

The Relationship between Public Speaking Anxiety and Achievement

Raudah Melawati

Raudah.melawati22@gmail.com

Rahmadi Nirwanto

rahmadi.nirwanto@iain-palangkaraya.ac.id

IAIN Palangka Raya

Abstract

For those who use English as a foreign language, speaking English is one of the most difficult issues. This is because English is rarely utilized as a foreign language in everyday life. Consequently, students have some emphasis and are susceptible to anxiety when they are asked to express their ideas in an English-speaking class. Furthermore, when they were asked to make a public speaking. 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 such as anxiety. It can be predicted that public speaking anxiety may be influenced public speaking performance. So, public speaking anxiety can influence students' achievement. This study aimed to examine the correlation between public speaking anxiety and achievement. The research is classified as a quantitative method with a correlation design. The analysis of the data was carried out by using *SPSS* program version 24. Twenty-one college students in the fifth semester of the English department at IAIN Palangka Raya were the subjects of this study. Researchers found no significant connection between public speaking anxiety and speech performance ($p > .05$). The finding contributed to our bodies of labour inside the fields of public speaking anxiety.

Keywords: Public speaking anxiety, Achievement, EFL students.

INTRODUCTION

Speech skills are used by someone in everyday conversation, whether at school or outside. The expertise has been learned through a lot of repetition. Students at university learn the skill of talking. Lectures should allow students to learn to speak, particularly for speaking classes (Celik & Yavuz, 2015). According to (Nunan, 1989) speaking capabilities are two significant 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 says too fast because pauses are often expected. He states the delay is a long but not regular feature of fluency. Moreover, speakers should use all the tools and skills, regardless of grammar and other mistakes, to give a fluent speech.

In teaching speaking, there are some aspects which considered by the teacher. Brown (2001) offers four parts of speaking skills. There are fluency, Accuracy,

pronunciation, and vocabulary. A fluent speaker can be assumed if they can use language quickly and consistently with no hesitations or unnatural pauses, incorrect starts, word quests, 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.

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 to obtain the degree of precision. 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 is an 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 students. Nunan (2003) offers four teaching principles: The first focus on the most valuable vocabulary. The second, most suitable focus is on vocabulary. The third, paying attention to the four strands of a course high-frequency terms. The fourth, to encourage students to reflect on learning responsibilities.

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 the system (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 from achieving achievement in the 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 (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 (Horwitz et al., 1986). Moreover, there are four elements that influence speaking anxiety. They may be wonderful for mindset, bodily impact, training anxiety (anticipation), and overall 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 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. 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). The rising

number of researchers showed that psychological inflexibility is related with anxiety problems (Gallego et al., 2020).

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). 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 be predicted that public speaking anxiety may be influenced public speaking performance. Richards & 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 (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 edge (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) also informed the higher level of anxiety in students' speaking performance. Students have some emphasis and are susceptible to anxiety when they are asked to express their ideas in an English-speaking class (Kelsen, 2019).

This study tried to measure the relationships between public speaking anxiety and the students' speaking achievement. Fundamentally, the 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 between EFL students' public speaking anxiety and speaking achievement. So, this study will support the theory of public speaking anxiety.

In terms of the practical significance of the study, there are three significances. The first sign is for the EFL instructors or lecturers; it enables them to be more aware of how important to inspire the students to achieve better speaking achievement. EFL instructors or lecturers are expected to help the students to handle their anxiety in speaking tasks in the classroom. The second is for students; the finding could help the students to be more aware of speaking anxiety 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 the quality of teaching and learning English, especially in teaching speaking skills involving anxiety.

METHOD

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 students' public speaking anxiety, self-efficacy, and success. The population in this study was the students of the fifth semester of the English study program IAIN Palangka Raya who took a Public Speaking course in the academic year 2020-2021. The total population was 103 students. They are classified into three classes A, B, and C. The writer determined the sample size by using G*Power 3.1.9.7 software. The total sample size is 21. 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). As a result, the researcher took 7 students from class A, 7 students from class B, and 7 students from class C.

