

Anxiety and Attitude toward Speaking In Relation to the Oral Communication Skills of Senior High School Students

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ABSTRACT

This study examined the relationship of English-speaking anxiety and attitudes toward speaking English with the oral communication skills of Grade 11 Senior High School students in Dipolog City, Zamboanga del Norte. A descriptive-correlational research design was employed, involving 153 students selected through random sampling. Data were gathered using a researcher-developed English Speaking Anxiety Scale, an adopted English Speaking Attitude Questionnaire, and a researcher-developed speaking rubric administered through an extemporaneous speaking activity. Frequency, percentage, mean, standard deviation, Pearson product-moment correlation, and regression analysis were used to analyze the data. Findings revealed that the students exhibited a high level of English-speaking anxiety, maintained a positive attitude toward speaking English, and demonstrated a satisfactory level of oral communication skills. Speaking anxiety was significantly and negatively associated with oral communication skills, indicating that higher levels of anxiety were linked with lower speaking performance. In contrast, students' attitudes toward speaking English were not significantly related to their oral communication skills. Among the dimensions of speaking anxiety, dissatisfaction with one's linguistic skills emerged as a significant predictor of oral communication performance. The findings highlight the importance of providing supportive, engaging, and anxiety-reducing classroom environments, along with appropriate instructional strategies and speaking opportunities, to strengthen students' confidence and oral communication competence.

Keywords: attitude toward speaking, English-speaking anxiety, oral communication skills, senior high school students, speaking performance

INTRODUCTION

Speaking proficiency is one of the most important language skills that learners need to develop alongside reading, listening, and writing. Among the four macro skills, speaking is often regarded as one of the most difficult to master because it requires learners to express ideas accurately, fluently, and confidently in real-time communication (Leong & Ahmadi, 2017). In the context of globalization, English-speaking proficiency has become increasingly important for academic, professional, and social interaction. Within the classroom, students are expected to communicate with teachers and classmates and use English as a medium of instruction, particularly in English subjects. Despite continuous exposure to English throughout basic and higher education, many students still encounter difficulties in oral communication that may negatively affect their competence and academic performance (Arzaga, 2017). Rajitha and Alamelu (2020) likewise emphasized that anxiety in communicating through English remains one of the most challenging barriers in the teaching and learning process.

Affective factors, particularly speaking anxiety and attitudes toward English, play an important role in language learning and oral communication performance (Derakhshan et al., 2016; Jugo, 2020). Speaking anxiety refers to the hesitation, apprehension, fear, and discomfort experienced by learners when communicating in a target language (Tridinanti, 2018; Azagra, 2017). Studies have shown that speaking activities generate higher levels of anxiety than other language tasks among learners (Male, 2018; Jugo, 2020;

Separo et al., 2020). Even in the Philippine educational system, where English is widely used as a medium of instruction, many learners continue to consider speaking English one of the most anxiety-provoking classroom activities (Pabro-Maquidato, 2021). Such anxiety may become more intense when students are asked to speak spontaneously, perform before the class, answer unexpected questions, or participate in activities with limited preparation.

Several factors contribute to students' English-speaking anxiety and may consequently affect their oral communication performance. These include fear of making mistakes, inadequate vocabulary and grammar, pronunciation difficulties, lack of preparation, limited exposure to English, peer pressure, shyness, and fear of negative evaluation (Marzuki et al., 2016; Pangket, 2019; Alrasheedi, 2020; Qureshi et al., 2020). Students may also hesitate to participate because they fear being criticized or ridiculed by classmates and teachers, causing them to remain silent rather than communicate their ideas (Sinaga et al., 2020). Sadighi and Dastpak (2017), Amiri and Puteh (2018), and Ramamurthy (2019) similarly identified fear of poor evaluation and inadequate linguistic competence as significant sources of speaking anxiety. Quinto and Macayan (2019) further established a negative relationship between speaking anxiety and speaking performance, indicating that higher levels of anxiety tend to be associated with poorer oral performance.

Apart from anxiety, students' attitudes toward speaking English may influence their willingness, confidence, and motivation to communicate. Learners who possess positive attitudes toward English are generally more willing to practice and participate in speaking activities, while negative attitudes may be associated with low confidence, high anxiety, and reduced motivation to communicate (Tambunan et al., 2016; Jayasudhaa & Srividhya, 2022). Filipino senior high school students have been found to maintain generally positive attitudes toward speaking English despite concerns about making mistakes and experiencing embarrassment because they recognize its value for academic achievement, fluency, and future opportunities (Canceran & Malenab-Temporal, 2020). However, oral communication challenges remain evident among Filipino learners. Rayla and Sonsona (2021) reported difficulties involving vocabulary, organization of ideas, pronunciation, articulation, eye contact, and fluency, while Pangket (2020) observed continuing problems in developing oral language proficiency. These findings suggest that students' speaking performance may be shaped by the interaction of psychological, linguistic, and attitudinal factors.

Despite the growing number of studies examining speaking anxiety, attitudes toward English, and oral communication skills, a research gap remains in understanding these variables simultaneously among Filipino senior high school students, particularly within an English as a Second Language context in Dipolog City. Previous studies have often focused on foreign-language settings, university students, or examined speaking anxiety and attitude separately, while findings regarding their relationships with oral communication performance have also been inconsistent (Karagol & Basbay, 2018; Quinto & Macayan, 2019; Pontillas & Talaue, 2021). Local observations further indicate that some Grade 11 students rely heavily on prepared scripts, hesitate to answer spontaneous questions, prefer using their native language, and demonstrate anxiety during reports, recitations, and oral presentations. Limited speaking opportunities during modular and online learning may have further contributed to these difficulties. Hence, there is a need to examine the levels of speaking anxiety and attitudes toward speaking English and determine their relationships with the oral communication skills of Grade 11 senior high school students in Dipolog City. Addressing this gap may provide evidence for developing classroom strategies and interventions that strengthen students' confidence, reduce speaking anxiety, and improve their oral communication competence.

