

ABSTRACT

Aulia, Liyen Zahra, 2025. *The Correlation Between Speaking Anxiety and Speaking Test Results in English Learning at SMP Diponegoro 3 Kedungbanteng (A Study on 8th Grade Students in the Academic Year of 2024/2025).* Thesis Supervisor 1: Drs. Ashari, M.Pd., Thesis Supervisor 2: Dian Adiarti, S.Pd., M.Hum., Chief External Examiner: Nisa Roiyasa, S.Pd., M.TESOL., External Examiner: Mustasyfa Thabib Kariadi, S.Pd., M.Pd. Ministry of Higher Education, Science, and Technology, Jenderal Soedirman University, Faculty of Humanities, Department of Language Education, English Education Study Program, Purwokerto.

Speaking anxiety is a common issue experienced by students in English as a Foreign Language (EFL) classrooms and may influence their speaking performance, particularly at the junior high school level. This study aimed to examine the correlation between students' speaking anxiety and their speaking test results among eighth-grade students at SMP Diponegoro 3 Kedungbanteng in the academic year 2024/2025. A quantitative correlational research design was employed in this study. The participants consisted of 22 eighth-grade students selected through total sampling. The data were collected using the Foreign Language Classroom Anxiety Scale (FLCAS) questionnaire to measure students' speaking anxiety and speaking test scores obtained from regular classroom assessments to measure speaking performance. The data were analyzed using SPSS version 27. The normality test results showed that both variables were normally distributed; therefore, the Pearson Product-Moment Correlation test was applied. The findings revealed a very strong negative correlation between students' speaking anxiety and their speaking test results ($r = -0.973$, $p < 0.001$). This indicates that higher levels of speaking anxiety were associated with lower speaking test scores, while lower anxiety levels were related to better speaking performance. Based on these findings, it can be concluded that speaking anxiety has a significant influence on students' speaking performance. Therefore, creating a supportive and anxiety-reducing learning environment is essential to help students improve their English-speaking skills.

Keywords: *speaking anxiety, speaking test results, EFL students, FLCAS, correlation*

ABSTRAK

Aulia, Liyen Zahra, 2025. *The Correlation Between Speaking Anxiety and Speaking Test Results in English Learning at SMP Diponegoro 3 Kedungbanteng (A Study on 8th Grade Students in the Academic Year of 2024/2025).* Pembimbing Skripsi 1: Drs. Ashari, M.Pd., Pembimbing Skripsi 2: Dian Adiarti, S.Pd., M.Hum., Ketua Penguji Eksternal: Nisa Roiyasa, S.Pd., M.TESOL., Penguji Eksternal: Mustasyfa Thabib Kariadi, S.Pd., M.Pd. Kementerian Pendidikan Tinggi, Sains, dan Teknologi, Universitas Jenderal Soedirman, Fakultas Ilmu Budaya, Jurusan Pendidikan Bahasa, Program Studi S1 Pendidikan Bahasa Inggris, Purwokerto.

Kecemasan berbicara merupakan permasalahan yang umum dialami oleh siswa dalam pembelajaran bahasa Inggris sebagai bahasa asing (EFL) dan dapat memengaruhi kemampuan berbicara mereka, khususnya pada jenjang sekolah menengah pertama. Penelitian ini bertujuan untuk mengetahui hubungan antara kecemasan berbicara siswa dan hasil tes berbicara pada siswa kelas VIII SMP Diponegoro 3 Kedungbanteng tahun ajaran 2024/2025. Penelitian ini menggunakan desain penelitian kuantitatif korelasional. Subjek penelitian terdiri dari 22 siswa kelas VIII yang dipilih menggunakan teknik total sampling. Data dikumpulkan melalui kuesioner Foreign Language Classroom Anxiety Scale (FLCAS) untuk mengukur tingkat kecemasan berbicara siswa serta nilai tes berbicara yang diperoleh dari penilaian pembelajaran di kelas untuk mengukur kemampuan berbicara siswa. Data dianalisis menggunakan SPSS versi 27. Hasil uji normalitas menunjukkan bahwa data berdistribusi normal, sehingga analisis dilanjutkan dengan uji korelasi Pearson Product-Moment. Hasil penelitian menunjukkan adanya korelasi negatif yang sangat kuat antara kecemasan berbicara dan hasil tes berbicara siswa ($r = -0.973$, $p < 0.001$). Temuan ini menunjukkan bahwa semakin tinggi tingkat kecemasan berbicara siswa, semakin rendah hasil tes berbicara yang diperoleh, dan sebaliknya. Dengan demikian, dapat disimpulkan bahwa kecemasan berbicara memiliki pengaruh yang signifikan terhadap kemampuan berbicara siswa. Oleh karena itu, penting bagi guru untuk menciptakan lingkungan belajar yang mendukung dan dapat mengurangi kecemasan siswa dalam berbicara bahasa Inggris.

Kata kunci: *kecemasan berbicara, hasil tes berbicara, siswa EFL, FLCAS, korelas*