

**THE CORRELATIONS OF EFL STUDENTS' PUBLIC SPEAKING
ANXIETY, SELF-EFFICACY AND ACHIEVEMENT**

THESIS



**BY
RAUDAH MELAWATI
SRN 1701121155**

**STATE ISLAMIC INSTITUTE OF PALANGKA RAYA
2021 G / 1443 H**

**THE CORRELATIONS OF EFL STUDENTS' PUBLIC SPEAKING
ANXIETY, SELF-EFFICACY AND ACHIEVEMENT**

THESIS

Presented to
State Islamic Institute of Palangka Raya
in partial fulfillment of the requirements
for the degree of Sarjana in English Language Education



BY
RAUDAH MELAWATI
SRN 1701121155

**STATE ISLAMIC INSTITUTE OF PALANGKA RAYA
FACULTY OF TEACHER TRAINING AND EDUCATION
DEPARTMENT OF LANGUAGE EDUCATION
STUDY PROGRAM OF ENGLISH EDUCATION
2021 G / 1443 H**

ADVISOR APPROVAL

Thesis Title : **THE CORRELATIONS OF EFL STUDENTS' PUBLIC SPEAKING ANXIETY, SELF-EFFICACY AND ACHIEVEMENT**

Name : RAUDAH MELAWATI

SRN : 1701121155

Faculty : Teacher Training and Education

Department : Language Education

Study Program : English Education

This is to certify that the thesis has been approved by the thesis advisors for the Thesis Examination/Munaqasyah by the Board Examiners of the faculty of Teacher Training and Education of the State Islamic Institute of Palangka Raya.

Palangka Raya, September 10th 2021

Advisor I



Rahmadi Nirwanto, M.Pd
ORN. 197001312002121002

Advisor II



Dr. Abdul Syahid, M.Pd
ORN. 197010041995121000

Acknowledged by:

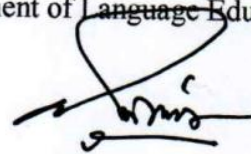
Secretary,

Vice Dean in Academic Affairs



Dr. Nurul Wahdah, M.Pd.
ORN. 198003072006042004

Department of Language Education



Akhmad Ali Mirza, M.Pd.
ORN. 198406222015031003

PERSETUJUAN SKRIPSI

Judul Skripsi : The Correlations of EFL Students' Public Speaking Anxiety, Self-Efficacy and Achievement
Nama : Raudah Melawati
NIM : 1701121155
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Pendidikan Bahasa
Prodi : Tadris Bahasa Inggris
Jenjang : Strata 1 (S-1)

Setelah diteliti dan diadakan perbaikan seperlunya, dapat disetujui untuk disidangkan oleh Tim Penguji Skripsi Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palangka Raya

Palangka Raya, September 10th 2021

Advisor I

Advisor II



Rahmadi Nirwanto, M.Pd
NIP. 197001312002121002



Dr. Abdul Syahid, M.Pd
NIP. 197010041995121000

Mengetahui:

Sekretaris,

Wakil Dekan Bidang Akademik

Jurusan Pendidikan Bahasa



Dr. Nurul Wahdah, M.Pd.
NIP. 198003072006042004



Akhmad Ali Mirza, M.Pd.
NIP. 198406222015031003

OFFICIAL NOTE

Palangka Raya, September 10th 2021

Cases : Examination of
Raudah Melawati's Thesis

To
The Dean of Faculty of Teacher
Training and Education of State
Islamic Institute of Palangka Raya

In-
Palangka Raya

Assalamualaikum Wr. Wb

By reading and analyzing of this thesis, we think the thesis in the name of:

Name : Raudah Melawati
SRN : 1701121155
Thesis Title : THE CORRELATIONS OF EFL STUDENTS' PUBLIC
SPEAKING ANXIETY, SELF-EFFICACY AND
ACHIEVEMENT

Can be examined in partial fulfillment of the requirements of the Degree
of *Sarjana Pendidikan* in the study program of English Education of the Language
Education of the Faculty of Teacher Training and Education of State Islamic
Institute of Palangka Raya.

Thank you for the attention.

Wassalamualaikum Wr. Wb

Advisor I



Rahmadi Nirwanto, M.Pd
ORN. 197001312002121002

Advisor II



Dr. Abdul Syahid, M.Pd
ORN. 197010041995121000

NOTA DINAS

Palangka Raya, September 10th 2021

Hal : Permohonan Ujian Skripsi
Raudah Melawati

Kepada

Yth. Dekan Fakultas Tarbiyah dan Ilmu
Keguruan Institut Agama Islam Negeri
Palangka Raya

Di-

Palangka Raya

Assalamualaikum Wr. Wb.

Setelah membaca dan menganalisa skripsi ini, kami menyatakan bahwa:

Nama : Raudah Melawati
NIM : 1701121155
Judul : THE CORRELATIONS OF EFL STUDENTS' PUBLIC
SPEAKING ANXIETY, SELF-EFFICACY AND
ACHIEVEMENT

Dapat diujikan sebagai syarat untuk memenuhi kewajiban dan mencapai gelar *Sarjana Pendidikan* pada program studi Tadris (Pendidikan) Bahasa Inggris Jurusan Pendidikan Bahasa Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Palangka Raya.

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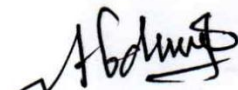
Wassalamu'alaikum Wr. Wb.

Pembimbing I

Pembimbing II



Rahmadi Nirwanto, M.Pd
NIP. 197001312002121002



Dr. Abdul Syahid, M.Pd
NIP. 197010041995121000

THESIS APPROVAL

Thesis Title : THE CORRELATIONS OF EFL STUDENTS' PUBLIC SPEAKING ANXIETY, SELF-EFFICACY AND ACHIEVEMENT

Name : Raudah Melawati

SRN : 1701121155

Faculty : Teacher Training and Education

Department : Language Education

Study Program : English Education

Has been examined by the Board of Examiners of the Faculty of Teacher Training and Education of the State Islamic Institute of Palangka Raya in the Thesis Examination/ *Munaqasyah* on:

Day : Thursday

Date : 07th October 2021 G / 30th Safar 1443 H

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Zaitun Qamariah, M.Pd.
(Chair / Examiner)

(.....)

M. Zaini Miftah, M.Pd.
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(.....)

Rahmadi Nirwanto, M.Pd.
(Examiner)

(.....)

Dr. Abdul Syahid, M.Pd.
(Secretary/Examiner)

(.....)

Approved by:
Dean, Faculty of Teaching Training and
Education



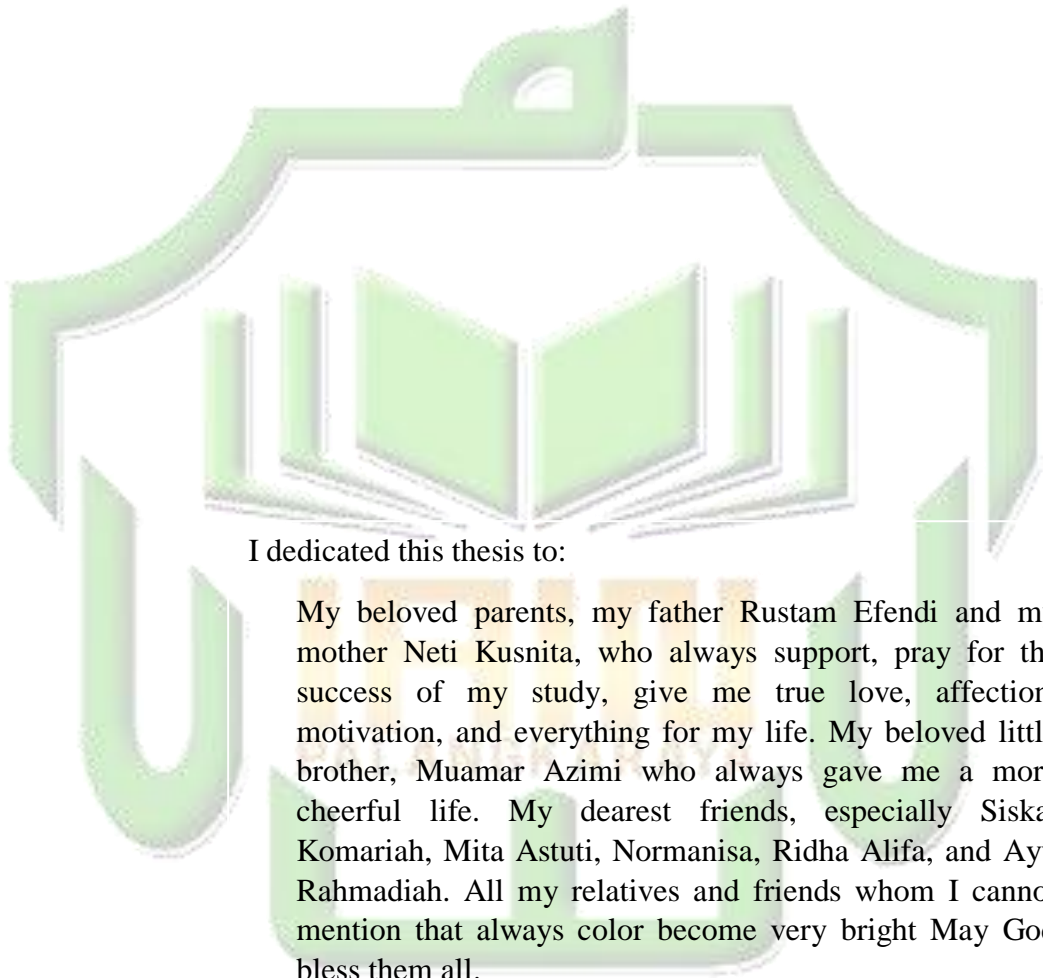
[Signature]
Dr. Hj. Rodhatul Jennah, M.Pd
QRN. 196710031993032001

MOTTO AND DEDICATION

وَأَنْ لِّيَ شَيْءٌ لِّإِنْسَانٍ إِلَّا مَا سَعَىٰ ۝ ٣٩

“That man can have nothing but what he strives for”

(QS. An-Najm: 39)



I dedicated this thesis to:

My beloved parents, my father Rustam Efendi and my mother Neti Kusnita, who always support, pray for the success of my study, give me true love, affection, motivation, and everything for my life. My beloved little brother, Muamar Azimi who always gave me a more cheerful life. My dearest friends, especially Siska, Komariah, Mita Astuti, Normanisa, Ridha Alifa, and Ayu Rahmadiyah. All my relatives and friends whom I cannot mention that always color become very bright May God bless them all.

DECLARATION OF AUTORSHIP

Herewith, I:

Name : Raudah Melawati
SRN : 1701121155
Faculty : Teacher Training and Education
Department : Language Education
Study Program : English Education

Declare that:

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Yours Faithfull



Raudah Melawati

SRN. 1701121155

ABSTRACT

Melawati, Raudah. 2021. *The Correlations of EFL Students' Public Speaking Anxiety, Self-Efficacy and Achievement*. Department of Language Education, Faculty of Teacher Training and Education, State Islamic Institute of Palangka Raya. Advisors: (I) Rahmadi Nirwanto, M.Pd., (II) Dr. Abdul Syahid, M.Pd

Key Words: Public Speaking Anxiety, Self-Efficacy, Speaking Achievement, EFL Students, Correlation

Public speaking is an important skill in analyzing and practicing college students as they go towards universities and their careers. However, public speaking is greatly influenced by principles associated with psychology aspect, which include anxiety and self-efficacy.

This study aimed to (1) identified the relationship between students' public speaking anxiety and speaking achievement, (2) ascertained the connection between students' self-efficacy and their speaking achievement, (3) determined the relationship between students' anxiety, self-efficacy, and public speaking achievement.

This study employed a quantitative approach with a correlation design. Twenty-one college students in the fifth semester of the English department at IAIN Palangka Raya were subjects. The data in this study were analyzed using SPSS software, where Pearson Product Moment Formula, Kendall's Correlation Coefficient formula, and Multiple Linear Regression Formula are employed. The data for this study was gathered using questionnaires and tests as instruments.

In this study, researchers discovered no significant relationship between public speaking anxiety and speaking achievement $p > .05$ ($r = -.223, p = .330$), self-efficacy and speaking achievement $p > .05$ ($t = .257, p = .119$), and public speaking anxiety and self-efficacy ($F = 1.014, p = .383$). It means that public speaking anxiety and self-efficacy did not correlate with the learners' speaking achievement.

ABSTRAK

Melawati, Raudah. 2021. Hubungan Antara Kecemasan, Kepercayaan Terhadap Kemampuan Diri Sendiri, dan Pencapaian Mahasiswa Efl Dalam Berbicara Di Depan Umum. Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Palangka Raya. Advisors: (I) Rahmadi Nirwanto, M.Pd., (II) Dr. Abdul Syahid, M.Pd.

Kata Kunci: Hubungan Kecemasan berbicara di depan publik, Kepercayaan Terhadap Kemampuan Diri Sendiri, Prestasi berbicara Mahasiswa EFL

Berbicara di depan umum adalah keterampilan penting dalam menganalisis dan berlatih bagi mahasiswa saat mereka berada di universitas dan saat mereka berkarir. Namun, berbicara di depan umum sangat dipengaruhi oleh prinsip-prinsip yang terkait dengan aspek psikologi, yang meliputi kecemasan dan self-efficacy.

