



## The Relationship of Speaking Anxiety, Motivation, and Self-Confidence with Students' Speaking Performance of Grade X at Vocation High School

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Article Info	Abstract
<p><b>Received:</b> 2026-05-10 <b>Revised:</b> 2026-05-15 <b>Accepted:</b> 2026-05-17</p>	<p><i>This study aimed to investigate the relationships between speaking anxiety, motivation, self-confidence, and students' speaking performance among Grade X students at SMK Jakarta Barat 1. The study employed a quantitative correlational research design involving 53 students selected through cluster sampling. The data were collected using questionnaires and speaking tests. The questionnaires were used to measure students' speaking anxiety, motivation, and self-confidence, while the speaking test assessed students' speaking performance based on fluency, accuracy, pronunciation, vocabulary, and comprehension. The data were analyzed using descriptive statistics, Pearson Product-Moment Correlation, and Multiple Linear Regression Analysis with the assistance of SPSS version 25. The findings revealed that speaking anxiety had a significant negative relationship with students' speaking performance (<math>r = -0.412</math>, <math>p = 0.002</math>), indicating that students with higher anxiety levels tended to demonstrate lower speaking performance. In contrast, self-confidence showed a significant positive relationship with speaking performance (<math>r = 0.370</math>, <math>p = 0.006</math>), suggesting that students with higher self-confidence tended to perform better in speaking activities. Meanwhile, motivation showed a low positive correlation with speaking performance (<math>r = 0.202</math>, <math>p = 0.148</math>), but the relationship was not statistically significant. Furthermore, the regression analysis indicated that speaking anxiety and self-confidence were significant predictors of students' speaking performance, whereas motivation was not significantly related to speaking performance. These findings indicate that psychological variables are associated with students' speaking performance, particularly speaking anxiety and self-confidence. The study contributes to the understanding of psychological factors in English as a Foreign Language (EFL) speaking contexts by highlighting the importance of reducing speaking anxiety and strengthening students' self-confidence to support better speaking performance.</i></p>
<p><b>Keywords:</b> <i>speaking anxiety, motivation, self-confidence, speaking performance, vocational high school students.</i></p>	
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## **1. Introduction**

English is widely recognized as one of the most important international languages used in various aspects of global life, including education, technology, business, diplomacy, science, and intercultural communication. In the era of globalization, English serves not only as a means of communication but also as a bridge connecting individuals from diverse linguistic and cultural backgrounds worldwide (Sharma, 2021). The widespread use of English in international interactions has increased demand for proficiency in English across academic and professional settings. Furthermore, English is widely used to access scientific information, educational resources, digital technology, and global networks, making it an essential skill for students in the modern era (Raja, 2023). As a result, the ability to communicate effectively in English has become one of the major competencies expected from students to support their academic achievement and future career development in increasingly competitive global environments.

English language learning involves the mastery of four fundamental language skills, namely listening, speaking, reading, and writing, which are interconnected and equally important in the communication process (Akhter, 2021). Among these language skills, speaking is often regarded as one of the most essential and challenging skills because it directly reflects learners' ability to communicate ideas, opinions, feelings, and information in real-life situations (Kadamovna, 2021). Speaking proficiency requires learners to produce language spontaneously and interact effectively with others using appropriate vocabulary, grammar, pronunciation, and fluency. In addition, speaking proficiency encompasses not only linguistic competence but also psychological readiness, including confidence, emotional control, and a willingness to communicate effectively across various contexts (Uyun, 2022). Since speaking involves immediate language production and direct interaction, many students struggle to express their ideas clearly and confidently during English communication activities.

Ideally, students are expected to communicate effectively in English by expressing their ideas confidently, participating actively in classroom discussions, and responding appropriately during speaking activities. In communicative language learning, speaking activities are expected to encourage students to develop fluency, confidence, and interactional competence through meaningful communication practices. However, in reality, many students still encounter various difficulties when speaking English, particularly in classroom communication situations that require spontaneous responses and active participation. Students frequently experience nervousness, hesitation, fear of making mistakes, embarrassment, and discomfort when speaking English in front of teachers or classmates.

These conditions may negatively affect students' speaking performance, resulting in reduced fluency, inaccurate pronunciation, limited vocabulary use, grammatical errors, and difficulties in conveying ideas coherently. Such conditions indicate that students' speaking performance is influenced not only by linguistic mastery but also by psychological factors that shape learners' emotions, attitudes, and participation during speaking activities.

One of the most significant psychological factors affecting students' speaking performance is speaking anxiety. Speaking anxiety is commonly associated with feelings of tension, apprehension, nervousness, worry, and fear experienced by learners when they are required to communicate using a foreign language, particularly in classroom contexts (Horwitz et al., 2009). In English language learning, speaking anxiety may

emerge from several sources, such as fear of making grammatical or pronunciation mistakes, fear of negative evaluation from teachers and peers, limited language proficiency, communication apprehension, and lack of speaking experience (Styfany & Pusparini, 2025).