LITERATURE

Speaking Anxiety

Speaking anxiety is considered an important affective factor that can influence students' ability to communicate effectively in English. Tridinanti (2018) described speaking anxiety as a learner's hesitation to participate in discussions using a particular language, while Azagra (2017) characterized it as the fear, apprehension, and worry experienced before, during, or after speaking in public. Such anxiety may emerge when learners are required to communicate in English despite limited confidence in their linguistic ability. Derakhshan et al. (2016) and Jugo (2020) emphasized that affective factors, including anxiety, have a strong

influence on language learning. In addition, Male (2018), Jugo (2020), and Separa et al. (2020) identified speaking as one of the language activities that produces the greatest anxiety among students. In the Philippine context, Maquidato (2021) likewise observed that speaking English continues to be one of the most anxiety-provoking activities in the classroom despite the use of English as a medium of instruction.

Speaking anxiety may also be triggered by linguistic limitations, insufficient preparation, and fear of negative evaluation from teachers and classmates. Marzuki et al. (2016) reported that students may become reluctant to speak and share their ideas because of low confidence and fear of demonstrating their speaking ability in class. Pangket (2019) noted that students often experience heightened stress when they are assessed directly by teachers or required to perform in front of the class. Similarly, Alrasheedi (2020) and Qureshi et al. (2020) identified shyness, peer pressure, fear of making mistakes, limited vocabulary, lack of exposure to English, and insufficient speaking opportunities as factors that hinder speaking performance. Sadighi and Dastpak (2017), Amiri and Puteh (2018), and Ramamurthy (2019) further explained that fear of poor evaluation and inadequate linguistic competence contribute to speaking anxiety. Sinaga et al. (2020) added that learners may avoid speaking when they believe classmates will ridicule or criticize them, suggesting that a supportive and non-threatening classroom environment is important in reducing anxiety and encouraging active participation in oral communication.

Attitudes towards speaking English

Attitude toward speaking English is an important affective factor that may influence learners' willingness, motivation, and participation in language learning. Jayasudhaa and Srividhya (2022) emphasized that attitudes toward language acquisition can motivate learners to engage in learning and improve their ability to use the target language. Positive attitudes may encourage students to participate in speaking activities, practice English more frequently, and develop greater confidence in communicating. In contrast, negative attitudes may contribute to anxiety, reduced motivation, and unfavorable classroom experiences. Tambunan et al. (2016) explained that students who experience discomfort in communication may develop negative or moderate attitudes toward speaking English, which can reduce their enjoyment and willingness to use the language. In this sense, students' attitudes toward English may shape how they perceive speaking tasks and how actively they participate in classroom communication.

Further show that learners may demonstrate positive attitudes toward speaking English despite experiencing linguistic difficulties. Canceran and Malenab-Temporal (2018) found that senior high school students generally valued speaking English and recognized its importance, while Tambunan et al. (2018) reported that learners with lower language anxiety, greater self-confidence, and stronger willingness to communicate tended to show more positive attitudes toward English speaking. Masood and Qadomi (2020) also found that engaging speaking activities such as role-playing, group activities, technology-assisted tasks, and varied forms of assessment contributed to students' enjoyment and favorable attitudes toward English. Similarly, Utami et al. (2021) observed that students' positive attitudes were strengthened by their desire to improve their future opportunities, regular use of English in classroom interaction, and active support from teachers. These findings suggest that creating a supportive, engaging, and learner-centered classroom environment can contribute to the development of positive attitudes toward speaking English and encourage students to participate more confidently in oral communication activities.

Oral Communication Skills

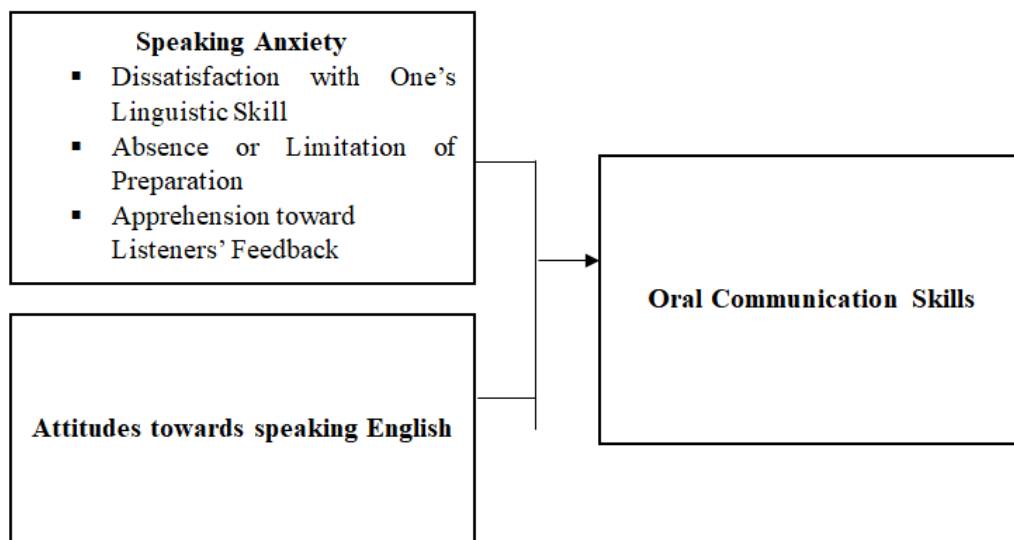
Oral communication skills refer to the ability of learners to express ideas clearly, appropriately, and effectively through spoken language. In the uploaded manuscript, oral communication is discussed in terms of communicative success, grammar, pronunciation, vocabulary, and fluency, which collectively enable learners to convey meaning during classroom interaction and other speaking situations. Latifa et al. (2015) explained that speakers use communicative abilities to accomplish their purposes in spoken interaction, while Yufrizal (2017) emphasized that discourse competence involves the ability to participate successfully and effectively in conversations. Oral communication also requires learners to use appropriate vocabulary, grammatical structures, accurate pronunciation, and strategies that help them maintain communication when difficulties