Penelitian ini bertujuan untuk (1) mengidentifikasi hubungan antara kecemasan berbicara di depan umum siswa dan pencapaian berbicara. (2) memastikan hubungan antara self-efficacy siswa dan prestasi berbicara mereka (3) Menentukan hubungan antara kecemasan siswa, self-efficacy, dan prestasi berbicara di depan umum.

Penelitian ini menggunakan pendekatan kuantitatif dengan desain korelasi. Data dalam penelitian ini dianalisis menggunakan perangkat lunak SPSS, dimana Pearson Product Moment Formula, Kendall's Correlation Coefficient formula, dan Multiple Linear Regression Formula digunakan. Data untuk penelitian ini dikumpulkan menggunakan kuesioner dan tes sebagai instrument.

Di dalam studi ini, Peneliti menemukan tidak adanya hubungan yang signifikan antara kecemasan berbicara di depan umum dan prestasi berbicara $p > .05$ ($r = -.223$, $p = .330$), self-efficacy dan prestasi berbicara $p > .05$ ($t = .257$, $p = .119$), dan kecemasan berbicara di depan umum dan self-efficacy ($F = 1.014$, $p = .383$). Hal itu dapat berarti bahwa kecemasan berbicara di depan umum dan kepercayaan terhadap kemampuan diri sendiri tidak memiliki hubungan terhadap prestasi berbicara peserta didik.

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Palangka Raya, 10th September 2021

The Researcher,

Raudah Melawati
SRN. 1701121155

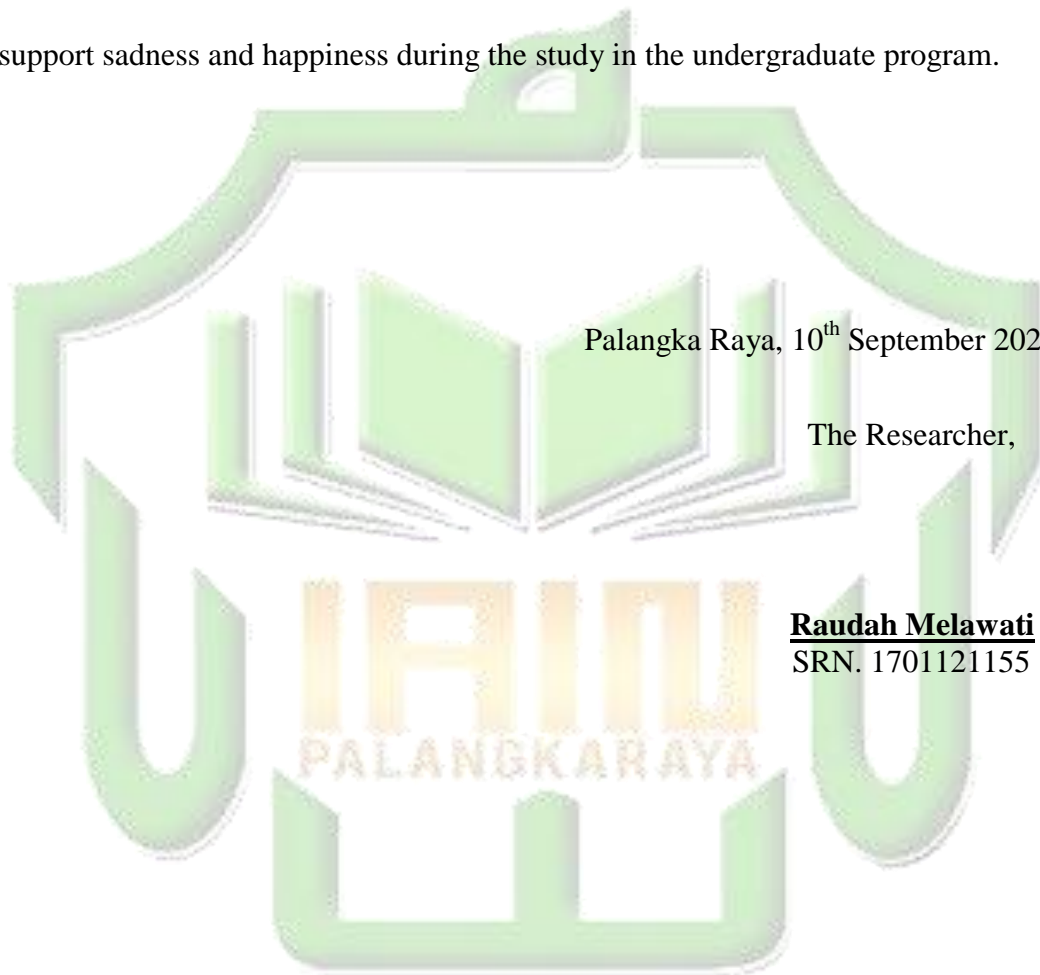
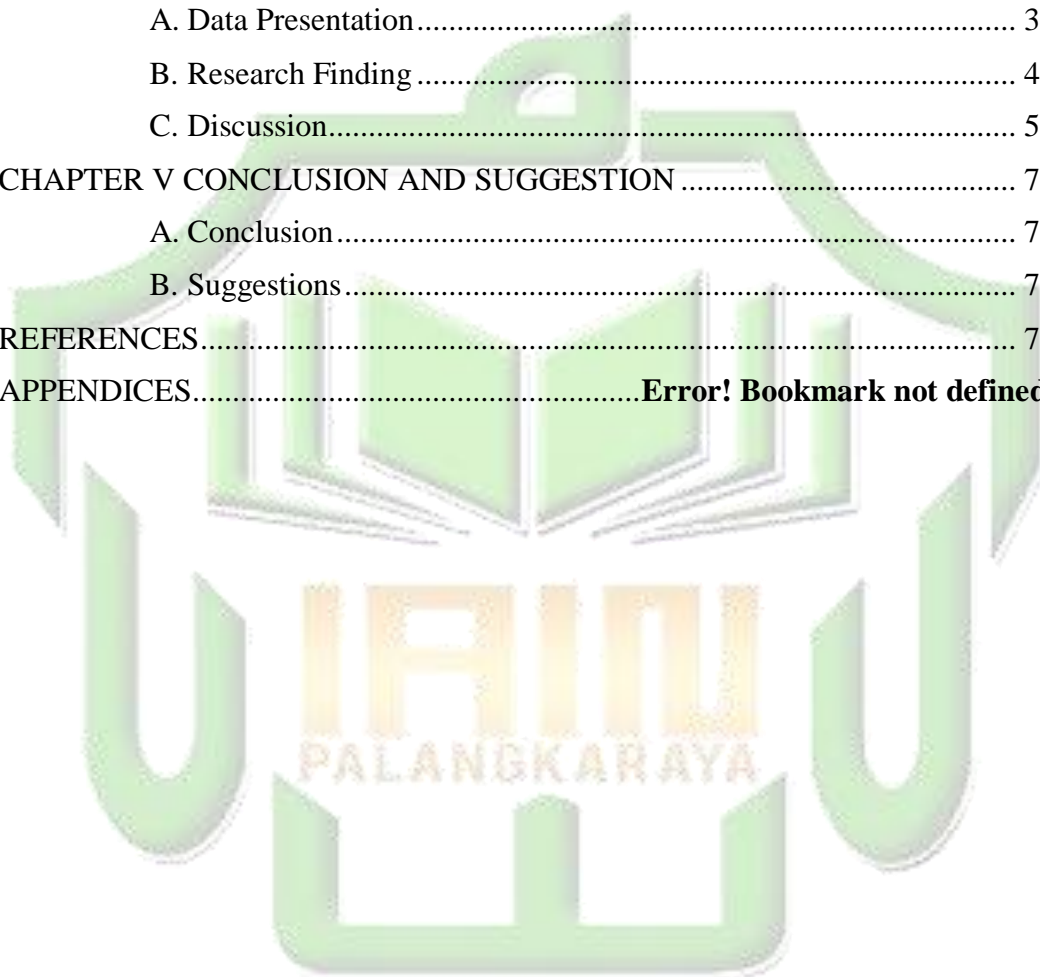


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LIST OF ABBREVIATIONS

IAIN	: Institut Agama Islam Negeri
EFL	: English as Foreign Language
SPSS	: Statistical Package for the Social Sciences



CHAPTER I

INTRODUCTION

This chapter presents background of the study, research problems, objectives the study, assumptions, scope and limitation, significance the study and definition of key terms.

A. Background of the Study

For those who use English as a foreign language, speaking English is one of the most difficult issues. This is due to the fact that English is rarely utilized as a foreign language in everyday life (Safargalina, 2018). Consequently, students have some emphasis and are susceptible to anxiety when they are asked to express their ideas in an English speaking class. (Kelsen, 2019). Furthermore, when they were asked to make a public speaking. Public speaking is an important experience in analyzing and practicing college students as they go towards universities and their careers. (Gallego et al., 2020). However, public speaking is one of the most stressful ways of expressing oneself and is widely recognized as one of mankind's most widespread concerns. (Dwyer & Davidson, 2012; Kelsen, 2019).

Richards and Burns (2012) characterize speech as a dynamic ability, encompassing multiple physiological and psychological influences and both target-language awareness and the abilities required to enable this knowledge, where speech is greatly influenced by principles associated

with psychology, which include anxiety and inhibition. Anxiety occurs when students feel nervous, anxious, and hesitant to make mistakes in speaking before the class. Anxiety is about the self, values, emotions, and actions resulting from a common essence of the language, getting to know the procedure (E. K. Horwitz et al., 1986).

Students' fear of errors was a typical difficulty in speaking English, particularly with the English language as a foreign language that impacts their exams and graduation. (Mörtberg et al., 2018). It is imperative to distinguish the different kinds of anxieties in a roundabout way linked to an object. In this case, it used the term 'explicit distress' to include fear limited to only one situation, for instance, in a different tongue (Mörtberg et al., 2018). Thus, the word summed up as uneasiness is used for people who are usually on the edge. (E. K. Horwitz et al., 1986). In a university in Finland, 50% of students had a high level of public speaking anxiety. (Gallego et al., 2020). Shi et al. (2015) it also informed the higher level of anxiety in students' speaking performance.

Moreover, to speak English, college students are also inspired by their own self-efficacy. Self-efficacy refers to human beings' assumptions about their competencies to successfully accomplish a given assignment (Zhang et al., 2020). The effect of self-efficacy can be a private cognitive issue and an essential issue in social cognition theory through thinking, feelings, behavior, and control of one's activities (Bandura, 1997). The result of the study by Zhang & Ardasheva (2019) showed the significance

of efficacy for success in the classroom. The outcome of the research by Zhang et al. (2020) indicated there were significant changes in public speaking self-efficacy. The results showed that self-efficacy of English public speaking directly affects English public speaking performance, which can cause anxiety in 54.9% of the participants.

Considering the importance of anxiety and self-efficacy as factors that affect the output of speaking performance, it means anxiety and self-efficacy influence students' speaking achievement. There are many researchers that investigated the correlations between speaking anxiety and students' achievement or self-efficacy and students' achievement, and other studies that related to speaking anxiety, self-efficacy, and achievement. Such as (Kelsen, 2019; Shi et al., 2015; Zhang et al., 2020). Nevertheless, there are a few researchers who studied the correlation between students' speaking anxiety, self-efficacy, and achievement. For that reason, in this study, the researcher will focus on three variables. They are students' speaking anxiety, self-efficacy, and achievement.

B. Research Problems

Based on the background mentioned previously, the problems of the study are formulated as follows:

1. Do the higher public speaking anxiety the students have, the worse they speak English as foreign language?

2. Do the higher self-efficacy the students have, the better they speak English as foreign language?
3. Do the lower public speaking anxiety and the higher of self-efficacy students have, the better they speak English as foreign Language?

C. Objectives of the Study

The objectives of the study are formulated as follows:

1. To measure the correlation between the students' public speaking anxiety and students' speaking achievement.
2. To measure the correlation between the students' self-efficacy and students' speaking achievement.
3. To measure the correlation between the students' public speaking anxiety, self-efficacy, and achievement.

D. Hypotheses of Study

In this study, the researcher will use the theoretical hypothesis, where the writer forecasts the discovery of this study on the basis of a theory or logic of common sense (Latief, 2012). The hypotheses are formulated as follows:

1. The higher speaking anxiety the students have, the worse they speak English as foreign language.
2. The higher self-efficacy the students have, the better they speak English as foreign language.

3. The lower public speaking anxiety and the higher of self-efficacy students have, the better they speak English as foreign Language.

E. Assumptions

It is assumed that:

1. There is a correlation between students' speaking anxiety and students' speaking achievement.
2. There is a correlation between students' self-efficacy and students' speaking achievement.
3. There is a correlation between students' speaking anxiety, self-efficacy and achievement.

F. Scope and Limitation

In this study, the data collection was done online because of the outbreak of the COVID-19. The researcher narrowed the subjects of the study to the students who took public speaking course in the academic year 2020-2021 at IAIN Palangka Raya.