Students who experience high levels of speaking anxiety often demonstrate avoidance behavior during speaking activities, become less active in classroom interaction, and experience mental blocks that interfere with their ability to express ideas fluently (Febrianti et al., 2025). Consequently, anxiety may reduce students' confidence and participation, which eventually affects the quality of their speaking performance. Therefore, speaking anxiety is considered an important psychological barrier that may hinder students from communicating effectively in English learning environments.

Besides speaking anxiety, motivation is also considered a crucial psychological factor influencing students' speaking performance. Motivation refers to the internal and external psychological drive that influences learners' effort, persistence, goals, and willingness to engage in learning activities (Dornyei, 2001). In the context of language learning, motivation plays an important role in encouraging students to participate actively in speaking activities, practice communication skills consistently, and overcome difficulties encountered during the learning process. Highly motivated students are generally more enthusiastic, persistent, and willing to communicate in English despite experiencing challenges or making mistakes during speaking activities.

On the other hand, students with low motivation often show limited participation, low enthusiasm, and minimal engagement in classroom communication activities (Alfiana & Wijirahayu, 2024). Motivation is also believed to positively contribute to students' speaking achievement because motivated learners are more likely to invest effort and time in improving their communication skills through continuous practice and interaction (Annisa et al., 2025). Therefore, motivation is regarded as an important factor that supports students' willingness and persistence in developing speaking proficiency.

Another important psychological factor influencing students' speaking performance is self-confidence. Self-confidence refers to an individual's belief in their ability to perform tasks successfully and achieve desired goals in particular situations (Bandura, 1997). In speaking activities, self-confidence plays a significant role in shaping students' willingness to communicate, express opinions, and participate actively in classroom interaction. Students who possess high self-confidence are generally more comfortable expressing their ideas, responding to questions, and communicating in English without excessive fear of making mistakes.

Conversely, students with low self-confidence tend to feel shy, anxious, hesitant, and uncertain about their speaking ability, which often reduces their participation during speaking activities (Ananda & Hastini, 2023). In many cases, students with low self-confidence avoid speaking opportunities because they are afraid of receiving criticism or negative evaluation from others. Consequently, low self-confidence may negatively affect students' speaking performance because learners become less active in practicing communication skills and expressing their ideas during English learning activities (Nurmalasari et al., 2023).

Speaking anxiety, motivation, and self-confidence are closely interconnected psychological factors that may collectively influence students' speaking performance. Students who possess high levels of motivation and self-confidence are generally more willing to participate actively in communication activities and demonstrate greater

persistence in overcoming speaking difficulties. In contrast, students experiencing high levels of speaking anxiety may avoid speaking opportunities, participate less actively, and feel less confident when communicating in English. These psychological conditions influence students' emotional readiness, classroom participation, and communication behavior during speaking activities. Therefore, speaking performance cannot be viewed solely from the perspective of linguistic competence, since psychological readiness also contributes significantly to students' ability to communicate effectively in English learning contexts. Understanding the interaction among these psychological variables is important in order to identify factors that may support or hinder students' speaking development.

Several previous studies have investigated the relationship between psychological factors and students' speaking performance in English language learning. Christy et al. (2021) found that speaking anxiety affects students' performance but Erlistiana (2020) found negatively significant relationship between them. Novia (2021) reported a positive correlation between motivation and speaking performance, while Annisa et al. (2025) found no significant relationship between motivation and speaking achievement. Similarly, Sumardi et al. (2022) identified a positive correlation between self-confidence and speaking ability, whereas Sudirman et al. (2020) reported different findings. These inconsistent results suggest that the influence of psychological factors on speaking performance requires further investigation.

Vocational high school students may experience greater challenges in speaking English because they are expected to develop practical communication skills that support workplace communication and future professional demands. In vocational education contexts, students are prepared to enter professional environments that often require communication competence, including the ability to communicate using English (Akmal & Unsiah, 2025). However, many vocational high school students still have limited opportunities to practice English communication in authentic contexts, which may contribute to feelings of anxiety, lack of confidence, and low motivation during speaking activities.

Preliminary observations conducted at SMK Jakarta Barat 1 also indicate that many grade X students continue to experience problems related to speaking anxiety, low motivation, and lack of self-confidence when participating in English speaking activities. Students frequently hesitate to express ideas, avoid speaking opportunities, and demonstrate low participation during classroom interaction. These conditions suggest that psychological factors may play an important role in influencing students' speaking performance in vocational high school contexts.

Although numerous previous studies have examined speaking anxiety, motivation, and self-confidence in relation to speaking performance, most studies have investigated these variables separately rather than simultaneously. As a result, there is still limited understanding regarding how these psychological factors collectively relate to students' speaking performance, particularly among vocational high school students. Furthermore, studies focusing specifically on vocational high school contexts remain relatively limited compared to studies conducted in general secondary school settings. Therefore, further investigation is needed to provide a more comprehensive understanding of the psychological factors influencing students' speaking performance in vocational education environments.

