THE RELATIONSHIP BETWEEN SELF-CONFIDENCE SPEAKING ANXIETY TOWARD SPEAKING PERFORMANCE FOR ELF IN ENGLISH DEPARTEMENT

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ABSTRACT

This study aims to investigate the relationship between self-confidence and speaking anxiety toward speaking performance among English as a Foreign Language (EFL) students in the English Department at the University of Muhammadiyah Gresik. Recognizing that speaking is a critical yet challenging skill for EFL learners, the research explores psychological factors, especially self-confidence and anxiety, that potentially influence students' speaking abilities. The study uses aquantitative correlational method involving questionnaires and speaking performance scores from students in the 3rd to 9th semesters. Data analysis through Pearson Product-Moment Correlation and Multiple Linear Regression revealed that self-confidence has a significant positive correlation with speaking performance, whereas speaking anxiety has a significant negative correlation. Furthermore, the findings showed that self-confidence contributes more substantially to speaking performance than anxiety. These findings suggest that enhancing self-confidence and reducing anxiety can significantly improve EFL students' speaking performance.

Keywords: *Self-Confidence, Speaking Anxiety, Speaking Performance, EFL Students, English Department, Correlational Study*

INTRODUCTION

In learning English, there are four basic skills that students must master: listen, speak, read, and write. Speaking is one of the most important and difficult skills to master for a student of English as a foreign language. (EFL). As (Harmer, 2007, p. 38) says, speaking is a way of composing words and phrases with individual sounds, using changes in tone, intonation, and pressure to convey different meanings. According to Ismiatun (2019), speaking is one of the most difficult skills in learning a foreign language; therefore, speaking learning is very important to use during learning to know the speaking ability of students in the classroom environment. Derakhsan (2016) also stated that speaking is an important aspect of everyone's life; they must constantly be painted in subtle and complicated language. Prastyawan (2021) also suggested that when we talk about acts relating to someone or giving them knowledge in person, speaking is one of the things that should be learned and that needs to be developed by students.

Speaking is the most important skill in communicating. Speaking skill is an important part of the language learning curriculum. Speaking skill is also an important assessment object (Anderson & Bachman, 2009). Anyone who wants to improve his/her speaking skill must have self-awareness, self-motivation, and positive behavior patterns, and must make efforts to avoid communication errors (Turk, 2003). Speaking skill is very important for students in communicating effectively through spoken language. The inability of students in speaking a foreign language can cause them difficulties in expressing their ideas even in simple conversations. One of the main objectives of a language learning program is to develop speaking skill and

integrate spoken and written language.

Speaking performance is generally understood to be the act of expressing ideas verbally. Speaking performances, as defined by Jack Richards (2008), are defined as public talks intended to convey prior knowledge to an audience. Examples of these talks include speeches, public announcements, and classroom presentations. One of the most crucial things that educators evaluate is speaking performance. Richard (2008) the success of English language learners is determined by how well they perform in speaking situations and how well their English courses work. The media, techniques, approaches, and instructors who supplied the content all have an impact on how effective learning is. Speaking performance is, in essence, the outcome of speaking skills classes and is evaluated to determine the efficacy of the learning process. It's challenging to think negatively when designing speaking classes and assessing students, especially when speaking skills lessons are still being completed.

However, students frequently struggle with speaking English, which is related to how important it is to develop this ability. In their study, Shen and Chiu (2019) found that students' challenges speaking English were caused by psychological issues (such as anxiety, fear of making mistakes, and lack of confidence), linguistic issues (such as inadequate vocabulary, grammar, expressions, and sentence organization), and environmental issues (such as a lack of context for learning English conversation. There are other things that contribute to this, including as motivation, curiosity, vocabulary, self-confidence, grammar, and so forth. As though accuracy, which deals with vocabulary, pronunciation, and grammar, is more difficult than fluency. Accordingly, comprehension has evolved into a complement since it refers to the extent to which an applicant can convince the examiner that the speech they have prepared is understandable. self-confidence is one of the many reasons why they rarely speak. A common situation is that most students rarely speak in front of the class or in public. In public, sometimes they don't dare to speak even in their own language. To make them confident, in lectures it is not expected that students have good grammar, vocabulary and writing, but how br1ave they are to express their ideas in public.Individuals who have a low level of self-confidence are self-anxious, have negative feelings about themselves, have weak confidence in their abilities, and have inaccurate knowledge of their capacities. Lack of self-confidence is a condition where individuals experience doubts about their beliefs about their own abilitie