G. Significance of the Study

Based on the objectives state above, this study tries to measure the relationships among speaking anxiety, self-confidence and the students' speaking achievement. Fundamentally, significances of the study are divided into two categories, theoretical and practical significances.

In terms of theoretical significance, this study is intended to understand more about the correlations of EFL students' public speaking

anxiety, self-efficacy and speaking achievement. So, this study will support the theory of public speaking anxiety and self-efficacy. In terms of practical significance of the study, there are three significances. The first significance is for the EFL instructors or lecturers, it enables them to be more aware of how important to inspire the students to achieve better in speaking achievement. EFL instructors or lecturers are expected to help the students to improve their self-efficacy in speaking tasks in the classroom. The second is for students, the finding could help the students to be more aware of speaking anxiety and self-efficacy in order to improve their speaking performance. It also encourages the students to seek opportunities to improve their speaking achievement. The third is for the sake of this study, the results can give the knowledge about quality of teaching and learning English, especially in teaching speaking skill involving anxiety and self-efficacy.

H. Definitions of Key Terms

To avoid confusion, some essential words are required to define. The definition of the key terms to be used in the study is presented as follows:

1. Public Speaking Anxiety

Speaking anxiety is an anxiety that arises when someone is asked to speak, especially when asked to speech English in public. There are four factors that influence the speaking anxiety, they are positive

mindset, physical effect, preparation anxiety (anticipation), and performance anxiety (regulation).

2. Self-Efficacy

Self-efficacy is a belief in one's own self as to the extent of her ability to reach her\his goals in speaking English in public. There are four factors that influence self-efficacy in speech, they are language competence, delivery competence, topic competence and organization competence.

3. Speaking Achievement

Speaking achievement in this study refers to the students' score obtaining from speaking test. The scoring of the speaking test will be based on Oral Proficiency Scoring Categories proposed by Brown. There are six sections which should be developed for the classification of different concentrations in English. They are grammar, vocabulary, comprehension, fluency, pronunciation, and task.

4. EFL students

EFL students are the students whom English as a foreign language is taught in a non-English-speaking country to learn English. Students in Indonesia, for example, who are studying English are called EFL students because English is not the country's official language.

5. Correlation

Correlation means relationship-the degree to which two variables, or more are correlated more specifically is to be calculated. There are three potential consequences of a correlation study: positive correlation, a negative correlation, and no correlation.



CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the writer discusses related studies, the nature of speaking anxiety, definition of self-efficacy, and speaking achievement.

A. Related Studies

There are some studies that have been conducted related to speaking anxiety, self-efficacy, and achievement. First, Kelsen (2019) investigated anxiety of public speaking in the context of presentations tested in the Public-speaking Personal Report (PRPSA). The findings did not indicate any major anxiety variations for departmental students. However, significance on the Test of English for International Communication (TOEIC) scores has nevertheless been found. The analysts rising to between 16 and 32%. In addition, Gallego et al. (2020) examined the relationship between anxiety, distress tolerance and psychological flexibility in public speaking. The findings show that there are more participants in the higher ranges of public anxiety. 50 percent of the participants reported a high degree of anxiety about the public, a moderate 41.5% and a low 8.5%. Then, Shi et al. (2015) examined how self-talk contributed to the planning of an upcoming speech related to public speaking anxiety. The results showed that self-critical and social self-evaluation were well connected to the anxiety of people while self-strengthening self-talk was negative.

Next, Zhang and Ardasheva (2019) investigated about the degree to which four sources for independent use predict self-efficacy among students at Chinese College EFL and the degree to which their effects are influenced by the background of the students, such as previous English Public Speaking (EPS), gender and academic study experiences. Result by sub-sample illustrate previous knowledge, ethnicity, and academic experience of the English Public Speaking (EPS) course as variables that may influence the nature and degree of the relationship between self-efficacy, and it is theoretical origins. This is especially important for educators, who want to support the EPS values of their students because the results indicate that different classes of students react differently to the efforts of their teachers. Furthermore, Zhang et al. (2020) examined the correlation between background feature of the student, theoretically observed sources of self-efficacy of EPS, and the correlation between self-efficacy of EPS and performance of EPS. The results showed that self-efficacy of EPS directly affects EPS performance, which can cause anxiety in 54.9% of the participants.

B. The Nature of Public Speaking Anxiety

Anxiety is when the students feel nervous, anxious, and hesitant to make mistakes in speaking before the class. Anxiety is about the self, values, emotions, and actions resulting from a not unusual essence of the language gaining knowledge of system (E. K. Horwitz, 1986). Gallego et al. (2020) argued that nervousness would have a negative effect on student

activities. The lack of mental determination in talking would impede understudies to get achievement in foreign language class, language unease is likewise imaginable found on the four skills (tuning in, talking, reading, and writing), vocabulary, and sentence form. Anxiety speech comprises personality, beliefs, feelings, and statutes with classroom language taking in springing up from the nature of the mastering procedure (E. K. Horwitz et al., 1986).

Anxiety can range from a slight feeling of "nervousness" to an excessive degree of tension (K & Alamelu, 2020). The most frequent signs of speech anxiety are hands trembling, shaking, sweating, fear, emptiness, vacancy, stomach butterflies, dry mouth and throat, a fast pulse and a tingling voice (E. K. Horwitz et al., 1986). Moreover, there are four elements that have an effect on speaking anxiety. They may be positive mindset, physical effect, preparation anxiety (anticipation), and performance anxiety (regulation) (Kelsen, 2019). Additionally, the anxiety degree tiers from individual to character, primarily based on the bodily and psychological state and the situational needs. Based on the reasons above, it is possible to conclude that speaking tension is an anxiety that arises when someone is asked to talk, especially when asked to speak in English. Anxiety that arises in the individual will cause fear, tension, and anxiety at different levels in each person, which can hinder the process of speaking.

1. Types of Anxiety

There is a negative correlation between speech anxiety and learning outcomes besides final grade (Horwitz, 2001). Students' fear of making mistakes in speaking English has been a common problem, particularly in the sense of the EFL, such as Indonesia, which influences their scores. It is imperative to distinguish the different kinds of anxieties in a roundabout way linked to an object. It is imperative to distinguish the different kinds of anxieties in a roundabout way linked to an object. In this case we used the term 'explicit distress' to include fear limited to only one situation, for instance, in a different tongue. Thus, the word summed up as uneasiness is used for people who are usually on the edge (E. K. Horwitz et al., 1986).

Three major types of anxiety can be classified as anxiety about the features, circumstance, and fear about state. More clarification on these forms will be given below by some experts.

a. Trait Anxiety

According to Spielberger (2012) trait fear is a stable tendency in a range of instances of becoming anxious. People who have a high degree of trait anxiety are typically nervous; they lack mental control. Spielberger (2012) also established that perhaps a student with anxiety could have anxiety in all situations. On the other hand,

people with low anxiety are willing to be quiet and relaxed and to be more emotionally stable.

b. Situation-Specific Anxiety

Language acquisition anxiety is divided into situational anxiety (E. K. Horwitz et al., 1986; Young, 1991). It applies to the persistence and variation of fears (MacIntyre & Gardner, 1991). This happens in a particular category of scenario or occurrence, such as public speaking, testing, or class attendance. Every state of affairs is exceptional; hence, someone may be disturbed in one state of affairs, but no longer in another.

c. State Anxiety

MacIntyre and Gardner (1989) State anxiety is described as the revelation of anxiety from minute to second. This fear is a short-term intellectual worry, which may change in severity over time. It influences the learner's feelings, minds, and behaviors. In terms of perception, when people acquire concerns about the state, they are more receptive to what others say about them.

2. Levels of Anxiety

Anxiety can be divided into three levels: mild, moderate, and high anxiety (E. K. Horwitz et al., 1986). There are four types of fear that people experience:

a. Mild Anxiety

This fear is associated with everyday life pressures which leads someone to be careful. Anxiety can inspire imagination and encourage it. In life, this level of anxiety is natural, and it will improve the confidence and get the person ready to act (E. K. Horwitz et al., 1986).

b. Moderate Anxiety

Moderate anxiety helps someone to concentrate on important items and for others to be omitted, so that someone avoids selective attention and does something more intense. The participant will also learn guidelines from other individuals in this situation. Stimulus from above cannot be assimilated accurately, but everybody just cares about the things that are becoming a priority (Horwitz et al., 1986).

c. Severe Anxiety

Severe anxiety significantly decreases the field of people's thinking that appeared to dwell on something that is comprehensive and precise and cannot care about something else. All the actions seen are stress reduction. Someone wants a lot of help to be able to focus on one area. In this situation, someone is going to concentrate attention on basic specifics and not care about anything else. The

entire behavior was designed to alleviate discomfort and require a lot of guidance to concentrate on (Horwitz et al., 1986).

d. Panic

Panic linked to anxiety because of a lack of control experience. Individuals who undergo fear are not able to do something about direction. This state of fear, if it lasts for a long time, will lead to death (Horwitz et al., 1986).

C. Definition of Self-Efficacy

The need for increasingly growing English proficiency helps us to better understand educationally deceptive variables, such as self-efficacy, that can lead to the growth of speech skills. Self-efficacy is defined as human assumptions about their ability to efficiently accomplish a given task (Zhang et al., 2020). According to Bandura (1997), self-efficacy refers to a character's self-belief in his or her ability to carry out a specific action. standard, Self-effectiveness is a key aspect that might influence the motivation, initiative, and objectives of college students in secondary language or abroad. Self-efficacy is a perception of a single person's personal self as to the quantity of her ability to achieve her goals by speaking English in public.

Additionally, four variables influence speech self-efficacy. They are language competence, delivery competence, topic competence, and organization competence (Zhang et al., 2019). Linked to a high degree of

self-efficacy, excessive performance expectations might then motivate students to engage further (Zhang et al., 2020). In theory of how self-efficacy may be improved, Bandura (1997) theoretical studies suggest that self-efficacy is reported by four key assets: Experience with Enactive Mastery (EME); past experience of tasks/abilities; Verbal Persuasion (VP). Considerable different advantageous feedback on one's very own overall performance; Physiological and effective States (PAS), the emotional conditions related to an assignment (e.g., strain, tension, despair) related with performing a mission. Mastery or enactive experience refers to the concept that prior experiences impact or undermine the autonomy of yourself (Bandura, 1997). Earlier achievements increase self-efficiency whereas failures reduce it. Even views of others executing the same job are impacted by self-efficacy, which is known as vicarious experience (Bandura, 1997). Vicarious experience allows students to see and compare themselves with highly acclaimed classmates. It offers an atmosphere in which skilled models communicate information and enable observers to develop successful skills and policies (Bandura, 1997), that could enhance both self-efficacy and competency Social persuasion is also important in the development of self-efficacy (Bandura, 1997).

The self-efficacy of students is that they see their competence to achieve certain desired results. Perceived speaking self-efficacy (or confidence—defined as an overall belief in one's capacity to participate in efficient second language oral communication (MacIntyre & Gardner,

1989). It was connected to their willingness to communicate in the target language in a good way as well as the frequency with which they communicate (Turner et al., 2021). Self-efficacy has emerged as one of the most researched subjects in psychology. Self-efficacy, as Bandura and other academics have noted, may have an effect on a person's psychological states, actions, and motivation (Bandura, 1997). Based on one's opinion of his/her skills as linked to a certain activity, self-efficacy can impact a person's conduct, either favorably or adversely. It impacts a person's decisions, effort, and perseverance in the face of adversity and failure (Wang & Sun, 2020). Moreover, social persuasion contributes to the growth of self-efficacy. Encouragement and positive feedback would increase self-efficacy and diminish self-efficacy through penalty and negative comments (Bandura, 1997).

Self-efficacy has become one of the psychologically most researched subjects. As mentioned by Bandura and others, self-efficacy could have an influence on the psychological conditions, actions, and motivation of the individual (Bandura, 1997). Self-efficacy may impact how individuals think, feel, act and manage their own behavior through cognitive, motivational, affective and selective processes, as an integral component of the social cognitive theory (Bandura, 1997).

The amount of effort, involvement, and tenacity a person puts into accomplishing a task is determined by self-efficacy. As a result, learners' views about their English public speaking competences, which may be

thought of as competence-related English public speaking self-efficacy components, are likely to have an impact on their English public speaking performance.

D. Speaking Achievement

Speech skills are used by someone in everyday conversation, whether at school or outside. The expertise has been learned through a lot of repetition. The skill of talking is learned by students at university. Lectures should provide a condition for students to learn to speak, particularly for speaking classes (Celik & Yavuz, 2015). According to (Nunan, 1989) speaking capabilities are two major areas: consistency and fluency. Exactness guarantees the correct vocabulary, grammar, and pronunciation for the speakers. Then fluency means the willingness to proceed as you speak. However, it does not mean the speaker speaks too fast because pauses are often expected. He states the delay is a long but not regular feature of fluency. Moreover, speakers should be able to use all the tools and skills, regardless of any grammar and other mistakes, to give fluent speech.

