

**AN ANALYSIS OF STUDENTS' SPEAKING ANXIETY ON ACADEMIC
PERFORMANCE OF THE ENGLISH EDUCATION DEPARTMENT AT
UNIVERSITY OF MUHAMMADIYAH MAKASSAR**



A THESIS

*Submitted to the Faculty of Teacher Training and Education Muhammadiyah
University of Makassar in Partial Fulfillment of the Requirement for the Degree of
Sarjana Pendidikan*

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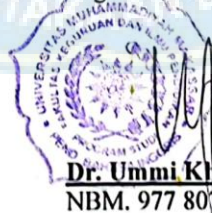
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Day / Date	Chapter	Note	Sign
05/06/2024	III	→ Findings → add leading statement - Discussion → Pense the table - Make anonym participant part - Relate your findings with your previous findings	
11/07/2024	IV	- References - Findings → only the result. - Discussion → find the research process	
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07/06/2024	III	Pay attention to the Chapter III. Research design. Research Subject, Research instrument.	
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10/07/2024	V	add more explanation related to the suggestion ans. Conclusion. - Revised your abstract. - Complete your Appendix.	

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MOTTO AND DEDICATION

Motto

“Your heart if there is Allah in it then it will be wider than the earth, the sky, and everything in it”

(Ustadzah Halimah Alaydrus)

“We must be valuable to ourselves first, before we can be valuable to others”

(Ralph Waldo Emerson)

Dedication

“There is no most beautiful sheet in this thesis except the dedication sheet. by expressing gratitude for the Grace of Allah Swt, I present this thesis as a token of proof to my beloved parents, siblings, friends and other loved ones who always give support to complete this thesis. and appreciation for myself for being able to survive this far.”

ABSTRACT

NURFADILLAH, An Analysis of Students' Speaking Anxiety on Academic Performance of the English Education Department at University of Muhammadiyah Makassar. Thesis English language education study program, Faculty of Teacher Training and Education, University of Muhammadiyah Makassar. (Supervised by St. Asmayanti AM and Junaid)

This research aims to analyse the types of speaking anxiety and academic performance of fourth semester students at the English Department of Muhammadiyah University of Makassar. The research sample amounted to 10 students, using qualitative research methods in the form of a case study design. Data were collected through interviews, and documentation.

The results showed that students experienced several types of speaking anxiety, namely foreign language speaking anxiety, situational speaking anxiety, anxiety related to negative self-assessment, and communication anxiety. Foreign language speaking anxiety is the most commonly experienced type, followed by anxiety related to negative self-assessment. Both were experienced by 7 out of 10 students. Meanwhile, situational speaking anxiety and communication anxiety were experienced by 6 out of 10 students. This finding indicates that the four types of anxiety are quite commonly experienced by students in the context of English language learning. The results of this research also found that despite the speaking anxiety experienced by students, this does not always negatively correlate with academic performance. This is because the analysis of students' transcript documents for three semesters showed stable grades with an average grade of 3.76 for three semesters.

Keywords: Speaking Anxiety and Academic Performance

ABSTRAK

NURFADILLAH, An Analysis Of Students Speaking Anxiety On Academic Performance Of The English Education Department At University Of Muhammadiyah Makassar. Skripsi Program studi pendidikan Bahasa Inggris Fakultas keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar. (Dibimbing Oleh St. Asmayanti AM dan Junaid)

Penelitian ini bertujuan untuk menganalisis jenis kecemasan dan performa akademik mahasiswa pada semester empat di Jurusan Bahasa Inggris Universitas Muhammadiyah Makassar. Adapun sampel penelitian berjumlah 10 mahasiswa, dengan menggunakan metode penelitian kualitatif berupa desain studi kasus. Data dikumpulkan melalui metode wawancara, dan dokumentasi.

Hasil penelitian menunjukkan bahwa mahasiswa mengalami beberapa jenis kecemasan berbicara berbicara, yaitu kecemasan berbicara bahasa asing, kecemasan berbicara situasional, kecemasan terkait penilaian diri negatif, dan kecemasan komunikasi. Kecemasan berbicara bahasa asing merupakan jenis yang paling sering dialami, diikuti oleh kecemasan terkait penilaian diri negatif. Keduanya dialami oleh 7 dari 10 mahasiswa. Sementara itu, kecemasan berbicara situasional dan kecemasan komunikasi dialami oleh 6 dari 10 mahasiswa. Temuan ini mengindikasikan bahwa keempat jenis kecemasan tersebut cukup umum dialami oleh mahasiswa dalam konteks pembelajaran bahasa Inggris. Hasil penelitian ini juga menemukan bahwa meskipun terdapat kecemasan berbicara yang dialami mahasiswa, hal ini tidak selalu berkorelasi negatif terhadap performa akademik. Karena dari hasil analisis dokumen transkrip nilai mahasiswa selama 3 semester menunjukkan nilai yang stabil dengan rata-rata nilai yaitu 3,76 selama tiga semester.

Kata Kunci: Kecemasan Berbicara dan Performa Akademik

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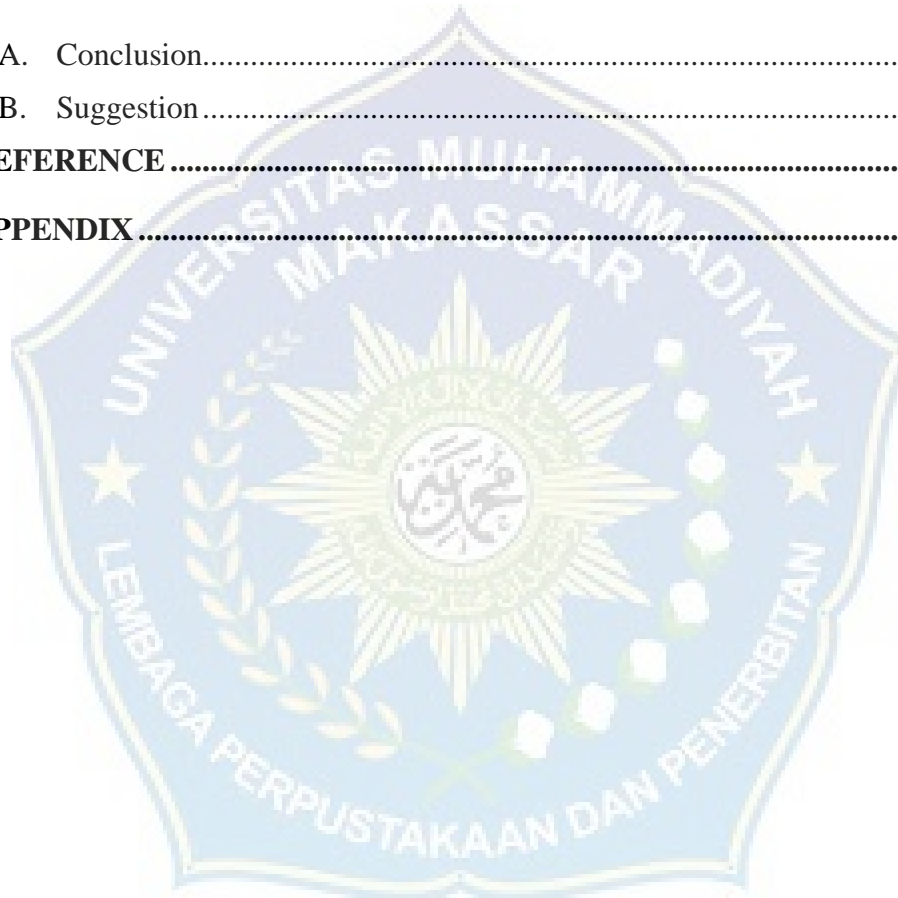


Nurfadillah

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CHAPTER I

INTRODUCTION

A. Background

Speaking involves the exchange of ideas and the transmission of information from the speaker to the listener. Effective speaking encompasses the capacity to articulate sounds and express words smoothly to convey ideas, thoughts, opinions, and emotions to others. This skill holds significance for students in their daily lives, such as describing objects, expressing concerns, and engaging in conversations. It necessitates self-assurance to overcome psychological barriers like shyness, inferiority, tension, and various obstacles (Riadi, 2022).

Speaking plays a crucial role in everyday interactions, and individuals are often judged based on their ability to communicate confidently and comprehensively. Mastering speaking skills enables students to establish positive connections through effective communication. Nevertheless, achieving proficiency in speaking can be challenging, particularly in the context of public speaking. Many individuals, especially when confronted with public speaking, grapple with a fear of speaking that can evolve into a profound anxiety.

Public speaking anxiety refers to a condition marked by fear or apprehension when an individual is required to address an audience. It is delineated as a psychological and physiological state encompassing emotional, cognitive, and behavioral components.

Anxiety materializes through uncomfortable sensations characterized by fear and worry. The core essence of anxiety is founded in distress, irrespective of whether it induces psychological discomfort. Anxiety possesses the ability to elicit emotions of fear, worry, and unease, and it is acknowledged as a typical response to stress.

Speaking anxiety can originate from both internal and external sources. Internally, factors like the fear of judgment, the dread of failure, low self-confidence, negative past experiences, perfectionism, and even underlying mental disorders can act as triggers for anxiety. Externally, unfamiliar situations, high-pressure environments, insufficient preparation, and noisy surroundings can exacerbate the condition. Symptoms experienced by individuals dealing with speaking anxiety encompass a spectrum, including physical manifestations like sweating, trembling, and nausea, as well as emotional symptoms such as nervousness, anxiety, and fear. This issue poses a significant obstacle to the development of speaking skills and adversely affects overall performance and achievements in various areas.

Speaking anxiety can range from mild nervousness to nearly paralyzing fear. As Riadi (2022) suggests, it comprises cognitive fear, physiological nervous arousal, and a subjective sense of tension or nervousness. It is typified by discomfort in the presence of others, often accompanied by feelings of embarrassment, leading to rigidity, inhibition,

and a tendency to avoid social interactions. This condition can have a substantial impact on students, impeding their academic performance.

Academic performance, in the context of speaking anxiety, extends beyond traditional measures such as overall GPA, exam scores, and individual assignments to encompass presentation evaluations and even class participation. Factors like the vibrancy of discussions, the willingness to pose questions, and the quality of presentations may be influenced by speaking anxiety. Moreover, the ability to speak in public serves as an independent indicator, considering elements such as the clarity of delivery, active engagement in answering questions, utilization of body language, and, crucially, the adept management of anxiety. This underscores the notion that Students speaking ability is not merely a component but a pivotal aspect influencing overall academic success.

Effective speaking proficiency stands as a pivotal factor in attaining optimal academic success. As outlined by Lestari et al (2019), academic achievement is an assessable learning outcome throughout the educational journey, serving as proof that an individual has fulfilled their educational duties and responsibilities. Consequently, the presence of speaking anxiety becomes a hindrance in the learning process, leading to a decline in Students academic accomplishments.

When students grapple with anxiety, they may avoid situations demanding public speaking, resulting in an adverse impact on their grades and overall academic performance. The repercussions of speaking anxiety

become evident when students are tasked with presentations, impeding their active involvement in class discussions a fundamental aspect of academic evaluation.

Moreover, speaking anxiety can have detrimental effects on a student's concentration and comprehension of learning materials. The intrusion of anxiety often fills the mind with negative thoughts and concerns about potential speaking errors, diverting attention from the content being studied and diminishing the overall efficacy of learning. Restricted class participation, apprehensive presentations, and unsuccessful oral exams collectively contribute to a decline in grades. Additionally, this situation results in a significant drop in student confidence, a decrease in motivation to learn, and ultimately leads to subpar academic achievement. Research conducted in Indonesia has even highlighted oral exam score differences of up to 10% between students with and without speaking anxiety, underscoring the significant impact of this issue on academic performance.

In the context of English language learning, speaking anxiety significantly influences student academic performance. Within English as a Foreign Language (EFL) classes, many learners commonly grapple with anxiety, hindering the cultivation of their speaking skills and undermining their overall proficiency and success in English. This anxiety not only obstructs language fluency but also yields extensive consequences, spanning from reduced class participation to lower grades

on oral assessments. The fear and nervousness associated with speaking impede Students ability to concentrate, formulate coherent sentences, and select appropriate words. Consequently, their motivation to learn diminishes, leading to suboptimal academic outcomes.

In a study conducted by Rachmawati & Jurianto (2020), it was identified that speaking performance anxiety is a prevalent phenomenon among English as a Foreign Language (EFL) learners, including those who are majoring in English. The research unveiled a noteworthy negative correlation between the levels of speaking anxiety and the corresponding speaking performance. In simpler terms, as the levels of speaking anxiety increased, the associated achievement scores decreased. The majority of students demonstrated moderate levels of speaking anxiety, primarily stemming from the fear of negative evaluation.

Based on personal experience and observation, the researcher saw many instances where many participants experienced feelings of anxiety and discomfort when they tried to speak in English classes. This can be seen when lecturers ask students to formulate questions, speak and give opinions in English, but students just remain silent. Their anxiety can interfere with explanations and also prevent them from succeeding in mastering English speaking skills. When they are anxious, their focus will be disrupted so that they easily forget the content of the conversation, stutter, or speak disjointedly. Moreover, the fear of being judged by others heightens our self-awareness and criticism, intensifying anxiety and

obstructing fluency. Lack of public speaking practice also exacerbates it, making us even more nervous and insecure. In fact, this anxiety is often accompanied by physical symptoms such as trembling, sweating, and palpitations, which further interfere with comfort and focus when carrying out the learning process in class.

