The Correlation between Students English Classroom Speaking Anxiety and Speaking Fluency

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Submission Track:
Received: Jan 20, 2026
Final Revision: Feb 10, 2026
Available Online: Feb 15, 2026

Keywords:
Speaking anxiety, speaking fluency, English language learning

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Abstract:
This study aimed to determine the level of students' English classroom speaking anxiety, identify the level of students' speaking fluency, and examine the correlation between English classroom speaking anxiety and speaking fluency among fourth semester students of TBI UIN Mataram. Quantitative correlational design was employed. The participants consisted of 35 fourth semester students. Data were collected using a speaking anxiety questionnaire and a speaking test assessed through a speaking fluency The data were analyzed using descriptive statistics, normality testing, linearity testing, and Pearson Product Moment Correlation through SPSS. The findings showed that the mean score of speaking anxiety was 77.43**,** indicating a relatively high level of speaking anxiety, while the mean score of speaking fluency was 51.29, indicating a moderate level of speaking fluency. The Pearson correlation analysis revealed that the correlation coefficient -0.767, with a significance value of 0.000 ($p < 0.05$)**.** This result indicates a strong negative correlation between the two variables. In conclusion, English classroom speaking anxiety has a significant and strong negative relationship with students' speaking fluency.

INTRODUCTION

Speaking fluency refers to the ability to produce spoken language smoothly, naturally, and continuously without excessive pauses, repetitions, or disruptions that interfere with communication. Fluency does not necessarily mean speaking without grammatical errors rather; it emphasizes the ability to maintain a natural flow of speech so that ideas can be conveyed clearly and efficiently. According to Cirocki and Widodo, fluency is an important of speaking competence because it reflects how effectively learners can organize and express their thoughts during communication In English language education programs, speaking fluency is particularly important because students are prepared to become future English teachers who are expected to demonstrate effective oral communication to their students.

However, achieving speaking fluency is not an easy task. Many factors influence students' ability to speak fluently. Horwitz and Elaine K (2002) Explains that psychological factors play a significant role in students' willingness and confidence to speak in a foreign language (Elaine K. Horwitz et al. 2002). One important psychological factor that affects students' speaking performance is English classroom speaking anxiety. English classroom speaking anxiety refers to the anxiety or nervousness experienced by

students when they are required to speak English during classroom activities such as discussions, presentations, or answering questions. According to Mac Intyre and Gardner (1991), language anxiety can negatively affect students' language performance because anxious learner tend to focus more on their fear of making mistakes and receiving negative evaluations rather than on the message they want to communicate (MacIntyre and Gardner, 1991) When students experience high levels English classroom speaking anxiety, they show several speaking difficulties such as frequent pauses, hesitation, repetitions of words, and loss of ideas during communication. According o Abdullah, et,el (2025), Most of English students showed a strong interest in improving their English and took the initiative to complete speaking tasks. However, many students also faced challenges such as low self-confidence and difficulties with new vocabulary. Some students may even avoid speaking activities altogether. These behaviors can directly influence speaking fluency, even when students actually have sufficient linguistic knowledge. As results, anxiety becomes a serious obstacle that prevents students from expressing their ideas smoothly and confidently in English.

Several factors contribute to the emergence of English classroom speaking anxiety, including low self-confidence, negative self-perception, previous negative speaking experience, fear of making mistakes, and a classroom environment that does not fully support students' participation. Previous studies have also reported relationship between language anxiety and speaking performance. Research conducted by Gregersen and Horwitz (2002) found that students with higher levels of language anxiety tend to demonstrate less fluent speaking performance cauterized by pauses, hesitation, and disrupted speech rhythm (Gregersen and Elaine 2002). Similarly, Woodrow and Lindy emphasized that speaking anxiety can become a major barrier to fluency because learners focus more on how they are evaluated by others rather than on communicating their ideas effectively (Woodrow, 2002)

This study intended to know some aspect: (1) what was the level of Students speaking fluency; (2) what was the level of English classroom speaking anxiety of the students and (3) was there a significant correlation between students' speaking fluency and English classroom speaking anxiety among the students? The variable of anxiety investigated in this study is limited to English classroom speaking anxiety, which refers to the anxiety experienced by students when they are required to speak English during classroom form of social anxiety or psychological anxiety outside the context of English classroom speaking situations.

THEORETICAL SUPPORT

Speaking Fluency

Speaking fluency is the ability to speak smoothly, continuously, and easily understood without excessive pauses or interruptions that hinder the delivery of the message. Fluency does not require perfect grammar, but emphasizes smooth speech and clarity. Fluency relates to speaking speed, continuity of speech, and the ability to maintain effective communication. Speaking fluency consist of several main aspects that are interrelated fluency can be seen from the smoothness of speech flow, which is the ability to speak continuously without many unnecessary pauses. The second aspect is speaking speed, which shows the learner's ability to produce speech at a reasonable tempo that can be understood by the listener. The third aspect is minimal dissiliency, such as word repetition, excessive use of fillers, or pausing too long when speaking. The ability to speak fluently is influenced by various factors that can be classified into linguistics and non-linguistics factors. Linguistic factors include vocabulary mastery,

grammar, pronunciation, and intonation that support fluent speech production. However, non-linguistics factors have a very significant influence on speaking fluency. Psychological conditions, especially anxiety, can inhibit a person's which arises from fear of negative judgment, mistakes, or ridicule from others. Social anxiety causes learners to hesitate, pause too long, and lose their train of thought, which directly impacts their speaking fluency even if their linguistic abilities are quite good. Thus, speaking fluency is not only determined by language ability, but is also greatly influenced by the learner's psychological condition.