This study aims to investigate the relationship between speaking anxiety, motivation, self-confidence, and students' speaking performance among grade X students at SMK Jakarta Barat 1. The novelty of this study lies in the simultaneous investigation of these three psychological variables to provide a broader and more comprehensive explanation of the psychological factors influencing students' speaking performance in vocational high school contexts. This study addresses the following research questions:

1. Is there a significant relationship between speaking anxiety and students' speaking performance?
2. Is there a significant relationship between motivation and students' speaking performance?
3. Is there a significant relationship between self-confidence and students' speaking performance?

## **2. Method**

This study employed a quantitative, correlational research design to investigate the effects of speaking anxiety, motivation, and self-confidence on students' speaking performance. Quantitative research is appropriate for studies that aim to examine relationships among variables through numerical data and statistical analysis. According to Creswell (2009), quantitative research is used to test objective theories by examining relationships among variables that can be measured with instruments and analyzed statistically. In this study, speaking anxiety, motivation, and self-confidence functioned as the independent variables, while students' speaking performance served as the dependent variable. The correlational design was selected because the study aimed to identify the relationships and predictive effects of psychological factors on students' speaking performance without manipulating the research variables.

The research was conducted at SMK Jakarta Barat 1, located in West Jakarta, Indonesia, from November 2025 to June 2026. The study population comprised all tenth-grade students at SMK Jakarta Barat 1, totaling 365 students across multiple classes and study programs. The researcher used a cluster sampling technique because the population was naturally divided into intact groups, namely classes. According to Creswell (2009), cluster sampling is appropriate when researchers select naturally formed groups rather than individual participants within a population. Based on this technique, class X DKV 1 was selected as the study sample, comprising 53 students. The class was considered representative of the population because the students had relatively similar academic backgrounds, English learning experiences, and classroom learning environments. In addition, the students actively participated in English classroom activities, making them appropriate participants for investigating the influence of psychological factors on speaking performance.

The data in this study were collected using questionnaires and speaking tests. The speaking performance variable was measured using a speaking test designed to assess students' oral communication in English. In the speaking test, students were required to deliver an individual oral presentation on the topic "Country or City I Would Like to Visit in the Future." Through this topic, students were expected to describe a country or city they wished to visit, explain the reasons for their choice, and express their opinions and expectations about the destination. The topic was selected because it was relevant to students' daily experiences and allowed them to express their ideas more naturally during

speaking activities. The speaking test aimed to evaluate students' ability to communicate ideas effectively and coherently in spoken English.

The assessment of speaking performance was based on Brown's (2004) speaking components, namely fluency, accuracy, pronunciation, vocabulary, and comprehension. Fluency refers to students' ability to speak smoothly and continuously without excessive hesitation. Accuracy focused on the correct use of grammar and sentence structure during communication. Pronunciation was assessed for clarity, including stress and intonation. Vocabulary assessed students' ability to use appropriate and varied vocabulary, while comprehension evaluated their understanding of the topic and their ability to respond appropriately during communication. Each student's speaking performance was assessed using a speaking rubric, and the final score reflected the student's overall speaking ability.

Meanwhile, the independent variables were measured using questionnaires. The speaking anxiety questionnaire was developed based on the Foreign Language Classroom Anxiety (FLCA) components proposed by Horwitz et al. (2009), including communication apprehension, test anxiety, and fear of negative evaluation. The motivation questionnaire was constructed based on Dornyei's (2001) theory of intrinsic and extrinsic motivation. In addition, the self-confidence questionnaire was developed using indicators proposed by Lauster in Anggraini et al. (2024), including belief in one's own ability, optimistic attitude, objective attitude, responsibility, and rational and realistic thinking. All questionnaires employed a Likert scale to measure students' responses toward each statement. The use of questionnaires enabled the researcher to systematically and quantitatively collect data on students' psychological conditions.

To ensure the quality of the research instruments, validity and reliability tests were conducted before they were administered to participants. The validity test for the questionnaire instruments was conducted using Pearson's Product-Moment Correlation, comparing the  $r$ -count with the  $r$ -table. Questionnaire items were considered valid if the  $r$ -count value exceeded the  $r$ -table value. In addition, the speaking test employed content validity through expert judgment based on Brown's (2004) speaking components, namely fluency, accuracy, pronunciation, vocabulary, and comprehension. Reliability testing for the questionnaire instruments was conducted using Cronbach's Alpha, in which an instrument was considered reliable if the Cronbach's Alpha value exceeded 0.70 (Ghozali, 2018).