Speaking anxiety of communication is referred to as communication anxiety. People who are anxious when communicating will distance themselves from other people, reduce the intensity of communication and only open their mouths when they are in a hurry. This anxiety occurs for a variety of reasons during class presentations, including anxiety, embarrassment with classmates, fear of being ridiculed by peers, and feeling like you are not heard. This makes students less active in class. According to research by Fahyuni (2022), it clarifies the relationship between self-confidence and anxiety when speaking in public among students at university. From the results of the analysis, the hypothesis of this study is accepted. This means that there is a negative and significant relationship between the self-confidence variable and the public speaking anxiety variable. When a person's self-confidence is high, they tend to be less anxious and vice versa.Meanwhile, Tri Wulandari (2020) states that This research was conducted to determine the relationship between self-confidence and public speaking anxiety of students at the University, the purpose of hypothesis testing is to test its truth based on statistical data analysis and a conclusion can be drawn whether the results are accepted or not accepted by the statement

The results obtained from hypothesis testing show that there is a relationship between self-confidence and public speaking anxiety among students at the University, the results of the explanation above show that there is a significant positive relationship between self-confidence and public speaking anxiety, so the hypothesis is rejected. From the description above, previous researchers found many relationships between these 3 variables; Therefore, to create this gap, researchers are interested in adding one variable, namely Speaking Performance, to find out in more detail whether there is a relationship between speaking anxiety, self-confidence and speaking performance in 3-9 students at Muhammadiyah

University of Gresik.

LITERATURE REVIEW

Speaking anxiety refers to the fear or nervousness individuals experience when speaking in a foreign language, especially English. According to Tsiplakides (2009), it results from low performance and lack of motivation. Learners often worry about making mistakes due to low proficiency and limited classroom exposure.Speaking is viewed as a crucial aspect of language learning, and students often judge their success based on their speaking abilities (Miskam & Saidalvi, 2019). This pressure to speak perfectly increases anxiety, especially during oral exams (Karatas et al., 2016).Horwitz et al. (1986) identified three core components of foreign language anxiety:Communication Apprehension – fear of speaking in public or interacting verbally.

Test Anxiety – fear associated with being evaluated or taking exams.Fear of Negative Evaluation – fear of being judged negatively by others.There are also two types of anxiety described by Brown (2000):Trait Anxiety – a long-term, personality-based tendency to be anxious.State or Situational Anxiety – anxiety triggered by specific events or settings.speaking proficiency may stem from:Lack of confidence and knowledge,Inadequate public speaking ability,Poor vocabulary and grammar usage (Boediono, 2010).Factors influencing speaking anxiety include:

Social Factors – limited English use in daily life, negative peer feedback.Linguistic Factors – grammar mistakes, limited vocabulary, and poor pronunciation.Individual Factors – low self-esteem, fear of failure, and unrealistic expectations.Emotional and physical symptoms of anxiety, as identified by Nevid (2005) and Boyce (2007), include tension, fear, worry, nausea, sweating, and avoidance behaviors. Anxiety can negatively affect performance and even cause students to skip class or withdraw from language learning altogether.

Speaking performance refers to the ability to use language accurately and appropriately in various contexts, combining both language form and function. Brown classifies speaking into five types: imitative, intensive, responsive, interactive, and extensive, with extensive speaking—such as speeches and presentations—being the focus of this study. Speaking is a productive skill that involves conveying meaning, building relationships, and achieving communication goals such as informing, entertaining, persuading, and discussing. According to scholars like Nunan, Richards, and Tarigan, effective speaking includes verbal and non-verbal communication, clarity, audience engagement, and confidence. The key elements of speaking include pronunciation, grammar, vocabulary, fluency, and comprehension. Mastery of these components allows learners to communicate ideas effectively, avoid misunderstandings, and succeed academically and professionally. In teaching, educators must focus on these elements to help students become proficient and confident speakers.