Therefore, the researcher is interested in conducting a study that analyses Students speaking anxiety and their academic performance among 4th semester students. So the researcher wanted to conduct a study entitled "AN ANALYSIS OF STUDENTS' SPEAKING ANXIETY ON ACADEMIC PERFORMANCE OF THE ENGLISH EDUCATION DEPARTMENT AT MUHAMMADIYAH UNIVERSITY MAKASSAR".

B. Problem Statement

Based on the background above, the researcher formulates problem as follows:

1. What are the types of students' speaking anxiety at the fourth semester of English Education Department?
2. How does the academic performance of students' with speaking anxiety at the fourth semester of English Education Department?

C. Research Objective

According to the problem statements above, the object of this research are as follow:

1. To analyze the types of students' speaking anxiety at the fourth semester of English Education Department.

2. To identify the academic performance of students' with speaking anxiety at the fourth semester of English Education Department.

D. Significance of the Research

1. Theoretically

Become useful information for readers to conduct research. All information that is important to obtain useful information for the institution. Arranged according to the needs for research purposes for further study and studies relevant to research.

2. Practically

The findings of this research had the following implications :

1. For Students

This research aimed to help students understand the types of speaking anxiety they experienced. This would help them find appropriate strategies to overcome it.

2. For Lecturers

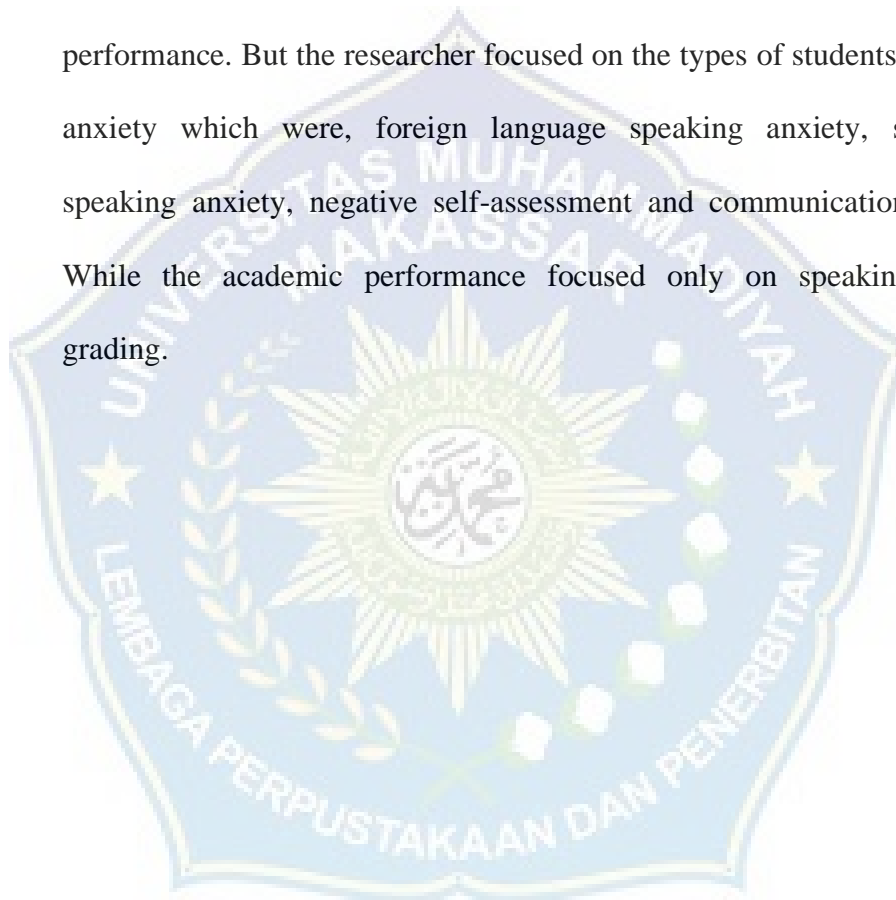
This research aimed to help lecturers understand students' speaking anxiety so that they could provide more effective support and guidance.

3. For Other Related Parties

This research could help policymakers and educational administrators develop policies and programs designed to help students overcome speaking anxiety and improve their academic performance.

E. Scope Of The Research

To get specific research objectives, The researcher made research limitations. In this research, the researcher only focused on analyzing speaking anxiety on academic performance.. There are many interesting aspects to research regarding Students speaking anxiety and academic performance. But the researcher focused on the types of students' speaking anxiety which were, foreign language speaking anxiety, situational speaking anxiety, negative self-assessment and communication anxiety. While the academic performance focused only on speaking subject grading.



CHAPTER II REVIEW OF LITERATURE

A. Previous Related Findings

Various previous studies have explored the topic under consideration. The first study from Syahfutra & Wibowo (2019) the focus was on identifying speaking anxiety among students enrolled in English education programs in Indonesia. The research revealed that in public universities, the main contributors to speaking anxiety were the selection of topics and a prevailing sense of apprehension. Conversely, students in private universities attributed their anxiety more to issues of self-confidence, concerns about making mistakes, and the behavior of lecturers during the speaking process. This study contributes valuable insights to the literature on English language education programs, particularly in Indonesia and other regions where English is taught as a foreign language. It emphasizes the importance of considering students' perspectives, providing essential feedback for English teachers and lecturers to better understand and address students' levels of speaking anxiety.

The second previous study has been conducted by Rachmawati & Jurianto (2020). This study uncovered a noteworthy negative correlation between the level of speaking anxiety and speaking achievement. In essence, as speaking anxiety increased, the corresponding achievement scores decreased. Performance anxiety is a widespread experience among

English as a Foreign Language (EFL) learners, including those majoring in English. The majority of students demonstrated a moderate level of speaking anxiety, predominantly attributed to the fear of negative evaluation. Despite regular exposure to the English language, EFL learners still grapple with speaking anxiety. The implications underscore the importance for educators to be attuned to Students anxiety levels and employ strategies that foster a more confident speaking environment.

The third previous study is from Damayanti & Listyani (2020) identified three primary factors contributing to Students speaking anxiety in English classes: communication anxiety, test anxiety, and fear of negative evaluation. The questionnaire and interview data further revealed additional factors, including a lack of vocabulary, underestimation of their abilities, inadequate preparation, fear of making mistakes, and concerns about potential humiliation by their peers. These findings underscore the significance of the teacher's role in addressing this situation. Both students and teachers can collaborate to establish a positive classroom atmosphere, ultimately working together to alleviate Students anxiety.

The fourth previous study is conducted by Fitriani et al (2022) identified factors contributing to anxiety when speaking English as a foreign language. The findings indicated that Students hesitancy to engage in speaking activities in English classes was not attributable to a lack of awareness of the importance of learning English, laziness, or disinterest in the language. Instead, the primary reasons were a lack of confidence in

their abilities, the fear of negative evaluations from their peers, and apprehension about being compared to their classmates.

The last previous study is from study Ekanti & Purwanto, (2022) findings highlight that speaking anxiety can impede learners from actively participating in discussions, consequently adversely affecting their oral skills. Moreover, the research suggests that speaking anxiety might not be accorded high priority in schools, potentially because it is not perceived as a significant issue in language teaching, possibly being viewed more as a social challenge. To foster a conducive environment for speaking in the classroom, it becomes crucial to cultivate a pleasant atmosphere where every learner feels at ease and motivated to engage in oral communication.

The similarity between this research and previous research is that both analyse speaking anxiety. However, what distinguishes this study from previous studies is that previous studies focused more on analysing the factors that cause speaking anxiety. Whereas in this study, in addition to analysing speaking anxiety, this study also focuses on the types of speaking anxiety that exist in students. The researcher will also analyse the academic performance of students who experience speaking anxiety which is measured through the grades obtained by students in speaking subject.

B. Some Pertinent Ideas

1. Speaking

a. Definition of Speaking

According to Hamid, et al (2023) Speaking is the ability to communicate using spoken language. The history of speaking began long before the existence of written forms. Pre-historic humans relied on spoken language to communicate with each other. In ancient times, speaking was considered one of the most important most important skills that a leader must possess, teacher, and orator.

According to Riadi (2022) Speaking skills refer to the linguistic proficiency in enunciating articulate sounds or uttering words to effectively communicate ideas, thoughts, opinions, and feelings to others as conversational partners. These skills are rooted in attributes such as confidence, honesty, truthfulness, and responsibility, aiming to mitigate psychological obstacles like embarrassment, low self-esteem, tension, and speech impediments. The goal is to foster effective and authentic communication in a manner that promotes understanding and connection.

Speaking is the process of transmitting information, ideas, or thoughts from the speaker to the listener. In the oral communication of information, a speaker needs to convey it accurately and effectively for the listener to comprehend. A proficient speaker is someone who can critically and effectively capture information, which is closely tied to their listening abilities. A speaker who excels at listening is capable of comprehensively

capturing and understanding information, contributing to their effectiveness as a communicator.

b. Component of Speaking

There are four components below has a great influence in speaking skill:

1) Vocabulary

Vocabulary plays a crucial role in supporting speaking activities, as it involves the selection of accurate and suitable words for effective communication.

2) Grammar

Smooth communication in speaking is based on an understanding of grammar. Speakers therefore need to be aware of the grammar they use when communicating. In simple terms, grammar is the set of rules that guide the construction of meaningful parts of words in a language.

3) Fluency

Speaking involves the verbal reproduction of words and signifies a process of exchanging ideas between a speaker and a listener. Fluency in speaking is crucial, just like proficiency in other components of speaking.

4) Pronunciation

Pronunciation involves the articulation of speech sounds for effective communication, and it holds significant importance in

the communicative process. In essence, proper pronunciation, including correct stress and intonation, contributes to clear and effective verbal communication.

2. Anxiety

a. Definition Anxiety

According to Rosana et al (2020) Anxiety is the sensation of fear regarding anticipated events or psychological experiences occurring within the human body. It is not solely an internal feeling but can also stem from external factors. Signs of anxiety manifest through body language and communication. Nervousness, panic, shyness, stuttering, and tension are common indicators. Anxiety often arises during tests or learning approaches, particularly in studying English as a foreign language. Anxiety happens when in processing and output it doesn't work. It means that if any process in the students mind and the result is good, the anxiety never appear in themselves. When the process was disturbed, the anxiety will appear in their mind and their body. The reaction of bad process is to get panic or worry when students perform their knowledge or skill.

Anxiety is characterized by the presence of distressing and unpleasant feelings. It emerges as a response to internal bodily tensions, which can be triggered by either internal or external stimuli and is regulated by the autonomic nervous system. For

instance, when an individual encounters a perilous and frightening situation, their heart rate increases, breathing becomes constrained, the mouth dries up, and palms may become sweaty.

According to Riadi (2022), anxiety is a psychological condition or an individual emotional state characterized by tension, worry, and unease related to feelings of threat and fear concerning the uncertainty of the future and the anticipation that something negative might occur. Anxiety is considered a reaction that can be encountered by anyone. While anxiety with moderate intensity can be viewed as having a positive value by providing motivation, high-intensity and negative anxiety can be detrimental, potentially causing harm and interfering with the physical and psychological well-being of the individual involved.

b. Anxiety Factors

According to Rosana et al (2020) there are four Factors that Contributing with Students anxiety in Self-concept and Classroom Environment:

1) Self-Perceptions

Students self-concept can be a significant factor in provoking anxiety when speaking English. If students have negative perceptions, beliefs, or behaviours, their anxiety levels can be high, affecting their self-esteem. Self-perception and self-esteem

can have a significant impact on learning English, particularly in speaking skills. This is not a minor issue that teachers can ignore.

2) Students' Beliefs about Language Learning

Students' beliefs about language learning, often influenced by irrational and unrealistic ideas, can impede the learning process. It is crucial for teachers to be well-informed in order to effectively teach English as a foreign language. For instance, in speaking, students may feel the need to have the exact words ready before speaking in English. Some mistakenly believe that language learning merely involves translating directly from their native language to the target language, which is not accurate. Direct translation from the native language to English is not feasible. Furthermore, there is a misconception that two years of study are adequate for language proficiency, but this is not always true.

3) Teachers Beliefs about Language Teaching

Similarly to students, some teachers also hold their own beliefs about language teaching. However, it is important for instructors to facilitate rather than solely correct Students mistakes in order to alleviate second/foreign language anxiety. Inappropriate correction can lead to fear of negative evaluation, as previously explained. Anxiety in speaking English is not solely influenced by students beliefs about language learning, but also by the beliefs of their teachers during the teaching and learning process.

4) Classroom Procedure

The primary activity in an English speaking class is asking students to speak in front of the class. This activity can provoke anxiety in students, particularly when called upon to respond individually. Students are more at ease when given the choice to respond voluntarily or when paired with a classmate or in small groups of three to six, rather than larger groups of seven to fifteen students. As the number of students in the group increases, anxiety levels decrease for each individual student.

Meanwhile there are four main factors that influence the development of the basic pattern of anxiety, namely:

- a) Environment: The environment or surroundings in which an individual resides can significantly impact their self-perception and thoughts about others. Experiences with family, friends, and colleagues at work, for instance, can shape one's mindset. Anxiety may naturally arise if a person feels insecure about their environment.
- b) Repressed Emotions: Anxiety may occur when individuals struggle to express their emotions in personal relationships. This often happens when a person suppresses feelings of anger or frustration over an extended period.
- c) Physical Causes: The constant interaction between the mind and body can contribute to anxiety, especially during certain

conditions such as pregnancy, adolescence, or recovery from an illness. These physical factors have the potential to induce anxiety.

d) Heredity: Although emotional disturbances can be observed in certain families, heredity is not considered a significant cause of anxiety.