In teaching speaking, there are some aspects which considered by teacher. Brown (2001) offers four aspects of speaking skills. There are fluency, accuracy, pronunciation, and vocabulary.

- Fluency

As a fluent speaker, a speaker can be assumed if he/she can use language quickly and consistently with no hesitations or unnatural

pauses, incorrect starts, word quest etc. (Nunan, 2003). Speaker needs to know where to stop talking in the right place. In comparison, if a speaker does not articulate a sentence with one sentence at a time while they are talking, he or she may speak fluently. It is predicted that a successful speaker will also talk in groups of words that form an essential unit.

- Accuracy

Nunan (2003) stated that Accuracy occurs when the voice of students matches in with what is being said when they use the target language, precision interacts with grammatical structures like such items as sound, tense, verb, phrase etc., and so students are required to use the correct grammatical structures in their speech in order to obtain the degree of precision.

- Pronunciation

The goal is to teach pronunciation at the outset. Additionally, in advance, pronunciation objectives should rely on factors increasing connectivity that include stress, intonation, expression, etc.

- Vocabulary

Vocabulary is a very essential component of language acquisition that students can or cannot speak smoothly in order to determine it. They can only create phrases using words; thus, it is impossible to communicate fluently without knowledge of vocabulary. Actually, some individuals have limited vocabulary, thus they have

some problems talking. Consequently, the instructor must strive harder to increase the vocabulary of the kids. Nunan (2003) offers four teaching principles:

1. The First of all focus on the most valuable vocabulary.
2. The most suitable focus on vocabulary.
3. Paying attention to the four strands of a course high-frequency terms.
4. to encourage students to reflect on learning responsibilities.

Speaking achievement refers to the students' scores obtained from speaking tests. The speaking test evaluation indicator was then seen based on the categories of oral competence assessment Brown proposed. There are six sections which should be developed for the classification of different concentrations in English. They are grammar, vocabulary, comprehension, fluency, pronunciation, and tasks. Such items will assist us to reap what we are looking to gain with English-speaking materials (Brown, 2006).

- Grammar

English grammar represents a pattern that is understood by orderly stages of language learning. It also includes information about how the focus of the English recruitment process is preserved. The

specifics deal with form, dates, conjunctions, prepositions, etc. They write English grammar into an important topic for learning the language (Brown, 2006).

- Vocabulary

English vocabulary is absolutely taken into consideration to be a part of the mastery of English. English students should be classified to allow them to learn different vocabulary in English. The aim of this segment is to identify students based on their master's degree by positioning them in numbers as an introduction to their ability to continue learning (Brown, 2006).

- Comprehension

There are special factors of expertise that are able to be addressed in such situations, as the center directs me to problematic numbers. The consistency may be seen in the rating categories, while an English interpretation digests the linkage between the query and the accuracy of the student's answer (Brown, 2006).

- Fluency

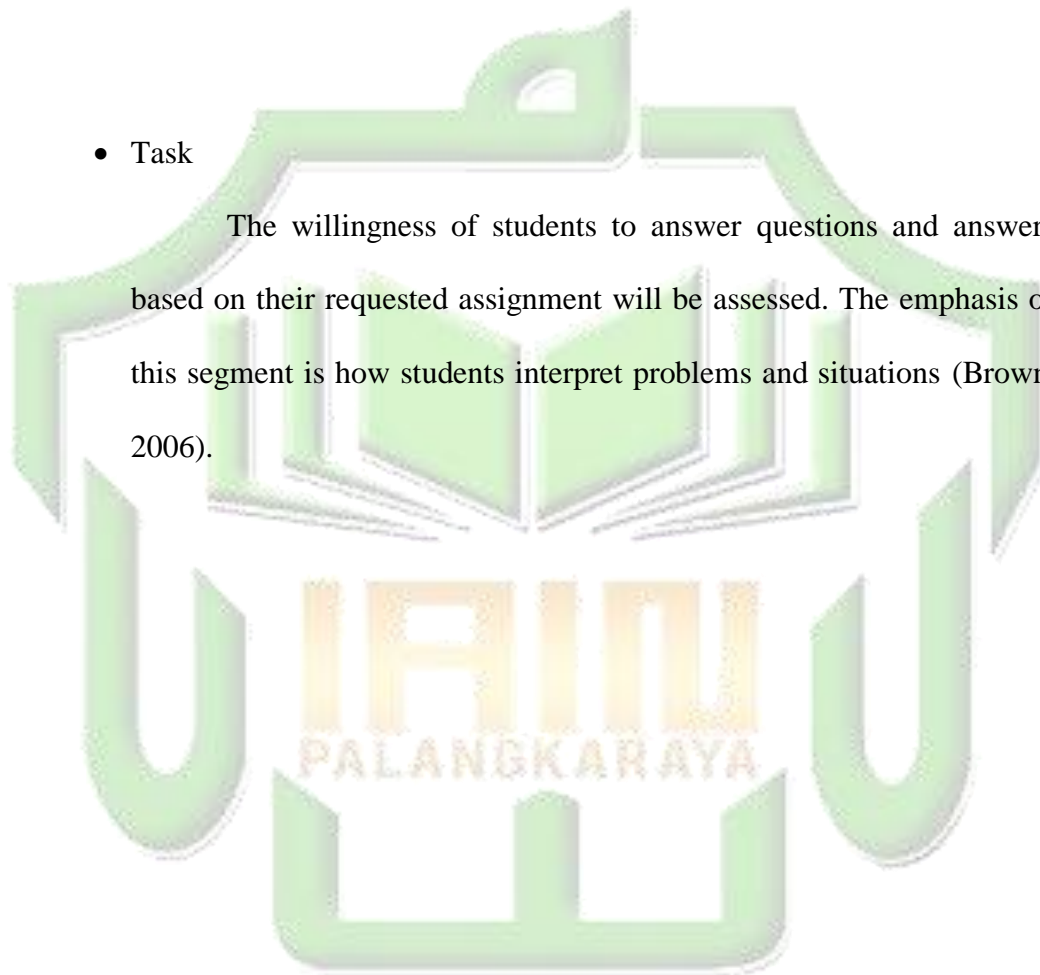
English fluency is measured by the ability of students to respond to questions from interviews based on knowledge of certain subjects. As an emphasis on English fluency, it might no longer be assumed to be a sole consultant of English mastery, whilst the presence of other similar subjects is clearly worrying (Brown, 2006).

- Pronunciation

English pronunciation underscores the crucial position of reflecting expertise on a way to take in the previous items and then exercising speaking English vocabulary to supply the correct message (Brown, 2006).

- Task

The willingness of students to answer questions and answers based on their requested assignment will be assessed. The emphasis of this segment is how students interpret problems and situations (Brown, 2006).



CHAPTER III

RESEARCH METHOD

In this chapter, the writer presented research design, population and sample, data collection, research instruments, instrument validity, reliability, data collection procedure and data analysis.

A. Research Design

Considering the purpose of the research and the nature of the problem, the research is classified as a quantitative method with a correlation design. This is connected to the purpose of the study to assess the link between the public speaking anxiety, self-efficacy, and success of the students.

Creswell (2014) argues that correlation is a statistical measure to establish the trend or pattern between two (or more) factors or two sets of data to differ consistently. The correlation is shown by correlation coefficients defined by numbers from 0 to 1 indicating a correlation and the direction of a correlation shown by (-) indicates a negative correlation and (+) showing the positive correlation. It can conclude that a correlation is the co-relation calculation using correlation statistics among multiple regression (Latief, 2012).

B. Population and Sample

1. Population

The population in this study was the students of the fifth semester of English study program at State Islamic Institute of Palangka Raya who took Public Speaking course in academic year 2020-2021 at IAIN Palangka Raya, because they just finished the public speaking subject and public speaking is an important experience for university students to learn and practice as they advanced towards college and their professions. The total population was 103 students. They were grouped into three classes:

Table 3. 1 Population

NO	Public Speaking Class	Students	Gender	
			Male	Female
1	Class A	31 students	5	26
2	Class B	36 Students	12	24
3	Class C	36 Students	12	24
Total		103 students		

Source: English Department of State Islamic Institute of Palangka Raya

2. Sample

The writer determined the sample size using G*Power 3.1.9.7 software (see Appendix 6). The sample size is determined to obtain a particular power level. The power of a test is the possibility that a single test will impact if one in the population does exist (Field, 2017). The total sample size is 21.

As we know, the population of this study was divided into three subgroups: class A, class B, and Class C. So, based on the result of the sample size, the researcher used stratified random sampling as a sampling technique in this research. In a basic random sampling procedure, the sample is selected randomly from each subgroup. In this technique, each member of the population has an equal probability of being chosen to become a member of the sample (Ary & Ary, 2014; Latief, 2012). The steps that the researcher took to obtain a sample by simple random sampling are as follows::

- The description of the population.
- Register including all members of the population.
- Write down the number of each student.
- Take the number randomly to get 21 names of the students.

In this study, the researcher took 7 students from class A, 7 students from class B, and 7 students from class C.

Table 3. 2 Sample of Research

No	Class	Number of Students
1.	A	7 students
2.	B	7 students
3.	C	7 students
Total		21 students

C. Research Instruments

In order to measure the speaking anxiety, self-efficacy, and achievement, questionnaires and a test are used as instruments to collect the data in this study.

1. Questionnaires

In this study, there were two types of questionnaires. The first survey assessed public-speaking fear among students, and the second questionnaire measured students' self-efficacy. Both questionnaires are Likert scale questionnaires. Questionnaires are all written resources that provide respondents with a set of questions or comments. They are to reply by writing their responses or choosing from existing answers (Brown, 2006; Dörnyei & Taguchi, 2010).

The researchers utilized the Personal Report of Public Speaking Anxiety (PRPSA) connected with anxiety about public speaking (McCroskey, 1970). Kelsen (2019) also used this instrument. About 34 *The Personal Report Public Speaking Anxiety* (PRPSA) items refer to students' anxiety. The Personal Report of Speaking Anxiety (PRPSA)

was initially used in its language to calculate public speaking anxiety. There are four factors of the Personal Report of Public Speaking Anxiety (PRPSA), they are positive mindset, physical effect, preparation anxiety (anticipation), and performance anxiety (regulation) (Kelsen, 2019).

To now, however, there are few questionnaires explicitly designed for PSA estimation in FL environments. Therefore, the significance for oral presentations, high reliability, and re-test consistent use in the comparable foreign language (FL) studies made PRPSA the focus of the present research (Kelsen, 2019). The reliability of the scales was tested using Cronbach's alpha (α); individual items were examined using the complexity item (item means) and the discrimination item (point-biserial correlation) parameters. The complexity item values reflected how strongly the respondent identifies with the items on average; the inequality item values showed how strongly the items conform to the overall scale. The reliability of PRPSA (α)= .97 (Mörtberg et al., 2018). Based on the reason above, the researcher decided to use PRPSA in this study as the instrument to measure students' public speaking anxiety. Moreover, the questions of PRPSA related with the data that want to get by researcher. The questionnaire can be seen in Appendix 1.

Table 3. 3 Four Factors of the Personal Report of Public Speaking Anxiety (PRPSA)

	No. of items	Items
PRPSA	34	
Factor 1: Positive Mindset	8	4, 7, 8, 12, 15,16, 17, 24
Factor 2: Physical effects	5	20, 22, 25, 30, 33
Factor 3: Preparation anxiety (anticipation)	7	1, 2, 5, 6, 9, 14, 26
Factor 4: Performance anxiety (regulation)	5	19, 29, 30, 31, 34

Items 3, 10, 11, 13, 18, 21, 23, 27, 28, were not assigned factors due their factor loadings being lower than 0,4.

(Source: Kelsen. 2019)

Then, researchers used the *English Public Speaking Self-Efficacy* adopted by Zhang (2019) to measure students' self-efficacy. It is about 12 *English Public Speaking Self-Efficacy Scale* items for the questionnaire of self-Scale. There are four factors in English public speaking self-efficacy: language competence, delivery competence, topic competence, and organization competence (Zhang et al., 2019). The English public speaking Self-Efficacy Scale was validated in both exploratory and confirmatory factor tests and was psychometrically sound (Zhang et al., 2019). A bifactor follow-up review found that the

scale can be used to measure EPS self-efficacy both in the domain (four sub-scales) and total (combined single score) (Zhang et al., 2020). The reliability of EPS self-efficacy (α)= .86 (Zhang et al., 2019). Based on the reason above, the researcher decided to use *English Public Speaking Self-Efficacy Scale* in this study as the instrument to measure students' public speaking self-efficacy. Moreover, the questions of *English Public Speaking Self-Efficacy Scale* related with the data that want to get by researcher. The questionnaire can be seen in Appendix 3.

Table 3. 4 Confirmatory Factor Analysis (CFA) of English Public Speaking (EPS) Self-Efficacy Scale

	No. of items	Items
EPS self-Efficacy	12	
Factor 1: Language Competence	3	1, 2, 3
Factor 2: Delivery Competence	3	4, 5, 6
Factor 3: Topic Competence	3	7, 8, 9
Factor 4: Organization Competence	3	10, 11, 12

(Source: Zhang et al. 2019)

Both questionnaires are Likert scale questionnaires. The scale runs from "far from disagreeing" to "far from agreeing" and is coded as (Far from being disagreeable= 1, disagree= 2, Neutral=3, agreement=4, strong agreement=5). To ensure the participants could

understand each item, all of the questionnaires were translated into Indonesian by a translator and tested by the researcher.

