



Speaking Anxiety and Students' Self-Perceived Speaking Ability in Indonesian Language Learning at Senior High School

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Article Info	Abstract
Received: 2026-05-16 Revised: 2026-05-21 Accepted: 2026-06-17 Keywords: <i>Indonesian language learning; self-assessment; self-perceived speaking ability; senior high school students; speaking anxiety</i> DOI: 10.24256/ideas.v14i1.10643 Corresponding Author: Kurniati Ladjambu kurniatiladjambu18@guru.sma.belajar.id Pendidikan Bahasa Indonesia, Universitas Negeri Gorontalo	<i>Formal speaking tasks in Indonesian language classrooms may still generate anxiety because students must organize ideas, speak before teachers and peers, avoid mistakes, and meet assessment expectations. This study examined the relationship between speaking anxiety and students' self-perceived speaking ability in Indonesian language learning. Self-perceived speaking ability refers to students' self-assessment of oral performance, not a direct teacher or researcher rating. Using a quantitative correlational design, the study involved 203 tenth-grade students at SMA Negeri 1 Gorontalo. Data were collected through two 1–5 Likert-scale questionnaires measuring speaking anxiety and self-perceived speaking ability. The instruments were reviewed by three expert validators and judged feasible with minor revision. Descriptive statistics, normality testing, and Spearman correlation were used to analyze the data. The results showed moderate speaking anxiety ($M = 3.284$, $SD = 0.709$) and moderate self-perceived speaking ability ($M = 3.281$, $SD = 0.498$). Spearman correlation indicated a significant negative association, $\rho = -0.335$, 95% CI $[-0.46, -0.20]$, $p < 0.001$. Thus, students with higher speaking anxiety tended to evaluate their speaking ability less positively. Because the study was correlational and self-reported, the findings should not be interpreted as causal evidence. The findings suggest the need for gradual speaking practice, clear assessment criteria, constructive feedback, and guided self-reflection.</i>

1. Introduction

Speaking is a central competence in Indonesian language learning at the senior high school level. Through oral activities, students learn to organize ideas, present information, respond to arguments, ask questions, participate in discussions, and use language appropriately in academic interaction. Classroom speaking tasks may include presentations, debates, group discussions, oral responses to texts, speeches, and question-and-answer sessions. The Indonesian language curriculum also emphasizes the ability to express ideas and responses orally as part of language learning (Kementerian Pendidikan Dasar dan Menengah, 2025). In classroom assessment, speaking is commonly viewed as an active language performance that should be evaluated through meaningful tasks, clear criteria, and attention to both process and product (Nurgiyantoro, 2018; Rahmawati & Fatimah, 2015). Therefore, successful speaking depends not only on linguistic knowledge, but also on students' readiness to perform before others.

Although Indonesian is a familiar national language for students, formal classroom speaking can still be psychologically demanding. Students who understand the learning material may hesitate when they have to explain it orally before teachers and peers. Some become nervous, fear making mistakes, depend heavily on notes, avoid eye contact, or remain silent during discussions. Similar concerns have been reported in Indonesian senior high school contexts, where students may experience anxiety when speaking or presenting in front of the class (Jendra & Sugiyo, 2020; Khaerunnisa et al., 2020). These experiences show that speaking performance involves an affective dimension in addition to language accuracy, content organization, and delivery skills.

One affective factor closely related to oral performance is speaking anxiety. McCroskey (1982) conceptualized communication apprehension as fear or anxiety related to real or anticipated communication, while Horwitz et al. (1986) emphasized that language anxiety often occurs in evaluative situations where learners worry about negative judgement. More recent work describes speaking anxiety as a context-sensitive construct that may appear in testing, classroom, and activity-based speaking situations (Gao, 2022). When anxiety is repeatedly experienced during oral tasks, students may avoid opportunities to speak, even though speaking ability develops through practice, feedback, and repeated participation.

