

## The Influence of Speaking Anxiety and Attitude on English Speaking Skills (A Survey at Senior High School in East Jakarta)

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### **Abstract**

*This study aims to determine the influence of speaking anxiety and attitude on the English-speaking skills of students at private senior high schools in East Jakarta. This research employed a quantitative approach with a survey method. The population of the study consisted of students from SMA Budhi Warman I and SMA Budhi Warman II, with a total sample of 100 students selected using purposive sampling techniques. Data were collected through questionnaires and analyzed using multiple linear regression. The results revealed that: (1) there is a significant simultaneous effect of speaking anxiety and attitude on students' speaking skills, with a significance value of  $0,000 < 0,05$  and  $F\text{-test} = 429,427$ , (2) speaking anxiety has a negative and significant effect on students' English-speaking ability, as evidenced by  $\text{Sig} = 0,003 < 0,05$  and  $t\text{-test} = -3,071$ ; and (3) attitude has a positive and significant effect on students' speaking skills, with  $\text{Sig} = 0,001 < 0,05$  and  $t\text{-test} = 3,914$ . The coefficient of determination indicates that the two variables contribute 92% to students' speaking skills. These findings suggest that reducing anxiety and fostering a positive attitude can significantly improve students' English-speaking abilities.*

**Keywords:** Speaking Anxiety; Attitude, Speaking Skills; English; Highschool Students.

### **Abstrak**

Penelitian ini bertujuan untuk mengetahui pengaruh kecemasan berbicara dan sikap terhadap kemampuan berbahasa Inggris siswa SMA swasta di Jakarta Timur. Penelitian ini menggunakan pendekatan kuantitatif dengan metode survei. Populasi penelitian terdiri dari siswa SMA Budhi Warman I dan SMA Budhi Warman II, dengan total sampel 100 siswa yang dipilih menggunakan teknik purposive sampling. Data dikumpulkan melalui kuesioner dan dianalisis menggunakan regresi linier berganda. Hasil penelitian menunjukkan bahwa: (1) terdapat pengaruh simultan yang signifikan dari kecemasan berbicara dan sikap terhadap kemampuan berbicara siswa, dengan nilai signifikansi  $0,000 < 0,05$  dan  $F\text{-test} = 429,427$ , (2) kecemasan berbicara memiliki pengaruh negatif dan signifikan terhadap kemampuan berbahasa Inggris siswa, dibuktikan dengan  $\text{Sig} = 0,003 < 0,05$  dan  $t\text{-test} = -3,071$ ; dan (3) sikap memiliki pengaruh positif dan signifikan terhadap kemampuan berbicara siswa, dengan  $\text{Sig} = 0,001 < 0,05$  dan  $t\text{-test} = 3,914$ . Koefisien determinasi menunjukkan bahwa kedua variabel tersebut berkontribusi 92% terhadap kemampuan berbicara siswa. Temuan ini menunjukkan bahwa mengurangi kecemasan dan menumbuhkan sikap positif dapat secara signifikan meningkatkan kemampuan berbicara bahasa Inggris siswa.

**Kata kunci:** Kecemasan Berbicara; Sikap; Keterampilan Berbicara; Bahasa Inggris

## INTRODUCTION

The ability to speak in public is one of the essential skills that students must possess in today's educational era. Speaking skills are not only required in academic contexts, such as classroom presentations or oral examinations, but also play a vital role in social development and future career opportunities. However, despite the importance of speaking skills, many students face significant challenges in developing them, particularly due to speaking anxiety. Speaking anxiety refers to the nervousness or tension that arises when someone is required to speak in a foreign language, especially in front of an audience. Horwitz, Horwitz, & Cope (1986) define this as Foreign Language Anxiety (FLA), which encompasses communication apprehension, fear of negative evaluation, and test anxiety.

On the other hand, attitude toward speaking skills also plays a crucial role in one's speaking ability. Attitude is an individual's positive or negative evaluation of an object or action. According to Ajzen (2020), attitude is a learned predisposition to consistently respond to a particular object. This attitude includes perceptions and feelings toward public speaking activities. Students with positive attitudes tend to be more confident and capable of overcoming fear or anxiety. Conversely, students with negative attitudes often feel uncomfortable and anxious, which may worsen their speaking anxiety. Therefore, it is important to examine the relationship between speaking anxiety (X1) and attitude toward speaking skills (X2) with students' speaking ability (Y).

