



An Analysis of Student's Speaking Anxiety at Senior High School

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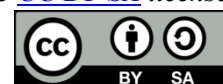
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ABSTRACT

This research investigates the speaking anxiety experienced by students at SMA Negeri 4 Pulau Morotai in learning English as a foreign language. The study aims to identify the factors contributing to students' speaking anxiety and analyze its impact on their speaking performance. A quantitative method was employed using a structured questionnaire consisting of 40 items, distributed to 30 first-grade students. Data were analyzed through validity and reliability tests, along with descriptive statistical analysis using SPSS. The findings reveal that students experience significant speaking anxiety caused by internal factors such as low self-confidence and negative past experiences, as well as external factors like unsupportive classroom environments and fear of peer judgment. Fluency and pronunciation were found to be the most affected components. The study concludes that speaking anxiety significantly hinders students' ability to express themselves in English, thus suggesting the need for a more supportive and communicative learning environment to reduce anxiety and enhance students' speaking confidence.

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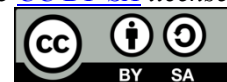
Kecemasan Berbicara, Pembelajaran Bahasa Inggris, Siswa SMA, Faktor Internal Dan Eksternal, Pendekatan Komunikatif

ABSTRAK

Penelitian ini mengkaji kecemasan berbicara yang dialami oleh siswa SMA Negeri 4 Pulau Morotai dalam pembelajaran Bahasa Inggris sebagai bahasa asing. Tujuan studi ini adalah mengidentifikasi faktor-faktor yang berkontribusi terhadap kecemasan berbicara siswa dan menganalisis dampaknya terhadap kinerja berbicara mereka. Metode kuantitatif digunakan dengan menggunakan kuesioner terstruktur yang terdiri dari 40 item, yang dibagikan kepada 30 siswa kelas satu. Data dianalisis melalui uji validitas dan reliabilitas, serta analisis statistik deskriptif menggunakan SPSS. Hasil penelitian menunjukkan bahwa siswa mengalami kecemasan berbicara yang signifikan akibat faktor internal seperti rendahnya kepercayaan diri dan pengalaman negatif di masa lalu, serta faktor eksternal seperti lingkungan kelas yang tidak mendukung dan rasa takut akan penilaian teman sebaya. Kelancaran dan pelafalan ditemukan sebagai komponen yang paling terpengaruh. Penelitian ini menyimpulkan bahwa kecemasan berbicara secara signifikan menghambat kemampuan siswa untuk mengekspresikan diri dalam bahasa Inggris, sehingga menyarankan perlunya lingkungan belajar yang lebih mendukung dan komunikatif untuk mengurangi kecemasan dan meningkatkan kepercayaan diri siswa dalam berbicara.



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INTRODUCTION

Anxiety in speaking English is a common phenomenon experienced by language learners and is one of the main obstacles to developing effective communication skills (Astriyanti et al., 2023:6). This psychological condition, which includes feelings of nervousness, fear of making mistakes, and discomfort when communicating, can have a significant negative impact on an individual's academic and professional achievements (Sigalingging, D. P. P., & Aritonang, 2023:7). This anxiety not only hinders active participation in class, but can also lower self-confidence and hinder future career development, as presentation and social interaction skills become limited (Anindyta Najwa Mirani et al., 2021:1).

Previous studies have consistently identified two main sources of speaking anxiety . External factors, such as an unsupportive classroom environment, inappropriate teaching methods, and social pressure from peers or teachers, can create an atmosphere that triggers discomfort (Kristiyani, 2016). On the other hand, internal factors originating from within students—such as lack of confidence, low motivation to learn, perfectionism, and negative past experiences—are often the root of deeper and more difficult problems (Rusmiyati et al., 2021:1). The combination of these two factors creates a psychological barrier that makes students prefer to remain silent rather than take the risk of speaking in English (Utami & Nurjati, 2017:14).