Students' perceptions of their own speaking ability are also important to examine. Bandura's self-efficacy theory explains that individuals' beliefs about their capability to perform a task can influence how they think, feel, and act in achievement situations (Bandura, 1977). In speaking activities, students who believe they can express ideas effectively may be more willing to participate and manage nervousness. Conversely, students with lower perceived capability may hesitate, avoid speaking, or evaluate their oral performance less positively. In the present research, self-perceived speaking ability refers to students' judgement of their speaking ability in Indonesian language lessons, not to direct teacher or researcher assessment. This construct includes fluency, content organization, language accuracy, delivery clarity, and interactional or communicative attitude.

Previous studies have shown that anxiety is related to students' perceived competence and speaking experiences. Tsang (2020) found that students' perceptions of presentation delivery were associated with public speaking anxiety. Liu (2024) reported a negative relationship between self-perceived public speaking competence and public speaking anxiety in EFL presentations. Kormos and Préfontaine (2017) also showed that affective factors shape learners' appraisal of speaking tasks and oral fluency. In the Indonesian context, Khaerunnisa et al. (2020) described public speaking anxiety among senior high school students, while Jendra and Sugiyo (2020) reported that students' self-

efficacy was associated with presentation anxiety. These findings indicate that anxiety, confidence, and self-perception are closely connected in speaking situations.

Despite this growing body of research, speaking anxiety in Indonesian language learning at senior high school remains less explored than in EFL, university, or general public-speaking contexts. Indonesian language classrooms have a distinct pedagogical character: students use a familiar national language, but formal tasks require them to speak coherently, politely, critically, and in accordance with academic purposes. Speaking activities may also involve text-based discussion, critical response, debate, and academic questioning, not only prepared speeches or presentations. Another gap concerns the use of self-perceived speaking ability as a main variable, since many studies focus more on teacher ratings, performance rubrics, or direct observation. Students' self-perception should not replace observed speaking performance, but it can provide useful information about how they interpret their own oral competence (McCroskey & McCroskey, 1988).

Based on these considerations, the present research examines the direction and strength of the relationship between speaking anxiety and self-perceived speaking ability in Indonesian language learning at senior high school. Rather than measuring actual speaking performance, the investigation focuses on how students report their anxiety and evaluate their own speaking ability. The research hypothesis is that speaking anxiety is negatively and significantly related to students' self-perceived speaking ability.

2. Method

This study used a quantitative correlational design. The design was selected because the purpose of the study was to identify the direction and strength of the relationship between speaking anxiety and self-perceived speaking ability without manipulating the variables. Therefore, the results are interpreted as statistical associations rather than causal effects (Creswell & Creswell, 2018).

The study was conducted at SMA Negeri 1 Gorontalo with tenth-grade students. The accessible population consisted of six classes taught by the researcher, namely X4, X5, X8, X9, X10, and X11. In the first semester, the six classes included 213 students. During data collection in the second semester, 203 students provided usable responses for the two main variables. Ten students were not included because they were no longer part of the accessible population or could not be reached during data collection. The participating classes were selected not only because they were accessible to the researcher, but also because they shared a comparable instructional context. All students were tenth graders who had experienced similar Indonesian language speaking activities, including presentations, discussions, and oral responses. They were also taught under the same curriculum and assessment framework, which made the classes relevant for examining speaking anxiety and self-perceived speaking ability in a consistent classroom setting.

The study involved two variables: speaking anxiety and self-perceived speaking ability. Speaking anxiety refers to a psychological state involving fear, nervousness, tension, worry about making mistakes, or discomfort when students are required to speak orally in Indonesian language lessons. This variable includes cognitive, affective or emotional, physiological, and behavioral aspects. Self-perceived speaking ability refers to students' self-assessment of their speaking ability in classroom oral activities. It does not refer to teacher assessment or researcher-rated performance. This variable includes fluency, content organization, language accuracy, delivery clarity, and interactional or communicative attitude.

Data were collected using two questionnaires with a 1-5 Likert scale: 1 = strongly disagree, 2 = disagree, 3 = undecided, 4 = agree, and 5 = strongly agree. Higher scores on the speaking anxiety questionnaire indicate higher anxiety. Higher scores on the self-

perceived speaking ability questionnaire indicate more positive self-assessment of speaking ability. The questionnaires were prepared and administered in Indonesian because the study examined Indonesian language learning; the English labels of the variables and dimensions were used only for reporting purposes in the article.