3. Speaking Anxiety

a. Definition Speaking Anxiety

Speaking anxiety poses a communication challenge that emerges when an individual is about to speak in public. In a study by Fitriani et al (2022), various expert opinions were explored regarding the definition of speaking anxiety. On the other hand, Rajitha & Alamelu (2020) interpreted anxiety as one of the prominent emotional experiences for individuals, and this emotional state can influence one's speaking ability, as highlighted.

According to Ainun (2022) public speaking anxiety is characterized by a sense of worry leading to avoidance behaviors. Physical manifestations of this anxiety may include a sudden increase in heart rate, stuttering during speech, repetition of words or sentences, feelings of nausea in the stomach, the emergence of anxiety, and difficulty in remembering information.

b. Factors Causing Speaking Anxiety

According to research Ainun (2022) public speaking anxiety can be influenced by several factors, including a lack of confidence, positive thinking, and physiological factors. The following provides an explanation of how these three factors are associated with speaking anxiety.

1) Lack of Self-Confidence

Individuals who consistently engage in effective communication with those around them typically possess high self-confidence. Self-confidence is defined as the belief that an individual considers themselves capable of behaving in a manner that aligns with the expectations of their environment. Individuals with self-confidence exhibit traits such as the ability to lead independent lives, selflessness, a tolerant attitude, confidence in their opinions, optimism, and a lack of shyness.

2) Negative Thinking

Anxiety has the potential to impact thoughts, giving rise to various biological responses. The thoughts that emerge are predominantly negative, influenced by four main factors. Firstly, there is the fear of speaking in front of a large audience. Secondly, excessive contemplation of the negative repercussions arising from the upcoming formal situation contributes to negative thoughts. Thirdly, thoughts related to the feelings of anxiety may trigger

symptoms that interfere with one's public speaking appearance. Fourthly, individuals may struggle to cope with challenging situations. Lastly, a tendency to focus more on negative aspects than positive thoughts contributes to the overall influence of anxiety on thoughts and responses.

3) Biological Factors

Feelings of fear or anxiety are universal responses that can be experienced by individuals when faced with dangerous situations. Such situations trigger discomfort as a result of a physiological response, mediated by the sympathetic nervous system. This system produces and releases adrenaline, commonly known as the fight or flight hormone, particularly in dangerous situations. Both adrenaline and the fight or flight response can lead to various physiological changes, including a rapid heartbeat, elevated blood pressure, flushing of the face, a sense of coldness in the body, trembling in the legs and hands, and excessive sweating.

c. The Impact of Public Speaking Anxiety

Based on research from Ainun (2022) the impact of public speaking anxiety is:

1) Avoidance Behaviour

Students experiencing anxiety when speaking in formal situations often exhibit a tendency to avoid scenarios that require them to present themselves in public. This avoidance behavior is

typically driven by the fear of making mistakes, a sense of inadequacy, and the apprehension of receiving negative responses from the audience.

2) Decreased Academic Performance

In the pursuit of education, students engage in ongoing learning activities. In this process, individuals are tasked with actively participating in discussions, which serve as assessments from the lecturer. This active involvement plays a crucial role in influencing one's learning journey. Failure to actively participate in discussions or presenting tasks with deficiencies can have an impact on a student's learning achievement.

d. Types of Speaking Anxiety

In this research, researchers plan to focus on analyzing the types of speaking anxiety, namely foreign language speaking anxiety, situational speaking anxiety, and Negative self-assessment. This type of speaking anxiety is obtained from opinions Ali & Anwar (2021) and Riadi (2022) the following is an explanation of this type of speaking anxiety, as follows:

1) Foreign language speaking anxiety

This is a type of speaking anxiety that occurs when individuals have to speak in a language that is not their native language, such as English, Mandarin, or Arabic. Individuals who experience this anxiety

usually feel inadequate, unconfident, or afraid of being wrong in speaking the foreign language.

2) Situational speaking anxiety

This is a type of speaking anxiety that occurs when individuals have to speak in situations that generate pressure, tension, or conflict, such as during a job interview, thesis trial, or debate. Individuals who experience this anxiety usually feel unprepared, inexperienced, or lack the strategies to speak in these situations.

3) Negative self-assessment

Negative self-assessment is a type of speaking anxiety associated with negative, unrealistic and unfair self-assessment of one's own speaking performance or ability. Individuals who experience negative self-assessment usually have expectations that are too high or not in accordance with applicable standards, and tend to criticize or blame themselves when they do not meet these expectations.

As for from other sources according to Hofmann et al (2022)

There are several types of speaking anxiety, namely:

1) Performance Anxiety

The fear of negative evaluation when speaking in public. Symptoms include nervousness, palpitations, sweating, nausea, trembling and difficulty concentrating. It can be caused by perfectionism, fear of judgement, or past negative experiences. The

effects can include avoidance of public speaking, decreased performance, embarrassment, and frustration.

2) Social Anxiety

Fear of social interaction and being judged by others. Symptoms include shyness, nervousness, panic, fear of rejection, and avoidance of eye contact. It can be caused by social anxiety disorder, low self-esteem, or past negative experiences. The effects can include avoidance of social situations, self-isolation, depression, and anxiety.

3) Communication Anxiety

Fear of expressing oneself verbally. Symptoms include difficulty speaking in public, fear of speaking in front of others, and nervousness when speaking. The cause could be lack of confidence, fear of being wrong, or language barriers. The impact can include avoidance of communication, decreased performance, and frustration.

4) Language Anxiety

The fear of making mistakes when speaking a foreign language. Symptoms include nervousness when speaking a foreign language, fear of grammar, pronunciation, and vocabulary mistakes. It can be caused by perfectionism, fear of judgement, or negative past experiences. The effects can include avoiding speaking a foreign language and inhibiting language learning.

4. English Speaking Anxiety

Anxiety in speaking English is a consequence of affective factors stemming from various sources, including insufficient knowledge, inadequate preparation, the fear of making mistakes, and challenges in understanding instructions from lecturers.

Based on research conducted by Aida et al (2020) the factors contribute anxiety in speaking english:

- 1) Factor from the internal
 - a) Self-negative thinking, a significant factor contributing to participants' anxious feelings is negative self-perception, particularly driven by unsupportive behavior such as ridicule from peers or teachers. The participants expressed concerns that making a mistake would lead to laughter from their classmates, creating a fear of being ridiculed or appearing foolish in public.
 - b) Students beliefs about speaking also emerged as a contributing factor to their anxiety. The interviews uncovered a perception that English had gained a reputation as a challenging subject. Many participants expressed the belief that speaking English was a difficult task, adding to their overall anxiety.
 - c) Lack of preparation, has been identified as a contributing factor to students anxiety. The findings suggest that insufficient preparation is a factor that contributes to the anxious feelings experienced by students. Some admitted to feeling very anxious when they did not

adequately prepare for tests or speaking practices. One individual attributed their heightened anxiety to studying less, blaming themselves for not dedicating enough time to preparation.

2) Factor from the External

a) Incomprehensible input, Incomprehensible input has been identified as a factor contributing to students anxiety in speaking English. According to the participants, unclear explanations may add to their unease. The interviews revealed that many participants become anxious when they struggle to comprehend a lesson. They expressed discomfort when they do not understand what the teacher is saying, and some fear that they will not grasp all the language input, heightening the probability of failure.

b) Speaking English in the front of class, Speaking English in front of the class emerged as a significant source of concern for most participants. Many students feel anxious when they are asked to speak in front of the class by their teacher. Some participants admitted feeling uneasy because all students would be paying attention to them during the speaking activity.

c) Family social environment, the learning environment is significantly influenced by various factors. Family tensions, parental characteristics, family demographics such as the location of the house, and family management can all impact students learning activities. Positive relationships among family members,

including parents, children, and siblings, contribute to a harmonious atmosphere that supports effective students learning.

5. Academic Performance

1. Definition Academic Performance

According to Kumar (2021) the concept of academic performance encompasses several dimensions: acquiring knowledge, developing skills and competencies, achieving high grades and other academic milestones, establishing a successful career trajectory, and demonstrating commitment and persistence in education. When assessing students' academic performance, the greatest emphasis is typically placed on academic achievement, followed by the acquisition of knowledge, and the development of skills and competencies. These components collectively define and measure the overall success and progress of students in their educational journey.

Academic performance is the level of success or achievement that an individual obtains in the learning and teaching process in various educational contexts. This concept is broader than the traditional definition that only focuses on academic achievement in school. Measuring academic performance can be done in various ways, such as tests and exams, grades and GPA, portfolios, observations, and self-assessments. Factors that need to be considered in measuring academic performance are validity, reliability, objectivity, and measurability. So the importance of academic

performance lies in measuring learning progress, identifying areas for improvement, providing feedback, motivating learning, and improving the quality of education.

The concept of student's academic achievement is likely to become more important as it is the most sought, after outcome of the educational process. Moreover, with the ever-increasing demand for well-educated and professionally skilled labour in industry, the prospects for educational institutions involved in the production of the "on-demand" workforce are by and large immense. Similarly, efforts to identify and exploit the factors responsible for improved students academic performance have always been a major area of research.

2. Factors Affecting Academic Performance

Student's performance determinants can be elucidated through the attribution theory approach. This theory posits that a student's performance is influenced by two fundamental categories of attributions internal and external attributions:

1) Internal factors, including:

- a) Intelligence is the ability to adapt to new circumstances by employing thinking tools according to their intended purpose. Intelligence levels can vary among individuals, with IQ serving as a common measure. Individuals with an IQ of 110-140 are classified as intelligent, while those with an IQ of 140 and above are considered geniuses. This latter group is deemed to have the

potential to successfully pursue higher education. On the other hand, individuals with an IQ below 90 are classified as mentally weak, experiencing greater challenges in the learning process.

b) Talent is defined as the inherent potential or fundamental skills that individuals possess from birth. Each person possesses unique talents, making it easier for them to excel in specific areas aligned with their innate abilities. When individuals engage in activities that align with their talents, the learning process becomes more enjoyable and manageable. Conversely, if someone is required to learn something outside their natural talents, they may quickly become bored, easily discouraged, and unhappy. These tendencies may manifest in behaviors such as disrupting the class, making noise, and displaying a lack of interest in lessons, potentially resulting in lower academic performance.

c) Interest is a sense of preference or attachment to a thing or activity that arises without external prompting. The absence of a child's interest in a subject can lead to learning difficulties. Learning without interest may not align with the child's talents, needs, or abilities, resulting in challenges. The presence or absence of interest in a subject can be observed through the child's engagement in lessons, the completeness of their notes, and their overall level of activity in the learning process.

- d) Motivation is a stimulus, encouragement, or power generator possessed by an individual or a group with the intention of optimal cooperation in executing a planned task to achieve a predetermined goal. As an internal factor, motivation functions to instigate, underpin, and guide learning actions. The level of motivation plays a crucial role in determining the success of learning endeavors; greater motivation tends to lead to more significant learning achievements. Individuals with high motivation exhibit strong efforts, persistence, a reluctance to give up, and an active commitment to reading books to enhance their accomplishments. Conversely, those with weak motivation may display indifference, easily become discouraged, lack focus in class, engage in disruptive behavior, and frequently leave lessons, resulting in numerous learning challenges.
- e) Fatigue, encompassing both physical and spiritual aspects, can have a notable impact on learning achievements. To facilitate effective learning, students should actively work to mitigate fatigue-related challenges, such as bodily weakness. It is crucial to create conditions that are free from spiritual fatigue, which may arise from prolonged engagement in significant problem-solving without adequate rest or being compelled to undertake tasks contrary to one's interests and focus. All these factors significantly influence Students academic performance.

2) External factors, including:

- a) Family factors play a pivotal role in influencing students, encompassing various aspects such as the parenting style, the dynamics of family relationships, overall family circumstances, parental understanding, economic conditions, cultural background, and the atmosphere within the home.
- b) Campus environmental factors, encompass various elements that contribute to the overall learning experience for students. These factors may include the teaching methods employed by lecturers, the availability and effectiveness of learning tools, the structure of the curriculum, the timing of lectures, the level of interaction between lecturers and students, campus discipline, and the utilization of educational media. These elements collectively shape the educational environment on campus and can significantly impact Students academic experiences.
- c) Community factors, community factors can have a considerable impact on students performance, involving elements such as the influence of friends, extracurricular activities outside of school, and the general lifestyle prevalent in their community. The social dynamics and external activities within the community can shape students experiences and may contribute to variations in academic performance.

3. Academic Performance Indicators

According to Ekanti & Purwanto (2022) Academic Performance Indicators are metrics used to gauge a students progress and success in learning. academic performance Indicators focus not only on grades, but also various other aspects that provide a more complete picture of a students academic performance. Here is an explanation of some academic Performance Indicators and Core Indicators:

1) Grades

Grades are the most common indicator obtained from various sources such as exams, quizzes, assignments, projects, class participation, and behaviour. Grades show a students ability to understand the subject matter and complete assignments. It is important to note that grades do not necessarily reflect a students overall learning ability, as other factors such as motivation, anxiety, health, and socio-economic background can also affect grades.

2) Standardised Test Scores

Standardised tests are designed to measure Students abilities in specific subjects. These tests are used to; Compare students performance with other students at a national or regional level, Identify students who need extra help, Meet graduation requirements, Standardised test scores can also provide useful information about students ability in a particular subject, however these tests also have some disadvantages, such as; can be stressful for students, do not

always measure the overall learning ability of students, and These tests can be biased towards students from certain groups.