English Classroom Speaking Anxiety

English Classroom Speaking Anxiety is a psychological condition characterized by excessive fear, nervousness, and discomfort experienced by students when they are required to speak English during classroom activities. This anxiety specifically occurs in academic settings where students feel they are being observed, evaluated, or judged by lecturers and peers. Students who experience English Classroom Speaking Anxiety often have a strong fear of making grammatical or pronunciation mistakes, being laughed at, giving incorrect answers, or receiving negative evaluation. As a result, they may face speaking tasks with high levels of tension or attempt to avoid participation altogether.

In the context of English language learning, this type of anxiety commonly arises during classroom presentations, group discussions, question and answer sessions, and oral tests. English Classroom Speaking Anxiety does not only affect students emotionally but also influences their physiological and cognitive conditions. Physically, students may experience symptoms such as heart palpitations, trembling voice, sweating, dry mouth, or difficulty maintaining eye contact. Cognitively, they may struggle with repetitive negative thoughts, overthinking potential mistakes, difficulty concentrating, and problems organizing ideas while speaking.

These emotional, physiological, and cognitive reactions can directly interfere with the process of speech. When students are anxious, their ability to retrieve vocabulary, structure sentences, and maintain a natural speaking rhythm may be disrupted. Consequently, they may pause excessively, repeat words, hesitate frequently, or lose their train of thought. This condition can significantly hinder speaking fluency, even when students actually possess adequate linguistic competence. Therefore, English Classroom Speaking Anxiety becomes an important psychological factor to consider in understanding students' speaking fluency in classroom settings.

Type of English Classroom Speaking Anxiety

Generalized English Classroom Speaking Anxiety

This type when students feel anxious in almost all English-speaking situations in the classroom, such as discussions, presentations, answering questions, and spontaneous interactions. Students constantly worry about making mistakes, being embarrassed, or being negatively evaluated.

Performance Based English Classroom Speaking Anxiety

This type appears during formal speaking performance such as presentations, speeches, or oral examinations. Students may feel comfortable in informal settings but experience intense anxiety when they become the center of attention. Alves and Vagos experts argue explains that individuals may experience anxiety primarily when performing before an audience. In English classroom, this manifests during grades oral tasks.

Interaction Based English Classroom Speaking Anxiety

This type occurs in two-way communication, such as pair work or group discussions. Students feel nervous when imitating conversations, responding spontaneously, or maintaining interaction in English. The anxiety usually stems from fear of misunderstanding others or not being able to respond appropriately. Heidenreic, Thomas, and Stangier, Ulrich experts argue explain that anxiety may specifically arise during communication situations

Evaluation Oriented English Classroom Speaking Anxiety

According to Eible and Fisak, this type is strongly related to fear of academic assessment. Students become anxious when their speaking performance is graded or evaluated by lecturers (Anne Eible and Brian Fisak. 2025)

Situational English Classroom Speaking Anxiety

Situational anxiety only under certain classroom conditions, such as speaking in front of high achieving peers, interacting with lecturers, or answering unexpected questions. Students may feel comfortable in small groups but anxious in whole class setting.

Problems in English Classroom Speaking Anxiety

English Classroom Speaking Anxiety is characterized by excessive fear, worry, and discomfort experienced by students when they are required to speak English in classroom settings. This anxiety arises particularly when students feel that they are being observed, evaluated, or judged by lecturers and peers. According to Lewis-Fernández and Hofmann anxiety can significantly interface with daily functioning, academic performance, and interpersonal relationship. In the English classroom context, this interference is clearly visible during speaking activities (Roberto Lewis-Fernández et al. 2011).

One mayor problem in English Classroom Speaking Anxiety is fear of negative evaluation. Students are highly aware that their grammar, pronunciation, vocabulary choice, and fluency may be judged. Horwitz and Elaine K (2002), explain that fear of negative evaluation is a core component of foreign language anxiety. Students may believe that even small will lead to embarrassment or critic. As a result, they struggle to speak naturally, even in simple classroom interactions (Horwitz et a.2002). Another common issue is avoidance behavior. Students with high speaking anxiety tend to avoid volunteering answers, participating in discussions, or delivering presentations. Taylor and Alden (2010) experts argue suggests that individuals with social anxiety often withdraw from anxiety provoking situations. In the English classroom, this avoidance reduces students' opportunities to practice speaking, which may negatively affect their fluency development (Taylor and *Alden. 2010*).

Performance impairment is also a significant problem. When students are required to perform orally such as giving presentations or answering questions, they may experience trembling voice, rapid heartbeat, sweating, or facial flushing. These physiological symptoms can disrupt concentration and speech production. Heimberg and Richard G. experts argue that anxiety can directly interface with cognitive processing during performance tasks. In speaking activities, this often results in hesitation, excessive pauses, repetition, and reduced speech rate (*Richard* G. Heimberg)

Furthermore, negative self-talk frequently occurs among anxious students. According to Heimberg and Richard G. individuals with social anxiety tend to engage in repetitive thoughts such as "I will make mistakes," "My English is bad," or "Everyone

will laugh at me." (Richard G. Heimberg,). These cognitive distortions consume mental resources, making it harder for students to organize ideas and maintain fluency while speaking. Physiologically, anxiety can produce noticeable physical symptoms. Increased heart rate, dry mouth, trembling, sweating, and shortness of breath may appear during classroom speaking tasks. These reactions not only cause discomfort but also directly influence speech production, often leading to breakdowns in fluency such as long pauses or speech interruptions. In the long term, English Classroom Speaking Anxiety may result in academic and social disadvantages. Students who consistently avoid speaking practice may fall behind in developing speaking fluency, presentation skills, and communicative competence. If not properly managed, this anxiety can continue beyond university and affect professional communication skills, where oral proficiency is essential.