Speaking is one of the productive language skills that enables individuals to express thoughts, feelings, or information to others orally. Brown (2015) states that speaking is a productive and interactive process that involves sound articulation, intonation management, and the ability to deliver ideas clearly and coherently. Harmer (2015) adds that speaking skills in the context of English language learning include the ability to produce understandable language, adapt it to context, and reflect fluency as well as accuracy in communication. Hughes (2016) outlines indicators for assessing speaking skills, including Fluency (the ability to speak smoothly without excessive pauses or repetition), Pronunciation (clarity of speech, word stress, and intonation), Vocabulary (appropriate and varied word use), Grammar (accuracy and correctness of sentence structure), and Comprehension (the extent to which the interlocutor can understand and respond).

This study was conducted in two private schools in East Jakarta, namely SMA Budhi Warman I and SMA Budhi Warman II, which have distinct characteristics. SMA Budhi Warman I is known for its cultural diversity and international-oriented approach, while SMA Budhi Warman II emphasizes structured academic learning, including debates and speeches. These differences provide a foundation for comparing how anxiety and attitude influence students' speaking skills in different contexts.

Theoretically, speaking anxiety may hinder the development of speaking skills, as anxious students tend to avoid speaking opportunities or perform with low self-confidence. Conversely, a positive attitude toward speaking skills can help reduce anxiety, build self-confidence, and strengthen students' speaking

ability. Bandura's Social Cognitive Theory supports this view by emphasizing the importance of self-efficacy in shaping individuals' beliefs when facing challenges, including public speaking. Although numerous studies have addressed speaking anxiety and attitude toward speaking skills, most have examined them separately or focused on different age groups. This study emphasizes senior high school students as a transitional age group and investigates both variables simultaneously. Furthermore, it analyzes differences in levels of anxiety, attitude, and speaking skills between students of SMA Budhi Warman I and SMA Budhi Warman II.

## METODE

This study employed a quantitative survey approach as it is appropriate for examining the relationship between speaking anxiety and attitude toward speaking skills. According to Sugiyono (2019), quantitative research is based on the positivist philosophy, applied to test specific populations or samples, using data collection techniques in the form of numerical or statistical data, and aims to test predetermined hypotheses. This research falls under correlational quantitative research, which seeks to identify relationships among variables. The variables in this study consist of the dependent variable, namely English speaking skills (Y), and the independent variables, namely speaking anxiety ( $X_1$ ) and attitude toward speaking skills ( $X_2$ ). It is assumed that there is a causal and reciprocal relationship between the independent and dependent variables. Therefore, the analytical technique applied to test the hypotheses is correlational analysis.

In this study, primary data were collected from students of SMA Budhi Warman I and SMA Budhi Warman II. The data were gathered through a questionnaire instrument measured using a Likert scale. Data analysis was conducted through descriptive statistical analysis and multiple linear regression to test the research hypotheses. The partial test (t-test) was used to examine the influence of independent variables on the dependent variable individually, while the simultaneous test (F-test) was applied to identify the combined effect of the independent variables.

## RESULTS AND DISCUSSION

### Result

the overall data description is presented based on the calculations and tests carried out using SPSS version 22, along with the subsequent analysis and interpretation.

#### 1. Descriptive Statistical Analysis

The following table presents the results of the descriptive statistical calculations from the data in this study:

Table 1 Results of Descriptive Statistics

No	Descriptive	Speaking	Attitude	Speaking
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	Measure	Anxiety		Skills
1	Mean	64.83	74.13	76.63
2	Median	66.00	75.00	76.50
3	Mode	78	81	71
4	Std. Deviation	13.675	15.236	9.710
5	Minimum	40	50	60
6	Maximum	88	99	94

Source: Personal Document, 2025

The following are the histograms of the score distribution for each variable:

