

**A PATH ANALYSIS ON SHYNESS, FOREIGN LANGUAGE  
SPEAKING ANXIETY, AND SPEAKING SKILL OF PRE-  
SERVICE ENGLISH TEACHERS**

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This is to certify that the thesis has been approved by the thesis advisor for further approval by the board examiner

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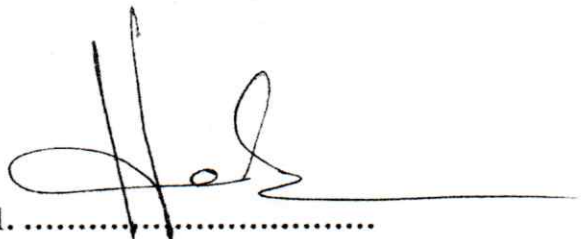
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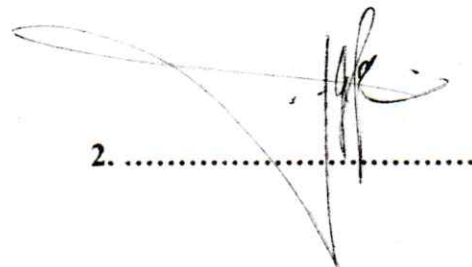
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## **DEDICATION**

This thesis is dedicated to:

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## ABSTRACT

Burhanuddin, Muhammad 2025. *A Path Analysis on Shyness, Foreign Language Speaking Anxiety, and Speaking Skill of Pre-Service English Teachers*. Thesis. Postgraduate of English Language Education. State Islamic University (UIN) of Kediri. Advisors: Prof. Dr. Fathor Rasyid, M. Pd., and Dr. Ary Setya Budhi Ningrum, M.Pd.

**Keywords:** Shyness, Foreign Language Speaking Anxiety, Speaking Skill

Speaking proficiency constitutes a core professional competence for pre-service English teachers; nevertheless, its development is frequently constrained by affective variables, notably shyness and foreign language speaking anxiety (FLSA). Although these constructs have been widely examined in second language research, empirical evidence remains inconclusive regarding their direct contribution to speaking performance and the extent to which anxiety mediates the influence of personality-related traits. Addressing this gap, the present study investigates the structural relationships among shyness, FLSA, and speaking skill, with particular attention to the mediating role of FLSA.

Using a quantitative correlational design, data were analyzed through path analysis within the Partial Least Squares–Structural Equation Modeling (PLS-SEM) framework. Participants were 100 fifth-semester pre-service English teachers enrolled at UIN Syekh Wasil Kediri. Shyness was measured using the Revised Cheek and Buss Shyness Scale (RCBS), speaking anxiety was assessed via the Foreign Language Classroom Anxiety Scale (FLCAS), and speaking skill was evaluated through a performance-based speaking test. All analyses were conducted using SmartPLS 4.0.

The results demonstrate a strong and statistically significant effect of shyness on FLSA ( $\beta = 0.585$ ,  $t = 9.331$ ,  $p < .001$ ), indicating that higher levels of shyness are associated with elevated speaking anxiety. In contrast, neither shyness ( $\beta = 0.084$ ,  $t = 0.621$ ,  $p = .534$ ) nor FLSA ( $\beta = -0.111$ ,  $t = 0.737$ ,  $p = .461$ ) significantly predicts speaking performance. Furthermore, the indirect effect of shyness on speaking skill via FLSA is not statistically significant ( $\beta = -0.065$ ,  $t = 0.724$ ,  $p = .469$ ), with the model accounting for a negligible proportion of variance in speaking skill ( $R^2 = 0.003$ ). These findings suggest that although shyness and speaking anxiety are closely interrelated affective constructs, their explanatory power for speaking performance among pre-service teachers is limited, underscoring the prominence of pedagogical and linguistic factors in shaping oral proficiency.

**MOTTO**

*- Jalani semua dengan bismillah –*

- المحافظة على القديم الصالح والأخذ بالجديد الأصح -

## TABLE OF CONTENTS

APPROVAL PAGE .....	ii
RATIFICATION SHEET .....	iii
DECLARATION OF AUTHORSHIP .....	iv
DEDICATION .....	v
ACKNOWLEDGEMENT .....	vi
ABSTRACT .....	vii
MOTTO .....	viii
TABLE OF CONTENTS .....	ix
LIST OF TABLES .....	xi
LIST OF FIGURES .....	xii
LIST OF APPENDICES .....	xiii
CHAPTER I .....	1
A. Background of The Study .....	1
B. Research Question .....	8
E. Hypothesis of The Study .....	10
F. Definition of Key Term .....	10
G. Scope and Limitation of the Study .....	11
H. Theoretical Framework .....	12
CHAPTER II .....	14
A. Shyness .....	14
B. Anxiety .....	15
C. Speaking Skill .....	18
D. Path Analysis .....	23
E. Previous Related Study .....	26
CHAPTER III .....	30
A. Research Design .....	30
B. Population and Sample .....	31
C. Research Instrument .....	31
D. Instrument Normality .....	41