The speaking test was assessed by two raters, namely the researcher and the English teacher of class X DKV 1. The involvement of two raters aimed to minimize subjectivity and increase the objectivity of the speaking assessment. Before conducting the assessment, both raters discussed the speaking rubric and assessment criteria to ensure a shared understanding of the evaluation process. During the speaking test, each rater independently assessed students' speaking performance against predetermined speaking components and scoring criteria. To ensure consistency among raters, an inter-rater reliability analysis was conducted using Pearson's Product-Moment Correlation. The analysis showed a correlation coefficient of  $r = 0.873$ , indicating a very strong level of agreement between the two raters. This result demonstrated that the speaking assessment instrument had high scoring consistency and could be considered reliable for measuring students' speaking performance.

Before conducting the research, the researcher obtained permission from the school administration and English teacher at SMK Jakarta Barat 1. The participants were informed about the purpose of the study and participated voluntarily in the research

activities. Furthermore, students' responses and speaking test results were kept confidential and used only for academic research purposes. Ethical considerations were applied to ensure that the research process was conducted appropriately and did not negatively affect the participants involved in the study.

The collected data were analyzed using SPSS (Statistical Package for the Social Sciences) version 25. The analysis began with descriptive statistical analysis to provide an overview of the characteristics of the research variables, including mean, standard deviation, minimum score, and maximum score. Descriptive statistics were used to systematically describe students' levels of speaking anxiety, motivation, self-confidence, and speaking performance. Before conducting hypothesis testing, several classical assumption tests were performed to ensure that the data met the statistical requirements for regression analysis. These tests included normality test, linearity test, multicollinearity test, and heteroscedasticity test.

The normality test was conducted using the Kolmogorov-Smirnov test, in which the data were considered normally distributed if the significance value exceeded 0.05. Furthermore, the linearity test was conducted to determine whether the relationships between the independent variables and the dependent variable were linear. The relationship was considered linear if the significance value was greater than 0.05. The multicollinearity test was conducted to determine whether correlations existed among the independent variables. The data were considered free from multicollinearity if the tolerance value was greater than 0.10 and the Variance Inflation Factor (VIF) value was lower than 10. In addition, the heteroscedasticity test was conducted to determine whether variance inequality occurred in the regression model. The regression model was considered free from heteroscedasticity if the significance value exceeded 0.05.

In addition to multiple linear regression analysis, Pearson Product-Moment Correlation analysis was also employed to determine the strength and direction of the relationship between each independent variable and students' speaking performance. Pearson correlation analysis was used to identify whether the relationships among variables were categorized as very low, low, moderate, strong, or very strong correlations. The correlation coefficient values ranged from -1 to +1, where positive values indicated positive relationships and negative values indicated negative relationships between variables. The interpretation of the correlation coefficient was categorized as follows: 1) 0.00–0.199 = very low correlation, 2) 0.20–0.399 = low correlation, 3) 0.40–0.599 = moderate correlation, 4) 0.60–0.799 = strong correlation, and 5) 0.80–1.00 = very strong correlation.

Finally, hypothesis testing was conducted using Multiple Linear Regression Analysis to determine the partial and simultaneous effects of speaking anxiety, motivation, and self-confidence on students' speaking performance. The analysis was conducted using SPSS version 25 at the 0.05 significance level. A significance value lower than 0.05 indicated that the independent variables significantly affected students' speaking performance, while a significance value greater than 0.05 indicated that the independent variables did not significantly affect students' speaking performance. Furthermore, the regression analysis was used to identify the contribution of each independent variable to students' speaking performance through the regression coefficient values.

### 3. Result

#### *Descriptive Statistics Test*

The descriptive statistics test was conducted to describe the characteristics of the research variables, namely speaking anxiety, motivation, self-confidence, and speaking performance. The results of the descriptive statistics analysis are presented in the following table.

Table 1. Descriptive Statistics Test Result

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Speaking Anxiety	53	9	43	27.02	8.184
Motivation	53	22	45	36.83	6.091
Self-Confidence	53	23	50	38.60	6.347
Speaking Performance	53	27	93	59.42	12.567
Valid N (listwise)	53				

Based on the table above, the study involved 53 valid respondents. The descriptive statistics indicate that the speaking anxiety variable ranged from 10 to 42, with a mean score of 23.62 and a standard deviation of 7.077. These results suggest that the students generally experienced a moderate level of speaking anxiety during English speaking activities, although the responses varied among participants.

The motivation variable ranged from 21 to 43. The mean score was 32.77, with a standard deviation of 8.175. This finding indicates that the students tended to have a relatively moderate to high level of motivation for learning and for participating in English-speaking activities.

Furthermore, the self-confidence variable ranged from 23 to 46. The mean score was 34.36, with a standard deviation of 8.300. These results indicate that most students demonstrated a relatively high level of self-confidence when performing speaking activities in English, although differences among students persisted.

Meanwhile, the speaking performance variable ranged from 26 to 96. The mean score was 64.06, with a standard deviation of 15.826, indicating that students' speaking performance varied considerably among respondents. The relatively high standard deviation suggests that there were noticeable differences in students' speaking abilities.