2. Speaking Test

Speaking test used by researcher to find out students' speaking achievement. A test is a collection of stimuli posed to an individual that evoke responses on the grounds where a numerical score can be given (Ary & Ary, 2014). Instead of speaking test, the researcher gave an oral test to the student, the researcher asked them to make a video speech with the time minimum two minutes and maximum 5 minutes with some themes that had been chosen by the participants before they deliver the speech. They are *Graduation Day*, *Succeeding in College*, and *The Importance of a College Education*.

The three themes were chosen by considering the experiences of the participants that make it familiar for them. They were informed about the three themes the day before the speaking test was carried out. Of the three predetermined themes, they were asked to choose one of the themes delivered during the test. The researcher used google meet to conduct a teleconference and collected video recorded when taking the speaking test data. This way is done to take the students' speaking scores. The researcher cooperated with the lecturer as the second rater to take the students' scores in the speech test.

Table 3. 5 Speaking Test

Speaking Test	Time	Themes of Speaking Test	Rater
Make a speech (students must make a speech by choosing one of the three themes given by researcher)	Two until five minutes	<ul style="list-style-type: none"> • Graduation day • <i>Succeeding in College</i> • <i>The Importance of a College Education.</i> 	<ul style="list-style-type: none"> • The first rater is researcher • The second rater is a lecturer of public speaking course.

The test centered on their ability to use words in a number of ways properly. Then, the following sub-skills are assessed: suitable language chosen, suitability of sound, grammar, vocabulary, comprehension, fluency, pronunciation, and task. So, the scoring of the speaking test in this study based on the oral competence scoring categories suggested by Brown. It was chosen because the indicators of oral competence scoring categories related with the data that want to get by researcher. The scoring rubric can be seen in appendix 5.

D. Data Collection Procedures

There are some procedures that were done by researcher to collect the data.

1. Data Collection Procedures of Public Speaking Anxiety Questionnaire

To collect the data of public speaking anxiety's questionnaire, requested a permit to research from English education study program is the first stage that researcher did. After that, the researcher asked the

willingness of participants to be a research subject. Then, the researcher prepared the instruments (questionnaire of speaking anxiety and self-efficacy). In the next step, the researcher provided an explanation about the purpose of the research and the system for answering the questionnaire distributed by the researcher through sharing the link <https://bit.ly/3qUQbon>. Then, the researcher distributed the questionnaire to the sample class by using the WhatsApp group. The researcher gave time to complete the questionnaire to anticipate the obstacles that occur in online courses. Such as not opening class groups and disruption of the internet system owned by students. After all the participants answered the questionnaire, the researcher collected the data from March to April 2021. It was almost two months to collect the data. It was because some participants took a long time to complete the questionnaire. After finish collects the questionnaire, the data were analyzed by using Pearson Product Moment to answer the problem of the study. The next step is interpreting the result of analyzing data. The last, the researcher concluded the result of the data.

2. Data Collection Procedures of Self-Efficacy Questionnaire

To collect the data of Self-Efficacy's questionnaire, requested a permit to research from English education study program is the first stage that researcher did. After that, the researcher asked the willingness of participants to be a research subject. Then, the researcher prepared the instruments (questionnaire of speaking anxiety and self-efficacy). In the

next step, the researcher provided an explanation about the purpose of the research and the system for answering the questionnaire distributed by the researcher through sharing the link <https://bit.ly/2O2dmyk>. Then, the researcher distributed the questionnaire to the sample class by using the WhatsApp group. The researcher gave time to complete the questionnaire to anticipate the obstacles that occur in online courses. Such as not opening class groups and disruption of the internet system owned by students. After all the participants answered the questionnaire, the researcher collected the data from March to April 2021. It was almost two months to collect the data. It was because some participants took a long time to complete the questionnaire. After finish collects the questionnaire, the data were analyzed by using Pearson Product Moment to answer the problem of the study. The next step is interpreting the result of analyzing data. The last, the researcher concluded the result of the data.

3. Data Collection Procedures of Speaking Test

To collect the data of speaking test, requested a permit to research from English education study program is the first stage that researcher did. After that, the researcher asked the willingness of participants to be a research subject. In the next step, the researcher explained the purpose of the research and took the students' speaking scores. Then, the researcher gave an oral test to the students. The researcher asked them to make a speech with a time minimum of two minutes and a maximum of 5 minutes with themes *graduation day, succeeding in college, and the importance of*

a college education. Speaking test did online using google meet as one of the media to do a teleconference that makes it researchers easier to take speaking scores when they are doing a speech. But, because there are some problems when did teleconference, such as disturbance of the signal. So, some of the participants were asked to make a video. The videos can view in the link <https://shorturl.at/ijyAM>. The researcher cooperated with a lecturer as the rater to take the students' speech test scores. The scoring of the speaking test is based on the rubric. The rubric used by the researcher is adopted from (Brown, 2006) (see Appendix 5).

E. Data Analysis Procedures

In this study, to analyze the data, collected all the data (data of students' public speaking anxiety, self-efficacy, and achievement) is the first stage that the researcher did. After that, the researcher used the Pearson Product Moment test to find out and analyze the correlation between students' public speaking anxiety and achievement. Then, to examine the correlation between students' self-efficacy and achievement Kendall's Correlation Coefficient was applied. In addition, formula multiple linear regression is applied to examine the correlations of students' public speaking anxiety, self-efficacy, and achievement. The analyses were carried out by using SPSS program version 24. To complete the data analysis, there were some tests that should be done before testing the hypotheses: normality and linearity test.

- **Normality Test**

It is used to know if the data are regular and if the normal distribution of all classes is analyzed. The author used the SPSS software in this analysis to assess normality with Kolmogorov Smirnov's definition level $\alpha=5\%$. The asymptotic significance estimation results are higher than $\alpha > (5\%)$ such that the distribution data were normal. On the opposite, if the asymptotic value is less than $\alpha < (5\%)$, the results did not mean that the distribution was normal.

- **Linearity Test**

It is used to determine whether or not the factors are linearly correlated. The linearity test is typically used for a correlation analysis. It is evaluated using the SPSS software (linearity test) with a significance level of 0.05. Variables are linearly correlated if the probability result of the equation is > 0.05 .

- **Testing Hypotheses**

Correlations demonstrate the association between paired ratings. The correlation shows whether the relationship between the paired score and the frequency of the relationship is positive or negative. In addition to looking at correlation by visual methods, the author will determine a correlation coefficient that reflects a correlation using the Pearson Product Moment Correlation Coefficient. In this research, the author used the Pearson Product Moment test to find a correlation between student anxiety, self-efficacy, and achievement. It is evaluated using the SPSS software.

1. Data Analysis of Speaking Anxiety Questionnaire

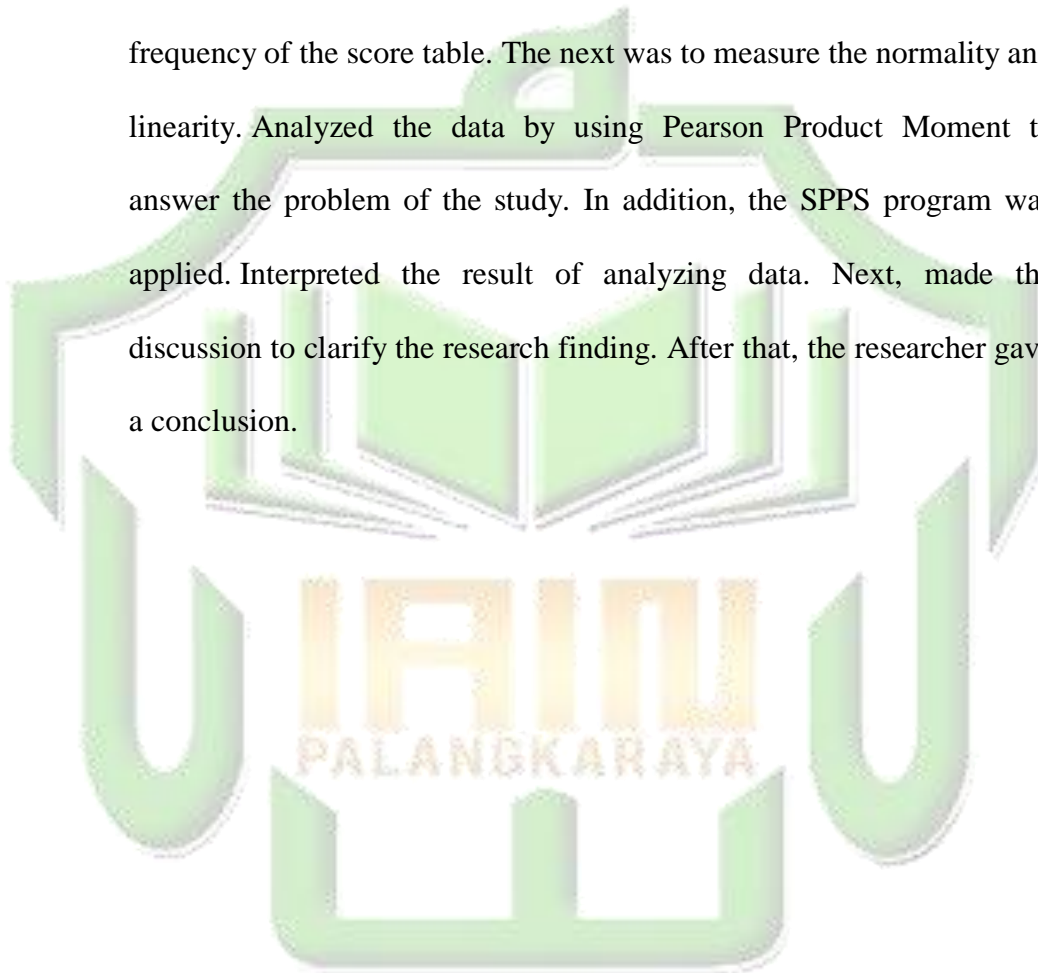
Collected students' public speaking anxiety questionnaires is the first stage that the researcher did. Then, arranged the obtained score into the distribution of frequency of the score table. Next, the researcher measured the normality and linearity. After that, the researcher analyzed the data by using Pearson Product Moment to answer the problem of the study. In addition, the SPSS program was applied. Interpreted the result of analyzing data. Next, made a discussion to clarify the research finding. After that, the researcher gave a conclusion.

2. Data Analysis of Self-Efficacy Questionnaire

The first step that the researcher was doing was collect students' self-efficacy questionnaires—after that, the researcher managed the score of self-efficacy questionnaires. Then, arranged the obtained score into the distribution of frequency of the score table. The next was to measure the normality and linearity. Analyzed the data by using Kendall's Correlation Coefficient to answer the problem of the study, because the data was not normally distributed. In addition, the SPSS program was applied. Interpreted the result of analyzing data. Next, made a discussion to clarify the research finding. After that, the researcher gave a conclusion.

3. Data Analysis of Speaking Test

The first step that the researcher did was collect the results of students' speaking tests—after that, the researcher managed the score of speaking tests. Then, arranged the obtained score into the distribution of frequency of the score table. The next was to measure the normality and linearity. Analyzed the data by using Pearson Product Moment to answer the problem of the study. In addition, the SPSS program was applied. Interpreted the result of analyzing data. Next, made the discussion to clarify the research finding. After that, the researcher gave a conclusion.



CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In this chapter the researcher showed the result of data collections and data analyses to get the answer of research problem. It includes some topics such as the data presentation, normality testing, linearity testing, research finding, and discussion.

A. Data Presentation

In this research, the researcher used a quantitative approach to collect the data from students. There were two steps to collect the data, by using the questionnaires and a speaking test. There are two types of questionnaires used in this study. The first questionnaire was used to measure students' public anxiety, and the second questionnaire measured students' self-efficacy.

Concerning public speaking anxiety, the researcher used *The Personal Report Public Speaking Anxiety (PRPSA)* written by (McCroskey, 1970). This instrument was also used by Kelsen (2019). Then, to measure students' self-efficacy researcher used *English Public Speaking Self-Efficacy* adopted from Zhang (2019). For students' speaking tests, the researcher gave three themes to each subject. The speaking test was given to get the score of students' speaking achievement. The researcher made cooperation with the lecturer of speaking class as the second-rater to take students' scores in the speaking test.

1. The Personal Report Public Speaking Anxiety (PRPSA) Result

The 34 items of *The Personal Report Public Speaking Anxiety* (PRPSA) were employed to examine the students' public speaking anxiety. The PRPSA have 5-point Likert scale, where 1 indicated "strong disagree", and 5 "strong agree" with a statement. The result of public speaking anxiety is shown at Table 4.1.