A Questionnaire and a test are used as instruments to collect the data in this study. 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 a 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 reflect how strongly the respondent identifies with the items on average; the inequality item values show how strongly the items conform to the overall scale. The reliability of PRPSA (α) = .97 (Mörtberg et al., 2018).

Moreover, speaking tests are used by researchers to find out students' speaking achievements. 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 a speaking test, the researcher gave an oral test to the student, the researcher asked them to make a video speech with a time minimum two minutes and maximum 5 minutes with some themes that had been chosen by the participants before they delivered 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 research used google meet to

conduct a teleconference where this will be done live and collected video recorded by the researcher. This is done to take the students' speaking scores. The researcher cooperated with the lecturer as the rater to take the students' scores in the speech test. The test centred on their ability to use words in a few ways properly. Then, the following sub-skills are assessed: suitable language is chosen, suitability of sound, grammar, vocabulary, comprehension, fluency, pronunciation, and task. Based on the oral competence scoring categories suggested by Brown.

For collecting the data of public speaking anxiety's questionnaire, requesting a permit to research English education study program is the first stage that the researcher did. After that, they asked the willingness of participants to be a research subject. Then, the researcher prepared the instruments (questionnaire of speaking anxiety and self-efficacy). The next step, the researcher explained 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 classes. 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 in March to April 2021. It was almost 2 months to collect the data. It was because some participants took a long time to complete the questionnaire. After finishing collecting 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.

For collecting the data of speaking test, requesting a permit to research the English education study program is the first stage done by the researcher. After that, 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 oral test to the students. The researcher asked them to make a speech with a time minimum two minutes and maximum 5 minutes with themes *graduation day, succeeding in college, and the importance of a college education*. Speaking test did online using google meet like the one of media to do a teleconference that makes researcher easier to take speaking score 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 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 based on the rubric. The rubric used by researcher is adopted from (Brown, 2006)

In this study, to analyze the data, collecting all the data (data of students' public speaking anxiety, 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. The analyses were carried out by using SPSS program version 24. To complete the data analysis, some tests should be done before testing the normality and linearity test.

FINDINGS

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 has a 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 1.

Table 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 PRPSA 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. 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 2.

Table 2. 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.

3. The Correlation between Public Speaking Anxiety and Speaking Achievement

This passage answered the research question, "Do the higher public speaking anxiety the students have, the worse they speak English as foreign language?" The result showed at Table 3.

Table 3. 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 Interval	Lower	1	-.553
			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 Interval	Lower	-.553	1
			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.

DISCUSSION

Based on the calculation of normality and linearity used SPSS program, the result showed that the data distribution is normal, and the variables have a linear association. Then, it can be concluded that the study can be analyzed using parametric statistics with multiple correlations. The calculation result using SPSS 24 it was shown that the result of the correlation between public speaking anxiety and speaking achievement $r = -.22$, $p = .33$. 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 significantly predict achievement ($p > .05$).

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 propensity 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 report 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 per cent 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 in hierarchical regression equations, with the proportion of variation explained by the predictors increasing to between 16 and 32 per cent. 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 behavioural awareness and participation in valued activities in the CompACT.

According to their regression analysis, behavioural awareness explained roughly 8% of the variation, but when valued acts were included in the model, the R² 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 behaviours 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 to one's own experiences seems to be relevant to the reduction of self-reported public speaking anxiety. On the other hand, as portrayed by the estimated path model in Table 3 in the current study showed that public speaking anxiety failed to influence speaking achievement significantly.

This study contributes to bodies of work in the fields of public speaking anxiety. In this study, the researcher has done everything possible to finish this research. However, there are several limitations existed for this study that may be caused this study not to be 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 who can give a clear, prepared presentation and well-structured presentation of a complex subject. Third, the metric used was not specifically designed for FL situations and 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.

CONCLUSION

Speaking anxiety and speaking achievement, was known to be not significant. Moreover, it means that if students have a higher level of public speaking anxiety, it does not indicate that they also have a poor result of achievement in public speaking. However, it's not based on cause-and-effect relationships.

Therefore, the result of this study showed that there is no significant correlation between public speaking anxiety and achievement. It is vital for the students 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. So, it can help students to improve their speaking skills. 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. Moreover, 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.

