

# The Dynamics of Public Speaking Anxiety and its Impact on Speaking Performance: A Study Among College Students in Business and Economics

Public Speaking  
Anxiety among  
Students

Megawati Megawati  
Institut Bisnis dan Ekonomi Indonesia, Pontianak, Indonesia  
E-Mail: megamega451@yahoo.com

627

Tia Apriani  
Institut Bisnis dan Ekonomi Indonesia, Pontianak, Indonesia

Submitted:  
23 JUNE 2023

Accepted:  
10 NOVEMBER 2023

## ABSTRACT

*This research investigates the relationship between public speaking anxiety and students' speaking performance across various disciplines at a Business and Economics Institute. The primary question at the core of this study is whether there is a correlation between the level of public speaking anxiety and students' speaking performance. The results of surveys and correlation analysis reveal a significant connection between the level of public speaking anxiety and students' speaking performance. Students with higher anxiety tend to exhibit lower speaking performance. Factors affecting public speaking anxiety, such as preparation, audience size, presentation type, and target audience, are also analyzed. These findings provide additional insights into the impact of these factors on anxiety levels. Furthermore, the research identifies strategies and support programs to address public speaking anxiety and enhance students' speaking abilities. These include training programs, psychological support, and communication courses. Recommendations involve developing more effective support programs and further research into the factors influencing public speaking anxiety. This study offers a deep understanding of the complexity of public speaking anxiety in the context of higher education, serving as a foundation for the development of educational programs that can improve students' speaking skills and help them succeed in academic and professional situations.*

**Keywords:** Public speaking anxiety, Speaking performance, Students, Anxiety management strategies, Support programs

## ABSTRAK

*Penelitian ini menginvestigasi hubungan antara kecemasan berbicara dan performa berbicara mahasiswa di berbagai jurusan di sebuah Institut Bisnis dan Ekonomi Indonesia. Pertanyaan pokoknya adalah apakah ada korelasi antara tingkat kecemasan berbicara dan performa berbicara mahasiswa. Hasil survei dan analisis korelasi mengungkapkan adanya hubungan signifikan antara tingkat kecemasan berbicara dan performa berbicara mahasiswa. Mahasiswa yang lebih cemas memiliki performa berbicara yang lebih rendah. Faktor-faktor yang memengaruhi tingkat kecemasan berbicara, seperti persiapan, ukuran audiens, jenis presentasi, dan target audiens, juga dianalisis. Hasilnya memberikan wawasan tambahan tentang dampak faktor-faktor ini terhadap tingkat kecemasan. Selain itu, penelitian mengidentifikasi strategi dan program pendukung untuk mengatasi kecemasan berbicara dan meningkatkan kemampuan berbicara mahasiswa, termasuk program pelatihan, dukungan psikologis, dan kursus komunikasi. Rekomendasi mencakup pengembangan program pendukung yang lebih efektif dan penelitian lebih lanjut mengenai faktor-faktor yang memengaruhi kecemasan berbicara. Penelitian ini memberikan pemahaman mendalam tentang kompleksitas kecemasan berbicara dalam konteks pendidikan tinggi dan menjadi dasar bagi pengembangan program pendidikan yang dapat meningkatkan kemampuan berbicara mahasiswa serta membantu mereka berhasil dalam situasi akademik dan profesional.*

**JIMKES**

Jurnal Ilmiah Manajemen  
Kesatuan  
Vol. 11 No. 3, 2023  
pp. 627-636  
STIE Kesatuan  
ISSN 2337 – 7860

**Kata kunci:** Kecemasan berbicara, Performa berbicara, Mahasiswa, Faktor-faktor kecemasan berbicara, Strategi mengatasi kecemasan, Program pendukung

## INTRODUCTION

Anxiety and speaking performance, often linked to psychological and educational factors, are more effectively addressed through pedagogy and psychological support than legal measures (Sudzina, 1997). Educational institutions typically have internal guidelines to assist students facing anxiety in public speaking situations, with campus policies governing academic behavior, including presentation requirements (Grey, 2002). Students frequently encounter speaking tasks in various contexts (Grey, 2002). College students commonly experience speaking anxiety, impacting their academic and professional communication skills (Toubot et al., 2017). Speaking anxiety poses challenges such as unclear idea conveyance, hindered class interaction, and reduced participation in business presentations, crucial for professional growth (Fitriani & Apriliaswati, 2015). Overcoming speaking anxiety is vital for students in Business and Economics, as effective communication is integral to professional development (Matulcikova & Brevenikova, 2015). Proficient speaking skills are paramount for educational and career success, given their significance in the competitive business realm (Wolverton & Tanner, 2019).