Correlation between Speaking Fluency and English Classroom Speaking Anxiety

Various studies have shown that English Classroom Speaking Anxiety has a significant influence on students' speaking fluency. In the context of English language learning, anxiety experienced during classroom speaking activities can disrupt the natural flow of speech. When students feel nervous about being evaluated by lecturers and peers, their cognitive resources are divided between managing anxiety and producing language. This condition interface with spontaneous language processing is essential for fluency.

According to Gregersen and Horwitz anxious language learners tend to demonstrate speaking performance characterized by frequent pauses, repetitions, hesitations, and irregular speech rhythm. These features indicate problems in fluency father than purely competence (Gregersen and Horwitz). In other words, students may possess adequate vocabulary and grammar knowledge, but anxiety prevents them from accessing and producing language smoothly.

In contrast, students with lower levels of English Classroom Speaking Anxiety generally demonstrate smoother speech production. They can maintain a more natural speech rate, produce fewer unnecessary pauses, and express ideas more coherently. They are also more likely to maintain eye contact and engage confidently in classroom interaction. This relationship indicates that speaking fluency is not solely determined by linguistic ability, but is also strongly influenced by students' psychological conditions. MacIntyre and Gardner experts argue language anxiety negatively correlates with language performance, especially in speaking tasks. Therefore, understanding the correlation between English Classroom Speaking Anxiety and speaking fluency is essential for improving students' oral performance in an academic setting. (MacIntyre and Gardner)

METHOD

This study employs a quantitative approach because its primary objective is to examine the relationship between two variables that can be measured numerically Creswell. 2002). The type of research used in this study is correlational research. Correlation analysis is applied to identify whether there is a significant relationship between English classroom speaking anxiety and students' speaking fluency, either positive or negative.

The research design used in this study is a correlational research design. This design is employed to examine the relationship between two variables without manipulating them or providing any treatment to the participants. The purpose of this

design is to determine whether there is a significant correlation between student's English classroom speaking anxiety and their speaking fluency.

In this study, the researcher investigates two variables, namely English Classroom Speaking Anxiety as the independent variable (X) and Speaking Fluency as the dependent variable (Y). The data are collected simultaneously from the participants using a questionnaire to measure anxiety and a speaking test to assess fluency. The scores obtained from both instruments are then analyzed statically to identify the degree and direction of the relationship between the two variables.

The population of this study consists of fourth semester students of the English Language Education Study Program Tadris Bahasa Inggris (TBI) at UIN Mataram in the academic year 2025/2026. Therefore, the sample of this study consists of a group of students selected from the fourth semester. This study uses a simple random sampling technique, in which one class is chosen randomly from the available classes. All students in the selected class are involved as the research participants. Total Population were 35

This study uses two main instruments, namely a questionnaire and a speaking test. First, a questionnaire is used to measure students' level of English Classroom Speaking Anxiety. The questionnaire is adapted from the Foreign Language Classroom Anxiety Scale (FLCAS) developed by Horwitz et al. It consists of several statements related to students' feelings, fears, and anxiety when speaking English in classroom situations. The questionnaire uses Likert scale with five options ranging from strongly agrees to strongly disagree. The indicators measured include communication apprehension, fear of negative evaluation, and test anxiety (Horwitz et al). Second, a speaking test is used to measure students' speaking fluency. In this test, students are asked to perform speaking tasks such as describing a topic, expressing opinions, or responding to questions orally. The students' performance is assessed based on three main indicators of speaking fluency: speed fluency (speech rate), breakdown fluency (pauses and hesitations), and repair fluency (self-corrections and repetitions). The technique of data collecting in this study is carried out to obtain accurate and relevant data related to the two variables: Students' English Classroom Speaking Anxiety and Students' Speaking Fluency. Since this research uses a correlational design, the data are collected without any treatment or experimental manipulation.

The questionnaire is used to collect data on students' level of English Classroom Speaking Anxiety. The instruments are adapted from the Foreign Language Classroom Anxiety Scale (FLCAS) (Horwitz et al). It consists of several statements related to students' feelings, nervousness, fear of negative evaluation, and anxiety when speaking English in classroom situations.

The Speaking Test

In this study, the data analysis technique used is Pearson Product Moment correlation analysis to determine the relationship between two variables, namely students' English Classroom Speaking Anxiety (X) as an independent variable and students' Speaking Fluency (Y) as a dependent variable. Data obtained from questionnaires and speaking tests will be analyzed statistically using the help of SPSS.

Normality Testing

Normality test is used to determine whether the data is normality distributed or not. This is important because it is a requirement in the use of Pearson correlation analysis. Normality test was conducted using Kolmogorov-Smirnov or Shapiro-Wilk through SPSS with the following criteria: If the Sig value. (P-value)>0.05, then the data is

normally distributed. If the Sig value (P-value)<0.05, then data is not normally distributed. If the data is normally distributed, then the analysis is continued Pearson Product Moment Correlation.

Hypothesis Testing

To test whether the hypothesis is in accordance with the results of the results of the study, a hypothesis test is conducted. The data obtained from the questionnaire and speaking fluency test are analyzed to determine whether there is a significant correlation between students' English classroom speaking and their speaking fluency.