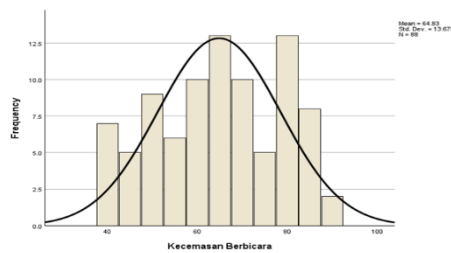


Figure 1 Histogram of Speaking Anxiety Scores

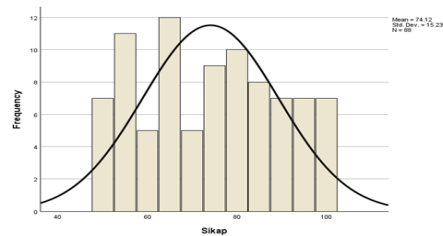


Figure 2 Histogram of Attitude Scores

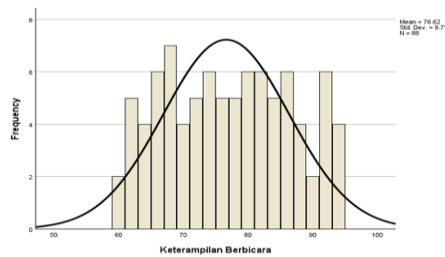


Figure 3 Histogram of Speaking Skills Scores

## 2. Prerequisite Test

The calculation was carried out using the SPSS 22 application. According to the criteria provided in the program, the normality criterion is: “if the  $p$ -value ( $sig$ ) > 0.05, then  $H_0$  is accepted,” which means that the sample data are normally distributed.

Table 2 Results of Normality Test (One-Sample Kolmogorov-Smirnov Test)

Variabel	Sig. Result	Decision
Speaking Anxiety	0,055	Normally Distributed
Attitude	0,050	
Speaking Skills	0,054	

Source: Personal Document, 2025

a. Linearity Test

In this study, the following hypotheses were used for the linearity test:

H<sub>0</sub>: The regression line between variable X and variable Y is linear.

H<sub>1</sub>: The regression line between variable X and variable Y is not linear.

The calculation was carried out using the SPSS 22 application. According to the criteria provided in the program, the criterion for data homogeneity is: “if the p-value (sig) < 0.05, then H<sub>0</sub> is accepted,” which means that the samples come from a homogeneous population.

Table 3 Results of Linearity Test

Variable	Deviation Linearity
Speaking Anxiety	0,123
Attitude	0,413

Source: Personal Document, 2025

From the table above, it can be seen that the Sig values in the “Deviation from Linearity” row for all samples are greater than 0.05; therefore, H<sub>0</sub> is accepted. In other words, the regression line between variables X<sub>1</sub> and X<sub>2</sub> with variable Y is linear.

b. Multicollinearity Test

The multicollinearity test aims to examine whether there is a correlation among the independent variables in the regression model. A good model should not have correlations among the independent variables. The following table presents the results of the multicollinearity test.

Table 4 Results of Multicollinearity Test

Model	VIF	Tolerance	Decision
Speaking Anxiety Attitude	1,092	0,915	No Detected Multikolinearitas

From Table 4, it can be seen that both independent variables have tolerance values greater than 0.10 and VIF values less than 10. Thus, it can be concluded that there is no multicollinearity problem in the variables used.

**c. Heteroscedasticity Test**

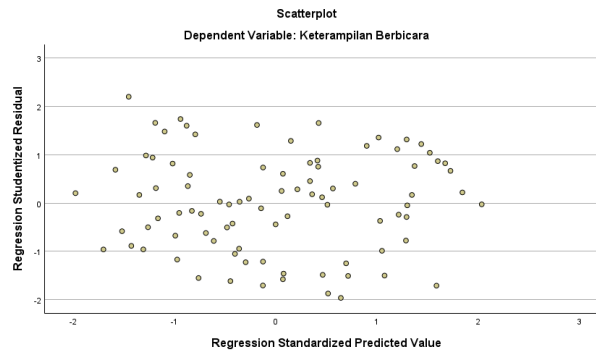


Figure 4 Heteroscedasticity Test Results

Based on the graph above, it shows that the points are randomly scattered and do not form any specific clear patterns, and are distributed both above and below the value of 0 on the Y-axis. This indicates that heteroscedasticity does not occur in the regression model, so it can be used to predict the Speaking Skill variable based on Speaking Anxiety and Attitude.