Effective speaking skills are crucial for business and economics graduates who often find themselves in situations requiring communication with clients, colleagues, or superiors, such as business presentations and negotiations (Canu, 2015). However, students frequently encounter speaking anxiety, hindering their confidence and performance (Hutabarat & Simanjuntak, 1970; Gallego et al., 2022; Mardesich, 2023). This anxiety may manifest physically, impacting performance with symptoms like palpitations, tremors, or cold sweats (Canu, 2015). Confidence issues also contribute to difficulties in constructing persuasive presentations (Canu, 2015). While general research in communication psychology addresses anxiety management in public speaking, there is a research gap regarding the specific impact of speaking anxiety on business and economics students (Wahyuni, 2013; Dhema, 2023). Existing studies on students from other majors indicate that public speaking anxiety can affect both speaking performance and academic achievement (Wahyuni, 2013; Dhema, 2023). Recognizing this gap, the study aims to investigate the relationship between speaking anxiety and performance in business and economics students, exploring anxiety management strategies and other influencing factors (Dhema, 2023). This research delves into the intricate connection between speaking anxiety and performance in business and economics students, aiming to offer insights for developing support strategies. By understanding this relationship, the study has the potential to inform effective programs to assist students in overcoming speaking anxiety and enhancing their speaking performance. Data on the number of active students at the Indonesian Institute of Business and Economics in 2023 is presented in Table 1.

**Table 1.** Active Students of the Indonesian Institute of Business and Economics in 2023

Academic year	Active Students				Number of Students
	S1 – Accountancy	S1 – Management	D3 – Accounting computer	S1 – Business Administration	
2017	2	2	0	0	4
2018	5	10	2	0	17
2019	5	16	2	0	23
2020	56	122	3	0	181
2021	80	127	10	0	217
2022	69	155	0	10	234
2023	77	125	0	26	228

*Source: Indonesian Institute of Business and Economics, 2023*

In the competitive world of business, effective speaking skills are an asset, and understanding the factors that influence speaking performance can contribute to students' increased professionalism and career success. Therefore, this research has significant meaning in understanding the importance of speaking performance in the context of business and economics students and in developing strategies that support their speaking abilities. This research can serve as a basis for further research in speaking anxiety and speaking performance, as well as the development of more effective support strategies.

## **LITERATURE REVIEW**

Meylasari and Safitri's (2023) research explores the connection between parents' educational background, students' self-esteem, and English-speaking abilities in the school setting. The study aims to evaluate whether these factors contribute to students' proficiency in English. The research identifies a knowledge gap, emphasizing the need to address ambiguities in previous literature. The theoretical framework incorporates psychological, educational, and social psychology theories. In a related study, Selarang et al. (2023) find a positive correlation between students' self-confidence and speaking abilities, suggesting the importance of designing effective learning programs to boost confidence. Chuane et al. (2023) investigate intrinsic and extrinsic motivation's impact on English exam performance in Chinese vocational schools, revealing a significant positive correlation between intrinsic motivation and performance. Extrinsic motivation, however, shows no significant influence. The study suggests intrinsic motivation plays a more influential role in shaping English performance in secondary vocational schools in China. Anxiety, characterized by discomfort and fear, is prevalent in public presenters, often leading to negative perceptions (Selarang et al., 2023).

Speaking anxiety, explored by Selarang et al. (2023), involves unpleasant emotions and physical symptoms, hindering English communication due to fear of mistakes and lack of confidence. Febiyanto & Khodijah (2023) highlight psychological, physiological, and daily life impacts of anxiety symptoms. Recognizing and treating anxiety promptly is crucial. Speaking performance, vital for employment and often a hiring criterion, encompasses effective communication skills essential for multinational companies (Sadiku, 2015; Haidara, 2016). The importance of non-linguistic aspects, including facial expressions and body language, in oral communication is emphasized for effective interaction and relationship-building with listeners (Rambe et al., 2023). The communication approach in language teaching involves teachers as motivators and facilitators, fostering active student participation in the learning process. Teachers encourage student interaction, creating a comfortable environment for language practice and skill development. This approach highlights students as active learners, engaging in communicative activities to enhance speaking and listening skills. The strategy promotes innovation, creativity, and a positive learning atmosphere, enhancing students' confidence in using the language in real-life situations, aligning with language learning goals (Rambe et al., 2023). Teachers play a crucial role in providing support and guidance to help students overcome speaking anxiety during the learning process.