occur. These competencies are particularly important for senior high school students who are regularly expected to participate in recitations, reports, presentations, and other performance-based speaking activities.

Developing oral communication skills, however, can be challenging when students experience limitations in vocabulary, grammar, pronunciation, fluency, and organization of ideas. Rayla and Sonsona (2021) found that Filipino senior high school students experienced difficulty connecting ideas, using appropriate transitional words, maintaining eye contact, and producing clear pronunciation and articulation. Similarly, Muamaroh and Rahayu (2022) reported that inadequate vocabulary, grammar, and pronunciation contribute to learners' speaking difficulties, while Ayawan et al. (2022) identified limited content knowledge and psychological constraints as additional barriers to effective oral performance. These findings indicate that oral communication competence is shaped not only by linguistic knowledge but also by students' confidence, preparation, and opportunities to practice speaking. Providing frequent and meaningful speaking activities may help learners improve fluency, accuracy, vocabulary use, pronunciation, and overall communicative competence.

Conceptual Framework

The conceptual framework of the study illustrates the relationship of **speaking anxiety** and **attitudes toward speaking English** with the **oral communication skills** of senior high school students. Speaking anxiety is examined in terms of dissatisfaction with one's linguistic skills, absence or limitation of preparation, and apprehension toward listeners' feedback. These variables serve as the basis for determining how students' affective factors are associated with their oral communication performance.



Statement of the Problem

This study aimed to identify the English language-speaking anxiety, attitudes toward speaking, and the level of oral communication skills of Grade 11 Senior High School students in one of the colleges in Dipolog City. Specifically, the study aimed to address the following questions:

1. What is the level of the students' English-speaking anxiety?
2. What is the attitude of students toward speaking English?
3. What is the level of the students' oral communication skills?
4. Is there a significant relationship between the levels of the students' speaking anxiety and oral communication skills?

5. Is there a significant relationship between the students' attitudes toward speaking English and oral communication skills?
6. What are the predictors of students' oral communication skills?

Null Hypotheses

H₀₁: There is no significant relationship between the levels of the students' speaking anxiety and oral communication skills.

H₀₂: There is no significant relationship between the students' attitudes toward speaking English and the level of oral communication skills.

RESEARCH METHODOLOGY

Method Used

This study employed a **descriptive-correlational research design** to describe the variables under investigation and determine the relationships among them. Walters (2020) explained that correlational research allows researchers to examine predicted associations among variables and assess how these relationships occur in real-life settings without manipulating the conditions of the study. Descriptive research, on the other hand, focuses on systematically describing the characteristics of a phenomenon or population and commonly uses quantitative measures such as frequencies, percentages, means, and other statistical procedures to summarize and interpret data (Nassaji, 2015). This design was considered appropriate for the present study because it enabled the researcher to describe the students' levels of speaking anxiety, attitudes toward speaking English, and oral communication skills, as well as determine whether speaking anxiety and attitudes toward speaking English were significantly related to their oral communication skills.

Respondents of the Study

The respondents of the study consisted of **153 Grade 11 students** enrolled in the academic track strands offered by the Senior High School Department. These respondents were proportionately drawn from the Science, Technology, Engineering, and Mathematics (STEM), Accountancy, Business, and Management (ABM), and Humanities and Social Sciences (HUMSS) strands. Specifically, 94 respondents were from STEM, 15 from ABM, and 44 from HUMSS. The required sample size was determined using the Raosoft Sample Size Calculator, while stratified random sampling was employed to ensure adequate representation of each academic strand.

Hayes (2021) described stratified random sampling as a probability sampling technique in which the population is divided into smaller, relatively homogeneous subgroups known as strata. This method allows each subgroup to be properly represented in the sample and helps improve the reliability of the data gathered. In this study, the academic strands served as the strata because the respondents were grouped according to their respective programs. After determining the number of participants needed from each stratum, respondents were randomly selected to minimize sampling bias. Qualtrics (2022) likewise explained that stratification may be based on shared characteristics or classifications that are relevant to the study.

The inclusion criteria for the selection of respondents were as follows: **(1)** the students were officially enrolled in the institution during School Year 2022–2023; **(2)** they were enrolled in *Oral Communication in Context* and *Reading and Writing Skills*, subjects that involved oral presentations, recitations, and other speaking-related performance tasks; and **(3)** they voluntarily agreed to participate in the study. These criteria ensured that the selected respondents had sufficient exposure to English communication activities and were appropriate participants for assessing speaking anxiety, attitudes toward speaking English, and oral communication skills.