3) Class Participation

Class participation refers to the level of students engagement in classroom learning activities. Active class participation can improve Students understanding of the subject matter, improve critical thinking skills, develop communication skills, and build positive relationships with teachers and classmates. Class participation can be measured by observing Students level of engagement in class discussions, recording the frequency of students asking and answering questions, and rating students based on their participation in class activities.

4) Task Completion

Task completion is an important indicator of Students ability to Manage time, Follow instructions, Work independently, and Complete tasks thoroughly Task completion can be measured by recording whether students complete tasks on time and rating students based on the quality of their tasks.

5) Projects and Research Papers

Projects and research papers can be assessed based on the quality of the research, the clarity and accuracy of the writing, and the students ability to present the results of their research. Projects and research papers provide students with the opportunity to Study the

subject matter in depth, Develop research skills, Think critically and Communicate effectively.

6) Attendance and Punctuality

Attendance and punctuality demonstrate a student's commitment to learning. Students who are frequently absent or come to school late may miss material, have difficulty following lessons, and get lower grades.

6. Grade Point Average of Academic Performance

Throughout university education, the average GPA serves as the predominant metric for assessing a student's academic performance. While students are personally aware of their individual course outcomes whether they have passed or excelled the average GPA provides a holistic view of their overall grades and scores throughout their Bachelor's or Master's degree program. This cumulative GPA is often requested in various situations to provide a concise summary of a student's academic achievements and capabilities.

In many ways, average GPA is the key used to unlock other exciting things during the study. When organizations want to know what kind of students you are – whether you're hard-working and ambitious– they rely on your GPA. Organizations, scholarship committees, clubs, and universities want high-achieving, hard-working students; so, they want someone with a high GPA. That's why academic performance is very possible if measured based on GPA.

To analyze Students speaking anxiety, this researcher will analyze Students academic performance through Grade Point Average (GPA) scores obtained by students based on assessment transcripts. According to GPA or Cumulative Achievement Index is an average score that describes a person's academic performance while studying at university. According to Widiensyah (2024) Grade Point Average is calculated from the number of credits a students obtains in one semester or one academic year plus a certain grade weight. The weights of these values are A = 4, B+ = 3.5, B = 3, C+ = 2.5, C = 2, D = 1, and E = 0.

C. Conceptual Framework

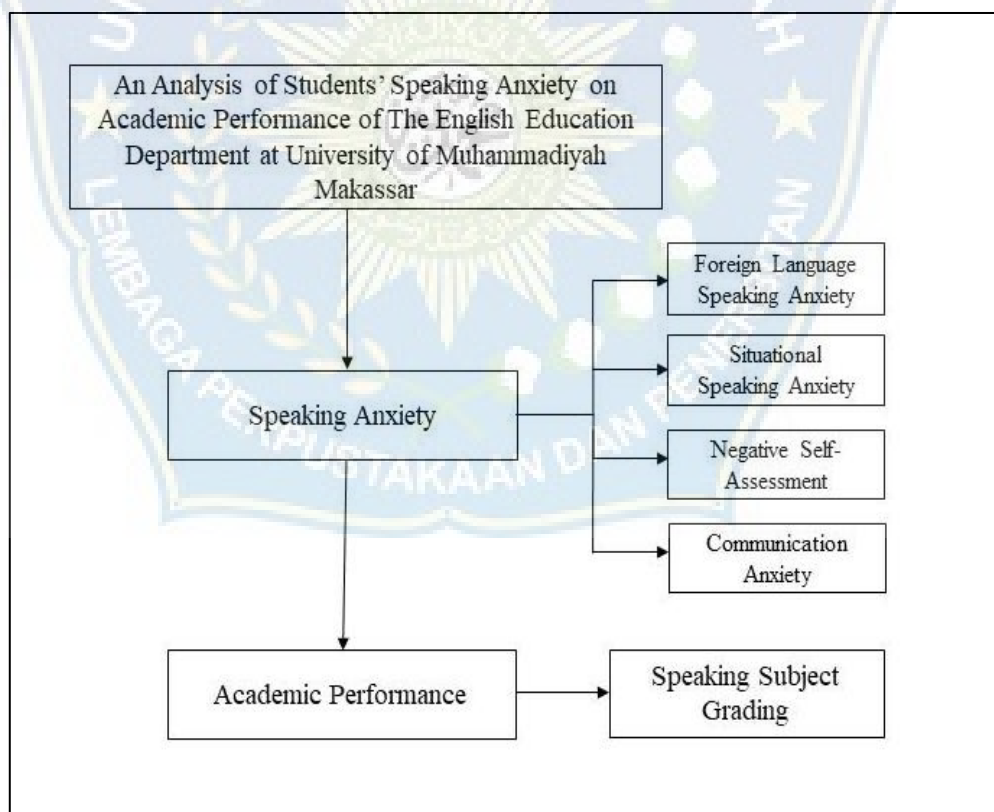
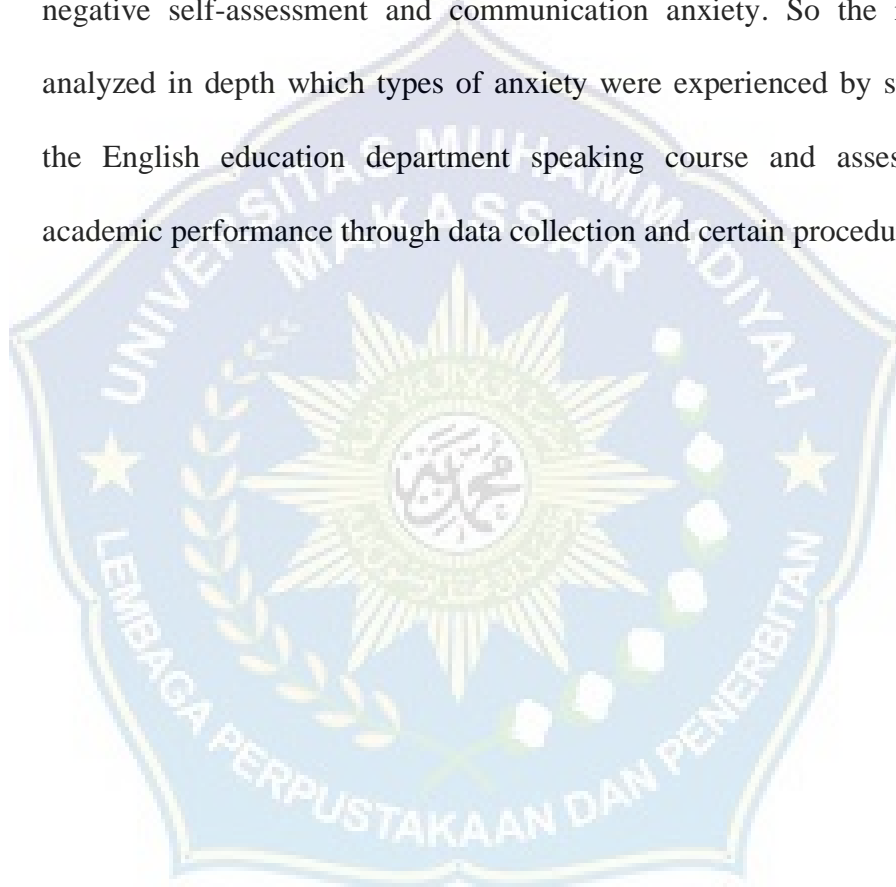


Figure 2. 1 Conceptual framework

Based on the theoretical framework, the researcher used a case study to analyze the types of students speaking anxiety and their academic performance. One of the problems that often arise in speaking practice is anxiety. The researcher focuses on four types of speaking anxiety in general which are, foreign language speaking anxiety, situational speaking anxiety, negative self-assessment and communication anxiety. So the researcher analyzed in depth which types of anxiety were experienced by students in the English education department speaking course and assessed their academic performance through data collection and certain procedures.



CHAPTER III RESEARCH METHODOLOGY

A. Research Design

In this research, the researcher used a qualitative research method with case study design as described by Sudirman et al (2023), qualitative research methods were grounded in positivism or interpretive philosophy and are utilized to investigate the conditions of natural objects. The researcher collected the data through methods such as interviews and documentation. Cases are confined by both time and activity, prompting researcher to gather comprehensive information through diverse data collection procedures within a predefined timeframe. This research provided the researcher with a deeper understanding of speaking anxiety and their academic performance of students who have speaking anxiety.

B. Research Subject

The participants in this research were fourth-semester students enrolled in the English Education Department at Universitas Muhammadiyah Makassar. The researcher selected 10 students in the fourth semester as participants who have studied speaking subject for 3 semesters and are currently studying speaking subject in this semester. The researcher used purposive sampling, as the sample was selected based on predetermined criteria and characteristics. These included being fourth-semester English Education students at Universitas Muhammadiyah Makassar and experiencing speaking anxiety.

C. Research Instrument

The research instruments that the researcher used in this research are:

1. Interview

In the context of this study, the researcher used semi-structured interviews, where the interviewer prepares a list of predetermined topics and questions before conducting the interview. The interviews were conducted on 8 May 2024 and 11 May 2024 in the classroom. the interviews were conducted by the researcher with 10 students with predetermined criteria. The purpose of the interviews in this study was to interrogate the students regarding the experience to identify the type of speaking anxiety experienced by the students.

2. Documentation

In qualitative research, documents serve as a complement to interviews that have been conducted. This technique involves collecting and analyzing documents related to participants, namely transcripts of grades (List of semester grades) specifically for speaking courses to find out the value (academic performance) of students for the last three semesters. The documentation were designed to gain an understanding of the Academic Performance of Students with Speaking Anxiety.

D. Technique of Data Collection

In collecting data, some of the procedures the researcher used to obtain data are as follows:

1. The researcher attended the participants' speaking classes.
2. The researcher asked the lecturer who taught the speaking class for recommendations of participants who experienced speaking anxiety to collect some information with some indicators.
3. After the speaking class, an interview was conducted to find out the type of speaking anxiety in depth and to support and validate the answers from the observation.
4. The researcher then collected the participants' grade transcripts (KHS)
5. specifically for speaking courses to retrieve the data needed as a measure of academic performance.
6. And finally, the researcher made the conclusion of the data.

E. Technique of Data Analysis

According to Miles and Huberman's theory (1994), data analysis includes the steps of reduction or words, displaying data, and drawing conclusions or verification. This can be explained as follows:

1. Data reduction

Data reduction was known as process of choosing, concentrating, streamlining abstraction, and gathering raw data from written field reports. This can be immediately after the data was obtained. The findings from interviews and documents were structured into patterns and categories based on the research questions and objectives. Throughout this process, the researcher gathered all relevant data concerning students' anxiety in speaking courses and its impact on their academic performance.

2. Data Display

At this stage a set of information was organized to provide the possibility of taking action. the data was further coded/categorized into more specific groups. In this process, the research gathers data concerning students' experiences of speaking anxiety, including the various types of speaking anxiety they encounter, as well as their grades in speaking courses.

3. Verification/Draw Conclusion

At this stage, the researcher drew conclusions based on the identification of the types of speaking anxiety experienced by students in English speaking classes, as well as an investigation into their academic performance. Furthermore, this findings were discussed based on theory and reinforced with data and information from the results of analysing Students answers from interviews and documents. The researcher analyzed the answers from interviews and documentation, and found the types of anxiety among students as well as their academic performance.

CHAPTER IV RESEARCH FINDINGS

A. Findings

This research was conducted at the University of Muhammadiyah Makassar between April and May 2024. This research involved 10 students of the English Education Department in semesters 4, who were taking speaking courses. the following are the results of the researcher findings after conducting interviews and document analysis of Students subject grading speaking in semesters 1 to 3.

Furthermore, this research found that the type of speaking anxiety experienced by students can vary depending on the situation and context. Anxiety about speaking a foreign language often arises from a lack of language mastery and a fear of making mistakes. Situational speaking anxiety tends to occur in specific situations that students perceive as stressful, whereas negative self-evaluation and communication anxiety are more related to self-perception and general communication skills. Understanding these dynamics can help educators and practitioners provide more effective and targeted interventions to support students in overcoming speaking anxiety and achieving optimal academic performance.