Self-confidence refers to an individual's belief in their own abilities, accompanied by optimism, responsibility, and realistic thinking. According to experts such as Lauster, Taylor, and Kumara, self-confidence is not innate but a mental quality that develops through education, personal experiences, and empowerment.There are two main factors influencing self-confidence: internal factors (such as mindset, self-awareness, and personal values) and external factors (such as social support, environment, and networking). Strong self-confidence helps individuals face challenges, make independent decisions, and express opinions openly.The key aspects of self-confidence include trust in one's own abilities, optimism, objectivity, responsibility, and rational thinking. Indicators of self-confidence involve emotional stability, motivation, positive mindset, self-awareness, flexibility, willingness to grow, risk-taking, and a sense of purpose.In this research, the indicators used are based on Lauster (1997): belief in one's own abilities, independence in decision-making, courage to express opinions, and having a positive self-concept. Self-confidence is essential for students, especially in public speaking, and can be enhanced through the support of parents, teachers, peers, and the wider community.

ARGOPURO

RESEARCH METHOD AND DESIGN

The research applied a quantitative correlational design to investigate the relationship between self-confidence, speaking anxiety, and speaking performance among students in the English Education Department at Muhammadiyah University of Gresik. The study utilized statistical analysis through multiple regression to analyze data collected from questionnaires. The independent variables were self-confidence and speaking anxiety, while the dependent variable was speaking performance. The population consisted of English Education students from the 3rd to 9th semesters, selected through a voluntary sampling method based on specific criteria, such as having taken a speaking subject. Data collection involved distributing questionnaires via Google Forms and obtaining speaking scores from lecturers. Two primary research instruments were used: the Foreign Language Speaking Anxiety Scale (FLSA), consisting of 17 items covering communication apprehension, fear of negative evaluation, and test anxiety; and a self-confidence questionnaire adapted from Finch (2004), containing 13 items measuring belief in one's abilities, independent decision-making, positive self-concept, and confidence in expressing opinions. Both instruments used Likert-type scales to measure respondents' agreement levels. In addition to the questionnaires, students' speaking performance was evaluated based on their speaking course grades, as assessed by lecturers using standardized criteria.

The data analysis in this study involves validating and testing the reliability of the research instruments, followed by hypothesis testing using IBM SPSS 26. To ensure the validity of the questionnaires, a panel of experts reviewed and validated the instruments, confirming that they accurately measure what they are intended to. Reliability was assessed using Cronbach's Alpha to determine the consistency of responses; a value between 0.9 and 1.0 indicates very high reliability, while lower ranges represent varying degrees from high to very low reliability. Before conducting hypothesis testing, prerequisite analyses such as normality and linearity tests were carried out. The Kolmogorov-Smirnov test was used to assess whether the residual values from multiple linear regression were normally distributed; a significance value greater than 0.05 indicates a normal distribution. The linearity test was used to determine whether the relationship between speaking anxiety, self-confidence, and speaking performance is linear, with a significance value above 0.05 indicating a linear relationship. For the third hypothesis testing, additional tests such as heteroscedasticity and multicollinearity tests were also performed. Pearson's Product-Moment Correlation Coefficient was used to measure the strength and direction of the relationship between variables; the significance value determines whether the correlation is statistically meaningful, while the correlation value (r) ranges from no correlation (r = 0.20 or below) to very strong correlation (r = 0.81–1.00). Lastly, multiple linear regression analysis was employed to assess the combined influence of the independent variables—self-confidence and speaking anxiety—on the dependent variable, speaking performance. The variable with the highest effective contribution (EC), calculated using the standardized beta coefficient and correlation value, is considered to have the greatest impact on speaking performance.