Table 4. 1 The Result of Public Speaking Anxiety

No	Code	Public Speaking Anxiety (X_1)
1	S-01	110
2	S-02	129
3	S-03	108
4	S-04	108
5	S-05	110
6	S-06	92
7	S-07	138
8	S-08	120
9	S-09	108
10	S-10	96
11	S-11	105
12	S-12	123
13	S-13	149
14	S-14	108
15	S-15	117
16	S-16	116
17	S-17	92
18	S-18	119

19	S-19	113
20	S-20	120
21	S-21	119
Total		2400
Lowest Score		92
Highest score		149
Mean		114.29
Standard Deviation		13.766

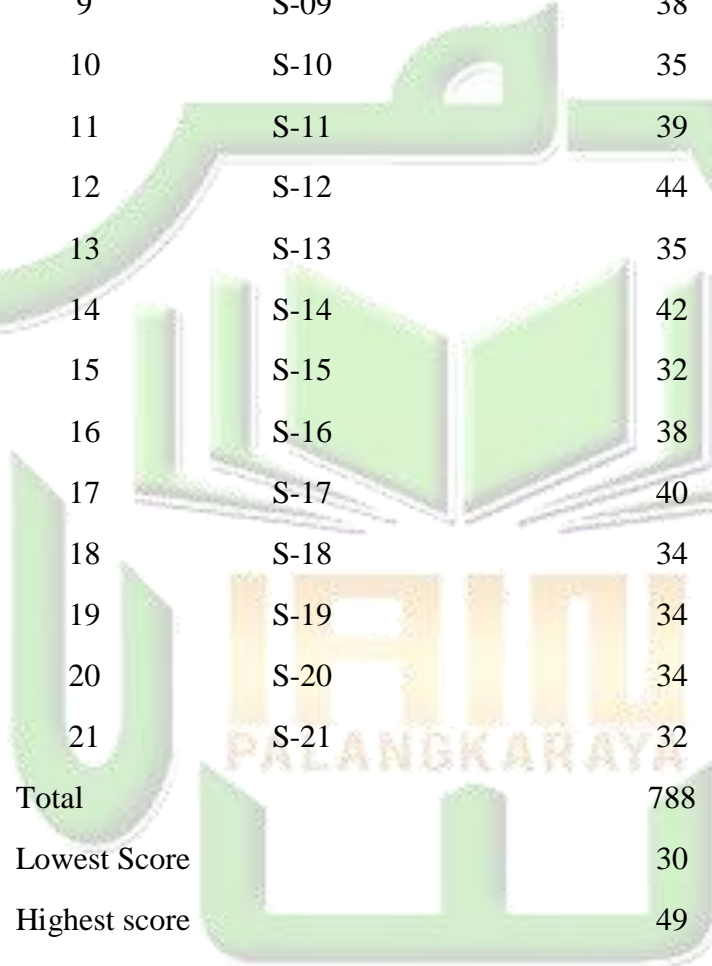
The descriptive analysis of the PRSPA was shown above in Table 4.1. The highest score was 149 while the lowest score was 92. The mean of reading motivation score was 143.85 and the standard deviation was 13.766.

2. English Public Speaking Self-Efficacy Scale Result

The 12 items of *English Public Speaking Self-Efficacy Scale* were employed to examine the students' public speaking anxiety. The PRPSA have 5-point Likert scale, where 1 indicated "strong disagree", and 5 "strong agree" with a statement. The result of students' self-efficacy is shown at Table 4.2.

Table 4. 2 The Result of Self-Efficacy

No	Code	Self-Efficacy (X ₂)
1	S-01	35
2	S-02	30



3	S-03	36
4	S-04	34
5	S-05	36
6	S-06	46
7	S-07	49
8	S-08	45
9	S-09	38
10	S-10	35
11	S-11	39
12	S-12	44
13	S-13	35
14	S-14	42
15	S-15	32
16	S-16	38
17	S-17	40
18	S-18	34
19	S-19	34
20	S-20	34
21	S-21	32
Total		788
Lowest Score		30
Highest score		49
Mean		37.52
Standard Deviation		5.105

The descriptive analysis of the English public speaking self-efficacy scale was shown above in Table 4.2. The highest score was 49

while the lowest score was 30. The mean of self-efficacy score was 37.52 and the standard deviation was 5.105.

3. The Result of Speaking Test

In this speaking test, the researcher asked the students to make a speech with the time minimum 2 minutes and maximum 5 minutes. They were asked to choose one of three themes that would be delivered during the test. Researcher used google meet to conduct a teleconference and asked some of students that cannot join teleconference to make a videorecording. This speaking test was given to get the score of students' speaking achievement. The researcher also made a cooperation with the lecturer of speaking class as the second rater. The result of students' speaking score is shown at Table 4.3.

Table 4. 3 The Result of Speaking Achievement

No	Code	Rater 1	Rater 2	The Result
1	S-01	33	47	40
2	S-02	60	73	66.5
3	S-03	43	53	48
4	S-04	33	57	45
5	S-05	60	77	68.5
6	S-06	63	77	70
7	S-07	37	50	43.5
8	S-08	60	80	70
9	S-09	50	63	56.5
10	S-10	57	67	62

11	S-11	50	60	55
12	S-12	60	77	68.5
13	S-13	37	60	48.5
14	S-14	27	53	40
15	S-15	23	43	33
16	S-16	57	73	65
17	S-17	60	77	68.5
18	S-18	60	77	68.5
19	S-19	40	60	50
20	S-20	40	57	48.5
21	S-21	40	57	48.5
Total		990	1338	1164
	Lowest Score			33
	Highest score			70
	Mean			55.43
	Standard Deviation			11.886

The descriptive analysis of the English public speaking self-efficacy scale was shown above in Table 4.3. The highest score was 70 while the lowest score was 33. The mean of speaking score was 55.43 and the standard deviation was 11.886.

4. Normality Test

One-sample Kolmogorov-Smirnov test was used to see the normality of the instruments. The result of public speaking anxiety, self-efficacy, and achievement normality shown at Table 4.4:

Table 4. 4 Normality Test of the Personal Report Public Speaking Anxiety, Self-Efficacy, and Achievement

		One-Sample Kolmogorov-Smirnov Test		
		PRPSA	selfefficacy	achievement
N		21	21	21
Normal Parameters ^{a,b}	Mean	114.286	37.524	55.429
	Std. Deviation	13.7664	5.1051	11.8862
	Most Extreme Differences			
Absolute	Absolute	.149	.189	.171
	Positive	.149	.189	.152
	Negative	-.134	-.102	-.171
Test Statistic		.149	.189	.171
Asymp. Sig. (2-tailed)		.200 ^{c,d}	.049 ^c	.113 ^c

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

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

The personal report public speaking anxiety by the students, $D(21) = .149$, $p = .200$, was normally distributed however, the score of English public speaking self-efficacy scale, $D(21) = .189$, $p = .049$. Then, the normality was consulted with the table of Kolmogorov-Smirnov with the level significance 5% ($\alpha = .05$). Because the asymptotic significance of English Public Speaking Self-Efficacy scale = .049 then it could be concluded that the data distribution is not normal, and the score of speaking achievement, $D(21) = .171$, $p = .113$, was normally distributed. Moreover, the other evidence that can prove the data has normal distribution can see from the P-P and Q-Q plots.

Figure 4. 1 P-P and Q-Q plots of Public Speaking Anxiety

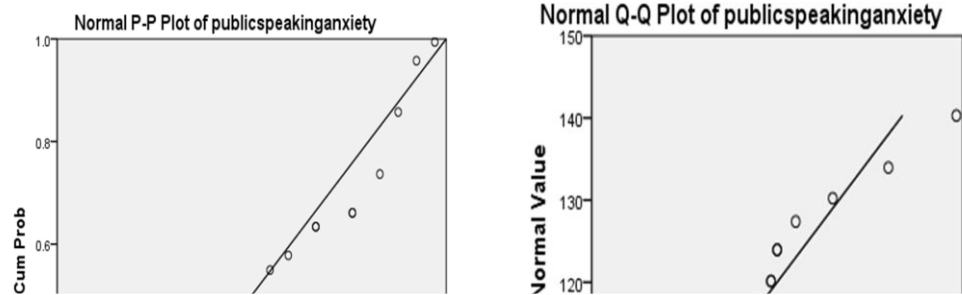


Figure 4. 2 P-P and Q-Q Plots of Self-Efficacy

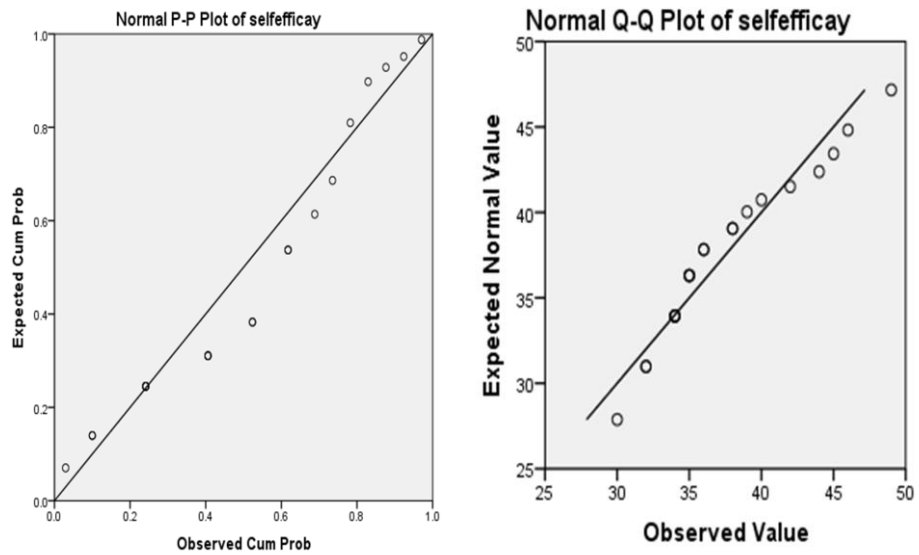
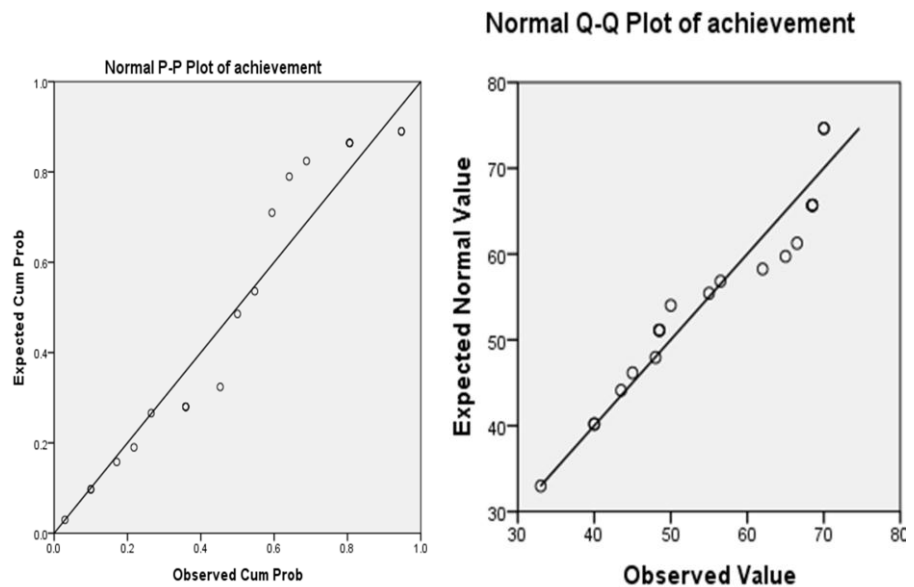


Figure 4. 3 P-P and Q-Q Speaking Achievement



Based on the results of P-P and Q-Q plots that is showed at Figure 4.1 and Figure 4.3, the Q-Q and P-P plots fall very close to the 'ideal' diagonal line. It means that they looked quite normal. However, at Figure 4.2 the P-P and Q-Q plots fall far to the 'ideal' diagonal line. It means that they showed non-normality distribution.

5. Linearity Test

a. Linearity Test of Public Speaking Anxiety and Speaking Achievement

The display of linearity test between public speaking anxiety and speaking achievement showed at the Table 4.5:

Table 4. 5 Linearity Test of Public Speaking Anxiety and Speaking Achievement

ANOVA Table						
			Sum of Squares	Df	Mean Square	F Sig.
speakingachievement	Between (Combined)	Linearity	1843.580	13	141.814	1.011 .520
*	Groups	Linearity	141.009	1	141.009	1.005 .349
publicspeakinganxiety	Deviation from	Linearity	1702.571	12	141.881	1.011 .517
	Within Groups		982.063	7	140.295	
	Total		2825.643	20		

From the Table 4.5 above the linearity test was obtained. If the deviation from Linearity Sig. higher than .05 then the two variables are linear. The result showed that, the deviation from linearity between public speaking anxiety and speaking achievement was .517. It could be concluded that $.517 > .05$ so, public speaking anxiety and speaking achievement were linear.

b. Linearity Test of Public Speaking Self-Efficacy and Speaking Achievement

The display of linearity test between public speaking self-efficacy and speaking achievement showed at the Table 4.6:

Table 4. 6 Linearity Test of Public Speaking Self-Efficacy and Speaking Achievement

ANOVA Table						
		Sum of	Mean			
		Squares	Df	Square	F	Sig.
speakingachievement * selfefficacy	Between (Combined)	1879.601	12	156.633	1.325	.353
	Groups	Linearity	1	163.900	1.386	.273
		Deviation	11	155.973	1.319	.355
		from				
	Linearity					
	Within Groups	946.042	8	118.255		
	Total	2825.643	20			

From the Table 4.6 above the linearity test was obtained. If the deviation from Linearity Sig. higher than .05 then the two variables are linear. The result showed that, the deviation from linearity between public speaking self-efficacy and speaking achievement was .355. It could be concluded that $.355 > .05$ so, public speaking self-efficacy and speaking achievement were linear.