## **RESEARCH METHODS**

This research uses a quantitative research approach. A quantitative research approach is a research method that focuses on collecting and analyzing data in the form of numbers or statistics to measure certain variables in a population or sample. In this research, a quantitative approach was used to measure and identify the level of speaking anxiety and speaking performance of students majoring in Bachelor of Accounting, Bachelor of Management, Diploma of Computer Accounting, and Bachelor of Business Administration at the Indonesian Institute of Business and Economics. This method allows researchers to generalize findings to a wider population based on the samples taken. Data will be collected through surveys, which is a data collection technique that requires respondents to answer a series of structured questions in the form of a

questionnaire. This survey will be given to students majoring in Bachelor of Accounting, Bachelor of Management and Diploma of Computer Accounting at the Indonesian Institute of Business and Economics to collect data about their speaking anxiety and speaking performance. The questionnaire will be designed in such a way as to measure the level of speaking anxiety with relevant questions, such as “How often do you feel anxious when you have to speak in public?” or “Do you experience physical symptoms such as shaking or breaking out in a cold sweat when speaking in front of other people?” In addition, questions will also be designed to assess speaking performance, for example, “To what extent do you feel confident in delivering a presentation in class.

The research population can be conceptualized as the entire active student population at the Indonesian Institute of Business and Economics. the entire student group at the relevant educational institution, in this case, all active students enrolled from the academic year 2017 to 2023. Thus, the population of this study represents the entire student base at the institute from the academic year 2017 to 2023. The research sample will refer to a portion A small portion of the population is selected to represent the overall characteristics of the student population at the institution. For the purposes of this research, let’s assume we select a sample from the class of 2021. So, the sample for this research consists of students enrolled in 2021 at that educational institution. Determining a research sample size is an important step in research planning that ensures adequate representation of the population. There are several formulas that can be used to determine the required sample size, depending on the characteristics of the research and the type of statistical analysis that will be used.

The sample consisted of 141 students who were part of the student population majoring in Bachelor of Accounting, Bachelor of Management and Diploma of Computer Accounting at the Indonesian Institute of Business and Economics. The sample includes students from the undergraduate level. Students in the sample can have varying levels of speaking anxiety and speaking performance. Data collected from this sample will be used to analyze the relationship between speaking anxiety and speaking performance, as well as to answer the research questions posed in this study. The selection of a sample that includes 141 students from the population aims to achieve an adequate level of statistical significance in data analysis and produce findings that can be generalized to the wider student population at the Indonesian Institute of Business and Economics. With a combination of descriptive statistical analysis, correlation analysis, and regression analysis, this research will be able to identify the complex relationship between speaking anxiety, speaking performance, and the factors that influence both. The results of this data analysis will help in forming relevant conclusions and recommendations in research.

## **ANALYSIS RESULTS**

Table 2 presents validity test results establishing a significant correlation ( $r$  ranging from 0.673 to 0.870) between speaking anxiety and performance in students at the Institute of Business and Economics. All items demonstrated validity against the  $r$ -table of 0.365, underscoring the substantial relationship between anxiety and speaking performance. Conducted using SPSS Version 25 in 2023, this analysis highlights the psychological aspect’s influence on students’ public speaking abilities. The study’s validity test outcomes offer valuable insights for program development and interventions aimed at enhancing communication skills and reducing public speaking anxiety in educational settings. Additionally, reliability testing for the Speaking Anxiety and Speaking Performance scales ensures the research tools’ consistency in measuring the intended constructs.

Table 3 reveals the reliability test results, utilizing Cronbach’s alpha ( $\alpha = 0.786$ ), indicating a good level of internal consistency for the speaking anxiety and speaking performance measurement scale. With a value above 0.7, the high Cronbach’s alpha suggests the items measuring speaking anxiety are interrelated and consistent. This

underscores the reliability of the instrument in assessing students' speaking anxiety levels, instilling confidence in its internal consistency within the research context.