Table 4. 1 Glossary of symbol contained in the research findings

The Symbol	Description
R	Researcher
P (P1,P2,P3...)	Participant
Q (Q1, Q2)	Questions

1. The Types of Students Speaking Anxiety

The results of interviews conducted by researcher with 10 students showed several types of speaking anxiety. The following are the findings of the researcher who ranked the types based on the most commonly experienced:

Table 4. 2 Number of respondents experiencing each type

No	Types	Number of students
1.	Foreign Language Speaking Anxiety	7 out of 10 who experienced
2.	Negative Self Assesment	7 out of 10 who experienced
3.	Situational Speaking Anxiety	6 out of 10 who experienced
4.	Communication Anxiety	6 out of 10 who experienced

a. Foreign Language Speaking Anxiety

According to the interviews conducted with 10 students, it was found that 7 students experienced anxiety when they had to speak a foreign language, especially when speaking with native speakers or in situations that

required high language skills. Researcher discovered this type of speaking anxiety after students responded to the researcher questions in the form of:

R: *“Do you have any worries or fears when speaking English in front of others that make you often avoid conversations?” (Q6)*

R: *“Have you had any negative experiences related to speaking English in the past that contributed to your anxiety?” (Q7)*

Because some students answered with almost the same answer, the following are some representative answers from students who indicated experiencing anxiety speaking a foreign language, which are as follows :

P2: *“Yes, I have avoided conversations, because I was afraid that what I said was not grammatically correct.” (Q6)*

P5: *“Yes, it may have happened but I feel more anxious when speaking English because of my own fear.” (Q7)*

P7: *“Yes, I have experienced negative experiences, namely being laughed at by my friends and even family when speaking English.” (Q7)*

P8: *“There must have been, when I was in middle school I was always laughed at when presenting or speaking in class” (Q7)*

P9: *“Negative experiences may happen when I avoid opportunities that I should learn from but choose to stay silent.” (Q7)*

P10: *“Yes, sometimes I have negative experiences such as: not being able to say the words I want to say, and mispronunciation.” (Q7)*

Based on the interview transcripts, the researcher identified that 7 students experienced speaking anxiety type by foreign language anxiety. Indications from the participants' answers revealed that they experienced this type of anxiety due to the following reasons:

- 1) Fear of mistakes: Students feel anxious about making grammatical mistakes when speaking. The fear can lead to difficulties with fluency, as students hesitate and overthink each word they want to say.
- 2) Lack of confidence: Students feel their English skills are not good enough. They might doubt their comprehension skills, struggle to believe they can express themselves effectively, or feel their accent is too strong. This lack of confidence can hinder their willingness to participate in conversations or take risks when speaking English.
- 3) Past negative experiences: Some students have had negative experiences such as being ridiculed by friends or family when speaking English. This experience contributes to their current anxiety. These experiences can create a sense of embarrassment and fear of repetition, leading students to avoid speaking English altogether.
- 4) Avoidance: As a result of anxiety, students tend to avoid conversations in English. They might avoid situations where they need to speak English, such as participating in class discussions, asking questions in lectures, or engaging in casual conversations with native speakers.

Based on the analysis of the interview transcripts above, the researcher can conclude that students who experience foreign language speaking anxiety are caused by their frequent fear of making mistakes, lack of confidence, and negative past experiences. This causes students to avoid conversations in English, hindering their language development.

In addition to the analysis of students who experienced this type of foreign language speaking anxiety, the researcher also analysed 3 students who did not experience this type of foreign language speaking anxiety. The transcripts of students answers when interviewed are:

P1: *“Thank God no, because so far I am quite confident in my English skills.”(Q6)*

P4: *“So far I haven't had any negative experiences about it. It's just more that I always have to introspect myself in order to improve.”(Q7)*

P6: *“In this case, I try not to avoid conversation as much as possible.”(Q6)*

Based on the answers from interview transcripts with students who do not experience speaking anxiety due to foreign language anxiety, several reasons can categorize them as participants who do not experience this type of anxiety:

- 1) High self-confidence: Students feel confident with their English skills.
- 2) Focus on Learning: Students focus on learning and improving their English skills.

- 3) **Open Attitude:** Students do not avoid conversations and instead utilise them as opportunities to learn.
- 4) **Lack of Negative Experiences:** Students did not report any negative experiences related to speaking English.

Based on the analysis, the researcher found that students who do not experience foreign language speaking anxiety tend to exhibit high self-confidence, prioritize learning, and maintain an open attitude towards practicing English. This is different from students who experience foreign language speaking anxiety who tend to be afraid of making mistakes and avoiding conversations.

b. **Situational Speaking Anxiety**

According to the interviews conducted with 10 students, it was found that 6 students experienced situational speaking anxiety. Researcher discovered this type of speaking anxiety after students responded to researcher questions in the form of:

R: *“If yes, please describe the situations that usually make you anxious (e.g., speaking in class, presentations, group discussions)?”*

(Q2)

R: *“Do you feel more confident when speaking in front of others in certain situations (for example, with close friends)?”* **(Q3)**

Because some students answered with almost the same answer, the following are some representative answers from students who indicated experiencing situational speaking anxiety, which are as follows:

P2: *“The situation that usually makes me experience speaking anxiety or feel nervous even to the point of feeling physical symptoms such as sweating is when speaking in front of a crowd, yes including presentations in class” (Q2)*

P3: *“Situations that usually make me experience speaking anxiety or more nervous during presentations because I cannot be the center of attention” (Q2)*

P5: *“Yes, I am more confident to talk to my close friends because they give me more freedom.” (Q3)*

P9: *“I get very nervous in situations that involve a lot of people. Like the example given of speaking in class, or a discussion group” (Q2)*

Based on the interview transcripts, the researcher identified that 6 from 10 students experienced speaking anxiety type by situational . Indications from the participants' answers revealed that they experienced this type of anxiety due to the following reasons:

- 1) Anxiety Related to Attention: Students are anxious about being the centre of attention when speaking in front of the class. Public speaking thrusts students into the spotlight, and this can be a significant source of anxiety for some. The fear of being observed and scrutinized by their peers and instructors can lead to nervousness, self-consciousness, and difficulty focusing on their message.
- 2) Fear of Judgement: The situation of presenting or answering lecturer's questions triggers anxiety for fear of being judged by others. Students

might worry about appearing incompetent, making mistakes, or being ridiculed for their pronunciation or grammar. This fear can paralyze their thinking and hinder their ability to deliver a clear and effective presentation.

- 3) **Group Size:** The larger the number of people present, the higher the anxiety experienced by students. Smaller groups, like close friends or classmates, often feel less intimidating, allowing students to feel more comfortable expressing themselves. Conversely, larger audiences, such as a full lecture hall, can exacerbate anxiety due to the perceived increase in scrutiny and potential for negative judgement.
- 4) **Comfort with the Audience:** Students feel more confident talking with close friends because they feel more accepted and understood. Familiarity and a sense of acceptance can significantly reduce anxiety. Students tend to feel more confident speaking with friends or classmates they feel comfortable with. This is because they perceive a lower risk of judgement and a higher level of understanding and support.

As described above, this reveals that speaking anxiety among students can be situational. Students may feel comfortable and confident when speaking with familiar individuals, but experience anxiety when speaking in front of larger groups or in formal settings. This anxiety is often triggered by a fear of being the center of attention, a fear of negative judgment, and a lack of experience in public speaking.

In addition, the researcher also found 4 students who did not experience situational speaking anxiety. This can be seen from the students answer response, which is as follows:

P4: *“Actually, the situation does not become my benchmark in this case. Because it depends on my confidence that comes from myself.”(Q2)*

P6: *“Of course, it's more confident to talk if it's a close friend because . But even if it's not a close friend I'm not too nervous either.”(Q3)*

P10: *“I don't feel nervous or anxious based on the situation. It depends on my readiness.”(Q2)*

P10: *“Certainly more confident with close friends. But I have started to familiarize myself with talking to many people.”(Q3)*

Based on the answers provided by participants in the interview transcripts above, it is evident that students who do not experience situational speaking anxiety are influenced by several reasons, including:

- 1) **Internal Self-Confidence:** Students with strong internal confidence are not affected by the situation or the audience. They focus on communication and growth rather than potential mistakes
- 2) **Focus on Self-Improvement:** Students with a focus on self-improvement are not fixated on the fear of making mistakes.
- 3) **Social Adaptability:** Students with social adaptability are able to adjust to various social situations. They are flexible and can adjust their communication style to different contexts and audiences.

- 4) **Efforts to Build Self-Confidence:** Students who make an effort to build self-confidence show determination and willingness to overcome anxiety. they empower themselves to overcome anxiety by actively practicing their self-confidence.
- 5) **Preparation and Readiness:** Students who emphasise the importance of preparation and readiness demonstrate a proactive approach to overcoming anxiety.

The results of this researcher analysis indicate that self-confidence, a focus on self-development, social adaptability, confidence-building efforts, and preparation are key elements contributing to the absence of situational speaking anxiety.

c. Negative Self-Assessment

According to the interviews conducted with 10 students, it was found that 7 students experienced negative self-assessment. researcher discovered this type of speaking anxiety after students responded to researcher questions in the form of:

R: *“Are you in the habit of comparing your English skills with others and feeling that you are not good enough?” (Q8)*

R: *“Have you ever turned down an opportunity to speak English for fear of being judged badly by others?” (Q9)*

Because some students answered with almost the same answer, the following are some answers that represent students who are indicated to experienced negative self-assessment speaking anxiety, namely as follows:

P2: *“I often avoid conversations, especially if I am in a place where people have more skills than I do.” (Q9)*

P4: *“Yes, I often compare my abilities because I am in an environment where people have abilities that are arguably more than mine.” (Q8)*

P6: *“Of course, you never turn down an opportunity, especially if it involves a lot of people” (Q9)*

P7: *“That happens very often. I compare my abilities with others because I really feel inadequate in that regard.” (Q8)*

P10: *“I realized my lack of ability in that regard, so I resisted the opportunity to speak up. Because I felt it would make me look stupid” (Q9)*

Based on the interview transcripts, the researcher identified that 7 students experienced speaking anxiety type by negative self-assessment. Indications from the participants' answers revealed that they experienced this type of anxiety due to the following reasons:

- 1) **Comparing Ability:** Students tend to compare their English skills with others and feel that they are not good enough. This is a common trap that triggers negative self-judgment. Students who constantly compare their English skills to others, especially to fluent English speakers, can feel inadequate and discouraged.
- 2) **Lack of Confidence:** Students have low confidence in their English skills. Students doubting their abilities tend not to take risks or take

advantage of opportunities to practice speaking. This lack of confidence can be seen in hesitation, stumbling over words, and difficulty expressing themselves clearly.

- 3) **Avoiding Opportunities:** Students often avoid opportunities to speak English for fear of being judged badly by others. Students doubting their abilities tend not to take risks or take advantage of opportunities to practice speaking. This lack of confidence can be seen in hesitation, stumbling over words, and difficulty expressing themselves clearly.
- 4) **Rejecting Achievements:** Students sometimes reject opportunities to speak English because they feel that others can do it better. This point highlights a self-deprecating attitude. Students who downplay their accomplishments or reject opportunities because they believe others can do better reinforce their negative self-assessment.

Speaking anxiety triggered by negative self-assessment is a factor obstructing the development of students English language skills. Students who experience this anxiety need to be helped to build confidence and a positive self-image of their abilities.

Encouraging students to build confidence and cultivate a positive self-perception of their English abilities can motivate them to actively participate in learning. When students feel confident, they are more willing to speak English without fear, share their thoughts, and participate in classroom discussions. This active engagement accelerates their learning process and facilitates greater academic progress.

In addition, researcher also found 3 students who did not experience anxiety speaking negative self-assessment. This can be seen from the students responses, which are as follows:

P8: *“For this, I definitely compare often but with the aim of learning better.”(Q8)*

P8: *“I wasn't afraid of being judged badly, I didn't turn down the opportunity to practice my skills.”(Q9)*

P9: *“I don't compare my abilities with others. I just focus on developing myself.”(Q8)*

P9: *“To be more precise, I just don't trust myself. As for what other people say, I don't really care.”(Q9)*

Based on the results of the interview transcripts with 3 students who do not experience speaking anxiety due to negative self-assessment, several reasons can categorize them as participants who do not experience this type of anxiety:

- 1) Focus on Self-Development: Students focus on developing their own English skills instead of comparing themselves with others.
- 2) Comparing for Learning: Students who compare themselves with others do so with the aim of learning and improving their skills.
- 3) Healthy Self-Confidence: Students have healthy self-confidence and are not affected by others' judgment.
- 4) Not Avoiding Opportunities: Students do not avoid opportunities to speak English and instead use them to practice.

The results of the researcher's analysis show that students who do not experience the type of negative self-assessment speaking anxiety, have a focus on self-development, healthy self-confidence, and utilize social comparison as motivation to learn.

d. Communication Anxiety

According to the interviews conducted with 10 students, it was found that 6 students experienced communication anxiety. Researcher discovered this type of speaking anxiety after students responded to researcher questions in the form of:

R: *“Do you tend to avoid social situations or limit your interactions with others because you're worried about your communication skills?” (Q4)*

R: *“Do you ever feel like your mind goes blank or that you can't think clearly when you're trying to have a conversation, especially if it's an important conversation?” (Q5)*

Because some students answered with almost the same answer, the following are some representative answers from students who are indicated to experienced communication anxiety, as follows:

P2: *“I limit it slightly depending on the difficulty of the discussion being communicated.” (Q4)*

P3: *“I sometimes feel that I can't think clearly, especially in urgent situations. So maybe what I say is not conveyed well.” (Q5)*

P4: *“Yes, I sometimes feel like I can't think clearly or get nervous especially when it's an important discussion or with an important person.” (Q5)*

P8: *“This happens very often. I often lose focus and blank out during important communications. Even though I have prepared well” (Q5)*

P9: *“I often limit my social interactions, I happen to have an introverted personality.” (Q4)*

Based on the results of interviews with 10 students, researchers found 6 students who showed answers that lead to the type of Communication anxiety. Indications from the participants' answers revealed that they experienced this type of anxiety due to the following reasons:

- 1) **Avoiding Social Interaction:** Students tend to limit their social interactions because they are worried about their communication skills. This is a common coping mechanism for students experiencing communication anxiety. They limit social interactions, particularly in situations where they need to converse in English. This can involve avoiding group discussions, social gatherings, or even casual conversations with peers.
- 2) **Empty Mind:** Students sometimes experience blank thoughts or difficulty thinking clearly when conversing, especially in important situations. Anxiety can have a significant impact on cognitive function. Students experiencing communication anxiety might experience "empty mind" moments, where they struggle to formulate

thoughts or find the right words to express themselves. This can be particularly frustrating during important situations or when under pressure to perform.