Table of the interpretation of the value of correlation coefficient

Cronbach's Alpha	Level of Reliability
0.9 – 1.0	Very High
0.6 – 0.8	High
0.4 – 0.6	Suffcient
0.2 – 0.4	Low
0.0 – 0.2	Very Low

Table of the interpretation of the Pearson Correlation value

The Pearson Correlation value (r)	Level of Correlation
0.0 – 0.20	No Correlation

0.21 – 0.40	Low Correlation
0.41 – 0.60	Medium Correlation
0.61 – 0.80	Strong Correlation
0.81 – 1.00	Very Strong Correlation

RESEARCH FINDING AND DISCUSSION
RESEARCH FINDING

Validity testing is a procedure in research used to measure the extent to which an instrument truly assesses what it is intended to measure. The validity measurement is conducted by comparing the calculated r-value (r-hitung) with the table r-value (r-Table). . However, if the calculated r-value is less than the table r-value, it is considered invalid. In this study, the criterion for the table r-value is 0.159. The indicators for self-confidence in speaking and anxiety toward speaking have calculated r-values greater than the table r-value of 0.159. Therefore, all indicators in this study can be considered valid and suitable for use.Reliability testing is a procedure in research used to measure the extent to which an instrument provides consistent and stable results over time or under similar conditions.

Table Reliability Test Result for The self-confidence speaking Questionnaire

Reliability Statistics

| Cronbach's Alpha	N of Items
.758	13

Based on the reliability test using Cronbach's alpha formula, it is known that the reliability coefficient is 0.758. The interpretation of the value of correlation coefficient is as follows:

Table Cronbach's Alpha Interpretation

Cronbach's Alpha	Level of Reliability
0, 9 – 1, 0	Very High
0, 6 – 0, 8	High
0, 4 – 0, 6	Sufficient
0, 2 – 0, 4	Low
0, 0 – 0, 2	Very Low

As a result, the instrument has a high level of reliability to be applied for collecting the data required in this research. The normality assumption is crucial because many statistical analysis methods, especially those based on classical linear regression, assume that residuals are normally distributed to produce valid parameter estimates and accurate hypothesis testing. In this study, normality was assessed using a Kolmogorov-Smirnov test and p-plot analysis via SPSS 22. The results are as follows:

**Normality Testing Residual Histogram Self-Confidence
Speaking and Speaking Performance EFL**
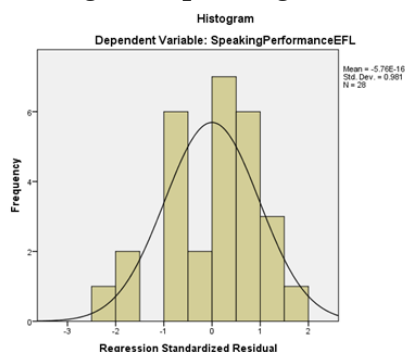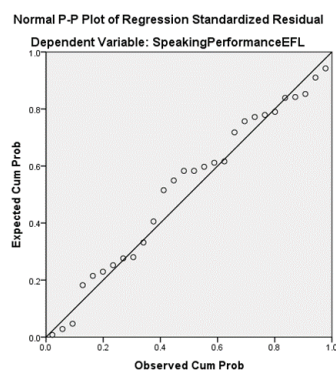
**Plot of Regression Self-confidene speaking
and speaking performance EFL**

The normal histogram requires the data distribution to align around the diagonal line and follow its direction. To confirm whether the data are normally distributed, the Kolmogorov-Smirnov test was performed:

**Table Normality Klomosov-Smirnov Self-confidence speaking
and Speaking Performance EFL**

One-Sample Kolmogorov-Smirnov Test

		Unstandardiz ed Residual
N		28
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	9.02668533
Most Extreme Differences	Absolute	.119
	Positive	.069
	Negative	-.119
Test Statistic		.119
Asymp. Sig. (2-tailed)		.200[c,d]

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

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

Based on the results, the significance value (Asym. Sig. 2-tailed) is 0.200. Since this significance value is greater than 0.05, the residuals are considered normally distributed. Linearity testing ensures whether the data align with a linear pattern. Regression linearity testing measures the strength of the relationship, predicts the magnitude and direction of the relationship, and forecasts the dependent variable's value given the independent variable's value.In this case, the variables tested are self-confidence in speaking (x1) and performance for EFL (y). If the data follow a linear pattern, the significance value is greater than α (0.05). If not, the significance value is less than α (0.05).