Research Instrument

The study used three instruments in gathering the data. First, the **English-Speaking Anxiety Scale** was a researcher-made 30-item questionnaire using a five-point Likert scale. It measured dissatisfaction with one's linguistic skills, absence or limitation of preparation, and apprehension toward listeners' feedback. The instrument was validated by experts and pilot-tested among students who were not part of the actual respondents. It obtained a Cronbach's alpha of **0.9654**, indicating high reliability. The scale ranged from **1.00–1.80 (Very Low)** to **4.21–5.00 (Very High)**.

Second, the **English Speaking Attitude Questionnaire (ESAQ)** was adopted from Canceran and Malenab-Temporal (2018), with permission from the author. It consisted of 20 statements that assessed the respondents' feelings, perceptions, and beliefs about speaking English using a five-point Likert scale. The interpretation ranged from **1.00–1.80 (Very Negative)** to **4.21–5.00 (Very Positive)**.

Third, a **researcher-made Speaking Test Rubric** was used to assess the respondents' oral communication skills through an extemporaneous speaking activity. The rubric evaluated **communicative success, grammar, pronunciation, vocabulary, and fluency**. Scores were interpreted as **21–25 Excellent, 16–20 Good, 11–15 Satisfactory, 6–10 Needs Improvement, and 1–5 Poor**.

Data Analysis

The data gathered were analyzed using appropriate statistical tools. **Frequency, percentage, mean, and standard deviation** were used to describe the students' levels of speaking anxiety and attitudes toward speaking English. **Mean and standard deviation** were also used to determine the level of the students' oral communication skills. **Pearson Product-Moment Correlation (Pearson r)** was employed to determine the significant relationships between speaking anxiety and oral communication skills, as well as between attitudes toward speaking English and oral communication skills. Lastly, **regression analysis** was used to identify which variables significantly predicted the students' oral communication skills.

Data presentation and analysis

The data are presented in accordance with the statement of the problems of the current study. The study aimed to answer the following questions:

1. What is the attitude of students toward speaking English?

Table 1 Level of the Students' English-Speaking Anxiety

Constructs	M	SD	Remarks
Dissatisfaction with one's linguistic skills	3.30	0.06	High
Absence or limitation of preparation	3.39	0.06	High
Apprehension toward listeners' feedback	3.19	0.06	Average
Overall Speaking Anxiety	3.29	0.06	High

Note: Anxiety Scale: 4.20-5.0 (Very High); 3.20-4.19 (High); 2.61-3.19 (Average); 1.81-2.60 (Low); 1.0-1.80 (Very Low)

Table 1 revealed that the students have high anxiety in speaking English, as indicated by the overall level of speaking anxiety ($M = 3.29$; $SD = 0.06$). Specifically, the students have high anxiety in speaking English when there is an absence or limitation of preparation ($M = 3.39$; $SD = 0.06$) and due to their dissatisfaction with their linguistic skills ($M = 3.30$; $SD = 0.06$), whereas they have average speaking anxiety regarding apprehension

towards listeners' feedback ($M = 3.19$; $SD = 0.06$). This result implies that the Grade 11 students experienced high anxiety levels when they were tasked to speak in English during their classes. The need to use English while communicating with or in front of classmates and teachers causes anxiety and develops a sense of self-consciousness.

Given that the majority of these students do not speak English as their native tongue, speaking activities that promote the use of the English language may be intimidating for some students. Presentations, reports, and the exchange of thoughts are inevitable in the classroom, just as teachers spontaneously pose questions to stimulate student participation. However, even if they are required to respond to objective or subjective inquiries, students are often frightened and fearful while using English. This speaking anxiety limits the students' ability to learn and participate in class. Moreover, these negative thoughts impede them from the task at hand, making it impossible to grasp, continue, or complete a stream of thought, much alone articulate it.

As conveyed in Table 1, the Grade 11 students have a high level of anxiety when there is an absence or limitation of preparation. This finding means that students are reluctant to speak during impromptu or prepared speaking activities. Even though the topic for discussion has previously been planned and provided, students need more time to focus. Therefore, they are anxious to speak when given an assignment with little preparation time. In addition, since most students talk in the native language majority of their time in school, there is a limited opportunity to practice the target language in their verbal activities. Due to this, students may need help coordinating their movements and words to produce meaningful discourse or can even forget the things they may have already known.

Students experience worry or anxiety (Habiburrahim et al., 2020) and uncertainty (Badriyah & Novita, 2022) when the instructor asks unexpected questions or recommends that they practice speaking English. In their research, Raja (2017), Sundari et al. (2020), Rumiati and Seftika (2018), and Fauzi et al. (2021) all verified that students had feelings of anxiety and fear when they were required to perform in front of the class when they had not adequately prepared. The students claimed that they must prepare to perform in front of the class.

The findings also revealed that the students have a high level of anxiety in speaking English due to their dissatisfaction with their linguistic skills in Table 1. This finding means that they are anxious about making errors in linguistic factors such as grammar, vocabulary, comprehension, and pronunciation, which could be detrimental to them while attempting to speak in English. As a result, they would need help articulating their views and properly communicating their message. The finding confirms the findings of Sansaluna et al. (2021) that senior high school students have a high level of English speaking anxiety, particularly in terms of inter-language phonology, grammar, and meaning system, all of which contributed to students' English language learning performance. Moreover, Ajani (2021) corroborated that pragmatic reasoning cognitive process and linguistic preparation are among the causes of students' hesitation during speaking activities.