Hypothesis testing in this study is carried out after conducting the prerequisite test, namely the normality test. If the data are normally distributed, the researcher uses the Pearson Product Moment correlation test to examine the relationship between the two variables.

Formulating the Hypothesis

H_0 (Null Hypothesis): There is no significant correlation between students' English classroom speaking anxiety and speaking fluency.

H_1 (Alternative Hypothesis): There is a significant correlation between students' English classroom speaking anxiety and speaking fluency.

Formula of Pearson Product Moment

The formula used based on Creswell (2002) is:

$$= \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{[N\sum X^2 - (\sum X)^2][N\sum Y^2 - (\sum Y)^2]}} r$$

Where:

r = Correlation coefficient (correlation value between variables X and Y).
X = Students' English Classroom Speaking Anxiety score.
Y = Students' Speaking Fluency score.
ΣX = Total score of variable X
ΣY = Total score of variable Y
ΣXY = Total multiplication of X and Y scores
ΣX^2 = Total squared score of X
ΣY^2 = Total squared score of Y
N = Total number of students

Determination of Significance Level (α)

The level of significance used in this study is: α = 0.05

Decision Making Criteria

If Sig. (p-value)< 0.05, then H_0 rejected and H_1 accepted there is a significant correlation. If Sig. (p-value) > 0.05, then H_0 accepted there is no significant correlation.

Interpretation of Correlation Coefficient (r)

To find out the strength of the relationship, the following interpretation is used:

Table 1. Value r and Relationship Level

Value r	Relationship Level
0.00-0.19	Very Low
0.20-0.39	Low
0.40-0.59	Moderate
0.60-0.79	Strong
0.80-1.00	Very Strong

Drawing Conclusion

Conclusions are dawn based on the results of th value of r and significance (Sig.) from the SPSS output, there a significant relationship between English Classroom Speaking Anxiety and Speaking Fluency in 4th semester students of TBI UIN Mataram.

Interpretation of Speaking Anxiety Score

The interpretation of students' English classroom speaking anxiety scores in this study was adapted from the Foreign Language Classroom Anxiety Scale (FLCAS) developed by Horwitz and Elaine K. Higher scores indicates higher levels of anxiety experienced by students during English classroom speaking activities. The classification of students' speaking anxiety scores is presented in the following table:

Table 2. Score Range of Speaking Anxiety

Score Range	Speaking anxiety level
60-66	Very Low Anxiety
67-72	Low Anxiety
73-78	Moderate Anxiety
79-84	High Anxiety
85-90	Very High Anxiety

Interpretation of Speaking Fluency Score

The interpretation of students' speaking fluency scores in this study was based on the speaking fluency assessment proposed by Peter Skehan. It covers speed fluency, breakdown fluency, and repair fluency. Higher scores indicate better speaking fluency performance. The classification of students' speaking fluency scores is presented in the following table:

Table 3. Score Range of Speaking Fluency

Score Range	Speaking Fluency Level	Interpretation
81-100	Very High	Students speak very smoothly with minimal pauses and repairs.
61-80	High	Students generally speak fluently with occasional hesitation
41-60	Moderate	Students demonstrate moderate fluency but still show pauses, hesitations, and self-corrections.
21-40	Low	Students experience frequent pauses and difficulties maintaining speech flow
0-20	Very Low	Students have serious difficulties producing fluent speech

RESULT AND DISCUSSION

Validity Testing

The validity of the speaking fluency instrument was conducted through expert judgment to determine whether the assessment rubric appropriately measured students' speaking fluency. The instrument consisted of three indicators, namely speed fluency, breakdown fluency, and repair fluency.

The expert evaluated the relevance and appropriateness of each indicator in measuring students' speaking fluency. The assessment included the suitability of the scoring criteria, clarity of indicator, and consistency with the concept of speaking fluency instrument was considered valid and appropriate to be used in this study.

Table 4. Validity Testing

No	Indicator	Aspect Evaluated	Category
1	Speed Fluency	Suitability of speaking rate assessment	Valid
2	Breakdown Fluency	Suitability of pause and hesitation assessment	Valid
3	Scoring Rubric	Suitability of self-correction assessment	Valid

Reliability Testing

The reliability of the research instrument was assessed based on the value of Cronbach's alpha. The instrument or collection of questions is declared to meet the reliability requirements (reliable), if Cronbach's alpha > 0.6. Based on the test results, the Cronbach's alpha value obtained was 0.983 for 15 items. Therefore, the instruments is declared highly reliable because 0.962 > 0.6.

Table 5. Result the Calculation of Reliability Testing

Reliability Statistics	
Cronbach's Alpha	N of Items
.962	15

A Cronbach's alpha value of 0.962, which is greater than 0.6, was obtained. Therefore, it can be concluded that the 15 items of the English Classroom Speaking Anxiety questionnaire used in this study reliable and meet the reliability requirements.