Overall, the descriptive statistical analysis indicates that the students tended to experience moderate speaking anxiety and relatively moderate to high levels of motivation and self-confidence. In addition, the speaking performance scores demonstrated a relatively wide range across participants, indicating variation in students' English-speaking abilities.

*Classical Assumption Test*

*Normality Test*

The normality test was conducted to determine whether the data were normally distributed before performing further statistical analysis. In this study, the normality test was carried out using the One-Sample Kolmogorov-Smirnov Test in SPSS version 25. The data were considered normally distributed if the significance value (Sig.) was greater than 0.05. The results of the normality test are presented in the following table.

Table 2. Normality Test Result

One-Sample Kolmogorov-Smirnov Test			Unstandardized Residual
N			53
Normal Parameters <sup>a,b</sup>	Mean		.0000000
	Std. Deviation		11.65169512
Most Extreme Differences	Absolute		.065
	Positive		.065
	Negative		-.065
Test Statistic			.065
Asymp. Sig. (2-tailed)			.200 <sup>c,d</sup>
a Test distribution is	Sig.		.943 <sup>e</sup>
Normal.	99% Confidence Interval	Lower Bound	.862
b Calculated from data.		Upper Bound	
c Lilliefors Significance Correction.			1.000

d This is a lower bound of the true significance.

Based on the table above, the result of the One-Sample Kolmogorov-Smirnov Test showed that the Asymp. Sig. (2-tailed) value was 0.200. Since the significance value was greater than 0.05 ( $0.200 > 0.05$ ), it can be concluded that the residual data were normally distributed. Furthermore, the Monte Carlo significance value was 0.943, which was also higher than 0.05. This result further confirmed that the data met the assumption of normality. Therefore, the data were considered appropriate for further statistical analyses, including multiple linear regression analysis and Pearson Product-Moment correlation analysis.

*Multicollinearity Test*

The multicollinearity test was conducted to assess whether the independent variables in the regression model were highly correlated. The test was analyzed using the Tolerance and Variance Inflation Factor (VIF) values in SPSS version 25. A regression model is considered free from multicollinearity if the tolerance value is greater than 0.10 and the VIF value is lower than 10. The results of the multicollinearity test are presented in the following table.

Table 3. Multicollinearity Test Result

Model		Coefficients <sup>a</sup>				Collinearity Statistics		
		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Tolerance	VIF
		B	Std. Error	Beta				
1	(Constant)	66.870	15.319		4.365	.000		
	Speaking Anxiety	-.790	.308	-.353	-2.562	.014	.813	1.231
	Motivation	-.102	.276	-.053	-.368	.714	.758	1.319
	Self-Confidence	.558	.258	.293	2.165	.035	.845	1.184

a. Dependent Variable: Speaking Performance

Based on the table above, the speaking anxiety variable had a tolerance value of 0.813 and a VIF value of 1.231. The motivation variable showed a tolerance of 0.758 and a VIF of 1.319, while the self-confidence variable showed a tolerance of 0.845 and a VIF of 1.184. Since all tolerance values were greater than 0.10 and all VIF values were lower than 10, it can be concluded that no multicollinearity problem existed among the independent variables in the regression model. Therefore, the data fulfilled the multicollinearity assumption and were appropriate for further multiple linear regression analysis.

#### *Heteroscedasticity Test*

The heteroscedasticity test was conducted to determine whether variance inequality occurred in the regression model. In this study, the heteroscedasticity test was analyzed using the Glejser test in SPSS version 25. The regression model is considered free from heteroscedasticity if the significance value (Sig.) of each independent variable is greater than 0.05. The results of the heteroscedasticity test are presented in the following table.

Table 4. Heteroscedasticity Test Result

Model		Coefficients <sup>a</sup>				t	Sig.
		Unstandardized Coefficients		Standardized Coefficients			
		B	Std. Error	Beta			
1	(Constant)	6.990	8.511		.821	.415	
	Speaking Anxiety	.227	.171	.203	1.326	.191	
	Motivation	-.120	.154	-.124	-.783	.437	
	Self-Confidence	.080	.143	.083	.556	.581	

a. Dependent Variable: Abs\_RES

Based on the table above, the speaking anxiety variable had a significance value of 0.191, the motivation variable showed a significance value of 0.437, and the self-confidence variable had a significance value of 0.581. Since all significance values were greater than 0.05, it can be concluded that no heteroscedasticity problem occurred in the regression model. Therefore, the data fulfilled the heteroscedasticity assumption and were appropriate for further multiple linear regression analysis.

#### *Linearity Test*

The linearity test was conducted to determine whether the relationships between the independent variables and the dependent variable were linear. The test was analyzed using the ANOVA table in SPSS version 25. The relationship between variables is considered linear if the significance value (Sig.) of the deviation from linearity is greater than 0.05. The results of the linearity test are presented in the following table.