**Table 2.** Validity Test Regarding the Relationship Between Speaking Anxiety and Speaking Performance of Business and Economics Students

Question Items	r-obtained	r-table	Results
How often do you feel anxious when you have to speak in public?	0.842**	0.365	Valid
How uncomfortable do you feel when you have to speak in front of a large audience?	0.767**	0.365	Valid
How often do you find it difficult to concentrate or distracted due to anxiety before or during public speaking?	0.845**	0.365	Valid
How do you feel about your public speaking skills?	0.705**	0.365	Valid
To what extent do you feel confident in delivering presentations in class?	0.870**	0.365	Valid
How would you rate your ability to speak clearly and convincingly in front of an audience	0.751**	0.365	Valid
How good are you at putting together a logical and structured presentation?	0.673**	0.365	Valid
Do you feel able to influence the audience with the message you convey?	0.746**	0.365	Valid
To what extent do you feel proficient in responding to questions or challenges from the audience when speaking in public?	0.726**	0.365	Valid

\*\* Correlation is significant at the 0.01 level (2-tailed).

\*\* Correlation is significant at the 0.01 level (2-tailed).

**Table 3.** Reliability Test

Variable	Cronbach's Alpha	N of Items
Speaking Anxiety	0.786	4
Speaking Performance	0.809	5

Table 4 details the gender distribution and age characteristics of a research sample of 141 students. The gender distribution is nearly equal, with 49.6% male and 50.4% female students. Ages range from 18 to 25, with an average age of approximately 21, reflecting a typical college student age range. The data offers valuable insights into the age and gender demographics of the sample, aiding in the analysis of how speaking anxiety influences speaking performance among college students. Additionally, information on public speaking experience sheds light on students' prior exposure to speaking in different contexts. Furthermore, the result details students' public speaking experience: 35.5% had no experience, 49.6% spoke academically, 8.5% professionally, and 6.4% in both contexts (Table 5). These details offer insights into students' varied experience levels, influencing their speaking anxiety and performance. The difference in educational backgrounds adds relevance to analyzing the relationship between speaking anxiety and performance across diverse academic programs.

**Table 4.** Gender of Respondents

No	Gender	Frequency	Percent
1	Man	70	49,6
2	Woman	71	50,4
<b>Total</b>		<b>141</b>	<b>100</b>

Table 6 reveals that the majority of students (71.6%) experience frequent anxiety when speaking in public. Another 13.5% feel anxious quite often, with no one reporting feeling anxious very rarely or rarely. Additionally, 14.9% admit to feeling anxious very often. The results also present comprehensive insights into students' public speaking experiences and perceptions. The results indicate that 71.6% of students feel anxious when speaking in public, shedding light on the prevalence of speaking anxiety. Moreover, a majority feel somewhat comfortable (54.6%) and somewhat confident (66.0%) in public speaking contexts, while 75.9% believe they can speak clearly and convincingly. Furthermore, most

students (73.7%) are adept at preparing logical presentations, crucial for effective communication. Additionally, a substantial proportion (66.7% and 73.1%, respectively) feel capable and proficient in influencing the audience and responding to questions, showcasing positive perceptions of their public speaking abilities.

Table 7 outlines physical symptoms experienced by respondents when speaking in public. Notably, 63.83% reported tremors, 53.19% palpitations, 42.55% cold sweat, 28.37% irregular breathing, 39.01% muscle tension, and 21.28% nausea or indigestion. These prevalent physical symptoms, common in speaking anxiety, may impact students' comfort and performance. Awareness of these manifestations is crucial for developing strategies to overcome speaking anxiety. In Table 8, respondents rated factors influencing their speaking anxiety levels. Understanding these factors provides insights into the multifaceted nature of speaking anxiety among college students, aiding in the development of targeted interventions and support strategies. Both tables contribute valuable data to the comprehensive exploration of the psychological and physical aspects of speaking anxiety in the academic context.

Furthermore, the results reveal factors influencing students' speaking anxiety levels. Notably, "Insufficient preparation" (58.16%) and "Audience size" (74.47%) emerged as significant contributors (Table 8). Additionally, "Type of presentation or topic," "Having to speak in front of fellow classmates," and "Having to speak in front of lecturers or professionals" were identified as influential factors by 53.19%, 48.23%, and 69.50% of respondents, respectively. Beyond these, 16.31% mentioned other factors affecting anxiety. This comprehensive understanding of triggers aids in developing targeted support programs for overcoming speaking anxiety.