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
SpeakingPerformanceEF L * Self-ConfidenceSpeaking	Between Groups	(Combined)	2210.964	25	88.439	3.538	.244
		Linearity	95.446	1	95.446	3.818	.190
		Deviation from Linearity	2115.518	24	88.147	3.526	.244
	Within Groups		50.000	2	25.000		
	Total		2260.964	27			

Based on the table, the significance value is 0.244, which is greater than α (0.244 > 0.05). This indicates that self-confidence in speaking (x1) and performance for EFL (y) have a linear or patterned relationship.

Table Pearson Product-Moment Correlation Coefficient self-confidence speaking and speaking performance EFL

Correlations

		Self-confidenceSpeaking	SpeakingPerformanceEFL
Self-confidenceSpeaking	Pearson Correlation	1	.381*
	Sig. (2-tailed)		.045
	N	28	28
SpeakingPerformanceEFL	Pearson Correlation	.381*	1
	Sig. (2-tailed)	.045	
	N	28	28

*. Correlation is significant at the 0.05 level (2-tailed).

Based on the Table above, it can be observed that the significance value of self-confidence towards is 0.045, which is smaller than 0.05 (0.045 < 0.05). It can be concluded that there is a relationship between self-confidence in speaking and speaking performance in EFL. When self-confidence increases, speaking performance will also show good results.

Validity testing is a procedure in research used to measure the extent to which an instrument truly assesses what it is intended to measure. The validity measurement is conducted by comparing the calculated r-value (r-hitung) with the table r-value (r-Table).Next, variable is considered reliable if it has a Cronbach's alpha value greater than 0.6. The following are the results of the reliability testing:

Table Reliability Test Result for The Anxiety speaking Questionnaire

Reliability Statistics

Cronbach's Alpha	N of Items
.834	17

Based on the reliability test using Cronbach's alpha formula, it is known that the reliability coefficient is 0.834 > 0.6. The interpretation of the value of correlation coefficient is as follows:

Table Cronbach's Alpha Interpretation

Cronbach's Alpha	Level of Reliability
0, 9 – 1, 0	Very High
0, 6 – 0, 8	High
0, 4 – 0, 6	Sufficient
0, 2 – 0, 4	Low
0, 0 – 0, 2	Very Low

As a result, the instrument has a high level of reliability to be applied for collecting the data required in this research. Based on Table 4.6 Reliability Testing, each variable has a Cronbach's alpha value greater than 0.6, indicating that all variables in this research are reliable (High).In this study, normality was assessed using a Kolmogorov-Smirnov test and p-plot analysis via SPSS 22. The results are as follows:

ARGOPURO
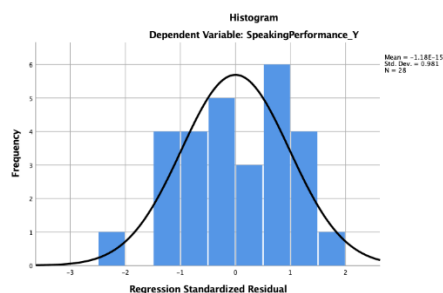
**Normality Testing Residual Histogram Anxiety Speaking
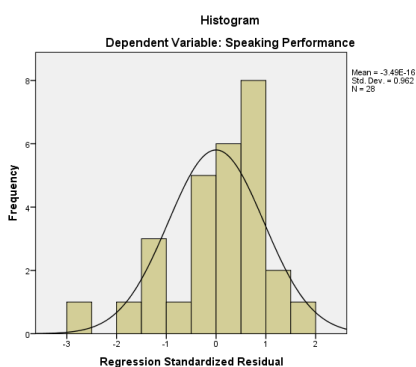and Speaking Performance EFL**
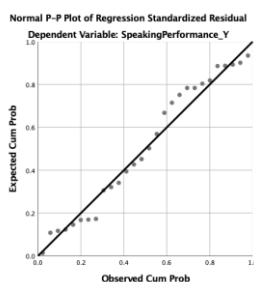
**Plot of Regression Anxiety speaking
and Speaking Performance EFL**