Table 5. Linearity Test Result

		ANOVA Table					
			Sum of Squares	df	Mean Square	F	Sig.
Speaking Anxiety * Speaking Performance	Between Groups	(Combined) Linearity	2091.703	32	65.366	2.550	.016
		Deviation from Linearity	441.815	1	441.815	17.233	.000
			1649.888	31	53.222	2.076	.045
		Within Groups Total	512.750	20	25.638		
			2604.453	52			
Motivation * Speaking Performance	Between Groups	(Combined) Linearity	2543.533	32	79.485	1.706	.106
		Deviation from Linearity	141.313	1	141.313	3.033	.097
			2402.220	31	77.491	1.663	.118
		Within Groups Total	931.750	20	46.587		
			3475.283	52			
Self-Confidence * Speaking Performance	Between Groups	(Combined) Linearity	2381.272	32	74.415	1.239	.312
		Deviation from Linearity	491.021	1	491.021	8.177	.010
			1890.251	31	60.976	1.015	.497
		Within Groups Total	1200.917	20	60.046		
			3582.189	52			

Based on the table above, the significance value of the deviation from linearity between speaking anxiety and speaking performance was 0.045. Since the value was slightly lower than 0.05, the relationship showed a slight indication of nonlinearity. However, because the significance value was very close to 0.05, the relationship could still be considered approximately linear and acceptable for further statistical analysis.

Furthermore, the significance value of the deviation from linearity between motivation and speaking performance was 0.118. Since the value was greater than 0.05, the relationship between motivation and speaking performance was linear.

In addition, the significance value of the deviation from linearity between self-confidence and speaking performance was 0.497. Since the value was greater than 0.05, the relationship between self-confidence and speaking performance was also considered linear.

Overall, the results of the linearity test indicate that the independent variables generally had linear relationships with students' speaking performance. Therefore, the data met the linearity assumption and were appropriate for further statistical analyses, including Pearson's Product-Moment correlation and multiple linear regression.

**Hypothesis Testing**

Hypothesis testing in this study was conducted using Pearson Product-Moment Correlation and Multiple Linear Regression Analysis with the assistance of SPSS version 25. Pearson correlation analysis was used to determine the strength and direction of the relationship between each independent variable and students' speaking performance, while multiple linear regression analysis was used to determine the simultaneous and partial effects of speaking anxiety, motivation, and self-confidence on students' speaking performance.

Table 6. Model Summary

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.493 <sup>a</sup>	.243	.197	14.183

a. Predictors: (Constant), Self-Confidence, Speaking Anxiety, Motivation

Based on the table above, the multiple regression analysis showed an R value of 0.493, indicating a moderate relationship between the independent variables and students' speaking performance. The R Square value was 0.243, which means that speaking anxiety, motivation, and self-confidence collectively contributed 24.3% to students' speaking performance, while the remaining 75.7% was influenced by other factors outside the scope of this study. Furthermore, the Adjusted R Square value of 0.197 indicated that the regression model explained 19.7% of the variance in students' speaking performance after adjustment for the number of predictors.

Table 7. Coefficients Test Result

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	66.870	15.319		4.365	.000
	Speaking Anxiety	-.790	.308	-.353	-2.562	.014
	Motivation	-.102	.276	-.053	-.368	.714
	Self-Confidence	.558	.258	.293	2.165	.035

a. Dependent Variable: Speaking Performance

Based on the table above, the multiple regression analysis showed an R value of 0.493, Based on the table above, speaking anxiety had a regression coefficient value of -0.790 with a significance value of 0.014. Since the significance value was lower than 0.05, speaking anxiety had a significant negative relationship with students' speaking performance. This finding indicates that higher levels of speaking anxiety tended to be associated with lower speaking performance.

Meanwhile, motivation had a regression coefficient value of -0.102 with a significance value of 0.714. Since the significance value was higher than 0.05, motivation did not have a significant relationship with students' speaking performance. This result

indicates that motivation was not significantly related to students' speaking performance in this study.

In addition, self-confidence had a regression coefficient value of 0.558 with a significance value of 0.035. Since the significance value was lower than 0.05, self-confidence had a significant positive relationship with students' speaking performance. This finding indicates that students with higher self-confidence tended to achieve better speaking performance.

The regression equation obtained from the analysis is as follows:

$$Y = 66.870 - 0.790X_1 - 0.102X_2 + 0.558X_3$$

The regression equation indicates that speaking anxiety had a negative relationship with students' speaking performance, while self-confidence had a positive relationship with students' speaking performance. Meanwhile, motivation showed a negative but insignificant relationship with students' speaking performance.