Although the factors that cause speaking anxiety have been widely identified, in-depth research on its manifestation in specific contexts such as at SMA Negeri 4 Pulau Morotai is still limited. This school has a student population with diverse linguistic and cultural backgrounds, where anxiety about speaking English is likely to affect their learning process in unique ways. Therefore, this study aims to identify and analyze the dominant factors that cause speaking anxiety among students at this school. By understanding the root causes more specifically, the results of this study are expected to serve as a guide for educators to design interventions and teaching strategies that are more responsive to students' psychological needs, thereby creating a more supportive learning environment and increasing students' confidence in communicating in English.

METHOD**Research Design**

This study uses a quantitative approach with a descriptive design. This design was chosen to identify and describe the factors that contribute to anxiety in speaking English among students.



Participants

The participants in this study consisted of 30 first-year students selected from a total population of 60 students at SMA Negeri 4 Pulau Morotai.

Instruments and Data Collection Procedures

Primary data were collected using an instrument in the form of a questionnaire designed to measure students' anxiety about speaking. The initial questionnaire consisted of 30 statement items, and after undergoing a validity test, 36 valid items were used for the final data collection. Each item was measured using a five-point Likert scale, ranging from "Strongly Disagree" (score 1) to "Strongly Agree" (score 5). The questionnaire was distributed directly to participants in the classroom. Before use, the instrument was tested to ensure its validity and reliability.

Data Analysis Techniques

All data collected from the questionnaire was analyzed using SPSS version 22 software. The analysis technique used was descriptive statistics. This analysis aimed to summarize and present data to identify trends or general tendencies related to the most dominant factors causing speech anxiety experienced by students.

RESEARCH FINDING AND DISCUSSION

This research focused on students in senior high school. To obtain the data, the researcher used instruments in the form of questionnaires, used by describing the result of the questionnaire regarding the students anxiety. The findings obtained by the researcher are described as follows

A. Research Finding

1. Result of Questionnaire

Table 2. Validity Test of Grammar Indicator

Indicator	R-count	R-table	Description
Grammar 1	0,061	0,361	Invalid
Grammar 2	0,705	0,361	Valid
Grammar 3	0,734	0,361	Valid
Grammar 4	0,626	0,361	Valid
Grammar 5	0,700	0,361	Valid

From the statistical results above, it can be concluded that the first indicators regarding Grammar namely Grammar (2), Grammar (3), Grammar (4), and Grammar (5), can be declared valid because the person correlation value is greater than the R-table value of 0,361, so the items are declared valid. Grammar (1) is declared invalid because the value of the person correlation is lower than the R-table value of 0,361.

**Table 3. Validity Test of Comprehension Indicator**

Indicator	R-count	R-table	Description
Comprehension 6	0,767	0,361	Valid
Comprehension 7	0,718	0,361	Valid
Comprehension 8	0,696	0,361	Valid
Comprehension 9	0,649	0,361	Valid
Comprehension 10	0,504	0,361	Valid

Based on the results above, there were Comprehension (6), Vocabulary(7), Comprehension (8), Comprehension (9), and Comprehension (10), turn out the calculated R-value is greater than the table R-value. Namely 0,361 so the Vocabulary indicator is declared valid.

Table 4. Validity Test of Vocabulary Indicator

Indicator	R-count	R-table	Description
Vocabulary 11	0,647	0,361	Valid
Vocabulary 12	0,737	0,361	Valid
Vocabulary 13	0,655	0,361	Valid
Vocabulary 14	0,554	0,361	Valid
Vocabulary 15	0,471	0,361	Valid

Based on the results above, there were Vocabulary(11), Vocabulary(12), Vocabulary (13), Vocabulary (14), and Vocabulary (15), turn out the calculated R-value is greater than the table R-value. Namely 0,334 so the Vocabulary indicator is declared valid.

