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The Effects of Speaking Self-Efficacy, Speaking Motivation, and Speaking Anxiety on Junior High School Students' Speaking Performance in Sleman Regency, Special Region of Yogyakarta, Indonesia

Aprilia Helmiyati Alim[1]*, Dwiyani Pratiwi[2]
Universitas Negeri Yogyakarta
Corresponding Author: Aprilia Helmiyati: apriliahelmiyati.2023@student.uny.ac.id

A R T I C L E I N F O

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A B S T R A C T

Mastery of English speaking skills has become an important demand for Indonesian junior high school students, yet many learners still demonstrate limited speaking performance despite having received instruction for several years. This quantitative study employed an ex post facto design and involved 128 public junior high school students in Sleman Regency, Special Region of Yogyakarta, Indonesia.Item validity testing using Pearson correlations showed that all item–total coefficients exceeded the r-table value (0.173). This quantitative study employed an ex post facto design and involved 128 public junior high school students in Sleman Regency, Special Region of Yogyakarta, Indonesia.Speaking self-efficacy, speaking motivation, and speaking anxiety were measured using four-point scale questionnaires, while speaking performance was obtained from oral test scores. Item validity testing using Pearson correlations showed that all item–total coefficients exceeded the r-table value (0.173).

INTRODUCTION

English speaking proficiency is an important prerequisite for students to access knowledge, academic mobility, and cross-border employment opportunities, so junior high school instruction can no longer focus mainly on written grammar (Liew, 2022). Reviews of speaking instruction indicate that program success is strongly influenced by the design of oral tasks that require meaning negotiation, spontaneous production, and continuous feedback (Yahaya, 2021). Other research has found that many EFL learners still struggle to express ideas due to limited vocabulary, reluctance to speak, and a lack of supportive interlocutors (Rizkon, 2023). This situation often results in speaking outcomes that do not align with curriculum demands and the expected Pancasila Student Profile achievements. Overall, this picture suggests that improving the quality of speaking instruction in junior high school requires a more detailed understanding of personal factors that either facilitate or hinder students' oral performance.

In the Indonesian secondary school context, challenges in developing speaking skills are not only related to the curriculum but also to classroom culture, content load, and opportunities to practice outside lesson hours (Daflizar, 2024). Many English classes still position teachers as the center of explanation, so student-to-student oral interaction remains limited even when learning goals emphasize communication (Grieve, 2021). At the same time, demands for presentations and performing in front of the class often trigger fear of being judged, which contributes to learners' tendency to avoid using spoken English (Badrasawi et al., 2021). This condition can sustain a gap between curriculum expectations and students' actual learning experiences. Therefore, mapping psychological factors directly linked to speaking performance is an important step for formulating teaching strategies that better address junior high school students' communicative needs.

Speaking self-efficacy refers to an individual's belief in their capability to plan, execute, and sustain oral performance across various language-use situations, including when facing new audiences or challenging tasks (Mulyanto et al., 2022). Research with Indonesian learners indicates that higher self-efficacy tends to foster willingness to take linguistic risks and to invest effort in correcting errors while speaking (Ningias & Indriani, 2021). Other studies have found that perceived self-efficacy is closely related to students' readiness to engage in additional speaking activities beyond the classroom, such as language clubs or speech contests (Wene & Vantaosen, 2023). These findings suggest that self-efficacy is not merely an abstract belief but is directly related to strategy choice, effort intensity, and persistence in developing speaking ability. Accordingly, it is necessary to examine how variation in speaking self-efficacy predicts the speaking performance of public junior high school students.

Speaking motivation in English learning includes internal and external drives that lead students to use the target language orally, both to meet academic tasks and to build meaningful social interactions (Warni et al., 2024). Motivation research indicates that students with clear goal orientations tend to seek more speaking opportunities and to use self-regulation strategies to sustain effort

when encountering obstacles (Uztosun, 2021). Some studies also emphasize the role of autonomy-supportive learning environments because decision-making space contributes positively to sustained speaking practice (Ngoc & Thanh, 2023). However, in many classrooms, students' initial drive is often eroded by negative experiences such as peer ridicule or correction that overemphasizes errors. Therefore, studies examining the relationship between speaking motivation and students' actual oral performance in junior high school are needed to clarify the role of motivation amid various learning constraints.