The speaking anxiety questionnaire was developed based on the concepts of communication apprehension (McCroskey, 1982) and language anxiety (Horwitz et al., 1986), then contextualized for oral activities in Indonesian language learning. It was not a direct adaptation of the Foreign Language Classroom Anxiety Scale. The questionnaire consisted of 20 items: seven cognitive items, seven affective or emotional items, three physiological items, and three behavioral items. The self-perceived speaking ability questionnaire consisted of 20 positive items: two fluency items, four content-organization items, four language-accuracy items, four delivery-clarity items, and six interactional or communicative-attitude items. The instrument dimensions, indicators, number of items, and example items are presented in Table 1.

Table 1. Instrument dimensions and example items

Variable	Dimension	Indicator focus	Number of items	Example item
Speaking anxiety	Cognitive	Worry, fear of mistakes, and negative evaluation	7	I worry about making mistakes when speaking in front of the class.
Speaking anxiety	Affective/emotional	Nervousness, discomfort, and emotional tension during speaking tasks	7	I feel nervous when I have to speak in front of the class.
Speaking anxiety	Physiological	Physical reactions such as trembling, sweating, or voice changes	3	My body feels tense when I have to speak orally in class.
Speaking anxiety	Behavioral	Avoidance, silence, or reluctance to participate in oral activities	3	I try to avoid speaking activities in class.
Self-perceived speaking ability	Fluency	Smoothness and continuity of speech	2	In my opinion, I can speak fluently when expressing ideas in class.
Self-perceived speaking ability	Content organization	Clarity and logical arrangement of ideas	4	In my opinion, I can organize my ideas clearly when speaking.
Self-perceived speaking ability	Language accuracy	Appropriateness of vocabulary, sentences, and language use	4	In my opinion, I can use appropriate words and

Self-perceived speaking ability	Delivery clarity	Voice, pronunciation, and clarity of oral delivery	4	sentences when speaking. In my opinion, I can deliver my ideas clearly when speaking.
Self-perceived speaking ability	Interaction and communicative attitude	Responsiveness, willingness to communicate, and participation	6	In my opinion, I can respond to others during classroom speaking activities.

Before administration, the questionnaire drafts were reviewed by three expert validators consisting of two university lecturers and one experienced Indonesian language teacher. The expert review focused on indicator relevance, clarity of item wording, content appropriateness, and the suitability of the instruments for Indonesian language learning. The validators concluded that the instruments were feasible to use with minor revision. No item was deleted or substantially modified. The minor revisions mainly involved improving wording clarity, adjusting statements to the classroom context, and ensuring that the items were understandable for tenth-grade students. Because the instruments were used for classroom-based correlational research and were not intended to develop a new psychometric scale, instrument quality was supported through expert judgement, pilot testing, item-validity testing, and reliability analysis.

After expert validation, the instruments were piloted with 48 students outside the main sample. Item validity was examined using corrected item-total correlation. With 48 pilot respondents, the *r*-table value at the 0.05 significance level was 0.285. Items were considered valid when the calculated *r* value exceeded the *r*-table value. All 20 items in the speaking anxiety questionnaire and all 20 items in the self-perceived speaking ability questionnaire met the item-validity criterion. Reliability was examined using Cronbach's alpha.

Table 2. Reliability test results of the instruments

Instrument	Number of items	Cronbach's Alpha	Interpretation
Speaking anxiety questionnaire	20	0.911	Excellent
Self-perceived speaking ability questionnaire	20	0.940	Excellent
Overall decision	-	≥ 0.70 criterion met	Reliable for data collection

Table 2 shows that both instruments obtained Cronbach's alpha values above the commonly accepted threshold for internal consistency. The speaking anxiety questionnaire obtained a Cronbach's alpha value of 0.911, while the self-perceived speaking ability questionnaire yielded a Cronbach's alpha value of 0.940. These results indicated excellent internal consistency, suggesting that both instruments were reliable for use in this study (Tavakol & Dennick, 2011).