Table 5. Validity Test of Fluency Indicator

Indicator	R-count	R-table	Description
Fluency 16	0,462	0,361	Valid
Fluency 17	0,531	0,361	Valid
Fluency 18	0,571	0,361	Valid
Fluency 19	0,776	0,361	Valid
Fluency 20	0,281	0,361	Invalid



From the statistical results above, it can be concluded that the first indicators regarding Fluency namely Fluency (16), Fluency (17), Fluency (18), and Fluency (19), can be declared valid because the person correlation value is greater than the R-table value of 0,361, so the items are declared valid. Fluency (20) is declared invalid because the value of the person correlation is lower than the R-table value of 0,361

Table 6. Validity Test of Interaction Indicator

Indicator	R-count	R-table	Description
Interaction 21	0,492	0,361	Valid
Interaction 22	0,479	0,361	Valid
Interaction 23	0,628	0,361	Valid
Interaction 24	0,197	0,361	Invalid
Interaction 25	0,516	0,361	Valid

From the statistical results above, it can be concluded that the first indicators regarding Interaction namely Interaction (21), Interaction (22), Interaction (23), and Interaction (24), can be declared valid because the person correlation value is greater than the R-table value of 0,361, so the items are declared valid. Interaction (25) is declared invalid because the value of the person correlation is lower than the R-table value of 0,361

Table 7. Validity Test of Coherence Indicator

Indicator	R-count	R-table	Description
Coherence 26	0,727	0,361	Valid
Coherence 27	0,699	0,361	Valid
Coherence 28	0,684	0,361	Valid
Coherence 29	0,836	0,361	Valid
Coherence 30	0,719	0,361	Valid

Based on the results above, there were Coherence (26), Coherence (27), Coherence (28), Coherence (29), and Coherence (30), turn out the calculated R-value is greater than the table R-value. Namely 0,334 so the Coherence indicator is declared valid.

Table 8. Validity Test of Accuracy Indicator



Indicator	R-count	R-table	Description
Accuracy 27	0,610	0,361	Valid
Accuracy 29	0,674	0,361	Valid
Accuracy 31	0,705	0,361	Valid
Accuracy 32	0,094	0,361	Invalid
Accuracy 33	0,842	0,361	Valid

From the statistical results above, it can be concluded that the first indicators regarding Accuracy namely Accuracy (27), Accuracy (29), Accuracy (31), and Accuracy (33), can be declared valid because the person correlation value is greater than the R-table value of 0,361, so the items are declared valid. Accuracy (32) is declared invalid because the value of the person correlation is lower than the R-table value of 0,361

Table 9. Validity Test of Pronunciation Indicator

Indicator	R-count	R-table	Description
Pronun 36	0,790	0,361	Valid
Pronun 37	0,592	0,361	Valid
Pronun 38	0,711	0,361	Valid
Pronun 39	0,857	0,361	Valid
Pronun 40	0,795	0,361	Valid

Based on the results above, there were Pronun (36), Pronun (37), Pronun (38), Pronun (39), and Pronun (40), turn out the calculated R-value is greater than the table R-value. Namely 0,334 so the Pronun indicator is declared valid.

The table below is areliability test table. It can bsaid the item is reliable if the Cronbach's Alpha > 0.60 . According to Sugiyono, a Cronbach's Alpha value of ≥ 0.60 indicates that the instrument has an acceptable level of internal consistency.

Tabel 10. Cronbach's Alpha

Cronbach's Alpha	N of Items
0.821	36



It turned out that after testing the reliability test using Cronbach's Alpha it turned out that this data was declared reliable because the Cronbach's Alpha value 0.821 was higher than the R-table value 0,361 so the items in this questionnaire were declared reliable.