Speaking anxiety is a specific form of anxiety that arises when learners perform oral tasks, including fear of being judged, worry about making mistakes, or negative thoughts about listeners' reactions (Rajendran, 2025). Several studies report that speaking anxiety correlates with physical symptoms such as heart palpitations, going blank, and avoidance of communication situations in class (Rahmat et al., 2021). Research with Indonesian EFL learners also shows that high anxiety is often followed by reduced fluency, low voice volume, and excessive use of the first language during speaking tasks (Meliyani et al., 2022). Nevertheless, studies simultaneously examining self-efficacy, motivation, and anxiety as joint predictors of speaking performance among public junior high school students remain limited. This study addresses this gap through multiple regression analysis of junior high school students' speaking performance in Sleman Regency, Special Region of Yogyakarta, Indonesia.

RESEARCH METHODOLOGY

Research Design

This study used a quantitative approach with an ex post facto design and multiple linear regression analysis. The independent variables were speaking self-efficacy (X1), speaking motivation (X2), and speaking anxiety (X3), while the dependent variable was speaking performance (Y). All data were analyzed using SPSS software.

Population and Sample

The population comprised Grade VIII and IX students from several public junior high schools in Sleman Regency, Special Region of Yogyakarta, Indonesia. A sample of 128 students was obtained using cluster random sampling based on the availability of classes willing to participate in the test and questionnaire administration. Demographic tabulation indicated that respondents came from several schools with diverse distributions of gender, age, and regency of origin.

Research Instruments

Speaking Self-Efficacy Questionnaire (X1)

Speaking self-efficacy was measured using nine statements on a four-point Likert scale from Strongly Inappropriate (1) to Strongly Appropriate (4). The total score for X1 was the sum of all items recorded in columns H through P. Validity testing using Pearson item–total correlations yielded coefficients between 0.50 and 0.78, all exceeding the r-table value of 0.173 ($N = 128$ and $\alpha = 0.05$). A Cronbach's alpha of 0.874 indicated high internal reliability.

Speaking Motivation Questionnaire (X2)

Speaking motivation was measured using 12 items on a four-point Likert scale recorded in columns R through AC. The total X2 score was recorded in column AD as the sum of all items. Item–total correlations ranged from 0.20 to 0.61 and all exceeded the r-table value, so items were considered valid. A Cronbach's alpha of 0.793 indicated adequate reliability for field research.

Speaking Anxiety Questionnaire (X3)

Speaking anxiety was measured using 10 items on a four-point Likert scale in columns AE through AO. The total X3 score was listed in column AO as the sum of all items. Item–total coefficients ranged from 0.55 to 0.71, all significant and above the r-table value. A Cronbach's alpha of 0.885 indicated very good internal consistency.

Speaking Performance Test (Y)

The dependent variable (Y) was not measured using a questionnaire but through a standardized oral test assessing fluency, accuracy, vocabulary, and listener comprehension. The total test score was recorded in column AP as Total Y, with an empirical score range from 76 to 88. Scoring was conducted by English teachers using a rubric agreed upon prior to data collection.

Data Collection Procedure

Data collection was conducted during English lesson hours. Respondents first completed the speaking performance test in small groups and then filled out the self-efficacy, motivation, and speaking anxiety questionnaires. Instructions were provided in Indonesian to prevent misunderstanding, and response confidentiality was assured. Data were then compiled in an Excel worksheet according to the column structure described by the researcher.

Data Analysis Technique

The first stage of analysis included descriptive statistics (mean, standard deviation, minimum, and maximum) for each variable. The second stage involved validity and reliability testing of the questionnaires as presented above. The third stage included classical assumption tests prior to regression, including: (1) regression residual normality using the Shapiro–Wilk test, which produced $p = 0.493$, so residuals were considered normally distributed ($\alpha = 0.05$); (2) multicollinearity using the Variance Inflation Factor (VIF). VIF values for Total X1, Total X2, and Total X3 were 1.63, 1.52, and 1.38, indicating no serious multicollinearity; (3) heteroskedasticity using the Breusch–Pagan test. An LM value of 8.09 with $p = 0.044$ indicated mild heteroskedasticity. Therefore, interpretation of regression coefficients was supported by HC3 robust standard errors, which did not change the main significance pattern. The fourth stage was multiple linear regression analysis to test the simultaneous and partial effects of X1, X2, and X3 on Y at a 0.05 significance level.

Speaking Self-Efficacy and Speaking Performance

Speaking self-efficacy has been widely recognized as a crucial psychological factor influencing learners' oral language performance in EFL contexts. Self-efficacy refers to learners' beliefs in their ability to successfully perform speaking tasks across various communicative situations. Previous studies indicate that students with higher speaking self-efficacy tend to demonstrate greater willingness to communicate, increased persistence when encountering difficulties, and more effective use of learning strategies during oral tasks. Research conducted among Indonesian EFL learners shows that strong self-efficacy contributes to greater confidence, reduced hesitation, and improved fluency in speaking activities. However, some empirical findings suggest that self-efficacy does not always directly predict speaking performance when other psychological variables, such as anxiety, are simultaneously considered, indicating the need for further investigation into its role within a multivariate framework.