Data collection was conducted in April 2026 after formal permission had been obtained from the university, the local government authority for national unity and politics (Kesbangpol), the Education Office, and the school. The permit from Kesbangpol was

forwarded to the Education Office and the school before data collection. The school also granted permission for the study.

Before completing the questionnaire, students received a written explanation about the purpose of the study, the type of data collected, the confidentiality of their responses, and the academic use of the data. A more detailed explanation was then provided orally. Students were informed that participation was voluntary, unrelated to their Indonesian language grades, and would not affect their academic standing, classroom learning process, or relationship with the teacher. Based on the permission and ethical considerations, students were allowed to decide whether to complete the questionnaire. Responses were collected anonymously, and the data were used only for research purposes.

Because the researcher was also the teacher of the participating classes, the study acknowledged a potential role-related bias. This was addressed by explaining that participation was voluntary, by separating questionnaire completion from classroom assessment, and by emphasizing that students' answers would not influence their grades or status at school.

Before analysis, responses were screened for respondent eligibility, completeness, and consistency with the 1-5 score range. Only responses from students belonging to the accessible population and containing usable data for the two main variables were retained. The final dataset consisted of 203 students.

Descriptive statistics were used to summarize minimum score, maximum score, mean, standard deviation, and category. Variable categories were determined using the mean score per item. The category interval was calculated by dividing the score range by the number of categories: $(5 - 1) / 5 = 0.80$. The categories were set as follows: 1.00-1.80 = very low, 1.81-2.60 = low, 2.61-3.40 = moderate, 3.41-4.20 = high, and 4.21-5.00 = very high.

Normality was tested using the Kolmogorov-Smirnov test with Lilliefors correction. Because one variable did not meet the normality assumption, Spearman correlation was used to examine the relationship between speaking anxiety and self-perceived speaking ability at the 0.05 significance level. Significance values reported as 0.000 in the statistical output were written as $p < 0.001$. The strength of correlation was interpreted using Cohen's (1988) guideline, where approximately 0.10 indicates a small relationship, 0.30 a moderate relationship, and 0.50 a large relationship.

3. Results

The final data consisted of 203 tenth-grade students from six classes. The number of respondents in each class ranged from 32 to 36, indicating a relatively balanced distribution across classes.

Table 3. Distribution of research respondents

Class	Number of respondents	Percentage
X5	35	17.24%
X8	33	16.26%
X9	34	16.75%
X10	32	15.76%
X11	33	16.26%
Total	203	100.00%

Descriptive statistics indicated that both variables were at a moderate level. Speaking anxiety had a mean per item of 3.284, while self-perceived speaking ability had a mean per item of 3.281. These results show that, in general, students did not report extremely high anxiety or very low perceived speaking ability, but both constructs were present at a noticeable level in classroom speaking activities.

Table 4. Descriptive statistics of the research variables

Variable	N	Score range	Total mean (SD)	Mean per item (SD)	Category
Self-perceived speaking ability	203	34-95	65.611 (9.969)	3.281 (0.498)	Moderate

The category distribution also supported the descriptive results. The largest proportion of students was in the moderate category for both variables. However, the combined high and very high categories for speaking anxiety reached 43.84%, indicating that a considerable number of students still experienced substantial anxiety during speaking activities.

Table 5. Category distribution of the research variables

Variable	Very low	Low	Moderate	High	Very high
Self-perceived speaking ability	2 (0.99%)	11 (5.42%)	121 (59.61%)	60 (29.56%)	9 (4.43%)

The dimension-level analysis showed a more specific pattern. Cognitive anxiety obtained the highest mean among the speaking anxiety dimensions, suggesting that students' anxiety was more strongly related to worry, negative thoughts, and fear of making mistakes than to observable avoidance behavior. In self-perceived speaking ability, fluency obtained the lowest mean, indicating that students felt less confident in speaking smoothly, maintaining continuity, and expressing ideas without hesitation.