E. Instrument Validity .....	42
F. Instrument Reliability .....	46
G. Process of Collecting Data .....	47
H. Data Analysis Procedures.....	47
CHAPTER IV .....	50
RESEARCH FINDINGS .....	50
A. Shyness Level of the Student .....	50
B. Foreign Language Speaking Anxiety of The Student .....	52
C. Speaking Proficiency Level of The Student.....	55
D. Structural Model Evaluation .....	57
E. Hypothesis Testing (Bootstrapping Results).....	62
BAB V.....	67
DISCUSSION .....	67
A. The Direct Contribution of Shyness to Speaking Skill .....	67
B. The Direct Contribution of Foreign Language Speaking Anxiety to Speaking Skill .....	69
C. The Direct Contribution of Shyness to Foreign Language Speaking Anxiety 70	
D. The Mediating Role of Foreign Language Speaking Anxiety in the Relationship between Shyness and Speaking Skill.....	72
E. Pedagogical Implication .....	74
CHAPTER VI .....	76
CONCLUSION AND SUGGESTION .....	76
A. Conclusion.....	76
B. Suggestion .....	77
REFERENCES.....	79
APPENDICES .....	a

## LIST OF TABLES

Table 3. 1 Blueprint of The Foreign Language Classroom Anxiety Scale (FLCAS) Questionnaire .....	32
Table 3. 2 Foreign language Anxiety Scale Statements.....	33
Table 3. 3 Likert's Scoring Table adopted from Horwitz et al. (1986) .....	33
Table 3. 4 Table 3.4 Foreign Language Classroom Anxiety Following Oetting's Scale (1983) .....	34
Table 3. 5 Blueprint of The revised Cheek and Buss Shyness Scale (RCBS) Questionnaire .....	36
Table 3. 6 Revised Cheek and Buss Shyness Scale by Cheek and Buss (1983)...	37
Table 3. 7 Scoring Rubric Speaking Test .....	39
Table 3. 8 Normality Test Result of the Instrument.....	41
Table 3. 9 Validity Test Result of RCBS Questionnaire .....	42
Table 3. 10 Validity Test Result of FLCSA Questionnaire .....	44
Table 3. 11 Validity Test Result of Speaking Test .....	45
Table 3. 12 Reliability Test Result of the Instrument .....	46
Table 4. 1 Descriptive Statistic of RCBS Questionnaire .....	50
Table 4. 2 Summary Table of Shyness Levels.....	51
Table 4. 3 Descriptive Statistic Of FLSA Questionnaire.....	52
Table 4. 4 Summary Table of Foreign Language Speaking Anxiety Levels .....	54
Table 4. 5 Descriptive Statistic of Speaking Proficiency Student .....	55
Table 4. 6 Summary Table of Speaking Proficiency Levels.....	56
Table 4. 7 Model Fit Indices .....	58
Table 4. 8 Collineary Statistics (VIF) of Inner Model.....	60
Table 4. 9 R <sup>2</sup> Value .....	61
Table 4. 10 Table of Path Coefficient (Direct Effect) of the Variables .....	63
Table 4. 11 Table of Specific Indirect Effect.....	65

## **LIST OF FIGURES**

Figure 1 Conceptual Model Diagram.....	30
Figure 2 Structural Model of the Study (SmartPLS Output) .....	58
Figure 3 Structural Model of the Study (SmartPLS Output after Bootstrapping) .....	62

## LIST OF APPENDICES

Appendix 1 Questionnaire of the Foreign Language Classroom Anxiety Scale (FLCAS).....	a
Appendix 2 Questionnaire of the Revised Cheek and Buss shyness scale (RCBS) d	
Appendix 3 Oral Presentation Speaking Test: Research Article Review Test Instructions.....	e
Appendix 4 Result of RCBS Shyness Questionnaire.....	f
Appendix 5 Result of FLSA Questionnaire .....	j
Appendix 6 Result of Speaking Proficiency Test .....	u
Appendix 7 Surat Izin Penelitian .....	v
Appendix 8 Lembar Konsultasi Penyelesaian Tesis .....	w
Appendix 9 Curriculum Vitae .....	x