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Grammar	30	11	20	16.07	2.420
Comprehension	30	10	23	16.97	3.409
Vocabulary	30	10	21	16.53	2.945
Fluency	30	10	34	18.40	4.731
Interaction	30	9	19	15.23	2.192
Coherence	30	10	23	17.87	3.203
Accuracy	30	11	20	16.93	2.449
Pronunciation	30	10	24	18.30	3.476
Valid N (listwise)	30				

Based on the descriptive statistics above, the most dominant anxiety among students in speaking English is fluency, as evidenced by the higher average score (18.40) compared to other indicators. In second place, the Pronunciation indicator has an average score of 18.30, in third place, the Coherence indicator has an average score of 17.87, in fourth place, the Comprehension indicator has an average score of 16.97, in fifth place, the Accuracy indicator has an average score of 16.93, sixth place, the Vocabulary indicator has an average score of 16.53, seventh place, the Grammar indicator has an average score of 16.07, and last place, the Interaction indicator has an average score of 15.23.

DISCUSSION

This study aims to analyze students' anxiety in speaking English in high school. Based on the results of data analysis, it was found that students at SMA Negeri 4 Pulau Morotai experienced a relatively high level of anxiety when speaking in English. This anxiety was reflected in several speaking skill indicators, with the most dominant being fluency and pronunciation, followed by coherence, comprehension, and accuracy. The students admitted to feeling nervous, lacking confidence, and being afraid of making mistakes, especially when speaking in front of their peers or teachers. These emotional responses indicate the presence of psychological barriers that prevent students from demonstrating their speaking abilities to the fullest.



The findings of this study are further supported by the research conducted by Aryuadi, Fakhruzi, and Friska Ratna Sari Purba (2023), which revealed that the majority of students experience a high level of anxiety when asked to speak in English. Their study found that anxiety was most prominent when students were required to express opinions or respond spontaneously in front of the class. This indicates that psychological pressure in formal classroom situations can significantly reduce students' ability to perform. This aligns with the current research, where the highest anxiety levels were observed in the indicators of fluency, pronunciation, and coherence. Students reported being unable to convey their ideas fluently, even though they had an adequate understanding of the material.

Furthermore, the study by Najiha and Betty Sailun (2021) also provides relevant support for the results of this research. In their findings, they identified communication apprehension as the most dominant form of speaking anxiety, referring to the fear or nervousness students experience when communicating, especially in front of others. This form of anxiety was found in almost all participants, particularly when they were asked to speak in front of the class, participate in group discussions, or answer teachers' questions directly. These findings align with the current study, which shows that interaction with peers and teachers is one of the major sources of students' speaking anxiety. Many students reported preferring to remain silent or avoid speaking altogether due to fear of being laughed at, criticized, or uncertain about what to say.

Moreover, the results of this study reinforce the understanding that speaking anxiety is not solely caused by linguistic deficiencies, but also by complex affective and social factors. Anxiety should not be viewed merely as a language weakness, but as a psychological response to the learning environment, emotional pressure, and lack of support. As highlighted in Najiha and Sailun's study, students require an inclusive, open, and low-pressure learning environment to build confidence in speaking. This underlies the present study's recommendation that teachers should create a safe, interactive, and supportive classroom atmosphere that encourages student participation without fear of negative judgment.

Thus, the findings of this study are theoretically and empirically supported by previous studies that have proven to be relevant. The three studies by Aryuadi et al., Najiha & Sailun, and the present research collectively emphasize that speaking anxiety is a real issue that requires targeted pedagogical attention. Therefore, it is necessary to adopt teaching approaches that focus not only on cognitive development but also on the affective and social dimensions of learners as foreign language users.

CONCLUSION

This study concludes that speaking anxiety is a significant issue among students at State Senior High School 4 Morotai Island, stemming from a combination of internal factors such as lack of confidence and negative experiences, as well as external factors such as fear of negative judgment from peers. This is reflected in quantitative data showing that fluency and pronunciation are the most affected aspects, while interaction skills score the lowest, indicating major challenges in effective communication. These findings imply the importance of creating a supportive and low-pressure learning environment by educators through the implementation



of communicative teaching methods and the provision of a safe practice space. Given that this study was limited to one school, future studies are recommended to involve a larger sample and use qualitative methods such as interviews to gain a deeper understanding of this phenomenon.

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