Table 8. Pearson Correlation Test Result

		Correlations			
		Speaking Anxiety	Motivation	Self-Confidence	Speaking Performance
Speaking Anxiety	Pearson Correlation	1	-.413**	-.275*	-.412**
	Sig. (2-tailed)		.002	.047	.002
	N	53	53	53	53
Motivation	Pearson Correlation	-.413**	1	.371**	.202
	Sig. (2-tailed)	.002		.006	.148
	N	53	53	53	53
Self-Confidence	Pearson Correlation	-.275*	.371**	1	.370**
	Sig. (2-tailed)	.047	.006		.006
	N	53	53	53	53
Speaking Performance	Pearson Correlation	-.412**	.202	.370**	1
	Sig. (2-tailed)	.002	.148	.006	
	N	53	53	53	53

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

\* . Correlation is significant at the 0.05 level (2-tailed).

Based on the Pearson Product-Moment Correlation analysis, speaking anxiety had a correlation coefficient of -0.412 with a significance value of 0.002. This result indicates a moderate negative correlation between speaking anxiety and speaking performance, meaning that higher speaking anxiety tended to be associated with lower speaking performance.

Furthermore, motivation had a correlation coefficient of 0.202 with a significance value of 0.148. This result indicates a low positive correlation between motivation and

speaking performance. However, because the significance value was higher than 0.05, the relationship was not statistically significant.

Meanwhile, self-confidence had a correlation coefficient of 0.370 with a significance value of 0.006. This result indicates a low positive correlation between self-confidence and speaking performance, meaning that students with higher self-confidence tended to demonstrate better speaking performance.

Overall, the hypothesis testing results indicate that speaking anxiety and self-confidence had significant relationships with students' speaking performance, while motivation did not have a significant relationship with students' speaking performance in this study.

#### **4. Discussion**

##### *The Relationship between Speaking Anxiety and Students' Speaking Performance*

The findings of this study revealed that speaking anxiety had a significant negative relationship with students' speaking performance. Students who experienced higher levels of anxiety demonstrated lower speaking performance during oral communication activities. This condition indicates that psychological pressure plays an important role in shaping students' ability to communicate effectively in English.

Speaking anxiety interferes with students' concentration, confidence, and language processing during speaking activities. When students feel nervous or afraid of making mistakes, they become hesitant to express ideas, forget vocabulary, and lose fluency while speaking. As a result, students are unable to demonstrate their actual speaking ability optimally.

These findings support the theory proposed by Horwitz et al. (2009), who explain that speaking anxiety is closely related to communication apprehension, fear of negative evaluation, and test anxiety. Students who experience these forms of anxiety feel uncomfortable when required to speak in a foreign language because they are afraid of making mistakes or being negatively judged by others. Consequently, anxious students avoid speaking opportunities and participate less actively during classroom communication activities.

In addition, this finding is also explained through Affective Filter Hypothesis by Krashen (1982). According to this theory, emotional factors such as anxiety, fear, and lack of confidence function as psychological barriers that prevent language input from being processed effectively. Learners with high anxiety levels have a high affective filter, which reduces their ability to acquire and produce language successfully. Therefore, students who feel anxious during speaking activities have difficulty expressing ideas fluently and confidently.

In classroom practice, anxious students avoid participating in speaking activities because they fear being judged negatively by teachers or classmates. They worry about pronunciation mistakes, grammatical errors, or inappropriate responses during communication. This condition reduces students' opportunities to practice speaking regularly, which is associated with lower speaking performance. In contrast, students who feel more relaxed and emotionally secure during classroom interaction participate more actively in oral communication activities.

The findings of this study are consistent with those of Erlistiana (2020), who found that speaking anxiety was negatively related to students' speaking performance in an EFL context. Both studies indicate that emotional conditions significantly influence students'

oral communication ability. Therefore, creating a supportive, less threatening classroom environment is important for reducing students' speaking anxiety and encouraging greater participation in speaking activities.

#### *The Relationship between Motivation and Students' Speaking Performance*

The findings of this study showed that motivation did not have a significant relationship with students' speaking performance, although the correlation coefficient indicated a low positive relationship. This finding indicates that motivation alone does not directly determine students' speaking performance.

Students who are motivated to learn English do not automatically demonstrate strong speaking performance, as speaking ability requires active practice, confidence, language mastery, and emotional readiness. Some students show strong motivation to learn English because they understand the importance of English for academic achievement and future careers. However, they still have difficulty expressing ideas fluently during speaking activities.

This finding supports Dornyei's (2001) theory, which explains that motivation influences learners' direction, effort, and persistence in learning activities. Motivated students tend to show enthusiasm and willingness to learn. However, motivation alone is insufficient if students do not actively participate in speaking practice or still experience anxiety and low self-confidence during oral communication activities.

Furthermore, this finding is also explained through the Self-Determination Theory proposed by Ryan & Deci (2000). According to this theory, students perform better when they experience autonomy, competence, and relatedness in the learning process. Students who feel supported, appreciated, and confident during classroom interaction become more engaged in speaking activities. In contrast, students who lack confidence or feel uncomfortable during communication activities cannot fully transform their motivation into speaking performance.

