

## ABSTRACT

**Azzahra, Nuraini Amaliasari. 2026. *The Interplay of Students' Learning Attitude and Foreign Language Anxiety during EFL Speaking Activities: A Correlational Analysis.***

This study investigates the relationship between Foreign Language Classroom Anxiety (FLCA) and learning attitude during EFL speaking activities among eighth-grade students. Speaking is often anxiety-provoking for adolescent learners, yet few studies have explored how these affective factors interact in Indonesian junior high schools. This study aims to examine students' anxiety levels, describe their learning attitudes, and determine the correlation between the two variables.

A quantitative correlational design was employed with 98 eighth-grade students at SMPN 2 Cileunyi. Data were collected using the FLCAS and a Learning Attitude Questionnaire, both adapted from established instruments. The data were analysed using descriptive statistics and Pearson's Product-Moment Correlation.

The findings revealed moderate speaking anxiety ( $M = 80.51$ ) and a moderate to positive learning attitude ( $M = 36.07$ ). However, no significant correlation was found between the two variables ( $r = 0.138$ ,  $p > 0.05$ ), leading to the acceptance of the null hypothesis.

This suggests FLCA operates as situation-specific state anxiety, while learning attitude functions as a more stable trait-like construct. Teachers should address both factors separately, and future research may explore mediating variables such as linguistic competence or teaching styles.

**Keywords:** *EFL Speaking, Foreign Language Classroom Anxiety (FLCA), Learning Attitude, Correlational Study, Affective Factors.*