Several studies concluded that the major causes of students' speaking anxiety are due to their limited English vocabulary and lack of proper knowledge of the content, ungrammatical utterances, and mispronunciation (Alwis, 2020; Fauzi et al., 2021; Houn & Em, 2022; Humaera & Pramustiara, 2022; Noerilah & Puspitaloka, 2022). However, it contradicts Amoah and Yeboah's (2021) study that reported learners to have speaking problems more associated with psychological factors than linguistic factors.

Lastly, the findings demonstrated that grade 11 students experience an average level of anxiety due to their apprehension toward their listeners' feedback. This result indicates that the students are moderately anxious about how people around them would respond when speaking in English. The finding suggests that the students still hesitate to speak during class activities; however, they have access to a supportive environment in which they are not subjected to judgment or criticism every time they make a mistake.

The result verifies the findings of Djaguna et al. (2020) that students have moderate anxiety levels with fears of negative evaluation. Rahmat et al. (2021) and Batubara et al. (2022) reported a high anxiety level of students due to being afraid of receiving unfavorable feedback from both their professors and their classmates and being embarrassed being condemned in front of the whole class. Fauzi et al. (2021) also observed that students felt apprehensive while standing and speaking in front of the class because they were nervous, while

Sundari et al. (2020) and Rumiya and Seftika (2018) added that students are anxious to speak in front of many people as they also feared humiliation especially accompanied by disparaging remarks by the teacher and concerned with peers' opinions and evaluation.

There are still hindrances in improving students' oral English language proficiency. Anxiety can always be an inevitable experience for students. Hence, a friendly atmosphere inside the classroom should be promoted in the most efficient way and activities that encourage students to speak more. Full English language usage should be practiced during classroom teaching, content delivery, and event management techniques. Since the findings revealed a crucial aspect of students' abilities, consistent help from the teachers and classmates will give room for development and further improve their speaking skills.

2. What is the attitude of students toward speaking English?

Table 2 Attitude of Students toward Speaking English

Construct	M	SD	Remarks
Attitude toward Speaking English	3.80	0.04	Positive

Note: Attitude Scale: 4.20-5.0 (Very Positive); 3.20-4.19 (Positive); 2.61-3.19 (Neutral); 1.81-2.60 (Negative); 1.0-1.80 (Very Negative)

Table 2 shows that the attitude of the students towards speaking English is positive ($M = 3.80$; $SD = 0.04$). This finding implies that the Grade 11 students generally have a positive attitude and perceptions towards the English language. These students are positive about speaking English as it is vital to them as individuals and students.

Although these students are aware that they do not speak English well and are not natural speakers of the language, they have a positive outlook on the necessity of English and the feeling of accomplishment it provides, even though they are not native speakers. They are certain that having a solid command of English will serve them well if they choose to study or work abroad. Moreover, these students know they will become more proficient speakers if they devote substantial effort to acquiring the English language.

According to the findings, students typically exhibit optimistic views on a feeling of accomplishment and achievement whenever required to communicate in English. They consider it crucial to do well on speaking exams as well. Students are eager to improve their speaking abilities in the classroom. They are not hesitant to participate even when uncertain of their responses, and even if they make errors, they are not frightened of being laughed at. They hold the upbeat belief that anybody can acquire exceptional speaking abilities with hard work and practice. The findings also suggested that students value speaking English and are positive to interact with native speakers if given the chance to study abroad. In addition, they are interested in imitating various English dialects and accents. They also consider speaking English necessary and advantageous for their future careers.

The finding can be related to the Self-efficacy Theory of Bandura (1997), which implies that beliefs in one's ability to succeed can contribute to improved levels of dedication, effort, and persistence on the part of the person, which in turn results in better overall performance. In addition, having a positive attitude towards learning and becoming better and more confident in speaking English would also positively influence one's oral communication skills and performance (Lee et al., 2020).

In several studies, Canceran and Malenab-Temporal (2018) found that senior high school students like speaking English and value it. Tambunan et al. (2018) observed that students with low language anxiety, strong self-confidence, and a readiness to communicate were pleased about speaking English. Language-anxious, shy, and uncommunicative students also have a negative attitude. Villanueva (2022) found "slightly favorable" attitudes regarding English among undergraduate university students in the virtual classroom. The epidemic impacted schooling, but students still respect English.

Masood and Qadomi (2020) said that listening and speaking activities in English classes significantly affected students' attitudes. Students expressed positive feelings, enjoyment, and fun when they used role-play cards, group activities, technology, and different assessment forms. Active participation and English comments made speaking fun. Jayasudhaaa and Srividhyab (2021) also found that parental education affects students' English writing and speaking attitudes. Utami et al. (2021) also found that positive and negative attitudes affected how students learned English via dialogues. They said eagerness to learn the language to gain something better in the future, awareness to grow in English dialogues, regular usage of English in the classroom, and an active and attentive teacher all help students build positive attitudes.

Attitude towards learning and improving one's proficiency in a language is paramount, just as language learning is becoming an essential need in today's world. Positivity is equally crucial as negativity when it comes to learning attitudes. Students with a good attitude correlate with motivation, leading to greater learning accomplishment. However, negative attitudes may also be useful for enhancing teaching techniques to instill and cultivate a positive attitude. Furthermore, the classroom setting should be friendly, pressure-free, and learner-centered, so students feel comfortable speaking in English.