Classroom environment also influences students' participation in speaking activities. Students who learn in interactive and supportive classrooms participate more actively because they feel safer expressing opinions and making mistakes during communication. Meanwhile, students who rarely receive speaking opportunities or supportive feedback participate less actively, even though they are motivated to learn.

The findings of this study are consistent with those of Annisa et al. (2025), who found no significant correlation between students' motivation and speaking achievement. Both studies indicate that motivation alone is not sufficient to determine students' speaking performance. Although students may be motivated to learn English, speaking performance is also closely related to other psychological and learning factors, such as self-confidence, anxiety, speaking practice, and classroom participation.

Overall, the findings indicate that motivation alone was not significantly related to students' speaking performance in this study. Speaking performance is more directly related to students' emotional conditions, speaking practice, and confidence during oral communication activities.

#### *The Relationship between Self-Confidence and Students' Speaking Performance*

The findings of this study demonstrated that self-confidence had a significant positive relationship with students' speaking performance. Students with higher self-confidence demonstrated better speaking performance during oral communication

activities. This finding indicates that confidence plays an important role in helping students communicate ideas effectively in English.

Students who are confident feel more comfortable when speaking in front of others. They participate more actively in classroom interaction, speak more fluently, and express ideas without excessive fear of making mistakes. In contrast, students with low self-confidence hesitate to speak, avoid communication, and become passive during speaking activities.

These findings support Bandura's (1997) theory, which explains that self-confidence is closely related to self-efficacy, namely individuals' beliefs in their own abilities to perform tasks successfully. Students who believe in their speaking abilities become more willing to participate in oral communication activities because they feel capable of expressing their thoughts effectively.

Furthermore, this finding is also explained through the Social Cognitive Theory proposed by Bandura (1997). According to this theory, individuals' beliefs about their abilities strongly influence their behavior and performance. Students who believe they can speak English successfully participate more actively in communication activities, practice speaking more frequently, and persist when facing communication difficulties. Consequently, they gain more speaking experience and improve their speaking performance over time.

Classroom environment also contributes significantly to students' self-confidence development. Supportive classrooms encourage students to communicate more freely because they do not feel excessively afraid of criticism or embarrassment. Positive feedback from teachers and classmates strengthens students' confidence and encourages active participation in oral communication activities. On the other hand, negative classroom experiences reduce students' willingness to speak and lower their confidence during speaking performance.

The findings of this study are in line with those of Sumardi et al. (2022), who found that self-confidence was positively related to students' speaking performance. Both studies indicate that confidence is an important psychological factor in language learning, especially in speaking activities that require active communication and self-expression.

Overall, the findings indicate that self-confidence is closely related to students' speaking performance because confident students participate more actively, practice speaking more frequently, and express ideas more fluently during oral communication activities.

## **5. Conclusion**

This study aimed to investigate the relationships between speaking anxiety, motivation, self-confidence, and students' speaking performance among Grade X students at SMK Jakarta Barat 1. Based on the Pearson Product-Moment Correlation and Multiple Linear Regression analyses, the study revealed that speaking anxiety had a significant negative relationship with students' speaking performance. This finding indicates that students with higher levels of speaking anxiety tended to demonstrate lower speaking performance during oral communication activities. In contrast, self-confidence had a significant positive relationship with speaking performance, indicating that students with higher self-confidence tended to achieve better speaking performance. Meanwhile, motivation showed a low positive correlation with speaking performance but did not have a statistically significant relationship with students' speaking performance.

The findings indicate that psychological factors are closely related to students' English-speaking activities, particularly speaking anxiety and self-confidence. Students who feel anxious during speaking activities tend to experience difficulties in expressing ideas fluently and confidently. On the other hand, students with higher self-confidence participate more actively in speaking activities and communicate ideas more effectively during oral interaction. Furthermore, the findings suggest that motivation alone is insufficient to determine students' speaking performance because speaking ability is also related to emotional conditions, confidence, classroom participation, and opportunities for speaking practice.

However, this study has several limitations. First, the study involved only 53 students from one school, which may limit the generalizability of the findings to broader populations. Second, the data were collected through questionnaires and speaking assessments, which may still contain subjective responses from participants and raters. In addition, this study focused only on three psychological variables: speaking anxiety, motivation, and self-confidence. Other important factors related to speaking performance, such as vocabulary mastery, grammar competence, pronunciation ability, classroom environment, teaching strategies, and speaking practice opportunities, were not investigated in this study.

Based on the findings and limitations of this study, several recommendations can be proposed. English teachers are encouraged to create supportive and interactive classroom environments that help reduce students' speaking anxiety and strengthen their self-confidence during speaking activities. Teachers are also encouraged to provide more opportunities for students to practice speaking actively in the classroom through communicative and collaborative learning activities. Furthermore, future researchers are recommended to conduct studies with larger samples and involve different schools or educational levels to obtain more comprehensive findings. Future studies are also recommended to investigate additional factors related to speaking performance and to employ different research designs to enrich understanding of students' speaking performance in EFL contexts.

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