Table 9 assesses strategies students employ to combat speaking anxiety. Results indicate that 63.12% actively employ strategies like meditation, breathing training, or counseling, highlighting their awareness of the issue. Conversely, 36.88% have not tried specific techniques, suggesting varying levels of readiness or interest. This data underscores the importance of encouraging students to overcome speaking anxiety, offering insights for designing support programs and additional training to enhance speaking performance in diverse contexts.

**Table 5.** Respondents' Public Speaking Experience

No	Public Speaking Experience	Frequency	Percent
1	Have no public speaking experience.	50	23,36
2	Have experience of public speaking in an academic context.	70	51,4
3	Have experience of public speaking in a professional context.	12	14,02
4	Have experience of public speaking in both contexts, namely academic and professional.	9	11,21
<b>Total</b>		<b>141</b>	<b>50</b>

**Table 6.** Descriptive statistics of respondents' responses

Item	Scale	Statement	Frequency	Percentage
How often they feel anxious when they must speak in public	1	Very rarely	0	0.00
	2	Seldom	0	0.00
	3	Often enough	19	13.48
	4	Often	101	71.63
	5	Very often	21	14.89
<b>Total</b>			<b>141</b>	<b>100</b>
What is your level of discomfort when you have to speak in front of a large audience	1	Very uncomfortable	0	0.00
	2	Uncomfortable	0	0.00
	3	Quite comfortable	30	21.28
	4	Rather comfortable	77	54.61
	5	Very comfortable	34	24.11
<b>Total</b>			<b>141</b>	<b>100</b>
How often do you find it difficult to concentrate or distracted due to anxiety before or while speaking in public?	1	Absolutely never	0	0.00
	2	Never	0	0.00
	3	Enough	20	14.18

	4	Often	97	68.79
	5	Always	24	17.02
<b>Total</b>			<b>141</b>	<b>100</b>
How do you feel about your public speaking abilities?	1	Very Unconfident	0	0.00
	2	Not confident	5	3.55
	3	Just Be Confident	25	17.73
	4	Not confident	93	65.96
	5	Very confident	18	12.77
<b>Total</b>			<b>141</b>	<b>100</b>
How do you feel about "To what extent do you feel confident in delivering presentations in class?"	1	Very Unconfident	0	0.00
	2	Not confident	4	2.84
	3	Just Be Confident	35	24.82
	4	Self-confident	69	48.94
	5	Very confident	33	23.40
<b>Total</b>			<b>141</b>	<b>100</b>
How would you rate your ability to speak clearly and convincingly in front of an audience?	1	Very bad	0	0.00
	2	Bad	3	2.13
	3	Pretty good	31	21.99
	4	Good	60	42.55
	5	Very good	47	33.33
<b>Total</b>			<b>141</b>	<b>100</b>
How good are you at putting together logical and structured presentations?"	1	Very bad	0	0.00
	2	Bad	8	5.67
	3	Pretty good	29	20.57
	4	Good	78	55.32
	5	Very good	26	18.44
<b>Total</b>			<b>141</b>	<b>100</b>
Do you feel able to influence the audience with the message you convey?	1	Not at all	0	0.00
	2	A little	7	4.96
	3	Rather	40	28.37
	4	Pretty much	73	51.77
	5	A huge amount	21	14.89
<b>Total</b>			<b>141</b>	<b>100</b>
To what extent do you feel proficient in responding to questions or challenges from the audience when speaking in public	1	Very Inexpert	0	0.00
	2	Not Proficient	12	8.51
	3	Fairly Advanced	26	18.44
	4	Proficient	82	58.16
	5	Very Proficient	21	14.89
<b>Total</b>			<b>141</b>	<b>100</b>

**Table 7. Physical Symptoms Experienced During Public Speaking**

No	Statement	Frequency	Percent
1	Trembling	90	(90 / 141) x 100%
2	Heart beat	75	(75 / 141) x 100%
3	A cold sweat	60	(60 / 141) x 100%
4	Irregular breathing	40	(40 / 141) x 100%
5	Muscle tension	55	(55 / 141) x 100%
6	Nausea or indigestion	30	(30 / 141) x 100%
7	Other	5	(5 / 141) x 100%
			251.77