B. Research Finding

SPSS program version 24 with Pearson Product Moment Coefficient Correlation formula was used to examine the correlation between public speaking anxiety and achievement. however, to examine the correlation between self-efficacy and achievement, *Kendall's Correlation Coefficient* was applied.

1. The Correlation between Public Speaking Anxiety and Speaking Achievement

This passage answered the first research question, “*Do the higher public speaking anxiety the students have, the worse they speak English as foreign language?*” The result showed at Table 4.7

Table 4. 7 The Correlation between Public Speaking Anxiety and Speaking Achievement

		Correlations	
		PRPSA	achievement
PRPSA	Pearson Correlation	1	-.223
	Sig. (2-tailed)		.330

	N		21	21
	Bootstrap ^c Bias		0	.013
	Std. Error		0	.188
	95% Confidence	Lower	1	-.553
	Interval	Upper	1	.180
achievement	Pearson Correlation		-.223	1
	Sig. (2-tailed)		.330	
	N		21	21
	Bootstrap ^c Bias		.013	0
	Std. Error		.188	0
	95% Confidence	Lower	-.553	1
	Interval	Upper	.180	1

c. Unless otherwise noted, bootstrap results are based on 1000 bootstrap samples

Based on the result that can see from Table 4.7 bias corrected and accelerated bootstrap 95% Cis are reported in square brackets the result of correlation between public speaking anxiety and speaking achievement $r = -.223 [-.553, .180]$, $p = .330$. The significance value more than .05. This significance value told us that the probability of getting a correlation coefficient at least this big in a sample of 21 people. All the significance value was upper the standard criterion of .05 ($p > .05$), indicating a 'statistically not significant' relationship.

2. The Correlation between Self-Efficacy and Speaking Achievement

This passage answered the second research question, "*Do the higher self-efficacy the students have, the better they speak English as foreign language?.*" Kendall's Tau (non-parametric) was used to examine the correlation between self-efficacy and speaking achievement, because the data of self-efficacy was not normally distribution. However, the

Kendall's Correlation Coefficient better for small samples (Field, 2017).

The result showed at Table 4.8.

Table 4. 8 The Correlation between Self Efficacy and Speaking Achievement

		Correlations		Selfefficacy achievement	
Kendall's tau_b	Selfefficacy	Correlation Coefficient		1.000	.257
		Sig. (2-tailed)		.	.119
		N		21	21
		Bootstrap ^c Bias		.000	.007
		Std. Error		.000	.204
		95% Lower	Confidence	1.000	-.134
		Upper	Interval	1.000	.651
	Achievement	Correlation Coefficient		.257	1.000
		Sig. (2-tailed)		.119	.
		N		21	21
		Bootstrap ^c Bias		.007	.000
		Std. Error		.204	.000
		95% Lower	Confidence	-.134	1.000
	Upper	Interval	.651	1.000	

c. Unless otherwise noted, bootstrap results are based on 1000 bootstrap samples

Based on the result at Table 4.8, self-efficacy was not significantly related to students' speaking achievement. $t = .257$, 95 % BCa CI [-.134, .651], $p = .119$. The significance value was more than .05. This significance value told us that the probability of getting a correlation coefficient at least this big in a sample of 21 people. The significance value was upper the standard criterion of .05 ($p > .05$), indicating a 'statistically not significant' relationship.

3. The Correlations of Public Speaking Anxiety, Self-Efficacy, and Achievement

SPSS program version 24 with Multiple Linear Regression formula was applied to determine the correlations of public speaking anxiety, self-efficacy, and achievement. This passage answered the third of research question, “Do the lower level of the Public speaking anxiety and the higher of self-efficacy students have, the better they speak English as foreign language?” The result is shown at Table 4.9:

Table 4. 9 The Correlations of Public Speaking Anxiety, Self-Efficacy, and Achievement

Model Summary ^b									
Model	R	Adjusted R Square	Std. Error of the Estimate	R Square Change	Change Statistics				
					F Change	df1	df2	Sig. F Change	
1	.318 ^a	.101	11.8781	.101	1.014	2	18		.383

a. Predictors: (Constant), selfefficacy, PRPSA

b. Dependent Variable: achievement

ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	286.017	2	143.008	1.014	.383 ^b
	Residual	2539.626	18	141.090		
	Total	2825.643	20			

a. Dependent Variable: achievement

b. Predictors: (Constant), selfefficacy, PRPSA

R has a value of .318 ($R= .318$) this value is the correlations of PRSPA, self-efficacy, and students' speaking achievement. The value of R^2 is .101, which means that public speaking anxiety and self-efficacy expenditure can account for 1,01 % of the variation in students' speaking achievement. The value of F -statistic is 1.014 and its associated significance value of $p > 0.05$. Therefore, it can conclude that there was no significant correlations of students' public speaking anxiety, self-efficacy, and achievement.

C. Discussion

In the global cultural, political, and economic fields, English is already playing an increasingly important role. This highlights a rising demand for excellent English public-speaking abilities among college students and a need to understand better manipulative educational variables like anxiety and self-efficacy (Zhang & Ardasheva, 2019). Defined as an act of strategic communication, English public speakers demand not just technical knowledge of the English language but also critical thought (Lucas, 2013; Zhang et al., 2020). However, Individuals frequently avoid public speaking because they lack the ability to cope with the anxiety that emerges and the loss of self-efficacy that occurs when speaking in front of others (Gallego et al., 2020; Zhang et al., 2020).

Anxiety occurs when students are apprehensive, anxious, and fearful of making errors when speaking in front of the class. Anxiety is

about the self, values, emotions, and behaviors as a result of a not uncommon essence of the language learning system (E. K. Horwitz, 1986). Hands trembling, shaking, sweating, panic, emptiness, vacancy, stomach butterflies, dry mouth and throat, a rapid pulse, and a tingling voice are the most common symptoms of speech anxiety (E. K. Horwitz et al., 1986).

Anxiety over speaking in public is a typical occurrence for many people. Anxiety over giving a speech or preparing to speak in front of others is referred to as public speaking anxiety (Gallego et al., 2020). A rising number of researchers showed that psychological inflexibility is related to anxiety problems (Gallego et al., 2020). Public speaking is one of the types of communication that causes fear and is generally characterized as one of the more pervasive trepidations of humanity (Dwyer & Davidson, 2012). It can predict that public speaking anxiety may be influenced public speaking performance. Existing measures for examining fear of public speaking are somewhat limited in content and there is a need for scales that assess a broader area including cognitive, behavioral, and physiological dimensions of the fear (Mörtberg et al., 2018).

Moreover, there are four elements that have an effect on speaking anxiety. They may be positive mindset, physical effect, preparation anxiety (anticipation), and performance anxiety (regulation) (Kelsen, 2019). Logically, Positive mindset as the first factor can influence

students 'anxiety because, when students have positive mindset, the students achieve emotional balance, which actually helps the brain to execute functions properly. The mind becomes clear of any negative thoughts. The students learn to stay focused and as the result the students can give the optimal performance and it lowers the anxiety. Next, physical effect as the second factor can impact students' anxiety because, when we in good condition it lowers stress and anxiety. Even when we fall sick, the body recuperates faster. In addition, preparation anxiety (anticipation) the third factor that can influence the students' anxiety because, good preparation will ensure that have the students have thought carefully about the topic that they want to present in the speaking test and it will also help boost their confidence, so their anxiety will be reduced. Moreover, performance anxiety (regulation) as the last factor in influence students' anxiety, when the students have a good performance in deliver their speech it will help boost their confidence and press their anxiety to be lower.

Furthermore, the need for increasingly growing English proficiency helps us better understand educationally deceptive variables, such as self-efficacy, that can lead to the growth of speech skills. Building on Bandura's concept of self-efficacy is people's confidence in their capacity to do a particular activity effectively.

Self-efficacy has emerged as one of the most studied psychological topics. Self-efficacy, as noted by Bandura and others, may have an impact on an individual's psychological state, behaviors, and motivation (Bandura, 1997). Bandura, 1997 theoretical research shows that self-efficacy is reported by four main assets in a theory of how it may be improved: Enactive Mastery Experience (EME); prior experience with tasks/abilities; Verbal Persuasion (VP). Physiological and effective States (PAS), the emotional conditions related to an assignment (e.g., strain, tension, despair) related to performing a mission; Physiological and effective States (PAS), the emotional conditions related to an assignment (e.g., strain, tension, despair) related to performing a mission. Prior experiences have an influence on or hinder your autonomy, according to the idea of mastery or enactive experience (Bandura, 1997). Major achievements boost self-efficacy, whereas defeats lower it.

Self-efficacy influences the perspectives of others who are performing the same task, a phenomenon known as vicarious experience (Bandura, 1997). Students might view and compare themselves to highly regarded peers through vicarious experience. It provides an environment in which effective models convey knowledge and enable observers to build successful skills and policies (Bandura, 1997), perhaps improving self-efficacy and competency. The development of self-efficacy is also influenced by social persuasion (Bandura, 1997). Public speaking in English Self-efficacy refers to people's views about their ability to produce

an English public speaking performance successfully. As a personal cognitive element and an essential component of social cognitive theory, self-efficacy may impact how people think, feel, act, and regulate their behavior via cognitive, motivational, affective, and selective processes (Bandura, 1997).

The degree of effort, engagement, and tenacity invested in finishing a task may be determined by self-efficacy (Zhang et al., 2020). Thus, learners' beliefs about their English public speaking skills, which may be interpreted as competence-related EPS self-efficacy components, will likely impact their English public speaking performance. Additionally, there are four variables influence speech self-efficacy. They are language competence, delivery competence, topic competence, and organization competence (Zhang et al., 2019).

In logically, language competence, delivery competence, topic competence, and organization competence as the factors that influence students' self-efficacy because, when the students have good language competence, delivery competence, topic competence, and organization competence, it will boost students' self-efficacy. Beside of that, when the students' have the bad language competence, delivery competence, topic competence, and organization competence, it will make the students' self-efficacy down.

This study examined the correlation between the students' speaking anxiety and speaking achievement, the students' self-efficacy and students' speaking achievement, and the correlation between the students' speaking anxiety, self-efficacy, and achievement. Because of that, this research used a quantitative approach with a correlation design. The design of this study is non-experimental design because the writer will measure the correlation among students' public speaking anxiety, self-efficacy, and achievement.

In nonexperimental quantitative research, the researcher identifies variables and may seek for correlations between them, but the variables are not manipulated (Ary & Ary, 2014). Correlation is a statistical metric that determines the consistency of a trend or pattern between two (or more) elements or two sets of data. Correlation coefficients are described as values ranging from 0 to 1 that indicate a correlation. The direction of a correlation is indicated by (-) for a negative correlation and (+) for a positive correlation. A correlation may be defined as the computation of co-relation utilizing correlation statistics among several regression models (Latief, 2012). The coefficient of correlation is a numerical measure that expresses the degree of connection (Ary & Ary, 2014).

To measure speaking anxiety, self-efficacy, and achievement, the instruments that used are questionnaires and test. The questionnaire was used to examine public speaking anxiety and self-efficacy. While to measure the students' achievement, the test was employed—the analysis of

the data was carried out using *SPSS* program version 24. Then, Pearson Product Moment Coefficient Correlation and Multiple Linear Regression were applied.

Based on the calculation of normality and linearity used *SPSS* program, the result showed that distribution data of public speaking anxiety and speaking achievement were normally distributed. Furthermore, data self-efficacy was not normally distributed, and the variables have a linear association. Then, it can conclude that the correlation between public anxiety and achievement can be analyzed using parametric statistics with

Pearson product-moment correlation coefficient formula. The correlation between self-efficacy and speaking achievement can be analyzed using non-parametric statistics with Kendall's correlation Coefficient formula. The researcher decided to choose Kendall's tau (non-parametric) because it is a non-parametric statistic that is probably better for small samples like this study (Field, 2017). The discussion of every variable is explained below.

The first result was the correlation between public speaking anxiety and speaking achievement. The calculation result using *SPSS* 24 showed that the result of the correlation between public speaking anxiety and speaking achievement $r = -.223$, $p = .330$. The significance values are upper the standard criterion of .05 ($p > .05$), indicating a 'statistically not

significant' relationship. It means that the increased anxiety would not cause the speaking test performance to change for the worse. Unlike previous studies (e.g., Gallego et al., 2020; Huang, 2018; Kelsen, 2019), public speaking anxiety was not found to predict achievement ($p > .05$) significantly.