Table 6. Descriptive statistics by construct dimension

Construct	Dimension	Number of items	Mean per item	Category
Speaking anxiety	Affective/emotional	7	3.311	Moderate
Speaking anxiety	Physiological	3	3.323	Moderate
Speaking anxiety	Behavioral	3	2.910	Moderate
Self-perceived speaking ability	Fluency	2	3.032	Moderate
Self-perceived speaking ability	Content organization	4	3.191	Moderate

Self-perceived speaking ability	Language accuracy	4	3.325	Moderate
Self-perceived speaking ability	Delivery clarity	4	3.318	Moderate
Self-perceived speaking ability	Interaction and communicative attitude	6	3.369	Moderate

The normality test showed that speaking anxiety was normally distributed, whereas self-perceived speaking ability was not normally distributed. Therefore, Spearman correlation was used to examine the relationship between the two variables. The analysis showed a significant negative correlation between speaking anxiety and self-perceived speaking ability, $\rho = -0.335$, 95% CI [-0.46, -0.20], $p < 0.001$.

In practical terms, the negative coefficient means that students with higher speaking anxiety tended to rate their speaking ability lower. The magnitude of $\rho = -0.335$ indicates a moderate association: the relationship is meaningful enough to be considered in classroom speaking instruction, but not strong enough to suggest that anxiety alone explains students' self-perceived speaking ability. Other factors, such as preparation, prior speaking experience, feedback, and classroom support, may also contribute to how students evaluate their speaking ability.

Table 7. Summary of normality and correlation tests

Analysis	Statistic	Significance	Decision
Normality: self-perceived speaking ability	D = 0.086	$p = 0.001$	Not normal
Spearman correlation	$\rho = -0.335$	$p < 0.001$	Significant

4. Discussion

The results show that students' speaking anxiety was at a moderate level. This finding is important because it suggests that anxiety was not limited to a small number of students with serious difficulties, but was present as part of everyday classroom experience. The proportion of students in the high and very high anxiety categories reached 43.84%, which means that many students still experienced considerable tension when they had to speak in Indonesian language lessons. In the context of SMA Negeri 1 Gorontalo, this condition may be related to the nature of formal classroom speaking tasks, where students are expected to express ideas clearly, respond to questions, and perform in front of teachers and classmates.

The highest mean score appeared in the cognitive dimension of speaking anxiety. This indicates that students' anxiety was closely connected with what they thought before and during speaking tasks, such as worrying about mistakes, losing concentration, forgetting points, or being unable to arrange ideas clearly. This pattern is understandable in formal Indonesian language learning because students are not only expected to speak, but also to speak in an organized, polite, and academically appropriate manner. In Indonesian classroom culture, students may also feel embarrassed when they make mistakes in front of peers, worry about being laughed at, or feel pressured when oral performance is

connected to formal assessment. These social and evaluative pressures can make speaking tasks feel demanding, even when students use their familiar national language.

Students' self-perceived speaking ability was also at a moderate level. This suggests that students generally did not see themselves as unable to speak, but they also did not fully view their speaking ability as strong or confident. The lowest score was found in the fluency dimension, which shows that students may still feel unsure about speaking smoothly, continuing their ideas without long pauses, and maintaining confidence during oral activities. This result reflects a common classroom situation in which students may understand the topic but still struggle to express their ideas fluently when they have to speak spontaneously before others.

The significant negative relationship between speaking anxiety and self-perceived speaking ability shows that students with higher anxiety tended to evaluate their speaking ability less positively. In practical terms, anxious students may pay more attention to possible failure than to what they are actually able to do. They may worry about pronunciation, word choice, forgotten material, or classmates' reactions. As a result, their self-evaluation can become lower, even when their actual ability has not been directly measured in this study.

This relationship may also work in two directions. On the one hand, speaking anxiety can reduce students' confidence and make them judge their speaking ability less positively. On the other hand, students who already perceive their speaking ability as weak may become more anxious when they are asked to speak in front of the class. For example, a student who believes that they are not fluent may anticipate failure before the task begins, and this expectation can increase nervousness during speaking. Therefore, the relationship between anxiety and self-perceived speaking ability should be understood as reciprocal rather than as a simple one-way effect.

