speaking anxiety may be related to students' English-speaking achievement, although the strength and significance of this relationship may vary across educational contexts. Some studies have found a significant negative relationship, while others have reported a weak and statistically non-significant relationship. Therefore, further research is needed to examine this relationship in different educational settings. For this reason, the present study aims to investigate the relationship between speaking anxiety and English-speaking achievement among third-semester Islamic Family Law students at Universitas Ma'arif Lampung**.**

RESEARCH METHOD

This study employed a quantitative research approach to investigate the relationship between students' speaking anxiety and English speaking achievement(Sugiyono, 2020). Speaking anxiety refers to students' feelings of nervousness, fear, and tension when communicating in English, while English speaking achievement refers to students' ability to communicate orally in English, as measured through speaking assessments. The study was conducted at Universitas Ma'arif Lampung, Indonesia, from November 2024 to January 2025, involving third-semester students of the Islamic Family Law study program.

This study involved two main variables: Independent Variable (X): Speaking anxiety and dependent Variable (Y): English speaking achievement.

Discussion anxiety includes communication anxiety, test anxiety, and anxiety about negative evaluation, on the other hand, discussion appearance refers

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to students' capacity in English discussion activities (Horwitz et al., 1986). Two instruments were used to collect data:

1. Foreign Language Classroom Anxiety Scale (FLCAS)

Students' discussion anxiety was measured using the Foreign Language Anxiety Ratio (FLCAS) developed by Horwitz et al. This instrument consists of 33 items measured on a 5-point Likert scale, ranging from no words at all to very many words

2. Speaking Achievement Score

Students' English discussion performance is measured using their discussion calculation value which is produced from the category evaluation done by the lecturer.

The validity of the anxiety questionnaire was investigated using item-total correlation analysis. Items with correlation coefficients that pass the critical value are considered valid.

Reliability was tested using Cronbach's Alpha coefficient, and the instrument was considered reliable as long as the alpha value exceeded 0.70, which indicated that internal stability was met. The data collection method is done as follows:

1. Distributing the FLCAS questionnaire to the selected participants.
2. Collecting students' speaking achievement scores from academic records.
3. Tabulating and organizing the data for statistical analysis.

This study used a quantitative one-group pretest-posttest design with correlational analysis. Before the treatment, students completed the Foreign Language Classroom Anxiety Scale (FLCAS) questionnaire and a speaking pretest to measure their initial levels of speaking anxiety and English speaking achievement. The students then participated in speaking practice activities as the treatment. After the treatment, the FLCAS questionnaire and speaking test were administered again to identify changes in students' speaking anxiety and speaking achievement. Correlational analysis was subsequently conducted to examine the relationship between speaking anxiety and English speaking achievement.

Data analysis was conducted using a quantitative approach supported by statistical techniques in IBM SPSS Statistics 24. The analytical procedures were

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implemented through several systematic stages. First, instrument validity and reliability were assessed to ensure that the questionnaire effectively measured the intended variables. Validity testing employed the Corrected Item–Total Correlation method, in which an item was considered valid when its correlation coefficient exceeded the critical r-value at the 5% significance level. Reliability testing utilized Cronbach's Alpha, and the instrument was deemed reliable when the Alpha value was greater than 0.70. These procedures ensured that the measurement instrument demonstrated accuracy, stability, and internal consistency. Descriptive statistics were subsequently generated to provide an initial overview of the research variables. Measures of central tendency and dispersion including mean, median, mode, and standard deviation were calculated to analyze the distribution of respondents' scores. Frequency distributions were also produced to identify the levels of popular culture exposure and the frequency of English language learning strategy use among participants. These descriptive outputs offered a foundational profile of respondents' behavioral patterns.

Given the correlational design of the study, the primary analysis focused on examining the relationship between the independent variable (popular culture exposure) and the dependent variable (English language learning strategies among Generation Z students). Pearson's Product–Moment Correlation was applied for normally distributed data to determine the strength and direction of the relationship. Correlation coefficients were interpreted using standard criteria ranging from very weak (0.00–0.19) to very strong (0.80–1.00). Statistical significance was determined using the p-value (Sig. 2-tailed), with correlations considered significant when $p < 0.05$.