3. What is the level of the students' oral communication skills?

Table 3 Students' Oral Communication Skills

Oral Communication Skills	<i>f</i>	%	<i>Mean</i>	
<i>Outstanding</i>	24	15.69	22.18	
<i>Very Satisfactory</i>	34	22.22	19.52	
<i>Satisfactory</i>	43	28.10	17.46	
<i>Fairly Satisfactory</i>	27	17.65	15.44	
<i>Did not Meet the Expectations</i>	25	16.34	12.03	
<i>Overall Communication Skills</i>			17.42	<i>Satisfactory</i>

Note: Scale: 21-25 (Outstanding) 19-20 (Very Satisfactory); 17-18 (Satisfactory); 15-16 (Fairly Satisfactory); 1-14 (Did not Meet the Expectations)

Table 3 reveals that the level of the students' oral communication skills is satisfactory ($M = 17.42$). This finding means that the students have adequately met the standard competencies. They were capable of communicating their thoughts, adhering to the norms of grammar, pronouncing them properly, producing a broad vocabulary, and speaking fluently.

Even though these students had decent speaking skills, they encountered various difficulties while presenting their speeches. First, some of them still had difficulties connecting and articulating their ideas. Second, they could use grammatically correct sentences and correctly pronounce words, yet there were still frequent errors during their speech. Third, the students also could use adequate words, yet some still needed a better range of vocabulary about the given topic. Lastly, several could communicate fluently but had some hesitations during the speech, like frequent repeating, unfinished sentences, and long pauses.

Table 3 also shows that among the Grade 11 students, forty-three students (28.10 %) have satisfactory oral communication skills, which has the highest frequency ($M = 17.46$; $SD = 0.56$), while twenty-four students (15.69 %), which has the lowest frequency showed outstanding oral communication skills ($M = 22.18$; $SD = 1.29$). Additionally, during their speech, thirty-four students (22.22 %) were very satisfactory ($M = 19.52$, $SD = 0.46$), twenty-seven students (17.65 %) were fairly satisfactory ($M = 15.44$; $SD = 0.67$), and twenty-five students (16.34 %) did not meet the expectations ($M = 12.03$; $SD = 2.61$) during their speech. This finding

means that most grade 11 students are satisfied with their speaking skills; hence they have sufficient skills in communicative success, grammar, vocabulary, pronunciation, and fluency.

The findings also show that a greater proportion of students did not reach the proficiency requirements than those who performed very well during their speech. This shows that these students may not have a good command of the English language, have a poor vocabulary, may have had little time to prepare for their speech, and may have found it challenging to complete their speaking activity owing to the presence of several raters.

The results are congruent with Rayla and Sonsona's (2021) that students needed help articulating their thoughts, lacked the vocabulary and transitional phrases necessary to maintain coherence and had poor eye contact, low tones, and poor pronunciation and articulation. Maumaroh and Rahayu (2021) discovered that a lack of vocabulary, grammar, pronunciation, and pronunciation, such as incorrect word stress and final sounds (Chentez et al., 2019), adds to students' speaking problems. Ayawan et al. (2022) added limited to content or topical knowledge and psychologically related constraints.

Contrastingly, the study by Palmero (2019) reported that the oral communication proficiency in English of students was rated, to a great extent, both verbal and nonverbal skills. In addition, the students displayed a great extent of conversational speech style, acquisition, and mastery. The result contradicts the finding that 16.34 percent of the students still need to meet the expected communicative performance competencies.

Although English has been taught from the earliest years of education to tertiary levels, several students still need to improve their English proficiency, specifically speaking. Nevertheless, students' oral communication abilities need to be improved to achieve, at the very least, the baseline level of proficiency in speaking. Before the students' progress toward high competence, they have to practice and utilize the English language more often. Classrooms should have enough opportunities and avenues to let students practice, including not just during class time but also during extracurricular activities and leisure time.

4. Is there a significant relationship between the levels of the students' speaking anxiety and oral communication skills?

Table 4 Relationship between the Levels of the Students' Speaking Anxiety and Oral Communication Skills

Variables	<i>r</i> value	Relationship Strength	<i>p</i> value	Remarks
Dissatisfaction with one's linguistic skills and Communication Skills	-0.245**	Weak	0.002	Reject Ho.
Absence or limitation of preparation and Communication skills	-0.168*	Very Weak	0.038	Reject Ho.
Apprehension toward listeners' feedback and Communication skills	-0.197*	Very Weak	0.015	Reject Ho.

Ho: There is no significant relationship between the levels of the students' speaking anxiety and oral communication skills.

Table 4 shows the significant negative relationship between the levels of students' speaking anxiety and their oral communication skills. The findings indicate a weak and highly significant correlation between the levels of speaking anxiety and oral communication skills, specifically on the construct, dissatisfaction with one's linguistic skills and communication skills (*r*-value = -0.245; *p*-value = 0.002), and very weak and significant with the constructs, absence or limitation of preparation (*r*-value = -0.168; *p*-value = 0.038) and apprehension towards listeners' feedback (*r*-value = -0.197; *p*-value = 0.015).

The results indicate that the extent of their anxiety toward speaking English determined their oral communication skills is weak, but highly significant, as demonstrated in their oral performances. Speaking anxiety has a weak negative significant relationship with their oral communication skills since the significant values are lower than 0.05. Therefore, the null hypothesis (H_{01}) is rejected.

Their oral communication skills were assessed based on certain speaking competencies that they were expected to demonstrate, and their results reflected how well they performed throughout their speaking activity. Due to anxiety in speaking English, the greater they feel anxious, the poorly they can perform and meet the needed competencies. If students' degree of speaking anxiety increases, their speaking skills will also decrease, and if it decreases, their speaking skills will also increase. This was highlighted in Horwitz, Horwitz, and Cope (1986) theory of Foreign Language Anxiety.