This finding is supported by the theory proposed by Hasibuan and Hulu, who states that a high reliability coefficient indicates that an instrument is stable and dependable in measuring a variable. Cronbach's Alpha is used to measure the internal consistency among items in a questionnaire, and a higher coefficient reflects stronger consistency (Hasibuan et al). Therefore, it can be concluded that the 15 items of the English Classroom Speaking Anxiety questionnaire used in this study are highly reliable and appropriate for use in collecting research data. To understand the level of anxiety experienced by the participants during oral production, the collected data were compiled and analyzed. As illustrated in Table 7.1

Table 6. Speaking Anxiety Scores

Students1	88	Students17	89
Students2	78	Students18	45
Students3	90	Students19	90
Students4	70	Studnets20	93
Students5	75	Students21	61
Students6	65	Students22	72
Students7	85	Students23	86
Students8	74	Students24	82
Students9	84	Students25	80
Students10	85	Students26	60
Students11	83	Students27	87
Students12	80	Students28	60
Students13	87	Students29	85

Studnets14	87	Students30	85
Students15	60	Students 31	80
Students16	73	Students32	87
Students33	60	Students33	60
Students34	75	Students34	75
Students35	80	Students35	80

In addition to assessing psychological factors, the study also measured the participants' actual performance in oral production. The comprehensive breakdown of the individual speaking fluency scores obtained by the 35 students is detailed in Table 8.1

Table 7. Speaking Fluency Scores

Students3	35	Students21	68
Students4	55	Students22	62
Students5	50	Students23	66
Students6	60	Students24	40
Students7	42	Students25	58
Students8	58	Students26	56
Students9	50	Students27	60
Students10	48	Students28	41
Students11	55	Students29	38
Students12	45	Students30	47
Students13	44	Students 31	59
Studnets14	42	Students33	46
Students15	65	Students34	49
Students16	57	Students32	43
Students17	83	Students35	47
Students18	44		

Descriptive Statistics

The descriptive statistics in this study were used to provide an overview of students' English classroom speaking anxiety and speaking fluency among the 4th semester students of TBI UIN Mataram. The total number of participants involved in this research was 35 students. The descriptive analysis includes the minimum score, maximum score, sum, standard deviation, and variance of each variable.

Based on the results presented the speaking anxiety scores ranged from 60 to 90, with a total score of 2710 and a mean score of 77,43. The standard deviation was 8.129, with a variance of 66.076. The mean score indicates that students tend to experience a relatively high level of anxiety when speaking English in the classroom. Meanwhile, the standard deviation shows that there is variation in anxiety levels among students, although the distribution of scores is relatively close to the average.

Furthermore, the speaking fluency scores ranged from 37 to 76, with a total score of 1795 and a mean score of 51.29. The standard deviation was 8.703, while the variance was 75.739. These results indicate that students' speaking fluency is a moderate level. The variation in scores suggests difference in speaking performance among students, where some student's demonstrate better fluency than others.

Overall, the findings show that students tend to have higher levels of speaking anxiety while their speaking fluency remains at a moderate level. This condition indicates that anxiety may influence students' ability to perform effectively in speaking English. Students with high anxiety levels may of confidence, which can affect their fluency during speaking activities.

This finding is consistent with the theory proposed by Horwitz and Elaine K. who explains that foreign language anxiety can negatively affect students' language performance, particularly in speaking. Students with higher anxiety levels tend to hesitate more and face difficulties in expressing ideas fluently. Therefore, the descriptive statistics in this suggest that speaking anxiety may be an important factor influencing students' speaking fluency (Horwitz et al). To provide an overview of the distribution of the collected data, the statistical parameters of each research variable were calculated. Table 9.1 displays the descriptive statistics summary for the students' speaking anxiety and speaking fluency scores based on a sample of 35 participants.

Table 8. Descriptive Statistics

Descriptive Statistics							
	N	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance
Speaking anxiety	35	60	90	2710	77.43	8.129	66.076
Speaking fluency	35	37	76	1795	51.29	8.703	75.739
Valid N (listwise)	35						

Normality Testing

The normality test in this study was conducted to determine whether the data of students' English classroom speaking anxiety and speaking fluency were normally distributed. The researcher used the Kolmogorov-Smirnov test and Shapiro-Wilk test to examine the distributing of the data. A dataset is considered normally distributed if the significance value (Sig.) is greater than 0.05.

Based on the results presented in the normality test table, the Kolmogorov-Smirnov test showed a significance value of 0.200 for speaking anxiety and 0.200 for speaking fluency. In addition, the Shapiro-Wilk test showed a significance value of 0.096 for speaking anxiety and 0.112 for speaking fluency. Since all significance values are higher than 0.05 (0.200 > 0.05, 0.096 > 0.05, 0112 > 0.05), it can be concluded that both variables, namely speaking anxiety and speaking fluency, are normally distributed.

The results indicate that the data meet the assumption of normality required for parametric statistical analysis. Therefore, the researcher proceeded with Pearson Product Moment Correlation to examine the relationship between students' English classroom speaking anxiety and speaking fluency. The fulfillment of the normality assumption suggests that the statistical analysis conducted in this study is appropriate and can produce reliable findings.

Furthermore, the normal distribution of both variables implies that the scores of students' speaking anxiety and speaking fluency are relatively balanced and do not significantly deviate from the expected distribution pattern. Thus, the data are suitable for further inferential statistical analysis to test the research hypothesis.

Table 9. Normality Testing

Tests of Normality						
	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Speaking_Anxienty	.113	35	.200*	.948	35	.096
Speaking_Fluency	.117	35	.200*	.950	35	.112

Linearity Testing

The linearity test in this study was conducted to determine whether there is a linear relationship between students' English classroom speaking anxiety and speaking fluency. Testing linearity is important because Pearson Product Moment Correlation requires a linear relationship between variables. The linearity test was analyzed using the ANOVA Table in SPSS by examining the significance values of Linearity and Deviation from Linearity.

Based on the results presented in the ANOVA table, the significance level of 0.05 (0.000 < 0.05). This result indicates that there is a significant linear relationship between students' English classroom speaking anxiety and speaking fluency. In other words, changes in students' speaking anxiety are associated with changes in their speaking fluency in a linear pattern.