- 3) Lack of Confidence: Students feel insecure about their communication skills, especially in formal situations or with important people. Students feel insecure about their communication skills, especially in formal settings or with important people, might experience increased anxiety. This can lead to hesitation, difficulty expressing their ideas clearly, and a fear of being misunderstood.

From the results of the researcher's analysis, this type of communication anxiety can be a factor that hinders students ability to socialize and learn to use English effectively. Therefore, students who experience this anxiety need to be helped to build their confidence and communication skills.

In addition to analyzing students who experience communication anxiety, researcher also found 4 students who did not experience communication anxiety. The transcripts of students answers when interviewed are:

P1: *“I think for communication skill reasons I don't avoid my interactions.”(Q4)*

P5: *“I do not limit my interactions with others because I feel that I can communicate well and feel that others are comfortable communicating with me.”(Q4)*

P10: *“I don't limit my social interactions. Because I think that's what can make me grow.”(Q4)*

P10: *“Of course I have. But I try to feel okay to stay focused and confident.”(Q5)*

Based on the answers from interview transcripts with students who do not experience speaking anxiety due to communication anxiety, several reasons can categorize them as participants who do not experience this type of anxiety:

- 1) High Self-Confidence: Students have high confidence in their communication skills.
- 2) Not Avoiding Social Interaction: Students actually utilize social interaction as a means to learn and develop.
- 3) Able to Handle Empty Thoughts: Although they sometimes experience empty thoughts, they are able to overcome them and still communicate smoothly.
- 4) Comfortable Communicating: Students feel comfortable when interacting with others.

Based on the results of this analysis, it shows that the characteristics of students who do not experience communication anxiety can be caused by high self-confidence, comfortable in social situations, and able to overcome communication barriers that naturally occur.

2. The Academic Performance of Students with Speaking Anxiety

Apart from analyzing the types of speaking anxiety experienced by students using interview instruments. Researchers also analyzed students' academic performance, focusing on students' speaking scores. The following are students' speaking scores based on transcript documents, as follows:

Table 4. 3 Transcript of Student Speaking Grades

PARTICIPANT	SEMESTER 1		SEMESTER 2		SEMESTER 3	
	POINT	LETTER	POINT	LETTER	POINT	LETTER
P1	4.00	A	3.75	A-	4.00	A
P2	4.00	A	4.00	A	4.00	A
P3	3.75	A-	4.00	A	4.00	A
P4	4.00	A	4.00	A	4.00	A
P5	4.00	A	3.75	A-	4.00	A
P6	3.75	A-	4.00	A	4.00	A
P7	4.00	A	2.00	C	3.50	B+
P8	4.00	A	3.75	A-	3.75	A-
P9	3.50	B+	2.75	B-	3.75	A-
P10	3.50	B+	3.75	A-	3.50	B+

The table illustrates the results of research presents the speaking performance of 10 students across three semesters. While some students, like P1-P5, consistently achieved the highest score (4.00) throughout, the data reveals a variation in performance. The highest achievement in the

speaking class was seen in P1-P5 students who showed extraordinary achievements, namely achieving the highest score (4.00) in all semesters.

Conversely, students P7 and P9 experienced fluctuating scores. In Semester 1, they scored 4.00 and 3.50 respectively, but these scores dropped to 2.00 and 2.50 in Semester 2 before recovering to 3.50 and 3.75 in Semester 3. Interview findings indicated that external factors, such as support and motivation, influenced students academic performance and overcoming speaking anxiety problems, potentially related to speaking anxiety.

To further analyze students academic performance, researchers also studied the students average scores for 3 semesters. The following is data on the average student speaking scores for 3 semesters, as follows:

Table 4. 4 Average value of speaking class

Description	Total Students	Average Semester Grade		
		1	2	3
Speaking	10	3.85	3.58	3.85
Total Average Grade		3.76		

Based on the average score of 10 students, it shows that although students experience speaking anxiety, they are able to get good academic performance during the speaking learning process. This is because the grades obtained by students for three semesters are very stable. The speaking scores of 10 students showed consistency with an average GPA of

3.76. There was no significant drop in speaking scores, indicating high and stable academic performance despite speaking anxiety.

B. Discussion

This section focused on a deeper analysis of the collected data. The researcher discussion in this section was centered on the data analysis findings related to the types of Students speaking anxiety which are, foreign language speaking anxiety, situational speaking anxiety, negative self-assessment and communication anxiety. While the academic performance focus only on speaking subject grading.

a. The Types of Students Speaking Anxiety

The first research question concerns the types of speaking anxiety experienced by fourth-semester students in the English Education Department at Universitas Muhammadiyah Makassar. Based on the analysis of interviews, this research reveals that students commonly experience several forms of speaking anxiety, including foreign language speaking anxiety, situational speaking anxiety, negative self-assessment, and communication anxiety.

The results of the analysis of research findings are related to students who experience this type of anxiety about speaking a foreign language. The factors identified from analyzing interview transcripts, such as fear of making grammatical errors, lack of self-confidence, negative past experiences, and a tendency to avoid English conversations, were found to be the primary causes of speaking anxiety among the students. This is in

line with the findings of research conducted by Hidayati et al. (2023) that the causes of students' anxiety were identified through interview data, indicating that they may fear using incorrect or inappropriate words, or worry that their peers will ridicule them if they make mistakes. As a result, students feel anxious and less confident when speaking in front of their friends and teachers in English class.

The results of the analysis of research findings relate to students who experience this type of situational speaking anxiety. They tend to feel anxious in certain situations such as speaking in public or in formal discussions. This is often due to a lack of experience speaking in such situations and the pressure to perform well in front of a wider or more influential audience. This aligns with the research findings by Rajitha & Alamelu (2020) who identified stage fear as a common reason for anxiety during speaking activities. One student expressed that "stage fear" and "difficulty facing others while speaking" were causes of their anxiety. Another student mentioned that "stage fear makes me forget," and described speaking as "facing the crowd" with fear.

The results of the analysis of research findings related to students who experience this type of negative self-assessment speaking anxiety. They tend to feel anxious because they often compare themselves with other people and feel unable to speak well. Some of them experience a blank mind or cannot think clearly when speaking, especially in urgent situations. This corresponds with the findings of research conducted by Rahman (2021) and

Nadia & Sukmawati (2023) who found that students experience anxiety due to fear of making mistakes and being ridiculed by peers. They also feel anxious when they do not understand what the teacher says and when they are unprepared. Additionally, anxiety arises from feeling that they have limited vocabulary and grammar knowledge, as well as perceiving that other students are more proficient than they are.

The results of the analysis of research findings related to students who experience communication type speaking anxiety. They tend to avoid social interactions because they are worried about their communication skills. Students who experience this anxiety often feel their minds are blank or have difficulty thinking clearly when speaking, especially in important situations or with important people. This is in line with research findings conducted by Suparlan (2021) and Hariswan, et al., (2022) who found the research results, that indicate students are afraid of making mistakes, which inhibits their willingness to speak. Certain language tests, in particular, cause anxiety because students are unsure of how to respond. Moreover, the habit of using English in Indonesia and fear of negative evaluation from peers also contribute to students' anxiety during speaking activities. These factors collectively pose obstacles that lead to anxiety among students when speaking English.

b. The Academic Performance of Students with Speaking Anxiety

The second research question concerns the academic performance of students who experience speaking anxiety as seen in their speaking GPA

scores. This research uncovered that speaking anxiety among 10 fourth-semester students in the English Language Education Department at Muhammadiyah University of Makassar did not have a significant impact on academic performance. The researcher arrived at this conclusion through a document analysis of student transcripts, specifically focusing on speaking scores. The analysis revealed that students' speaking grades remained consistent, averaging 3.76 over the course of three semesters.

Based on the results of researchers studies of the academic performance experienced by students, the factors that cause students to experience stable academic performance even though they experience speaking anxiety are according to research found by Fitriani et al (2022) and Fadhilah (2022) which found that the factors were good preparation, social support, previous positive experiences, and the use of relaxation techniques help students overcome their anxiety will support students academic performance in overcoming speaking anxiety problems.

Thorough preparation before an oral presentation or exam helps students feel more confident and reduces anxiety levels. Social support from friends, family and lecturers also provides a sense of security and increases students self-confidence. Previous positive experiences in speaking situations give them confidence that they can handle similar situations in the future. Relaxation techniques such as deep breathing, meditation, and physical exercise are also effective in reducing anxiety.

Referring to previous research, according to earlier research by Rachmawati & Jurianto (2020) Speaking achievement and speaking anxiety levels have a significant negative link. The study's findings support the hypothesis that higher levels of speaking anxiety in college students are associated with lower success levels. From these previous findings, it turns out that what I found was different. This study found something new from the previous research. This is because the fact produced by the researcher is that students who experience speaking anxiety do not always have a bad correlation on academic achievement and academic performance.

In conclusion, the researcher found that speaking anxiety does not always have a negative impact on students' academic performance. With the right support and effective strategies, students can overcome their anxiety and still show high academic performance. This research identified several types of speaking anxiety experienced by university students, namely foreign language speaking anxiety, situational speaking anxiety, negative self-assessment, and communication anxiety. Factors such as good preparation, social support, positive experiences, and relaxation techniques play an important role in helping students overcome these types of speaking anxiety.

CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion

This research focuses on analyzing the types of students speaking anxiety which are, foreign language speaking anxiety, situational speaking anxiety, negative self-assessment and communication anxiety. While the academic performance focus only on speaking subject grading. Based on the research findings and discussion there are two conclusions that could be drawn from this research:

1. This research identified several types of speaking anxiety experienced by students, namely foreign language speaking anxiety, situational speaking anxiety, negative self-assessment, and communication anxiety. the most common type experienced by students is foreign language speaking anxiety, which is 7 out of 10 students experience. followed by negative self-assessment type of speaking anxiety which there are also 7 out of 10 students who experience. Then for situational speaking anxiety and communication anxiety each show 6 out of 10 students who experience. This proves that the four types mentioned are quite common types experienced by students.
2. Academic performance by students who experience speaking anxiety identified by researchers found that although there is speaking anxiety experienced by students, this does not always negatively correlate with academic performance. Because from the results of the analysis of

student transcript documents for 3 semesters showed stable grades with an average score of 3.76.

B. Suggestion

This research recommends some suggestions for lecturers and students. Lecturers are encouraged to build a safe and supportive learning environment, increase opportunities to practice speaking, and provide constructive feedback. Students can also take steps to overcome speaking anxiety, such as identifying the type of anxiety, preparing well, utilizing relaxation techniques, and seeking support from others. With collaborative efforts between lecturers and students in implementing these suggestions, it is expected that speaking anxiety can be effectively overcome. This, in turn, will contribute to improving the quality of English language learning and achieving students' full potential. It is important to remember that overcoming speaking anxiety requires a continuous process and effort. Support and motivation from various parties, including lecturers, parents and peers, are crucial in helping students through this process.

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Appendix 1 Interview Guide

INTERVIEW GUIDE

Objectives:

1. To identify the type of English speaking anxiety experienced by the respondents.

Instructions:

1. Tell the respondents the purpose of the interview.
2. Create a comfortable and safe atmosphere for respondents to share their experiences.
3. Ask questions openly and listen carefully to the respondents' answers.
4. Record the respondents' answers in detail.

NO	QUESTION
1.	Do you experience anxiety when speaking English in front of others? Yes? No?
2.	If yes, please describe the situations that usually make you anxious (e.g., speaking in class, presentations, group discussions)?
3.	Do you feel more confident when speaking in front of others in certain situations (for example, with close friends)?
4.	Do you tend to avoid social situations or limit your interactions with others because you're worried about your communication skills?
5.	Do you ever feel like your mind goes blank or that you can't think clearly when you're trying to have a conversation, especially if it's an important conversation?
6.	Do you have any worries or fears when speaking English in front of others that make you often avoid conversations?
7.	Have you had any negative experiences related to speaking English in the past that contributed to your anxiety?
8.	Are you in the habit of comparing your English skills with others and feeling that you are not good enough?
9.	Have you ever turned down an opportunity to speak English for fear of being judged badly by others?
10.	What have you found most helpful in managing your speaking anxiety (if anything)?

Adapted and Modified from Dewaele et al (2020)

Appendix 2 Transkrip Interview Recording

1. PARTICIPANT ONE (P1)

R	:	Do you experience anxiety speaking English in front of others?
P	:	Yes, it is.
R	:	Please describe the situations that usually make you anxious (e.g., speaking in class, presentations, group discussions)?
P	:	The situation that usually makes me experience speaking anxiety is when I am told to answer by the lecturer.
R	:	Do you feel more confident when speaking in front of others in certain situations (for example, with close friends)?
P	:	Of course yes, because they already know me and know my own abilities
R	:	Do you tend to avoid social situations or limit your interactions with others because you're worried about your communication skills?
P	:	I think for communication skill reasons I don't avoid my interactions.
R	:	Do you ever feel like your mind goes blank or that you can't think clearly when you're trying to have a conversation, especially if it's an important conversation?
P	:	Not really, as long as it's not meeting new people.
R	:	Do you have any worries or fears when speaking English in front of others that make you often avoid conversations?
P	:	Thank God no, because so far I am quite confident in my English skills.
R	:	Have you had any negative experiences related to speaking English in the past that contributed to your anxiety?
P	:	So far I have never had a negative experience about it.
R	:	Are you in the habit of comparing your English skills with others and feeling that you are not good enough?
P	:	For now, I feel that such thoughts don't come up often. Not like in the early days of learning English.
R	:	Have you ever turned down an opportunity to speak English for fear of being

		judged badly by others?
P	:	Only a few times with certain people.
R	:	What have you found most helpful in managing your speaking anxiety (if anything)?
P	:	I usually choose to watch something that relaxes me and makes me laugh, such as stand-up comedians where I can take an example of how they stay relaxed when speaking in front of people.