Table 10 presents t-test results revealing a significant relationship between speaking anxiety and students' speaking performance. The regression coefficient (B) is 0.358, implying that higher anxiety levels correlate with lower speaking performance. The standardized beta coefficient is 0.232, indicating a positive correlation. The t-statistic is 2.811 with a significance of 0.006. This demonstrates a substantial impact of speaking anxiety on speaking performance. In the regression formula "Y = 13.719 + 0.358 \* X," the intercept is 13.719, representing speaking performance when anxiety is absent. A unit increase in anxiety results in a 0.358 decrease in performance. The R test yields a correlation coefficient (Model R) of 0.232, suggesting a positive but modest correlation.

R Square is 0.054, indicating that 5.4% of performance variation is explained by anxiety. Adjusted R Square (0.047) considers other factors. While speaking anxiety has a discernible influence, other variables contribute to students' speaking performance variations. Recognizing and managing anxiety can enhance speaking performance in diverse contexts.

**Table 8.** Factors Influencing Speaking Anxiety

No	Statement	Frequency	Percent
1	Insufficient preparation	82	58.16
2	Audience size	105	74.47
3	Type of presentation or topic	75	53.19
4	Having to speak in front of classmates	68	48.23
5	Having to speak in front of lecturers or professionals	98	69.50
6	Other factors (Specify)	23	16.31
<b>Total</b>		<b>451</b>	

**Table 9.** Strategies for Overcoming Speaking Anxiety and Enhancing Speaking Performance

No.	Statement:	Frequency	Percent
	Have you ever tried any strategies or techniques to overcome speaking anxiety? (For example, meditation, breathing training, or psychological counseling)		
1	Yes	89	63.12
2	No	52	36.88
<b>Total</b>	<b>141</b>	<b>100</b>	<b>100</b>
No.	Statement:	Frequency	Percent
	Have you taken any specific steps to improve your speaking skills, such as taking a communications course or public speaking training?		
1	Yes	88	62.41
2	No	53	37.59
<b>Total</b>	<b>141</b>	<b>100</b>	<b>100</b>

The analysis of the relationship between speaking anxiety and college students' speaking performance reveals a significant correlation (Table 10), with anxious students generally exhibiting lower performance levels (Patra et al., 2022). This aligns with previous research emphasizing anxiety's impact on speaking abilities. The implications of this relationship extend to educational contexts and self-development, particularly for students majoring in various programs at the Indonesian Institute of Business and Economics (Gabriel et al., 2023). Understanding these variables' interplay provides a foundation for crafting educational programs that effectively enhance students' communication quality in both academic and professional settings.

**Table 10.** T Test

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	
	B	Std. Error	Beta			
1	(Constant)	13.719	2.044		6.710	0.000
	Speaking Anxiety (X Amount)	0.358	0.127	0.232	2.811	0.006

R: 0.232

R Square: 0.054

Adjusted R Square: 0.047

Dependent Variable: Speaking Performance (Amount Y)

Factors influencing speaking anxiety levels include insufficient preparation, audience size, type of presentation or topic, speaking in front of classmates, and addressing lecturers or professionals (Muslimin, 2013). Inadequate preparation heightens anxiety, larger audiences induce greater stress, complex topics intensify nervousness, and speaking to familiar or authoritative figures contributes to discomfort. Analyzing these factors offers valuable insights for developing targeted support programs addressing speaking anxiety. Effective strategies involve specialized training in speaking and presentation skills,

psychological counseling, mentoring, coaching, establishing support groups, relaxation programs like meditation, and integrating technology into learning environments (Noerjanah & Dhigayuka, 2020; Wahyono, 2017; Herbein et al., 2018).

The findings further guide the creation of impactful support programs designed to alleviate speaking anxiety and enhance students' speaking abilities. Incorporating recommendations from related research, such as Bozkurt & Aydin (2023), strengthens program design, focusing on training methods, self-understanding sessions, and anxiety management strategies. These programs, coupled with a supportive educational environment, could empower students to navigate speaking challenges successfully. Additionally, the study's recommendations can serve as guidelines for educational institutions to refine learning and assessment approaches in courses involving speaking skills. Ensuring student access to resources and support fosters an environment conducive to overcoming anxiety and improving speaking performance.