Speaking Motivation in EFL Learning

Speaking motivation plays a significant role in encouraging learners to actively engage in oral communication and sustain effort in language learning. Motivation in speaking encompasses both intrinsic factors, such as enjoyment and personal interest, and extrinsic factors, including academic requirements and social expectations. Prior research has shown that motivated students are more likely to seek opportunities to practice speaking, participate in classroom discussions, and employ self-regulated learning strategies. Autonomy-supportive learning environments and meaningful communicative tasks have been found to enhance students' speaking motivation. Nevertheless, negative classroom experiences, such as fear of making mistakes or peer judgment, may weaken motivation and reduce oral participation. These mixed findings highlight the importance of examining how speaking motivation interacts with other affective factors in influencing students' speaking performance.

Speaking Anxiety and Oral Performance

Speaking anxiety is one of the most extensively studied affective variables affecting EFL learners' oral performance. It commonly manifests as fear of negative evaluation, apprehension about making mistakes, and physical symptoms such as nervousness and mental blocks during speaking tasks. Numerous studies consistently report a negative relationship between speaking anxiety and speaking performance, showing that highly anxious learners tend to demonstrate reduced fluency, lower accuracy, and avoidance of oral communication. In the Indonesian EFL context, speaking anxiety has been identified as a dominant barrier preventing students from expressing ideas confidently in English. Despite extensive research on speaking anxiety as an isolated factor, fewer studies have examined its combined effect with self-efficacy and motivation, particularly at the junior high school level, indicating a clear research gap addressed by the present study.

RESEARCH CONTENT

Descriptive Statistics

Descriptive analysis showed that total speaking self-efficacy (Total X1) had a mean of 25.47 with a standard deviation of 4.87 and a range of 11–36. Speaking motivation (Total X2) had a mean of 34.14 with a standard deviation of 4.99 and a range of 19–48. Speaking anxiety (Total X3) had a mean of 26.88 with a standard deviation of 6.37 and a range of 10–40. Meanwhile, speaking performance (Total Y) showed a mean of 81.33 with a standard deviation of 2.37 and a range of 76–88. This pattern indicates that most students were at a mid-to-upper level of speaking ability, while variation in psychological variables was wide enough to allow more detailed relationship analysis.

Correlations among Variables

Pearson correlations indicated that speaking self-efficacy had a weak positive correlation with speaking performance ($r = 0.111$ and $p = 0.212$). Speaking motivation had a moderate negative correlation with speaking performance ($r = -0.295$ and $p = 0.001$). Speaking anxiety showed a strong negative correlation with speaking performance ($r = -0.625$ and $p < 0.001$). In addition, speaking self-efficacy correlated moderately positively with speaking motivation ($r = 0.441$) and moderately negatively with speaking anxiety ($r = -0.331$). These correlational findings indicate that speaking anxiety was most strongly associated with variation in speaking performance scores, while the relationships of self-efficacy and speaking motivation with performance appeared more complex.

Multiple Regression Results

Multiple regression analysis with Y as the dependent variable and X1, X2, and X3 as predictors produced $R^2 = 0.417$, meaning that 41.7% of the variance in speaking performance could be jointly explained by the three variables. The F test indicated that the regression model was significant, $F(3, 124) = 29.60$ and $p < 0.001$. The unstandardized regression equation was:

$$Y = 90.06 - 0.008X1 - 0.075X2 - 0.222X3$$

Standardized coefficients showed $\beta X1 = -0.017$ ($p = 0.850$), $\beta X2 = -0.158$ ($p = 0.064$), and $\beta X3 = -0.596$ ($p < 0.001$). Thus, partially, only speaking anxiety had a significant effect on speaking performance with a strong negative direction, while self-efficacy and speaking motivation did not provide significant contributions after being jointly controlled in the model.

CONCLUSION

This study shows that speaking self-efficacy, speaking motivation, and speaking anxiety simultaneously make a significant contribution to public junior high school students' speaking performance in Sleman Regency, Special Region of Yogyakarta, Indonesia, with a coefficient of determination of 41.7%. Partially, only speaking anxiety has a significant and very strong negative effect, while self-efficacy and speaking motivation do not show significant direct effects after being jointly controlled in the regression model.

These findings confirm that managing speaking anxiety is the main key to improving students' oral performance, while self-efficacy and motivation remain important through indirect mechanisms such as strategy selection and persistence in practice. Practically, junior high school English teachers need to design emotionally safe learning environments, expand authentic speaking experiences both inside and outside the classroom, and integrate activities that gradually strengthen students' speaking self-efficacy and motivation.

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