2. PARTICIPANT TWO (P2)

R	:	Do you experience anxiety speaking English in front of others?
P	:	Yes, it is.
R	:	Please describe the situations that usually make you anxious (e.g., speaking in class, presentations, group discussions)?
P	:	The situation that usually makes me experience speaking anxiety or feel nervous even to the point of feeling physical symptoms such as sweating is when speaking in front of a crowd, yes including presentations in class.
R	:	Do you feel more confident when speaking in front of others in certain situations (for example, with close friends)?
P	:	Yes, with close friends I have more freedom.
R	:	Do you tend to avoid social situations or limit your interactions with others because you're worried about your communication skills?
P	:	I limit it slightly depending on the difficulty of the discussion being communicated.
R	:	Do you ever feel like your mind goes blank or that you can't think clearly when you're trying to have a conversation, especially if it's an important conversation?
P	:	Of course, I sometimes blank, on important conversations when the lecturer suddenly asks something in the learning process in class.
R	:	Do you have any worries or fears when speaking English in front of others that make you often avoid conversations?

P :	Yes, I have avoided conversations, because I was afraid that what I said was not grammatically correct.
R :	Have you had any negative experiences related to speaking English in the past that contributed to your anxiety?
P :	So far I haven't had any negative experiences. Maybe it's just limited to corrections if you make mistakes in English grammar.
R :	Are you in the habit of comparing your English skills with others and feeling that you are not good enough?
P :	Of course, I often compare my abilities with others. Because I lack confidence in my abilities.
R :	Have you ever turned down an opportunity to speak English for fear of being judged badly by others?
P :	I often avoid conversations, especially if I am in a place where people have more skills than I do.
R :	What have you found most helpful in managing your speaking anxiety (if anything)?
P :	Preparing what I want to say if it's something that can be prepared.

3. PARTICIPANT THREE (P3)

R :	Do you experience anxiety speaking English in front of others?
P :	Yes, it usually happens when I want to speak in front of others.
R :	Please describe the situations that usually make you anxious (e.g., speaking in class, presentations, group discussions)?
P :	Situations that usually make me experience speaking anxiety or more nervous during presentations because I cannot be the center of attention
R :	Do you feel more confident when speaking in front of others in certain situations (for example, with close friends)?
P :	Yes, I am more free to talk if my friends are close.
R :	Do you tend to avoid social situations or limit your interactions with others because you're worried about your communication skills?

P	:	Sometimes I severely limit the conversation so that it doesn't go on and on.
R	:	Do you ever feel like your mind goes blank or that you can't think clearly when you're trying to have a conversation, especially if it's an important conversation?
P	:	I sometimes feel that I can't think clearly, especially in urgent situations. So maybe what I say is not conveyed well.
R	:	Do you have any worries or fears when speaking English in front of others that make you often avoid conversations?
P	:	Very often, because my English skills are lacking.
R	:	Have you had any negative experiences related to speaking English in the past that contributed to your anxiety?
P	:	So far I haven't had any negative experiences about it. But I just feel a little less
R	:	Are you in the habit of comparing your English skills with others and feeling that you are not good enough?
P	:	Yes, I often compare my abilities because I have to introspect myself.
R	:	Have you ever turned down an opportunity to speak English for fear of being judged badly by others?
P	:	Yes, I used to refuse opportunities. My assumption was that if someone else could do it, why should I.
R	:	What have you found most helpful in managing your speaking anxiety (if anything)?
P	:	I must often hone my skills independently, especially my ability to speak English.

4. PARTICIPANT FOUR (P4)

R	:	Do you experience anxiety speaking English in front of others?
P	:	Yes, it is.
R	:	Please describe the situations that usually make you anxious (e.g., speaking in class, presentations, group discussions)?

P :	Actually, the situation does not become my benchmark in this case. Because it depends on my confidence that comes from myself.
R :	Do you feel more confident when speaking in front of others in certain situations (for example, with close friends)?
P :	Yes, I am more confident to speak up if it is a close friend because even if I make a mistake, they will correct me in a good way. But for friends who in this case are not too close, I also get used to being confident.
R :	Do you tend to avoid social situations or limit your interactions with others because you're worried about your communication skills?
P :	I severely limited my interactions because I felt I lacked good communication skills.
R :	Do you ever feel like your mind goes blank or that you can't think clearly when you're trying to have a conversation, especially if it's an important conversation?
P :	Yes, I sometimes feel like I can't think clearly or get nervous especially when it's an important discussion or with an important person.
R :	Do you have any worries or fears when speaking English in front of others that make you often avoid conversations?
P :	In the context of English, I make it a habit not to avoid conversation but to pay attention to the context of the discussion.
R :	Have you had any negative experiences related to speaking English in the past that contributed to your anxiety?
P :	So far I haven't had any negative experiences about it. It's just more that I always have to introspect myself in order to improve.
R :	Are you in the habit of comparing your English skills with others and feeling that you are not good enough?
P :	Yes, I often compare my abilities because I am in an environment where people have abilities that are arguably more than mine.
R :	Have you ever turned down an opportunity to speak English for fear of being judged badly by others?
P :	Yes, I have turned down opportunities. Because I was afraid or avoided the embarrassment that would occur.
R :	What have you found most helpful in managing your speaking anxiety (if anything)?
P :	Maybe by practicing more, because my main obstacles are my communication skills and confidence.

5. PARTICIPANT FIVE (P5)

R	:	Do you experience anxiety speaking English in front of others?
P	:	Yes, it is.
R	:	Please describe the situations that usually make you anxious (e.g., speaking in class, presentations, group discussions)?
P	:	The situations that usually make me experience speaking anxiety are during presentations and speaking in front of the class because I am not used to situations that focus on me alone.
R	:	Do you feel more confident when speaking in front of others in certain situations (for example, with close friends)?
P	:	Yes, I am more confident to talk to my close friends because they give me more freedom.
R	:	Do you tend to avoid social situations or limit your interactions with others because you're worried about your communication skills?
P	:	I do not limit my interactions with others because I feel that I can communicate well and feel that others are comfortable communicating with me.
R	:	Do you ever feel like your mind goes blank or that you can't think clearly when you're trying to have a conversation, especially if it's an important conversation?
P	:	I have felt unable to think clearly or blank but not often. Because I'm quite used to communicating with other people
R	:	Do you have any worries or fears when speaking English in front of others that make you often avoid conversations?
P	:	I often avoid conversations because of my lack of English skills.
R	:	Have you had any negative experiences related to speaking English in the past that contributed to your anxiety?
P	:	Yes, it may have happened but I feel more anxious when speaking English because of my own fear.
R	:	Are you in the habit of comparing your English skills with others and feeling that you are not good enough?
P	:	Yes, I often compare my abilities of course to people who have more abilities.

		Because my ability is more standard.
R	:	Have you ever turned down an opportunity to speak English for fear of being judged badly by others?
P	:	Yes, I always refused the opportunity to speak English. Because I didn't want to try and felt that someone else could do it better.
R	:	What have you found most helpful in managing your speaking anxiety (if anything)?
P	:	Train yourself to speak more often. And get used to speaking in front of people.

6. PARTICIPANT SIX (P6)

R	:	Do you experience anxiety speaking English in front of others?
P	:	Yes, it is.
R	:	Please describe the situations that usually make you anxious (e.g., speaking in class, presentations, group discussions)?
P	:	Situationally, it may not affect it. It's more about the people involved. If it's a new person, maybe I'll be more anxious
R	:	Do you feel more confident when speaking in front of others in certain situations (for example, with close friends)?
P	:	Of course, it's more confident to talk if it's a close friend because . But even if it's not a close friend I'm not too nervous either.
R	:	Do you tend to avoid social situations or limit your interactions with others because you're worried about your communication skills?
P	:	To the extent of limiting myself with social interactions, it may not come to that. Because I am quite confident in my communication skills.
R	:	Do you ever feel like your mind goes blank or that you can't think clearly when you're trying to have a conversation, especially if it's an important conversation?
P	:	Yes, I sometimes feel blank but I can overcome it to keep my confidence up.
R	:	Do you have any worries or fears when speaking English in front of others that make you often avoid conversations?

P	:	In this case, I try not to avoid conversation as much as possible.
R	:	Have you had any negative experiences related to speaking English in the past that contributed to your anxiety?
P	:	So far I haven't had any negative experiences with that. So I'm confident enough to speak English
R	:	Are you in the habit of comparing your English skills with others and feeling that you are not good enough?
P	:	Yes, I have a habit of comparing my abilities with others. If you see other friends who are better
R	:	Have you ever turned down an opportunity to speak English for fear of being judged badly by others?
P	:	Of course, you never turn down an opportunity, especially if it involves a lot of people
R	:	What have you found most helpful in managing your speaking anxiety (if anything)?
P	:	Prepare more before doing things that involve speaking with others.

7. PARTICIPANT SEVEN (P7)

R	:	Do you experience anxiety speaking English in front of others?
P	:	That's right
R	:	Please describe the situations that usually make you anxious (e.g., speaking in class, presentations, group discussions)?
P	:	I always feel anxious when speaking in front of people, such as situations that involve many people for example in front of the class, or presentations.
R	:	Do you feel more confident when speaking in front of others in certain situations (for example, with close friends)?
P	:	Yes, I feel I am more confident to talk to the people closest to me, of course.
R	:	Do you tend to avoid social situations or limit your interactions with others because you're worried about your communication skills?
P	:	Yes, I also limit my social interactions because I am very insecure....

R	:	Do you ever feel like your mind goes blank or that you can't think clearly when you're trying to have a conversation, especially if it's an important conversation?
P	:	That's very often, I sometimes feel that I can't think well for example in formal discussions.
R	:	Do you have any worries or fears when speaking English in front of others that make you often avoid conversations?
P	:	I always avoided English conversations because I was so nervous and lacked English vocabulary.
R	:	Have you had any negative experiences related to speaking English in the past that contributed to your anxiety?
P	:	Yes, I have experienced negative experiences, namely being laughed at by my friends and even family when speaking English.
R	:	Are you in the habit of comparing your English skills with others and feeling that you are not good enough?
P	:	That happens very often. I compare my abilities with others because I really feel inadequate in that regard.
R	:	Have you ever turned down an opportunity to speak English for fear of being judged badly by others?
P	:	I avoided that a lot, and I even avoided being appointed to answer questions by the lecturer.
R	:	What have you found most helpful in managing your speaking anxiety (if anything)?
P	:	I really need motivation and support from people around me. So that I have enthusiasm and confidence again.

8. PARTICIPANT EIGHT (P8)

R	:	Do you experience anxiety speaking English in front of others?
P	:	Yes, it is.
R	:	Please describe the situations that usually make you anxious (e.g., speaking in class, presentations, group discussions)?
P	:	Usually the situation doesn't really matter. I don't get nervous or anxious in certain situations but I do feel that my delivery is not good.

R :	Do you feel more confident when speaking in front of others in certain situations (for example, with close friends)?
P :	Of course yes, but even though I'm not a close friend, I try to always be confident.
R :	Do you tend to avoid social situations or limit your interactions with others because you're worried about your communication skills?
P :	Sometimes I do that, especially when I'm talking to important people.
R :	Do you ever feel like your mind goes blank or that you can't think clearly when you're trying to have a conversation, especially if it's an important conversation?
P :	This happens very often. I often lose focus and blank out during important communications. Even though I have prepared well
R :	Do you have any worries or fears when speaking English in front of others that make you often avoid conversations?
P :	Yes, I sometimes do this when I feel inadequate.
R :	Have you had any negative experiences related to speaking English in the past that contributed to your anxiety?
P :	There must have been, when I was in middle school I was always laughed at when presenting or speaking in class.
R :	Are you in the habit of comparing your English skills with others and feeling that you are not good enough?
P :	For this, I definitely compare often but with the aim of learning better.
R :	Have you ever turned down an opportunity to speak English for fear of being judged badly by others?
P :	I wasn't afraid of being judged badly, I didn't turn down the opportunity to practice my skills.
R :	What have you found most helpful in managing your speaking anxiety (if anything)?
P :	Stay calm in any situation and prepare yourself.