The results also suggest potential areas for future research, encouraging exploration of deeper concepts within the speaking anxiety and performance nexus. Continued investigations can contribute to a more comprehensive understanding of the dynamics influencing speaking abilities in college students. In summary, the study not only establishes a significant link between speaking anxiety and performance but also serves as a catalyst for the development of targeted interventions and continued research in this critical area.

## **CONCLUSION**

In this study, researchers explored the correlation between speaking anxiety and the speaking performance of students majoring in Bachelor of Accounting, Bachelor of Management, and Diploma of Computer Accounting at the Indonesian Institute of Business and Economics. The analysis revealed a significant negative relationship, indicating that higher levels of speaking anxiety are associated with lower speaking performance. These findings align with existing research, emphasizing anxiety's impact on speaking abilities. The implications extend to students' learning and self-development, emphasizing the need for tailored educational programs to enhance communication skills in both academic and professional contexts.

Factors influencing speaking anxiety, such as inadequate preparation, audience size, presentation type, and speaking in front of classmates or lecturers, were identified. Recognizing these factors is crucial for developing effective support programs aimed at overcoming speaking anxiety and enhancing students' speaking abilities. The study also identified strategies and support programs, including speaking skills training, psychological support, practice with feedback, integrated approaches, and mentorship. Effective support programs encompass speaking classes, debate or public speaking clubs, online resources, and speaking events.

The research offers practical suggestions and recommendations for students' self-development in speaking. Educational institutions should design specialized training programs incorporating relaxation techniques, audience practice, and mature information delivery. Universities can provide psychological support services to help students manage speaking anxiety effectively. Students are encouraged to enroll in communication courses focused on developing speaking skills, fostering confidence in public speaking.

## **REFERENCES**

- [1] Bozkurt, B. N., & Aydin, S. (2023). The Impact of Collaborative Learning on Speaking Anxiety Among Foreign Language Learners in Online and Face-To-Face Environments. *International Journal of Virtual and Personal Learning Environments*, 13(1). <https://doi.org/10.4018/IJVPLE.316973>
- [2] Canu, Z. (2015). Kecemasan Berinteraksi Mahasiswa Universitas Muhammadiyah Malang Tahun 2014-2015. *Psychology Forum UMM*, 470-474.