Furthermore, the significance value for Deviation from Linearity is 0.396, which is greater than 0.05 (0.396 > 0.05). This indicates that there is no significant deviation from linearity between the two variables. Therefore, it can be concluded that the relationship between students' English classroom speaking anxiety and speaking fluency follows a linear pattern.

In addition, the F value for linearity is 52.983, showing a strong linear effect between the variables. Meanwhile, the F value for deviation from linearity is 1.188, indicating that the deviation from the linear model is not statistically significant. Thus, the assumption of linearity is fulfilled.

Based on these findings, it can be concluded that students' English classroom speaking anxiety and speaking fluency have a significant linear relationship. Therefore, the data meet the requirements for further analysis using Pearson Product Moment Correlation to examine the correlation between the two variables.

The results of the linearity test strengthen the statistical analysis in this study because they confirm that the relationship between speaking anxiety and speaking fluency can be appropriately, the findings regarding the correlation between the variables are considered valid and statistically acceptable.

Table 10. Linearity Testing

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
Speaking fluency * Speaking anxiety	Between Groups	(Combined)	2260.810	23	98.296	3.440	.019
		Linearity	1514.036	1	1514.036	52.983	.000
		Deviation from Linearity	746.774	22	33.944	1.188	.396
	Within Groups		314.333	11	28.576		
	Total		2575.143	34			

Correlation Analysis

The correlation analysis in this study was conducted using Pearson Product Moment Correlation to examine the relationship between students' English classroom speaking anxiety and speaking fluency. This statistical test was used because the data met the assumption of normality and both variables were measured on an interval scale

Based on the results presented in the correlation table, the Pearson correlation coefficient between speaking fluency and speaking anxiety is -0.767, with a significance value is lower than 0.05 (0.000 < 0.05), it can be concluded that there is a statistically significant correlation between students' English classroom speaking anxiety and speaking fluency. Therefore, the null hypothesis (H0) is rejected, while the alternative hypothesis (H1) is accepted.

The correlation coefficient shows a negative direction, indicating. This means that students with higher levels of speaking anxiety tend to have lower speaking fluency. Conversely, students with lower speaking anxiety tend to demonstrate better speaking fluency. Therefore, anxiety appears to have an important influence on students' performance in speaking English.

Furthermore, the strength of the correlation coefficient (r = -0.767) is categorized as a strong correlation, because it falls within the range of 0.61-0.80. This indicated that speaking anxiety has a strong relationship with students' speaking fluency. In other, students' emotional condition, especially anxiety experienced during speaking activities, may substantially affect their ability to speak English fluently.

This finding is in line with theory proposed by Horwitz and Elaine K. who explains that foreign language anxiety can negatively affect students' language performance, particularly in speaking. Students who experience higher anxiety levels tend to feel nervous, afraid of making mistakes, and less confident in expressing their ideas, which can reduce speaking fluency (Horwitz et al). Moreover, according to Lin and Grace Hui Chin through the affective filter hypothesis, anxiety acts as an emotional barrier that hinders language acquisition and production (Grace Hui Chin Lin). Therefore, students with higher anxiety may experience more difficulty in speaking fluently.

Overall, the findings indicates that there is a significant and strong negative correlation between students' English classroom speaking anxiety levels, the lower their speaking fluency tends to be. Conversely, reducing anxiety may help improve students' speaking performance and fluency in English classroom contexts.

Table 11. Correlation Analysis

Correlations			
		Speaking fluency	Speaking anxiety
Speaking fluency	Pearson Correlation	1	-.767**
	Sig. (2-tailed)		.000
	N	35	35
Speaking anxiety	Pearson Correlation	-.767**	1
	Sig. (2-tailed)	.000	
	N	35	35

Hypothesis Testing

Hypothesis testing in this study was conducted to determine whether there is a significant relationship between students' English classroom speaking anxiety and speaking fluency among the 4th semester students of TBI UIN Mataram. Since the data were normally distributed, the researcher used Pearson Product Moment Correlation to test the research hypothesis.

The decision-making criteria were based on the significance value (Sig. 2-tailed). If the significance value is lower than 0.05 (a =0.05), the null hypothesis (H0) is rejected and the alternative hypothesis (H1) is accepted. Conversely, if the significance value is higher than 0.05, the null hypothesis (H0) is accepted and the alternative hypothesis (H1) is rejected.

The hypothesis in this study is formulated as follows:

H0 (Null Hypothesis): There is no significant correlation between student's' English classroom speaking anxiety and speaking fluency.

H0 (Alternative Hypothesis): There is a significant correlation between student's' English classroom speaking anxiety and speaking fluency.

Based on the results of the Pearson Product Moment Correlation analysis, the correlation coefficient (r) between students' English classroom speaking anxiety and speaking fluency is -0.767, with a significance value of 0.000. Since the significance value is lower than 0.05 (0.000< 0.05), the null hypothesis (H0) is rejected and the alternative hypothesis (H1) is accepted.

This result indicates that there is a statistically significant relationship between students' English classroom speaking anxiety and speaking fluency. Furthermore, the correlation coefficient shows a negative direction, which means that the relationship between the two variables is inverse. In other words, students with higher levels of speaking anxiety tend to have lower speaking fluency, while students with lower anxiety tend to demonstrate better speaking fluency.

Moreover, the correlation coefficient value of -0.767 is categorized as a strong correlation, indicating that speaking fluency. This finding suggests that anxiety is an important psychological factor affecting students' ability to speak English fluently in classroom situations.