9. PARTICIPANT NINE (P9)

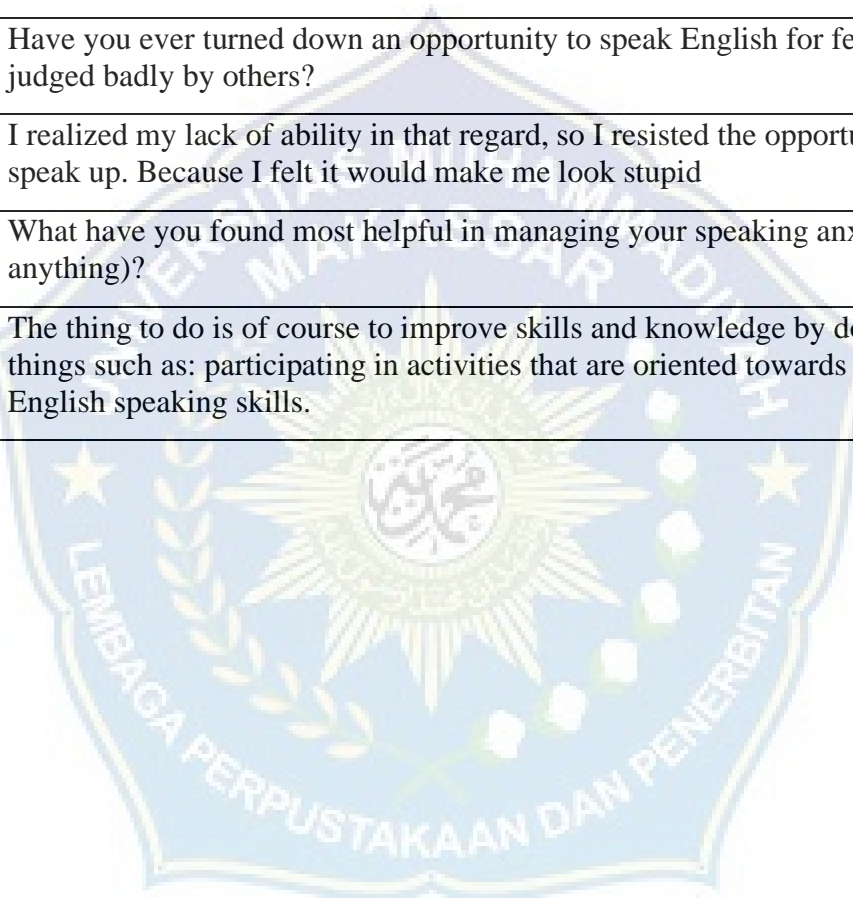
R	:	Do you experience anxiety speaking English in front of others?
P	:	Yes, that's right
R	:	Please describe the situations that usually make you anxious (e.g., speaking in class, presentations, group discussions)?
P	:	I get very nervous in situations that involve a lot of people. Like the example given of speaking in class, or a discussion group
R	:	Do you feel more confident when speaking in front of others in certain situations (for example, with close friends)?
P	:	Of course, it's very different when you're with close friends. I'm very much my own person
R	:	Do you tend to avoid social situations or limit your interactions with others because you're worried about your communication skills?
P	:	I often limit my social interactions, I happen to have an introverted personality.
R	:	Do you ever feel like your mind goes blank or that you can't think clearly when you're trying to have a conversation, especially if it's an important conversation?
P	:	I sometimes blank out in formal situations or important conversations. Because I am not used to these situations
R	:	Do you have any worries or fears when speaking English in front of others that make you often avoid conversations?
P	:	I've always done that. My lack of confidence even made me unable to answer or speak English.
R	:	Have you had any negative experiences related to speaking English in the past that contributed to your anxiety?
P	:	Negative experiences may happen when I avoid opportunities that I should learn from but choose to stay silent.
R	:	Are you in the habit of comparing your English skills with others and feeling that you are not good enough?
P	:	I don't compare my abilities with others. I just focus on developing myself.

R	:	Have you ever turned down an opportunity to speak English for fear of being judged badly by others?
P	:	To be more precise, I just don't trust myself. As for what other people say, I don't really care.
R	:	What have you found most helpful in managing your speaking anxiety (if anything)?
P	:	Of course, get used to speaking up in formal situations or conversations. Always practice so that our abilities can make us confident.

10. PARTICIPANT TEN (P10)

R	:	Do you experience anxiety speaking English in front of others?
P	:	Yes, I feel that way
R	:	Please describe the situations that usually make you anxious (e.g., speaking in class, presentations, group discussions)?
P	:	I don't feel nervous or anxious based on the situation. It depends on my readiness.
R	:	Do you feel more confident when speaking in front of others in certain situations (for example, with close friends)?
P	:	Certainly more confident with close friends. But I have started to familiarize myself with talking to many people
R	:	Do you tend to avoid social situations or limit your interactions with others because you're worried about your communication skills?
P	:	I don't limit my social interactions. Because I think that's what can make me grow.
R	:	Do you ever feel like your mind goes blank or that you can't think clearly when you're trying to have a conversation, especially if it's an important conversation?
P	:	Of course I have. But I try to feel okay to stay focused and confident.
R	:	Do you have any worries or fears when speaking English in front of others that make you often avoid conversations?
P	:	That's right. I am well aware that my English skills are lacking. That's why I often avoid conversations.

R	:	Have you had any negative experiences related to speaking English in the past that contributed to your anxiety?
P	:	Yes, sometimes I have negative experiences such as: not being able to say the words I want to say, and mispronunciation.
R	:	Are you in the habit of comparing your English skills with others and feeling that you are not good enough?
P	:	That's right, I often compare my English skills. Especially with friends who are active in the teaching and learning process.
R	:	Have you ever turned down an opportunity to speak English for fear of being judged badly by others?
P	:	I realized my lack of ability in that regard, so I resisted the opportunity to speak up. Because I felt it would make me look stupid
R	:	What have you found most helpful in managing your speaking anxiety (if anything)?
P	:	The thing to do is of course to improve skills and knowledge by doing positive things such as: participating in activities that are oriented towards improving English speaking skills.



Appendix 3 Students Speaking Course Grades

PARTICIPANT	SEMESTER 1	SEMESTER 2	SEMESTER 3
P1	4.00 (A)	3.75 (A-)	4.00 (A)
P2	4.00 (A)	4.00 (A)	4.00 (A)
P3	3.75 (A-)	4.00 (A)	4.00 (A)
P4	4.00 (A)	4.00 (A)	4.00 (A)
P5	4.00 (A)	3.75 (A-)	4.00 (A)
P6	3.75 (A-)	4.00 (A)	4.00 (A)
P7	4.00 (A)	2.00 (C)	3.50 (B+)
P8	4.00 (A)	3.75 (A-)	3.75 (A-)
P9	3.50 (B+)	2.75 (B-)	3.75 (A-)
P10	3.50 (B+)	3.75 (A-)	3.50 (B+)
AVERAGE	3.85	3.58	3.85

Appendix 4 Research Documents



MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
UPT PERPUSTAKAAN DAN PENERBITAN

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SURAT KETERANGAN BEBAS PLAGIAT

UPT Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar,
Menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:

Nama : Nurfadillah

Nim : 105351107320

Program Studi : Pendidikan Bahasa Inggris

Dengan nilai:

No	Bab	Nilai	Ambang Batas
1	Bab 1	8 %	10 %
2	Bab 2	9 %	25 %
3	Bab 3	10 %	10 %
4	Bab 4	2 %	10 %
5	Bab 5	0 %	5 %

Dinyatakan telah lulus cek plagiat yang diadakan oleh UPT- Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar Menggunakan Aplikasi Turnitin.

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan seperlunya.

Makassar, 22 Juli 2024

Mengetahui,

Kepala UPT- Perpustakaan dan Penerbitan,



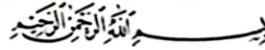
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MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
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Nomor : 16205/FKIP/A.4-1/IV/1445/2024
Lampiran : 1 (Satu) Lembar
Perihal : Pengantar Penelitian

Kepada Yang Terhormat
Ketua LP3M Unismuh Makassar
Di -
Makassar

Assalamu Alaikum Warahmatullahi Wabarakatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar menerangkan bahwa mahasiswa tersebut di bawah ini:

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Program Studi : Pendidikan Bahasa Inggris
Tempat/ Tanggal Lahir : Tuppu / 24-01-2002
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Adalah yang bersangkutan akan mengadakan penelitian dan menyelesaikan skripsi dengan judul: *An Analysis of Students' Speaking Anxiety on Academic Performance of the English Education Department at University of Muhammadiyah Makassar*

Demikian pengantar ini kami buat, atas kerjasamanya dihaturkan *Jazaakumullahu Khaeran Katsiraan.*

Wassalamu Alaikum Warahmatullahi Wabarakatuh.

Makassar, 6 Jumadal Ula 1441 H
23 April 2024 M

Dekan



Erwin Akib, M.Pd., Ph.D.
NBM. 860 934



MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR

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24 April 2024 M

Lamp : 1 (satu) Rangkap Proposal

15 Syawal 1445

Hal : Permohonan Izin Penelitian

Kepada Yth,

Dekan FKIP

Universitas Muhamamdiyah Makassar

di -

Makassar

أنت على كل خير ورحمة الله وبركاته

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 16205/FKIP/A.4-II/IV/1445/2024 tanggal 23 April 2024, menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama : NURFADILLAH

No. Stambuk : 10535 1107320

Fakultas : Fakultas Keguruan dan Ilmu Pendidikan

Jurusan : Pendidikan Bahasa Inggris

Pekerjaan : Mahasiswa

Bermaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan Skripsi dengan judul :

"AN ANALYSIS OF STUDENTS' SPEAKING ANXIETY ON ACADEMIC PERFORMANCE OF THE ENGLISH EDUCATION DEPARTMENT AT UNIVERSITY OF MUHAMMADIYAH MAKASSAR"

Yang akan dilaksanakan dari tanggal 30 April 2024 s/d 30 Juni 2024.

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.

Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran

أنت على كل خير ورحمة الله وبركاته

Ketua LP3M,

Muh. Arief Muhsin, M.Pd.
NBM 1127761



بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

KONTROL PELAKSANAAN PENELITIAN

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NIM : 105351107320
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Tanggal Ujian : 20 Maret 2024
Proposal
Tempat/Lokasi Penelitian : Universitas Muhammadiyah Makassar

No	Hari/tanggal	Kegiatan Penelitian	Nama Dosen	Paraf Dosen
1	1 Mei 2024	Pengantar surat izin Meneliti	Herlina Daddi, S.Pd., M.Pd	
2	4 Mei 2024	Konsultasi dan Permintaan rekomendasi Mahasiswa / Sampel	Herlina Daddi, S.Pd., M.Pd	
3	8 Mei 2024	Proses wawancara	Herlina Daddi, S.Pd., M.Pd	
4	11 Mei 2024	Proses wawancara	Herlina Daddi, S.Pd., M.Pd	
5	15 Mei 2024	Pengadaan dokumen terkait IP Mula	Herlina Daddi, S.Pd., M.Pd	
6				
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Makassar, Mei 2024

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Nomor : 0277/FKIP/05/A.5-VI/VII/1445/2024

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar menerangkan dengan sebenarnya bahwa mahasiswa yang tersebut di bawah ini :

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NIM : 10535 11073 20
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Keguruan dan Ilmu Pendidikan

Adalah benar-benar telah melaksanakan penelitian di Fakultas Keguruan dan Ilmu Pendidikan Tahun Akademik 2023/2024 terhitung sejak 1 Mei 2024 s.d 15 Mei 2024, dalam rangka penyusunan Skripsi dengan judul:

"An Analysis of Students' Speaking Anxiety on Academic Performance of the English Education Departmen at University of Muhammadiyah Makassar".

Demikian surat keterangan ini kami buat dengan sebenarnya, dan untuk dipergunakan sebagaimana mestinya.

25 Dzulhijjah 1445 H
Makassar, -----
02 Juli 2024 M

Dekan,
FKIP Unismuh Makassar,

Erwin Aldib, M.Pd. Ph.D
NBM: 860.934



**MAJELIS DIKTILITBANG PP MUHAMMADIYAH
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بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

LETTER OF ACCEPTANCE
0908/BG-FKIP/LOA/B/VIII/1446/2024

Dear NURFADILLAH

It is our pleasure to inform you that, after reviewing your paper:
AN ANALYSIS OF STUDENTS' SPEAKING ANXIETY ON ACADEMIC
PERFORMANCE OF THE ENGLISH EDUCATION DEPARTMENT AT
UNIVERSITY OF MUHAMMADIYAH MAKASSAR

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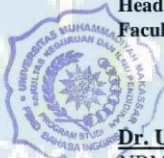
Checkpoint	Yes	No
The author has sent the manuscript by using the institutional email	√	
the author has submitted the manuscript through the open journal system (OJS)	√	
The manuscript according to the limitations or description of the journal	√	
LoCT has been submitted by the author	√	
The manuscript has followed the existing templates	√	
The article processing charge (APC) has been submitted by the author	√	

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contribution.

We will let you know if you must make any modification as the reviewer's
comments. Once your manuscript is moved to publishing, our production editor will
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Makassar, 17 August 2024 M
13 Shafar 1446 H

**Head of English Education Department
Faculty of Teacher Training and Education**



Dr. Ummi Khaerati Svam, S.Pd., M.Pd.
NBM. 977 807



Appendix 5 Documentation



interview process with participants (8 May 2024)



interview process with participants (8 May 2024)



interview process with participants (8 May 2024)



interview process with participants (8 May 2024)



interview process with participants (8 May 2024)



interview process with participants (8 May 2024)



interview process with participants (8 May 2024)



interview process with participants (8 May 2024)



interview process with participants (11 May 2024)



interview process with participants (11 May 2024)

CURRICULUM VITAE



The researcher, **Nurfadillah** was born in Pinrang on January 24, 2002. She is the fourth of five children. She is the daughter of Mr. Nurdin and Mrs. Isah. From 2008 to 2014, she studied at SD 170 Lembang, Pinrang. She continued her junior high school education at SMPN 1 Lembang, Pinrang in 2014 and graduated in 2017, in the same year she started her senior high school education at SMA Negeri 8 Pinrang and completed it in 2020. Finally, she continued her education and was accepted as a student at Universitas Muhammadiyah Makassar as a student with a specialization in English Education at the Faculty of Teacher Training and Education. With the blessing and grace of Allah SWT, prayers and support from my beloved family, all friends, the researcher was able to complete his studies at the Muhammadiyah University of Makassar with the title “An Analysis of Students Speaking Anxiety on Academic Performance of the English Education Department at Muhammadiyah University Makassar”.