- [3] Carraher Wolverton, C., & Tanner, J. (2019). Teaching Public Speaking to Business Students in the Digital Age: Updating Our Methods. *International Journal of Education and Development Using Information and Communication Technology*, 15(3), 22–33.
- [4] Chuane, Q., Shukor, S. S., Yuehong, T., & Xiaofen, Z. (2023). The relationship between motivation and English language test performance among secondary vocational schools' students in China. *Studies in English Language and Education*, 10(1), 280-302.
- [5] Dhema, A. M. (2023). Konsep diri dengan kecenderungan kecemasan berbicara di depan umum pada mahasiswa. *Journal of Indonesian Psychological Science*, 3(1), 298-309.
- [6] Febiyanto, A., & Khodijah, S. (2023). The effect of techniques flooding to minimize students sosial anxiety in submitting opinions in public (Experimental study on class X students of MAN 3 Sleman). *At-Tajdid: Jurnal Ilmu Tarbiyah*, 12(1), 59-66.
- [7] Fitriani, D. A., & Apriliaswati, R. (2015). A study on student's English speaking problems in speaking performance. *Jurnal Pendidikan dan Pembelajaran Khatulistiwa (JPPK)*, 4(9).
- [8] Gabriel, A. S., Allen, T. D., Devers, C. E., Eby, L. T., Gilson, L. L., Hebl, M., Kehoe, R. R., King, E. B., Ladge, J. J., Little, L. M., Ou, A. Y., Schleicher, D. J., Shockley, K. M., Klotz, A. C., & Rosen, C. C. (2023). A call to action: Taking the untenable out of women professors' pregnancy, postpartum, and caregiving demands. *Industrial and Organizational Psychology*, 16(2), 187–210. <https://doi.org/DOI: 10.1017/iop.2022.111>
- [9] Gallego, A., McHugh, L., Penttonen, M., & Lappalainen, R. (2022). Measuring Public Speaking Anxiety: Self-report, behavioral, and physiological. *Behavior Modification*, 46(4), 782–798. <https://doi.org/10.1177/0145445521994308>
- [10] Grey, M. (2002). Drawing with difference: Challenges faced by international students in an undergraduate business degree. *Teaching in Higher Education*, 7(2), 153-166.
- [11] Haidara, Y. (2016). Psychological Factor Affecting English Speaking Performance for the English Learners in Indonesia. *Universal Journal of Educational Research*, 4(7), 1501-1505.
- [12] Herbein, E., Golle, J., Tibus, M., Zettler, I., & Trautwein, U. (2018). Putting a speech training program into practice: Its implementation and effects on elementary school children's public speaking skills and levels of speech anxiety. *Contemporary Educational Psychology*, 55(9), 176–188. <https://doi.org/10.1016/j.cedpsych.2018.09.003>
- [13] Hutabarat, A., & Simanjuntak, D. C. (1970). A Phenomenological Study: Speaking Anxiety Overwhelms English Learners. *Acuity : Journal of English Language Pedagogy, Literature and Culture*, 4(1), 44–58. <https://doi.org/10.35974/acuity.v4i1.679>
- [14] Mardesich, A. (2023). *Techniques for Reducing Public Speaking Anxiety in Adult English Learners*. Available: <https://repository.usfca.edu/capstone/1532/>
- [15] Matulcikova, M., & Brevenikova, D. (2015). Knowledge and skills of professional communication as the employability support factor. *European Scientific Journal*, 11(1).
- [16] Meylasari, A. H., & Safitri, L. (2023). *The Correlation Between Parents'educational Background And Students'self-Esteem Toward Speaking Ability at Tenth Grade Of Sman 1 Ceper In Academic Year 2022/2023* (Doctoral dissertation, UIN Surakarta).
- [17] Muslimin, K. (2013). Faktor - Faktor yang Memengaruhi Kecemasan Berrkomunikasi di Depan Umum (Kasus Mahasiswa Fakultas Dakwah INISNU Jepara ). *Jurnal Interaksi*, II(2), 42–52.
- [18] Noerjanah, S. L. A., & Dhigayuka, A. (2020). Strategi Pengajaran Guru Dalam Mengatasi Kecemasan Berbicara Siswa. *Journal For Islamic Social Sciences*, 4(1), 83–95. <http://www.syekhnujrjati.ac.id/jurnal/index.php/holistik>.
- [19] Patra, I., Alazemi, A., Al-Jamal, D., & Gheisari, A. (2022). The effectiveness of teachers' written and verbal corrective feedback (CF) during formative assessment (FA) on male language learners' academic anxiety (AA), academic performance (AP), and attitude toward learning (ATL). *Language Testing in Asia*, 12(1). <https://doi.org/10.1186/s40468-022-00169-2>
- [20] Rambe, R. N., Syahfitri, A., Humayroh, A., Alfina, N., Azkia, P., & Rianti, T. D. (2023). Upaya meningkatkan keterampilan berbicara di depan umum. *Jurnal Pendidikan Dan Sastra Inggris (JUPENSI)*, 3(2), 11–24.
- [21] Sadiku, L. M. (2015). The importance of four skills reading, speaking, writing, listening in a lesson hour. *European Journal of Language and Literature*, 1(1), 29-31.
- [22] Selerang, E., Liando V.F, N., & Andries, F. (2023). the Correlation Between Students ' Self-Confidence and Their Speaking Skills. *JoTELL Journal of Teaching English, Linguistics, and Literature*, 2(2), 240–248. <https://ejurnal.unima.ac.id/index.php/jotell/issue/view/348>
- [23] Sudzina, M. R. (1997). Case study as a constructivist pedagogy for teaching educational psychology. *Educational psychology review*, 9, 199-260.
- [24] Toubot, A., Seng, G. H., & Abdullah, A. B. A. (2017). Overview of speaking anxiety among EFL students. *Journal of the Social Science*, 12(11), 1938-1947.
- [25] Wahyono, H. (2017). Penilaian Kemampuan Berbicara Di Perguruan Tinggi. *Transformatika*, 1, 19–34.
- [26] Wahyuni, S. (2013). Hubungan Antara Kepercayaan Diri Dengan Kecemasan Berbicara di Depan Umum Pada Mahasiswa Psikologi. *Psikoborneo: Jurnal Ilmiah Psikologi*, 1(4), 220–227. <https://doi.org/10.30872/psikoborneo.v1i4.3519>