As presented in Table 4, the students' dissatisfaction with their linguistic skills shows a highly significant negative association with their speaking skills, despite it being weak. This implies that the more people perceive they lack fundamental language skills like grammar, vocabulary, pronunciation, and subject understanding, the more they will be afraid to speak English. If students are confident and practice speaking in English, they will do better in classroom speaking tasks.

The absence or limitation of preparation and apprehension towards listeners' feedback has a very weak significant relationship with their oral communication skills. Regardless of the very weak correlation, it still means a lack of preparation and fear of negative feedback. Lack of preparation and apprehension towards listeners' feedback has a very weak significant relationship with their oral communication abilities. Despite a slight association, lack of preparation and fear of negative feedback from teachers and classmates influence students' speaking skills.

This study supports Plantika and Adnan (2021) and Aflakha's (2022) findings that students' speaking anxiety and ability have a moderate negative association, with communication apprehension, test anxiety, and fear of poor assessment as the main sources of speaking anxiety. Rofida (2021) found a considerable negative association between student speaking and the same factors. Sansaluna et al. (2021) reported that students' anxiety in speaking English in terms of inter-language phonology, grammar, and meaning system severely impacts English learning. Pratama et al. (2019) and Arifin and Manda (2021) discovered a strong negative significant correlation between speaking anxiety and the speaking performances of students in their study. Accordingly, the results of these studies reported that the more a person's anxiety, the lower their speaking score.

Teachers must be friendly and able to recognize students' whole person and potential (Sultana & Jamin, 2021). Creating an open and companionable learning environment and creative classroom activities and assignments that encourage the use of English at all times is also imperative to improve their speaking skills and develop spontaneity in their speaking. Teachers must be kind and appreciate students' full potential (Sultana & Jamin, 2021). To strengthen their speaking abilities and spontaneity, an open and friendly learning atmosphere and innovative classroom activities and assignments that promote English usage at all times are essential. Mridha and Muniruzzaman (2020) stressed that learning a language takes time and to express one's meaning, a student needs to commit a substantial amount of effort to studying a language.

The findings suggest that if the students have a good grasp of the linguistic factors, practice and master their skills daily, they will get a good score and enhance their speaking performance in every speaking activity. The students should be allowed to participate in the conversation taking place in the classroom, and they should be given communication situations that apply to their lives outside of school. The teacher's role in an English classroom should be that of a facilitator who encourages and acknowledges the relevance of the usage of English and who also strives to create an environment that prevents the development of anxiety in speaking situations. Constant practice and contextual conversations with their classmates requiring the use of English would enable the students to enhance their skills. This would not just hone their skills individually, but also creates and maintains social relationship among students.

5. Is there a significant relationship between the students' attitudes toward speaking English and the level of oral communication skills.

Table 5 Relationship between the Level of the Students' Attitudes towards Speaking English and Oral Communication Skills

Variables	<i>r</i> value	Relationship Strength	<i>p</i> value	Remarks
Students' Attitudes Towards Speaking and Communication Skills	0.107	Very Weak	0.186	Do not Reject Ho.

Ho: There is no significant relationship between the students' attitudes toward speaking English and the level of oral communication skills.

Table 5 reveal that the relationship between the levels of students' attitudes toward speaking in English and their oral communication skills is not significant. The findings indicate that the degree to which a positive attitude towards speaking determines their oral communication skills is very weak (r -value = 0.107; p -value = 0.186) and is negligibly significant. This finding means that students' attitudes, whether positive or negative, and their English-speaking skills are unaffected by their attitudes. Increased speaking attitude does not considerably improve speaking performance as well. Since the finding denotes that attitude toward speaking and oral communication skills have no significant relationship, with a p -value of 0.186, the null hypothesis (H_{02}) is accepted.

The conclusion contradicts Syafrizal et al. (2018), who found a positive correlation between language learning attitudes and speaking achievement. Rayah et al. (2018) found that an optimistic attitude increased motivation in communicative English. Kurnia (2018) also found that instructors' friendliness is substantially connected to students' speaking performance.

The students' emotions ranged from positive to negative and were influenced by several variables (Utami, 2021). Three facets of a positive attitude toward English-speaking activities in the classroom have been described, and students have expressed their fondness for them. By participation in English class activities, Fadlia et al. (2021) discovered positive behavior. Students were in agreement that speaking English was cognitively advantageous. Vo also discovered (2022) that communicative activities considerably enhanced the speaking ability of experimental pupils. In sessions on public speaking, students enjoyed communicative activities. Speaking ability is often considered to be one of the most challenging parts of language learning. It is crucial to cultivate a positive attitude towards speaking English, since this will increase students' drive to improve their skills. Although the findings showed that students' attitudes are not correlated with their oral communication skills, teachers must be aware of the importance of aiding students in developing a good attitude toward English and increasing their speaking skills. Teachers must not only master what is to be taught, but also promote a good and positive attitude towards language learning. As a facilitator in the classroom, the teacher have to think of appropriate methods to provide effective speaking activities, rooted in the importance of using English on a daily aspect. Creating and maintaining a happy attitude while doing all possible to avoid negative attitudes.