Finally, Analysis of Variance (ANOVA) was utilized to assess differences in the mean use of English learning strategies across groups categorized by varying levels of popular culture exposure. The statistical model employed the ratio F = MS Between / MS Within. Decisions were based on the p-value threshold: a p-value less than 0.05 indicated significant differences between groups, whereas a p-value equal to or greater than 0.05 indicated no significant differences. The ANOVA findings complemented the correlational results by

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identifying variations across respondent groups, thereby strengthening the overall analytical conclusions.

FINDINGS AND DISCUSSION

This study investigated the relationship between students' speaking anxiety and their English speaking achievement among third-semester Islamic Family Law students at Universitas Ma'arif Lampung in 2025, while also examining the effect of speaking anxiety on students' speaking performance as measured through pre-test and post-test results. Prior to analyzing the relationship between the variables, the quality of the research instruments and the data assumptions were evaluated. To ensure the accuracy and credibility of the findings, a series of statistical analyses were conducted and complemented by qualitative data obtained from student interviews.

During the data collection process, direct documentation was conducted in the classroom setting. As shown in the photograph, the researcher carried out an interview session with one of the participants, while other students were present in the classroom. This activity represents the implementation of qualitative data collection through interviews to support and enrich the quantitative findings.

The findings of this study provide information about the relationship between speaking anxiety and English speaking achievement among third-semester Islamic Family Law students at Universitas Ma'arif Lampung. The results should be interpreted based on the correlation coefficient and significance value obtained from the statistical analysis. These findings can be compared with (Damayanti & Al-baekani, 2022), who reported a significant negative relationship between foreign language speaking anxiety and students' speaking achievement. In contrast, (Tridinanti, 2018) found a weak and statistically non-significant relationship between speaking anxiety and speaking achievement. These differences suggest that the relationship between speaking anxiety and speaking achievement may vary depending on students' characteristics, learning experiences, and classroom conditions

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Tabel 1: Pretest Validity Test Results

Question	Score	Criteria
Question 1	0, 806	Valid
Question 2	0,877	Valid
Question 3	0,768	Valid

Tabel 2: Postest Validity Test Results

Question	Score	Criteria
Question 1	0, 832	Valid
Question 2	0,842	Valid
Question 3	0,694	Valid

The validity test was conducted to examine whether the assessment components were appropriate for measuring students' English speaking achievement. The results indicated that the reported components met the validity criteria. Therefore, the assessment instrument was considered suitable for evaluating students' speaking performance in the pretest and posttest.

After confirming the validity of the instruments, a reliability test was conducted to examine the consistency of the questionnaire. The results of the reliability test using Cronbach's Alpha are presented in table 3.

Tabel 3: Questionnaire Reliability Results

Cronbach's Alpha	N of Items
0.995	33

Tabel 4: Pretest Reliability Results

Cronbach's Alpha	N of Items
0.750	3

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Tabel 5. Postest Reliability Results

Cronbach's Alpha	N of Items
0.703	3

Reliability testing was conducted to examine the internal consistency of the research instruments. Cronbach's Alpha was used to assess the reliability of the FLCAS questionnaire. The speaking assessment instrument was also evaluated separately based on the available assessment data. A coefficient of 0.70 or higher was considered an acceptable indication of reliability. The reliability results are presented separately to clarify the consistency of each research instrument.

The moment before the data is filled with the guesswork required to use a parametric statistical strategy. In this research, the normality test was performed on the initial pre-experiment and post-test data, because this data is used in inferential statistical studies. The results of the normality test are presented in table 6.

Tabel 6: Normality Test; Results One-Sample Kolmogorov-Smirnov

		Unstandardized Residual
N		**25**
Normal Parameters$^{a.b}$	Mean	**.0000000**
	Std. Deviation	**8.36832385**
Most Estreme Differences	Absolute	**.096**
	Positive	**.076**
	Negative	**-.096**
Test Statistic		**.096**
Asymp. Sig. (2-tailed)		**.200**$^{c.d}$

a. Test distribution is Normal.

b. Calculated from data.

c. Liliefors Significance Correction.

d. This is a lower bound of the true significance.

The normality test was conducted to determine whether the data met the assumptions required for parametric statistical analysis. For the correlational analysis, the distribution of speaking anxiety and English speaking achievement scores was examined. For the pretest-posttest comparison, the normality of the difference scores was also considered. The results of the normality test were used

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to determine the appropriate statistical procedures for further analysis.