In the study by Huang (2018), the result showed that anxiety negatively impacted speaking test performance. Trait anxiety significantly and significantly outperformed the other three anxiety variables, implying that higher levels of trait anxiety would predispose test—takers to stronger levels of situation-specific anxieties such as test anxiety and language anxiety, as well as heightened levels of state anxiety. His study's findings validated the concept of trait anxiety as a persistent proclivity to experience anxiety in a wide range of situations, and they repeated earlier research that demonstrated its strong relationship with state anxiety, language anxiety, and test anxiety in the learning context. Trait anxiety and language anxiety both significantly and negatively impacted the GEPTI-S performance, suggesting that increased trait anxiety and language anxiety would cause the speaking test performance to change for the worse (Huang, 2018).

Moreover, the finding of Huang also lent further support for the validity of the test-score interpretations based upon the GEPTI-S performance because it demonstrated that the anxiety reactions leading to performance variations (i.e., trait anxiety and language anxiety) came into

existence before the test-takers sat for the GEPTI-S and this held across the two-gender group.

Kelsen (2019) in his study, showed the students who have low anxiety reporting higher TOIEC scores. It means that there was a negative correlation between anxiety and TOIEC score. According to Kelsen's research, four public speaking anxiety variables emerged in order of the amount of variance explained in the PRSPA: positive mentality, physical anxiety, preparation anxiety, and performance anxiety. These public speaking anxiety variables explained more than 58 percent of the variance in public speaking anxiety, had high internal consistency and discriminant validity, and were reasonably consistent across gender. Furthermore, personality characteristics were used as predictors of the retrieved public speaking anxiety variables in regression models.

Personality traits alone explained 10 to 23% of the variation in anxiety's different components. Following that, after adjusting for English ability (TOEIC), relevant personality factors were included into hierarchical regression equations, with the proportion of variation explained by the predictors increasing to between 16 and 32 percent. When the findings of multiple regressions were examined in further depth, Extraversion and Neuroticism were found to be significant predictors of overall anxiety. This finding demonstrated that a greater Extraversion score resulted in lower levels of anxiety, but a higher Neuroticism score resulted in higher anxiety Kelsen (2019).

In addition, Gallego et al. (2020) also indicated a negative correlation between public speaking anxiety and their speaking performance, where students who report high levels of public speaking anxiety also give shorter presentations. The variables in their study also showed low significant correlations.

Participants with lesser psychological flexibility reported higher levels of public speaking anxiety and had lower discomfort tolerance. Their findings underscore the importance of psychological flexibility in the development of public speaking abilities in university students. However, when it comes to the aspects of psychological flexibility that are important for coping with public speaking anxiety, the data show that openness to experiences (a combination of diffusion and acceptance skills) appears to be the most important aspect of psychological flexibility for self-reported public speaking anxiety.

As a result, their findings emphasize the value of skills like defusion, which involves putting one's thoughts, feelings, and sensations into perspective and improving one's readiness to experience them without trying to control or avoid them (acceptance). Openness to new experiences, on the other hand, was unrelated to speech time (i.e., public speaking distress tolerance), even if the latter did correlate strongly with behavioral awareness and participation in valued activities in the CompACT.

According to their regression analysis, behavioral awareness explained roughly 8% of the variation, but when valued acts were included to the model, the R^2 difference was just 1%. The p values of the regression analysis for speech time are not fully correct, however, because the residual distribution was not regularly distributed; hence, valued behaviors may also be meaningful. This study's findings comprise a number of aspects that could prove relevant in clinical implications. Given that public speaking anxiety is related to psychological flexibility, it could be expected that psychological interventions focused on increasing psychological flexibility might result in decreased public speaking anxiety and increased distress tolerance.

Moreover, the psychological flexibility aspect of being open one's own experiences seems to be relevant to the reduction of self-reported public speaking anxiety. Therefore, it might be important to design interventions that target shaping openness to one's experiences (Cognitive, defusion and acceptance) to help clients cope more effectively with public speaking anxiety. In addition, our behavioral measure of public speaking distress tolerance (speech duration) correlated with psychological flexibility (CompACT), as well as with the sub-scales' behavioral awareness and valued actions, but it did not correlate with openness to one's own experiences or cognitive defusion. On the other hand, as portrayed by the estimated path model in Table 4.7 in the current study

showed that public speaking anxiety failed to influence the speaking achievement significantly.

The second was the correlation between public speaking self-efficacy and speaking achievement. English public speaking self-efficacy was hypothesized to influence English public speaking performance. However, based on the result, the score of correlation between self-efficacy and speaking achievement $t = .257, p = .119$. The significance values are upper the standard criterion of .05 ($p > .05$), indicating a 'statistically not significant' relationship.

The study by Zhang et al. (2020) also showed the same result, and their research showed that self-efficacy was not found to predict performance ($p > .05$) significantly. In their study, Zhang et al. (2020) used mixed method approach. ANOVA results indicated that there was a significant change in EPS self-efficacy. However, there were no significant differences in English public speaking self-efficacy assessed immediately before and immediately after the first three performances ($p = 1.00$).

Qualitative data help explained the overall increase in performance from pre- to post-instruction. Over the course of the semester, all interviewers reported significant progress in most of their presenting subskills (e.g., maintaining eye contact, successfully employing gestures, managing nervousness). Students also mentioned that improved speech preparation helped them deliver better speeches. To put it another way, the

more self-efficacious students felt, the more time and effort they put into choosing a speech subject, gathering supporting resources, writing, and rehearsing; this, in turn, led to their speaking with more confidence and fluency (e.g., better handling unexpected events and convincing the audience).

Moreover, Wang & Sun (2020) study showed that the influence of self-efficacy on learning outcomes varies among research, owing to the statistical approach utilized and cultural settings. the percentage of variance ranged from 0.10 to 0.18, which means 10% of the variance of language proficiency was explained by self-efficacy beliefs when regression method was used and 18% of the variance was explained when East Asian students were used as the sample. Self-efficacy explained 15% of overall language proficiency, 13% of receptive language (hearing and reading) proficiency, and 12% of productive language (speaking and writing) proficiency in the language domain. Mean comparisons revealed 17 percent of the variance in language proficiency explained by self-efficacy, regression reported 10%, and Pearson correlation reported 13 percent of the variance in language proficiency explained by self-efficacy in the research evaluated.

Furthermore, their research using the English language revealed that self-efficacy views accounted 12 percent of the variation in language proficiency, but studies with other languages revealed that self-efficacy beliefs explained 15% of the variance in language proficiency. The intra-

class correlation coefficient obtained in this study was 0.77, indicating that 77 percent of the variance in the impact size of the link between self-efficacy beliefs and linguistic proficiencies existed between studies. Their finding supports the use of hierarchical linear models with data and asks for additional meta-analysis in this area.

Pearson correlation coefficients provided impact estimates that failed to account for the influence of other factors, inflating the effect size. As portrayed by the estimated path model in Table 4.7 showed that public speaking anxiety failed to influence speaking achievement significantly directly. This result contrast with the previous study by Honicke & Broadbent (2016), their study shown that negative emotions, in turn, have been found to moderate the relationship between self-efficacy and performance. The results of their research included in this study show a moderately favorable association between academic self-efficacy and academic achievement. This is based on meta-analytic findings from 51 papers in this study that revealed correlations.

Greater levels of ASE are more likely to result in higher levels of academic achievement, according to this connection. This appears to be because kids who believe in their capacity to succeed academically are more likely to do so than students who do not believe in their ability to perform academically. Additional research shows that people with greater levels of ASE are more likely to choose demanding activities, persist during difficult tasks, and modify learning techniques to more effective

ones when faced with failure, all of which contribute to academic achievement. Teaching staff may use knowledge of ASE's impact on academic success to help them structure curriculum and design learning programs that support a student's ASE for academic success Honicke & Broadbent (2016).

In addition, Turner et al. (2021) showed in terms of the connections between students' success goals and their speaking self-efficacy, students' assessments of approach objectives were substantially connected to speaking self-efficacy. Students' speaking self-efficacy was linked to their desire to communicate in class as well as their reported frequency of participating in classroom discussions, according to the findings. Stronger levels of self-efficacy have been linked to more positive learning habits, higher motivation, and, ultimately, higher academic success. In terms of the relationship between students' self-efficacy and their success goals, our findings backed with earlier research that found that students' acceptance of performance approach objectives in Asian cultures is linked to favorable outcomes.

The study by Turner et al. (2021) indicated that performance approach objectives positively predicted speaking self-efficacy among Chinese English-learning students, while performance avoidance goals adversely predicted speaking self-efficacy. As a result, when Chinese students studying English had high performance objectives, they also had higher speaking self-efficacy, which reinforced their motivation to

communicate and reported speaking frequency in class. This information would lead to English-learning students' self-efficacy judgements and expectations that they could effectively talk in class if they judged their speaking performance was as good as or better than others' speaking performance.

The last was the correlation of public speaking anxiety, self-efficacy, and achievement. Based on the calculation, as portrayed by the estimated path model in Table 4.8 in the current study, the value of R^2 is .101, which means that public speaking anxiety and self-efficacy expenditure can account for 1,01 % of the variation in students' speaking achievement. The value of the *F-statistic* is 1.014, and its associated significance value of $p > 0.05$. Therefore, it can conclude that there were no significant correlations of students' public speaking anxiety, self-efficacy, and achievement. Moreover, there was no previous study that explained these three variables because there was no research conducted about these three variables before specifically.

This study examined the correlation between EFL public speaking anxiety and EFL college learners' self-efficacy in public speaking achievement. As such, the study contributes to bodies of work in the fields of both public speaking anxiety and self-efficacy. Several limitations existed, which caused this study to be not significant. First, the participants spoke in front of a video-recorded audience, not a live audience. Second, the study was conducted by university students with intermediate-to

advanced-level English ability where the subject of this study is the students of the fifth semester. They can give a clear, prepared presentation and well-structured presentation of a complex issue. Third, the metric used was not explicitly designed potentially failed to register some items pertinent to FL.

Nevertheless, while the PRSPA questionnaire was being completed, students were aware that their ideas of concern about speeches in English were connected to their views. Moreover, it may make the students forget the sensation when they take the examination that the time they distributed the survey was not immediately time for speaking tests. Furthermore, other significant elements such as the students' motivation, interest in learning English, health, or state of mind on the day they took the exam, frequency of practice, and so on the impact their competence in public speaking. These variables, however, are not included in the regression model used in this study.

Moreover, there are several limitations of this study, the first this study used the correlational designed. Correlations aren't always the same as causation. This implies that it's difficult to say that one covariable affects the other, because a third unknown variable (a mediating variable) might be influencing both variables to change at the same time. So, in this study we can't say that when students' anxiety arise it will be caused their achievement being poor. However, when their self-efficacy was higher will be caused students' achievement will be higher too. Moreover,

Correlations have the potential to be abused. Finding a correlation between two variables tells us virtually nothing other than that there is a link, therefore determining the sources of the association is challenging. Media, governments, and even scientists frequently make outlandish assertions based on correlations that seem persuasive to the public and support an argument, but the link might imply something very different in fact.

The second limitation of this study is maybe there are something wrong when the researcher did the procedure in collecting the data that may be caused the data invalid so, the result showed there is no significant correlations. Another limitation surrounds the generalization of these findings to clinical groups, as only university students participated in this study. However, this cohort was selected due to the high incidence of public speaking anxiety and self-efficacy in this population. The last limitation concerns speech duration. The researcher interpreted speech duration to represent a behavioral measure of public speaking distress. So, for the future researcher can raise the minimum duration of public speech. However, it is possible that the length of the speech was affected by other variables.

CHAPTER V

CONCLUSION AND SUGGESTION

The conclusions and recommendations of the study are included in this chapter. The researcher discussed the study's findings and offered some suggestions.

A. Conclusion

This research can add knowledge around foreign language speaking studies. This result of this study showed that:

1. There is no significant correlation between public speaking anxiety and speaking achievement.
2. There is no significant correlation between public speaking self-efficacy and speaking achievement.
3. The correlation of three variables, public speaking anxiety, self-efficacy, and speaking achievement indicated there were no significant correlation.

All of the results indicated that there was no significant relationship among the variables. Therefore, it means that if students have higher anxiety and lower self-efficacy, it does not indicate that they also have the poor result of achievement in public speaking. However, it's not based on cause-and-effect relationships.

B. Suggestions

Based on the study, the researcher provided the students, lecturers and future researcher ideas as follows:

1. For the students

It is vital to be more aware of speaking anxiety and self-efficacy when the speech in English. Always study hard and practice English consistently because it can help to handle the anxiety and improve students' self-efficacy. So, it can help students to improve your speaking skill.

2. For the teacher or lecturer

For the lecturer, the writer has proposed that the teacher create a helpful and cooperative setting instead of a competitive and stressful scenario to lower the degree of anxiety of students and stimulate positive support and minimize other negative feelings. To optimize the independence and performance of students, students require more preparatory time and effort, such as research into fascinating subjects, the search for high-quality content, and delivery.

3. For the future researcher

It is critical for future studies to study another element of language acquisition, such as techniques for investigating other psychological aspects that might impact speaking ability. Hopefully, this work can serve as a reference for future research.



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