6. What are the predictors of students' oral communication skills?

Table 6 Stepwise Multiple Regression Coefficients Predicting Students' Oral Communication Skills

Predictors	Coef (β)	SE Coef	t- value	p-value
(Constant)	21.36	1.30	16.42	0.00

Dissatisfaction with one's linguistic skills	-1.194	0.385	-3.10**	0.00
Adjusted r ²	5.99 %			
F value	9.61			
p-value	0.00			
Oral Com = 21.36 - 1.194 Dissatisfaction with one's linguistic skills				

Note: ** means $p < 0.01$ (Highly Significant) at 0.01 level

Table 6 shows that dissatisfaction with one's linguistic skills (t -value = -3.10; p -value = 0.00) predicted students' oral communication skills. This finding implies that the Grade 11 students' dissatisfaction with their linguistic skills, such as vocabulary, grammar, and pronunciation, negatively influenced their oral speaking performance. Consequently, the Grade 11 students' dissatisfaction with their linguistic skills hampered their oral communication skills.

Students develop feelings of dissatisfaction with their abilities and inadequacy while speaking English due to insufficient language proficiency. This feeling made them believe they are incapable of communicating successfully in English. Their assessment of themselves as lacking general knowledge, appropriate vocabulary, grammar usage, and good pronunciation still had an impact on their speaking performance. Students were required to participate in classroom activities that included speaking presentations. They were notified in advance and given the time to prepare. This study determined that their speaking anxiety is negatively significant to their oral communication skills. In contrast to those students who were unable to comply with the specified criteria of linguistic proficiency, the students who had lower levels of speaking anxiety had oral performances that were at a level that was adequate and acceptable.

As presented in Table 6, for every unit of increase in the students' speaking anxiety, due to their dissatisfaction with their linguistic skills, their oral communication skills decreased by 1.194 percent. This finding means that as students' anxiety increases for every activity given, it will eventually result in poorer speaking performance scores. Oral communication skills, still, are to be assessed with a specific set of expectations, and their performances depend on a given communicative situation and assignment. Therefore students are intended to fulfill and meet those expectations.

Since dissatisfaction with one's language skills is a direct predictor of students' oral communication abilities, there is an urgent need to emphasize the relevance of learners attaining mastery of the English language. Teachers must use a novel method in teaching English that reckons students' diverse needs, interests, and learning styles, thus providing a positive and engaging learning environment (Terzioğlu & Kurt, 2022). In this way, their level of speaking anxiety can be decreased. Choosing the appropriate teaching strategies and right activities, consequently, teaching these activities the right way could make the speaking activity more fun for the students and increase their motivation (Pangket, 2019), giving them more chances to talk inside the classroom and improving their speaking ability. Students will not have to worry about being embarrassed in front of their peers, allowing them to participate completely in the activities, speak honestly, and actively learn from their errors.

In addition, the finding suggests that 5.99 percent of the oral communication skills could be associated with speaking anxiety due to their dissatisfaction with their linguistic skills. The result means that among all the constructs of speaking anxiety, dissatisfaction with one's linguistic skills is significant with their oral communication skills negatively. However, 94.10 percent could mean that other factors account for students' oral communication skills apart from their dissatisfaction with their linguistic skills. Other aspects like teacher factors and motivation influence students' oral communication skills.

Communicating effectively is paramount, especially in globalization and future professional ventures. Since speaking activities are necessary for any English class or in any subject, students are to meet a set of

expectations and exert effort to achieve better grades and outstanding oral communication skills. Teachers should be mentors and facilitators in the English language classroom that support students in the use of English in real and relatable situations and apply appropriate strategies to communicate effectively, let alone achieve outstanding oral English proficiency.

DISCUSSION

The findings indicate that the Grade 11 students experienced a high level of English-speaking anxiety. This suggests that speaking in English remains challenging for many students, particularly when they are required to communicate in front of their classmates and teachers. Students may feel nervous, self-conscious, and hesitant during oral activities, which can affect their confidence and ability to express their ideas clearly.

Among the areas of speaking anxiety, the absence or limitation of preparation emerged as a major concern. This implies that students become more anxious when they are given limited time to prepare their ideas before speaking. Impromptu activities, recitations, oral presentations, and unexpected questions may increase their anxiety because they may struggle to organize their thoughts, choose appropriate words, and deliver their responses effectively. Providing adequate preparation time and regular opportunities to practice speaking may help students become more comfortable and confident.

The students also showed anxiety related to dissatisfaction with their linguistic skills. This means that concerns about grammar, vocabulary, pronunciation, and comprehension may contribute to their hesitation in speaking English. Students who doubt their language abilities may become afraid of making mistakes and may avoid participating in oral activities. Continuous practice, constructive feedback, and exposure to meaningful speaking activities can help strengthen their linguistic competence and confidence.

Apprehension toward listeners' feedback was also observed among the students, although at a more moderate level. This suggests that students may still worry about being judged, criticized, or embarrassed when speaking English in front of others. A supportive and non-threatening classroom environment can help reduce this concern. Teachers can encourage participation by providing positive reinforcement, respectful feedback, and activities that allow students to practice speaking without fear of ridicule. These measures may help lessen speaking anxiety and improve students' oral communication skills.

CONCLUSION

The study concludes that speaking anxiety remains a significant concern among Grade 11 students, particularly when they have limited preparation and feel dissatisfied with their linguistic abilities. Their concerns about grammar, vocabulary, pronunciation, and possible evaluation from others may reduce their confidence and willingness to participate in oral communication activities. These findings suggest the importance of providing sufficient preparation time, regular speaking practice, constructive feedback, and a supportive classroom environment to help students manage anxiety and become more confident and effective English speakers.

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