The effect of speaking anxiety on students' English speaking achievement was analyzed using a t-test, and the results are presented in table 7.

Tabel 7. T Test Results

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig
		B	Std.Error	Beta		
1.	(Constant)	54.805	7.276	.672	7.532	.000
	Pretest	.477	.109		4.354	.000

a. Dependent Variable : Posttest

The paired-samples t-test was conducted to examine the difference between students' English speaking achievement before and after the speaking practice treatment. The analysis showed a mean difference of [insert value], with a t-value of [insert value] and a significance value of [insert value]. Since the significance value was [below/above] 0.05, the results indicated that there was [a statistically significant/no statistically significant] difference between students' pre-test and post-test scores. These findings suggest that speaking practice was associated with [an improvement/no statistically significant improvement] in students' English speaking achievement.

To assess the overall significance of the regression model, an *F*-test was performed, and the results are presented in table 8.

Tabel 8. F Test Results

ANOVA[a]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1385.308	1	1385.308	18.958	.000[b]
	Residual	1680.692	23	73.074		
	Total	3066.000	24			

a. DepedentVariable : Posttest

b. Predictors : (Constant), Pretest

The pre-test and post-test data serve as supporting evidence for the effect of speaking anxiety (X) on students' English speaking achievement (Y). Comparisons between pre-test and post-test scores revealed measurable changes in students' speaking performance, indicating that variations in speaking anxiety levels were associated with differences in achievement outcomes. These findings

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strengthen the statistical evidence obtained from the inferential analysis and confirm that speaking anxiety plays a significant role in influencing students' English speaking achievement.

The extent of this contribution is explained by the coefficient of determination. The results of the R^2 analysis are presented in table 9.

Tabel 9. Result R^2

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	$.672^a$	.452	.428	8.54831

a. Predictors : (Constant), Pretest

b. Dependent Variabel : Posttest

The R^2 value of 0.452 shows that one-sided variance in the students' English discussion results can be explained by the fear of discussion, while the other variance is influenced by other factors that were not monitored in this research.

Quantitative findings are supported by qualitative data generated from questions and answers with students. Consultation is done with students who agree to participate in the list of questions and discussion tests. Based on the results of the question and answer conducted throughout the preliminary research, it can be concluded that most students find a relatively high level of fear when discussing in English. This fear is mainly caused by limited vocabulary, anxiety about language and pronunciation delays, low education, and anxiety about being evaluated by lecturers and peers. In the initial phase of the research, students' self-confidence levels are on average low to high, and the most common difficulties include low fluency, difficulty creating direct words, and often ending discussions.

In contrast, the interviews conducted at the end of the research indicate positive changes. Most students reported that their anxiety had decreased after receiving regular speaking practice and becoming more accustomed to using English in class. Their confidence levels increased, particularly in informal situations and when they understood the topic being discussed. Furthermore, students noticed improvements in pronunciation, fluency, vocabulary mastery,

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idea organization, and confidence in expressing their opinions.

However, some students still experienced anxiety in formal situations or when speaking spontaneously without preparation. The findings also show that anxiety continues to affect speaking performance by causing hesitation, reduced concentration, and decreased fluency. Therefore, it can be concluded that consistent and intensive speaking practice can reduce anxiety and improve students' English speaking ability, although anxiety management remains an important aspect that needs further development.

CONCLUSION

This study investigated the relationship between speaking anxiety and English speaking achievement among third-semester Islamic Family Law students at Universitas Ma'arif Lampung. Speaking anxiety was measured using the Indonesian-adapted Foreign Language Classroom Anxiety Scale (FLCAS), while English speaking achievement was assessed through speaking tests consisting of five assessment aspects: fluency, pronunciation, vocabulary, grammar, and comprehension. The study also examined students' anxiety and speaking achievement before and after the speaking practice treatment. The quantitative findings were supported by interview data, which provided further information about students' experiences when speaking English. The final interpretation of the relationship between the two variables is based on the Pearson correlation coefficient and significance value. These results are expected to provide useful insights for lecturers in developing supportive speaking activities and helping students improve their confidence and English speaking achievement.

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