Therefore, it can be concluded that there is a significant and strong negative correlation between students' English classroom speaking anxiety and speaking fluency among the fourth semester students of TBI UIN Mataram. The higher the level of speaking anxiety, the lower the students' speaking fluency tends to be high. This finding is consistent with the theory proposed by Horwitz and Elaine K. who explains that anxiety can negatively affect students' language performance, especially in speaking activities. In addition, according to Lin and Grace Hui Chin through the affective filter hypothesis, high levels of anxiety can create emotional barriers that hinder language production and reduce student's' speaking performance (Lin).

Interpretation of Correlation Strength

The interpretation of the correlation strength in this study is based in the value of the Pearson correlation coefficient obtained from the correlation analysis and speaking fluency. The Pearson correlation coefficient obtained in this study is -0.767.

According to the classification of correlation strength, a correlation coefficient ranging from 0.61 to 0.80 is categorized as a strong correlation. Therefore, the correlation coefficient of -0.767 indicates that the relationship between students' English classroom speaking anxiety and speaking fluency is strong.

In addition, the negative sign of the correlation coefficient shows that the relationship between the two variables is inverse or opposite in direction. This means that students with higher levels of speaking anxiety tend to have lower speaking fluency. Conversely, students with lower speaking anxiety tend to demonstrate better speaking fluency. The strong negative correlation found in this study suggest that speaking anxiety has an important relationship with students' speaking fluency. Students who experience

anxiety during speaking activities may feel nervous, lack confidence, hesitate more frequently, and have difficulty performance may decrease.

However, although the correlation is categorized as strong, speaking anxiety is not the only factor influencing students' speaking fluency. Other factors, such as vocabulary mastery, pronunciation ability, confidence, speaking practice to students' speaking performance. This finding is line with the theory proposed by Horwitz and Elaine K. Who explains that foreign language anxiety can negatively affect student's' performance in speaking activities. Furthermore, according to Lin and Grace Hui Chin through the affective filter hypothesis, higher levels of anxiety can create emotional barriers that hinder language acquisition and language production. Therefore, students with higher anxiety levels tend to experience greater difficulty in speaking fluently.

Overall, the findings indicate that there is a strong and significant speaking anxiety and speaking fluency. Thus, reducing students' may help improve their speaking fluency and overall speaking performance in English classroom settings.

Discussion

This sub chapter discusses the findings of the study concerning the correlation between students' English classroom speaking anxiety and speaking fluency among the fourth semester students of TBI UIN Mataram. The discussion is based on the results of validity testing, reliability testing, descriptive statistics, normality testing, linearity testing, correlation analysis, and hypothesis testing. The findings are further interpreted by relating them to relevant theories and previous concepts regarding speaking anxiety and speaking fluency in English learning.

The first stage of data analysis in this study involved validating the speaking fluency instrument through expert judgment. The validation process was conducted to ensure that the assessment instrument was appropriate and relevant for measuring students' speaking fluency. The experts evaluated the clarity, relevance, and suitability of the assessment criteria with the variable being measured. Based on the validation results, the experts concluded that the instrument was appropriate for use with necessary revisions. This indicates that the speaking fluency instrument fulfilled the content validity requirements and was suitable for measuring students' speaking fluency.

This finding is supported by the theory proposed by Nurhayati and Isnaini, who states that content validity refers to the extent to which an instrument represents the aspects intended to be measured (Novia Nurhayati et al.). Similarly, according to Ono and Sugi, expert judgment is conceptually appropriate before being applied in research. Therefore, the validation process conducted by experts confirms that the speaking fluency instrument used this study was suitable for measuring the intended construct (Sugi Ono).

After confirming validity, the researcher conducted a reliability test to examine the consistency of the instrument. The results showed that the Cronbach's Alpha coefficient was 0.962 for 15 items. Since the coefficient exceeded the minimum requirement of 0.60, the instrument was categorized as highly reliable. This means that the questionnaire items consistency measured the same construct and produced stable results. The high reliability coefficient indicates strong internal consistency among the items.

This result is in line with the theory proposed by Meeid and P E, who explains that Cronbach's Alpha is used to assess the internal consistency of questionnaire item. A higher coefficient reflects stronger consistency among the item. Therefore, the reliability result confirms that the instrument was appropriate for collecting data regarding students' English classroom speaking anxiety (P. E. Meeid).

The descriptive statistics provided an overview of students' speaking anxiety and speaking fluency. The results revealed that speaking anxiety scores ranged from 60 to 90, with a mean score of 77.43 and a standard deviation of 8.129. These finding indicates that students generally experience relatively high levels of anxiety during English speaking activities. Meanwhile, speaking fluency scores ranged from 37 to 76, with a mean score of 51.29 and a standard deviation of 8.703, indicating that students' speaking fluency was at a moderate level.

The relatively high speaking anxiety score suggests that many students still experience nervousness, fear of making mistakes, and lack confidence when speaking English in classroom settings. This may occur because students are concerned about negative evaluation from lecturers or peers, fear grammatical errors, or feel insecure about their vocabulary and pronunciation abilities. As a result, students may hesitate when speaking, pause frequently, or avoid participating in speaking activities.

This finding is consistent with the theory proposed by Horwitz and Elaine K., who explains that foreign language anxiety can negatively influence language performance, especially speaking ability. According to this theory anxiety often appears in the forms of communication apprehension, fear of negative evaluation, and test anxiety. These psychological conditions may reduce students' confidence and hinder their ability to communicate effectively.