This finding is consistent with previous studies showing that anxiety is related to perceived competence and speaking experiences. Tsang (2020) found that perceived presentation delivery was associated with public speaking anxiety, while Liu (2024) reported a negative relationship between self-perceived public speaking competence and public speaking anxiety in EFL presentations. Although the present research was conducted in Indonesian language learning rather than in an EFL context, the pattern is similar: students who feel more anxious tend to report lower confidence in their speaking ability. Kormos and Préfontaine (2017) also emphasized that affective factors shape learners' appraisal of speaking tasks and oral fluency, which supports the interpretation that speaking performance is influenced not only by linguistic knowledge but also by emotional and self-evaluative factors.

The correlation coefficient, $\rho = -0.335$, indicates a moderate relationship based on Cohen's (1988) guideline. This means that speaking anxiety has a meaningful association with self-perceived speaking ability, but it should not be treated as the only factor. Students' self-perception may also be influenced by previous speaking experiences, teacher feedback, peer responses, preparation time, assessment rubrics, and individual confidence. Because this research used a correlational design, the result cannot be interpreted as evidence that anxiety directly causes lower self-perceived speaking ability. The finding instead shows a significant association that needs to be interpreted carefully within the classroom context.

These findings have practical implications for Indonesian language teaching. Speaking instruction should not focus only on the final oral performance or the score obtained by students. Teachers also need to pay attention to the process that students experience before and during speaking. Gradual and low-stakes speaking tasks can be useful, for example beginning with pair discussion, moving to small-group sharing, and later continuing to short individual presentations. When students first practise in less threatening situations,

they may have more space to organize ideas, receive support, and build confidence before performing in front of the whole class.

Peer support and emotionally supportive teacher responses are also important. Students may feel less anxious when classmates are guided to listen respectfully, give constructive comments, and avoid negative reactions toward mistakes. Teachers can help by creating clear speaking rules, explaining assessment criteria before the task, allowing sufficient preparation time, and responding to errors in a way that encourages improvement rather than embarrassment.

In this sense, feedback should be specific, constructive, and easy for students to use. Rather than only pointing out weaknesses, feedback should help students understand what they have done well and what they can improve in the next speaking task. Yan et al. (2022) found that self-assessment and peer-assessment interventions can positively affect academic performance, and Kumar et al. (2023) showed that self-assessment and peer assessment can support self-regulated learning in speaking classes. In Indonesian language learning, guided self-assessment can help students reflect on fluency, organization of ideas, clarity, and confidence without relying only on teacher scores.

5. Conclusion

This study found that tenth-grade students' speaking anxiety in Indonesian language learning was at a moderate level, with a mean score of 3.284. However, 43.84% of students were in the high to very high anxiety categories. Students' self-perceived speaking ability was also at a moderate level, with a mean score of 3.281. These findings indicate that many students evaluated their speaking ability as sufficient but not yet optimal, particularly in relation to fluency and classroom speaking confidence.

Spearman correlation showed a significant negative relationship between speaking anxiety and self-perceived speaking ability, $\rho = -0.335$, 95% CI [-0.46, -0.20], $p < 0.001$. This means that students with higher reported speaking anxiety tended to report lower self-perceived speaking ability. Because the study used a correlational design, the result cannot be interpreted as evidence that anxiety causes lower speaking ability. The findings also refer to students' self-perceptions rather than direct assessment of actual speaking performance.

For Indonesian language teaching, the findings suggest the importance of gradual speaking practice, transparent assessment rubrics, sufficient preparation time, supportive feedback, and guided self-reflection after oral tasks. Future studies are encouraged to involve more diverse schools and combine self-report questionnaires with teacher rubrics, peer assessment, recorded performance, interviews, or classroom observations to better understand the relationship between anxiety, self-perception, and actual speaking performance.

Several limitations should be considered. First, the study used convenience sampling from one school, so the findings should not be generalized to all Indonesian senior high school students. Second, both variables were measured through self-report questionnaires administered in a classroom context. Students' responses may have been influenced by response tendencies, peer presence, or the immediate situation of questionnaire completion. Third, self-perceived speaking ability was not the same as actual speaking performance. The study therefore explains an association between students' reported anxiety and self-assessment, not a direct relationship between anxiety and observed speaking competence. Fourth, although expert validation and reliability testing were conducted, future studies may strengthen instrument evidence through factor analysis, cross-school validation, or mixed-method triangulation.

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