Based on the conducted normal histogram, the data meet this requirement as the distribution aligns around the diagonal line, even though there is one outlie.

Based on the results, the significance value (Asym. Sig. 2-tailed) is 0.200. Since this significance value is greater than 0.05, the residuals are considered normally distributed. Next, the correlation test between the variables Self-confidence Speaking and Speaking Performance in EFL was conducted using the Pearson Product Moment Correlation Coefficient to determine whether there is a relationship between the two variables. Based on the above, it can be observed that the significance value of anxiety speaking towards is 0.049, which is smaller than 0.05 (0.049 < 0.05). It can be concluded that there is a relationship between anxiety speaking and speaking performance in EFL. The value of -0.376 indicates a negative correlation between the variables. In this case, it is said that when the anxiety level is high, speaking performance will decline.

To find out the third research statement, "Which variable has a major impact on speaking performance in University Muhammadiyah Gresik?" The researcher applied the self-confidence speaking, the anxiety toward speaking, and students' speaking scores as the instruments. . The normality assumption is crucial because many statistical analysis methods, especially those based on classical linear regression, assume that residuals are normally distributed to produce valid parameter estimates and accurate hypothesis testing. In this study, normality was assessed using a normal histogram, Kolmogorov-Smirnov test, and p-plot analysis via SPSS 22.

. Based on the conducted normal histogram, the data meet this requirement as the distribution aligns around the diagonal line, even though there is one outlier. Based on the results, the significance value (Asym. Sig. 2-tailed) is 0.200. Since this significance value is greater than 0.05, the residuals are considered normally distributed. In this case, the variables tested are self-confidence in speaking (x1), anxiety toward speaking (x2), and performance for EFL (y). If the data follow a linear pattern, the significance value is greater than α (0.05). If not, the significance value is less than α (0.05). Based on the table, the significance value is 0.406, which is greater than α (0.406 > 0.05). This indicates that self-confidence in speaking (x1), anxiety toward speaking (x2), and performance for EFL (y) have a linear or patterned relationship. The researcher applied the self-confidence speaking, the anxiety toward speaking, and students' speaking scores as the instruments.

The data analysis employed the product moment correlation coefficient formula with the assistance of SPSS 22. Multiple Linear Regression Analysis is a statistical method used to model the relationship between a dependent variable and two or more independent variables. This method helps to understand how the independent variables influence the dependent variable and to what extent the relationship can be explained by the model.

DISCUSSION

The relationship between self-confidence speaking performance for EFL in english department.Self-confidence plays a vital role in shaping speaking performance among students learning English as a Foreign Language (EFL). In the English department, speaking skills are a core aspect of language proficiency. Conversely, low self-confidence can create a cycle of poor performance and decreased motivation, with students avoiding practice and limiting their improvement, impacting assessments and career prospects.Research consistently shows a significant relationship between self-confidence and English speaking performance among EFL students. However, (Asyura, 2020) found no significant correlation between self-confidence and speaking performance in their study. To improve students' speaking skills, universities are encouraged to incorporate more speaking-related subjects (Pham et al., 2021), and teachers should implement activities that boost students' self-confidence to reduce public speaking anxiety (Salim, 2015). By nurturing self-confidence, EFL educators can empower students to achieve better speaking performance and equip them with essential communication skills for academic and professional success (Aulia & Apoko, 2022).