REFERENCES

- Ary, D., & Ary, D. (2014). *Introduction to research in education* (9th ed). Wadsworth Cengage Learning.
- Brown, H. D. (2006). *Language assessment: Principles and classroom practices* (Nachdr.). Longman.
- Celik, O., & Yavuz, F. (2015). The relationship between speaking grades and listening grades of university level preparatory students. *Procedia - Social and Behavioral Sciences*, 197, 2137–2140. <https://doi.org/10.1016/j.sbspro.2015.07.339>
- Dwyer, K. K., & Davidson, M. M. (2012). Is Public Speaking Really More Feared Than Death? *Communication Research Reports*, 29(2), 99–107. <https://doi.org/10.1080/08824096.2012.667772>
- Gallego, A., McHugh, L., Villatte, M., & Lappalainen, R. (2020). Examining the relationship between public speaking anxiety, distress tolerance and psychological flexibility. *Journal of Contextual Behavioral Science*, 16, 128–133. <https://doi.org/10.1016/j.jcbs.2020.04.003>
- Horwitz, E. K. (1986). Preliminary Evidence for the Reliability and Validity of a Foreign Language Anxiety Scale. *TESOL Quarterly*, 20(3), 559–562.
- Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). Foreign Language Classroom Anxiety. *The Modern Language Journal*, 70(2), 125–132. <https://doi.org/10.1111/j.1540-4781.1986.tb05256.x>
- Huang, H.-T. D. (2018). Modeling the relationships between anxieties and performance in second/foreign language speaking assessment. *Learning and Individual Differences*, 63, 44–56. <https://doi.org/10.1016/j.lindif.2018.03.002>
- K, R., & Alamelu, C. (2020). A Study of Factors Affecting and Causing Speaking Anxiety. *Procedia Computer Science*, 172, 1053–1058. <https://doi.org/10.1016/j.procs.2020.05.154>
- Kelsen, B. A. (2019). Exploring public speaking anxiety and personal disposition in EFL presentations. *Learning and Individual Differences*, 73, 92–101. <https://doi.org/10.1016/j.lindif.2019.05.003>

- Latief, M. A. (2012). *Research Methods on Language Learning*. Penerbit Universitas Negeri Malang (UM PRESS).
- McCroskey, J. C. (1970). Measures of communication-bound anxiety. *Speech Monographs*, 37(4), 269–277. <https://doi.org/10.1080/03637757009375677>
- Mörtberg, E., Jansson-Fröjmark, M., Pettersson, A., & Hennlid-Oredsson, T. (2018). Psychometric Properties of the Personal Report of Public Speaking Anxiety (PRPSA) in a Sample of University Students in Sweden. *International Journal of Cognitive Therapy*, 11(4), 421–433. <https://doi.org/10.1007/s41811-018-0022-0>
- Nunan, D. (1989). *Designing tasks for the communicative classroom*. Cambridge University Press.
- Nunan, D. (Ed.). (2003). *Practical English language teaching* (1st ed). McGraw-Hill/Contemporary.
- Richards, J. C., & Burns, A. (Eds.). (2012). *The Cambridge guide to pedagogy and practice in second language teaching*. Cambridge University Press.
- Shi, X., Brinthaup, T. M., & McCree, M. (2015). The relationship of self-talk frequency to communication apprehension and public speaking anxiety. *Personality and Individual Differences*, 75, 125–129. <https://doi.org/10.1016/j.paid.2014.11.023>

Authors' Brief CV

Raudah Melawati was born in Sungai Cabang Barat, Central Kalimantan, On May 2nd, 1999. She went to SMAN 1 Pantai Lunci for her upper secondary education and graduated in 2017. She has been studying as a bachelor student at Institut Agama Islam Palangka Raya since 2017. Her corresponding author: raudah.melawati22@gmail.com.

Rahmadi Nirwanto was born in Kasongan, Central Kalimantan province, on January 31st, 1970. He obtained his master's degree in English education from Islamic University of Malang in 2010. He has been working as a lecturer at Institut Agama Islam Negeri Palangka Raya since 2002. His corresponding author: rahmadi.nirwanto@iain-palangkaraya.ac.id.