**3. Research Hypothesis Testing**

The results of the calculation and testing are presented as follows:

Table 5 Calculation Results of the Correlation Coefficient of the Influence of Variables X1 and X2 on Variable Y.

Model	R	R <sup>2</sup>	Adj.R <sup>2</sup>	Contribute (%)
Regression	0,536	0,287	0,270	28,7%

Table 6 Calculation of the Significance Test of the Regression Coefficient of the Influence of Variables X1 and X2 on Variable Y.

Model	f	Sig. Hasil
Regression	17,091	0,001

Table 7 Recapitulation of the Calculation Results of the Regression Line Equation of the Influence of Variables X1 and X2 on Variable Y.

Speaking Anxiety	-0,025	-3,071	0,003
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Source: Personal Document, 2025

## Discussion

Based on the results of the descriptive statistical analysis, the speaking anxiety variable had a mean score of 64.83, with a median of 66.00 and a mode of 78. The minimum score was 40 and the maximum was 88, while the standard deviation of 13.675 indicates a wide variation in students' anxiety levels. This suggests that some students experienced high levels of anxiety, while others were at lower levels.

The attitude variable obtained a mean score of 74.13, with a median of 75.00 and a mode of 81, and a standard deviation of 15.236. The score range of 50 to 99 shows that students' attitudes toward speaking skills tended to be positive, although there was considerable variation among individuals. Meanwhile, students' speaking skills had a mean score of 76.63, a median of 76.50, and a mode of 71, with a minimum score of 60, a maximum of 94, and a standard deviation of 9.710. This indicates that students' speaking skills were relatively good and more homogeneous compared to the anxiety and attitude variables. Overall, the descriptive data demonstrate that students' speaking skills were generally in the good category, supported by positive attitudes, though still influenced by varying levels of anxiety.

The results of the multiple linear regression test revealed that speaking anxiety and attitude simultaneously had a significant effect on the English speaking skills of private high school students in East Jakarta. The coefficient of determination ( $R^2$ ) value of 0.920 indicates that 92% of the variation in speaking skills can be explained by these two variables, while the remaining 8% is influenced by other factors not examined in this study, such as intrinsic motivation, learning environment, and learning strategies. These findings emphasize that students' affective factors, particularly anxiety and attitude, play a crucial role in determining speaking performance.

Partially, speaking anxiety was found to have a significant negative effect on speaking skills. The higher the level of anxiety experienced by students, the lower their ability to communicate ideas orally. This finding is consistent with Krashen's Affective Filter Hypothesis (1982), which states that anxiety can act as an emotional filter that blocks language input and reduces learning effectiveness. Thus, high levels of anxiety may pose a serious barrier to the acquisition of speaking skills.

Conversely, students' attitudes were found to have a significant positive effect on speaking skills. Positive attitudes made students more confident, willing to take risks in communication, and active in using English in various contexts. This finding supports the Willingness to Communicate theory (MacIntyre, 1998), which suggests that positive attitudes contribute to students' readiness to engage in oral interaction. In other words, the more positive the students' attitudes, the greater their likelihood of actively participating in speaking practice.

Overall, the results of this study reinforce the notion that language learning, particularly speaking skills, is not solely determined by cognitive aspects but is also heavily influenced by psychological factors. Therefore, teachers need to create a supportive learning climate, reduce pressure that triggers anxiety, and encourage the development of positive attitudes toward English. Such efforts can be made by providing communicative speaking activities, implementing student-centered learning approaches, and giving constructive feedback.

## CONCLUSION

Based on the results of data analysis, it can be concluded that speaking anxiety and attitude have a significant effect on the English speaking skills of private senior high school students in East Jakarta. The findings confirm that the higher the level of speaking anxiety students possess, the lower their ability to speak English. These findings imply that English language learning should not only focus on cognitive aspects but also pay attention to students' psychological and affective factors. Teachers are advised to create a supportive classroom environment, provide

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