The relationship between anxiety toward speaking performance for EFL in english department.Anxiety is a significant psychological factor that impacts the speaking performance of students in an English as a Foreign Language (EFL) context. Many students in English departments face heightened levels of nervousness and fear when required to speak in front of others. As a result, students may exhibit hesitation, reduced fluency, and a lack of confidence, which ultimately hampers their ability to perform effectively in speaking tasks. Research on anxiety in EFL speaking performance among English department students reveals a complex relationship. However, one study reported no significant relationship between anxiety and performance (Amaliah, 2019). Common factors contributing to speaking anxiety include fear of negative evaluation, spontaneous questions, concerns about grammar and pronunciation errors, and limited English exposure (Aini & Lubis, 2023; Amaliah, 2019; Rachmawati & Jurianto, 2020), These findings suggest that educators should be aware of students' anxiety and implement strategies to encourage confident speaking (Djahimo et al., 2018; Rachmawati & Jurianto, 2020). By fostering a positive and encouraging atmosphere, educators can enable EFL learners to improve their speaking performance and overcome the challenges posed by anxiety (Atifnigar, 2024; Cantos et al., 2024).

The relationship between self-confidence speaking anxiety toward speaking performance for EFL in english department.Self-confidence and speaking anxiety are two interrelated psychological factors that significantly influence speaking performance among English as a Foreign Language (EFL) students in

English departments. Self-confidence refers to an individual's belief in their ability to perform a task, while speaking anxiety is characterized by feelings of nervousness or fear when engaging in verbal communication. . Conversely, low self-confidence often correlates with higher levels of anxiety, which can impede a student's ability to speak fluently and effectively.The impact of self-confidence on speaking performance is evident in how students approach communication tasks. Confidence enables students to focus on the content and delivery of their message, making their communication more effective and engaging.

The relationship between self-confidence and speaking anxiety is complex and often reciprocal. A lack of self-confidence can increase anxiety, while anxiety can further erode confidence. For example, a student who struggles during a presentation due to nervousness may feel less confident in future speaking tasks, perpetuating a cycle of poor performance and heightened anxiety. Strategies such as gradual exposure to speaking tasks, relaxation techniques, and positive reinforcement can help students manage anxiety while building their self-confidence (Martiningsih et al., 2024; Rizkiya & Pratolo, 2023).Research on EFL students' speaking performance has revealed complex relationships between anxiety, self-confidence, and achievement.

The relationship between self-efficacy and foreign language learning anxiety (FLLA) was found to be negative and significant (Hermagustiana et al., 2021). These findings highlight the importance of addressing psychological factors in EFL classrooms. Educators are encouraged to implement strategies that reduce anxiety and boost self-confidence, such as providing more speaking practice opportunities and creating a supportive learning environment (Rachmawati & Jurianto, 2020; Tridinanti, 2018).Ultimately, the interplay between self-confidence, speaking anxiety, and speaking performance highlights the need for a holistic approach to language learning. By addressing both the psychological and linguistic aspects of speaking, educators can empower EFL students to overcome their anxieties and build the confidence needed to excel in their communication skills. This not only enhances academic success but also prepares students for real-world interactions where effective speaking is crucial.

CONCLUSION

In conclusion, this study found that self-confidence and speaking anxiety significantly influence speaking performance among EFL students in the English Department. Higher self-confidence leads to better speaking performance, while high speaking anxiety negatively impacts students' ability to communicate effectively. To enhance speaking skills, it is recommended that educators focus on boosting self-confidence and addressing anxiety through supportive teaching strategies and positive classroom environments. It is said that when the level of anxiety is high, speaking performance will decrease. Meanwhile, when self-confidence increases, speaking performance scores will also show good results.

SUGGESTION

The researchers recommend that future research investigate this issue along with other variables used in teaching English as a foreign language that are known to have much to explore in relation to learning anxiety or self-confidence. Additional research may be needed to investigate this topic using a larger sample size.For teachers. Researchers hope that teachers will ensure more self-confidence in students to improve their speaking skills while learning. Teachers can also adjust and improve their learning strategies, so that students do not feel anxious.

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