Similarly, the findings also support the affective filter hypothesis proposed by Lin and Grace Hui Chin. According to this theory, emotional factors such as anxiety function as an affective filter that can block language acquisition and language production. Students with high anxiety levels tend to have a higher affective filter, making it more difficult for them to process and produce language fluently.

Before testing the hypothesis, the researcher conducted normality and linearity tests to determine whether the assumptions required for Pearson Product Moment Correlation were fulfilled. The normality test results showed significance values greater than 0.05 for both speaking anxiety and speaking fluency variables. Therefore, both variables were normally distributed. This indicates that the data met the assumption required for parametric statistical analysis.

In addition, the linearity test showed a significance value of 0.000 for linearity and 0.396 for deviation from linearity. Since the significance value for linearity was lower than 0.05 and the significance value for deviation from linearity was higher than 0.05, it can be concluded that there was a significant linear relationship between speaking anxiety and speaking fluency without significant deviation from linearity. Therefore, the assumption of linearity was fulfilled, and Pearson Product Moment Correlation was appropriate for further analysis.

The main finding of this study concerns the relationship between students' English classroom speaking anxiety and speaking fluency. Based on Pearson Product Moment Correlation analysis, the correlation coefficient obtained was r=-0.767**,** with a significance value of 0.000**.** Since the significance value was lower than 0.05, the null hypothesis (H0) was rejected and the alternative hypothesis (H1) was accepted. This indicates that there is a statistically significant relationship between students' English classroom speaking anxiety and speaking fluency.

The correlation coefficient of -0.767 indicates a negative relationship, meaning that the variables move in opposite directions. In practical terms, students who experience higher levels of speaking anxiety tend to demonstrate lower speaking fluency. Conversely, students with lower anxiety levels tend to perform better in speaking

fluently. Therefore, anxiety appears to be an important psychological factor influencing students' speaking performance.

Furthermore, the correlation coefficient of -0.767 falls within the category of strong correlation**.** This finding indicates that speaking anxiety has a strong relationship with students' speaking fluency. The result suggests that students' emotional conditions during speaking activities substantially affect their ability to communicate effectively in English. Students with high levels of anxiety often experience hesitation, frequent pauses, reduced confidence, slower speech production, and difficulty organizing ideas while speaking. These characteristics may directly reduce speaking fluency. In contrast, students with lower anxiety levels are generally more confident, willing to take risks in communication, and able to express ideas more smoothly.

The finding strongly supports the theory of Horwitz and Elaine K. which explains that anxiety negatively affects foreign language performance. Students with high anxiety levels may become overly concerned about making mistakes or receiving negative evaluations, resulting in reduced speaking performance. Likewise, according to Lin and Grace Hui Chin anxiety raises the affective filter and limits language production, which explains why students with higher anxiety may have lower speaking fluency.

Although the relationship between speaking anxiety and speaking fluency is strong, speaking anxiety is not the only factor affecting fluency. Other factors, such as vocabulary mastery, pronunciation ability, grammar knowledge, speaking practice, motivation, learning environment, and self-confidence, may also influence students' speaking performance. Therefore, improving speaking fluency requires not only reducing anxiety but also strengthening these supporting factors.

The findings of this study have practical implications for English teaching and learning. Lecturers are encouraged to create supportive and comfortable classroom environments that reduce students' anxiety. Teaching strategies emphasizing communication, positive feedback, and increased speaking opportunities may help students build confidence and improve fluency. Creating a classroom atmosphere where mistakes are viewed as part of the learning process may also contribute to reducing speaking anxiety.

Overall, this study concludes that there is a strong and significant negative correlation between students' English classroom speaking anxiety and speaking fluency among the 4th semester students of TBI UIN Mataram. The higher the students' anxiety level, the lower their speaking fluency tends to be. Therefore, reducing speaking anxiety may contribute significantly to improving students' fluency and overall speaking performance in English learning contexts.

CONCLUSION

The results of the descriptive statistics indicate that the level of students' English classroom speaking anxiety among the 4th semester students of TBI UIN Mataram is relatively high, with a mean score of 77.43**.** Meanwhile, students' speaking fluency is at a moderate level, with a mean score of 51.29**.** These findings suggest that many students still experience anxiety when speaking English in classroom situations, which may influence their speaking performance. Furthermore, the correlation coefficient indicates a negative and strong correlation between the two variables. The negative direction means that students with higher levels of speaking anxiety tend to have lower speaking fluency, while students with lower anxiety tend to demonstrate better speaking fluency. The correlation strength of -0.767 falls into the category of strong correlation**,** indicating that speaking anxiety has a substantial relationship with students' speaking fluency. Overall,

it can be concluded that there is a significant and strong negative correlation between students' English classroom speaking anxiety and speaking fluency among the fourth semester students of TBI UIN Mataram. The findings suggest that anxiety is an important psychological factor influencing students' speaking performance. Therefore, reducing students' speaking anxiety may contribute to improving their speaking fluency and enhancing their overall performance in English speaking activities.

Based on the findings of this study, the researcher would like to propose some suggestion for English Lecturers, hey should encouraged to use interactive and communicative teaching strategies that can help students become more confident. For Students, hey Students, they should also try to overcome their anxiety by being more confident and not afraid of making mistakes when speaking. Lastly, Future researcher are suggested to conduct further studies on speaking anxiety and speaking fluency by involving larger samples or exploring other variables that may influence speaking performance, such as motivation, vocabulary mastery, or classroom environment.

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