LEVEL OF SPEAKING ANXIETY AND SELF-EFFICACY ON ENGLISH AMONG HIGH SCHOOL STUDENTS

John Kieth Pontillas [a] *, Shaina Jae Rodrigo [b]

[a,b]*Muertegui National High School, Philippines*

Abstract

Speaking anxiety is a spreading concern affecting every individual speaking self-efficacy across various contexts and hinders one's ability to communicate effectively in public. This study aims to determine the level of speaking anxiety and self-efficacy in English Language among senior high school students enrolled in Public secondary school students. This study employed a descriptive cross-sectional research design. The respondents of the study were 153 senior high school students, using an adopted and modified survey questionnaire from Pucya et al. (2023) and Ozturk and Gurbuz (2014). The findings of the study revealed that the level of speaking anxiety of senior high school students' students is high due to the reason that students feel nervous when their teacher asks questions which they have not prepared in advance and their self-efficacy is low due to lack of English proficiency and fear of judgment by their peers. Additional findings also revealed that there is no significant difference in the level of speaking self-efficacy in terms of their ages. Furthermore, the results also showed that there is a significant difference on the level of speaking anxiety and self-efficacy of students in terms of age, sex, and grade level. The school must create mock interviews sessions where students can practice answering questions and improve their communication skills, this activity help student's gain confidence in speaking in professional setting.

Keywords: Anxiety, English language, self-efficacy, High School Students, speaking

*Corresponding author: John Kieth Pontillas. ORCID ID: https://orcid.org/0009-0007-2473-2299
E-mail: johnkiethpontillas24@gmail.com

1. Introduction

Anxiety disorders are prevalent globally, with the World Health Organization estimating that 3.6% of the world's populations, amounting to approximately 264 million individuals, suffer from an anxiety disorder. Moreover, 4.6% of women and 2.6% of men worldwide are impacted by anxiety. In South East Asia, English is taught as a language of instruction in schools and colleges, however, according to the Social Anxiety Center, 73% of students experience speaking anxiety when using English as a medium of communication in schools due to peer pressure. Additionally, the use of English is considered crucial for further education and international communication, as it is a universal language that connects people across the globe (Yu & Shen, 2005).

In addition, speaking in English language anxiety is a hindrance to successful language learning as it curbs the learning process. This has a strong impact on speaking skills as it is the most challenging skill of language specially having a speaking anxiety. It plays an important role in language learning and contributes in reducing student's level of speaking self-efficacy (Flood & Shanahan, 2012).

Another point is, 78.8% of senior high school students from Iranian University reported suffering from speaking anxiety with the use of English language and about 26% admitted having experienced extreme fear of speaking, this can greatly affect their self-efficacy when speaking with the use of the English language. Further, speaking anxiety was high among female students but male anxiety level was higher than females Abdeldaiem et al. (as cited in Plandano, 2023 p.1444).

Similarly, Yan and Horwitz (as cited in Toubot et al., 2014 p.48) in Turkish High School, senior high school students feel anxious in speaking English language, students might not able to successfully pass oral tasks due to their speaking anxiety impeding their ability to speak. Moreso, male anxiety level is higher than females resulting to low performance in language learning. In contrast, relaxed students would perform better because they do not experience the language speaking anxiety (Woodrow, as cited in Toubot et al., 2014 p. 48).

In addition, the need for mastery in English, specifically speaking in secondary education is becoming more vital and significant in the 21st century. English language dominates in the different fields of profession, aside from being the language taught in school and the preferably use in the community. However, speaking anxiety is increasing students feel anxious when speaking with the use of English language (Nicosia & Esmero, 2019).

In the Philippines, Filipino students whose mother tongue are Cebuano and Tagalog, learning English has still been challenging, especially in senior high school. Regardless of the complexity, 73% of Filipino students speaking seems very difficult especially at the secondary level, due to students feeling of being anxious when speaking the English language, there are students who struggle in voicing out their ideas even though it is used as a second language in the Phillippines (National Social Anxiety Center, as cited in Canceran & Temporal, 2020).

Similarly, study conducted by Nicosia and Esmero (2019) in Bohol, Philippines observed that senior high school students cannot speak the English language fluently. Further, speaking the English language as the medium of communication intills them the feelings of frustration, self-doubt, insecurity, and anxiety. This can hinder their sense of self-efficacy to speak with the used of English language.

More so, Bandura (as cited in Gursoy & Karaca, 2018 p. 195) in Manila, Philippines self-efficacy and anxiety are two crucial affective factors that directly affect English language speaking. Students feel anxious and depressed when they try to speak English if they do not have a sense of self-efficacy. As well as student's anxiety has a negative impact on student's success in speaking.

On the top of that, based from the data gathered of Ojanola (2023) in the University of Mindanao, there is an average of 40% of the students who do not have language anxiety in speaking English will have a good sense of self-efficacy while the remaining 60% feel anxiety when speaking the English language. This may hinder the acquirement of the language learning of every student who has anxiety; they could not speak fluently and confidently despite the exposure of English language.

Thus, self-efficacy is very necessary because the students will feel more able to express themselves in front of many people and more able to think critically (Sari, 2016). However, a study conducted by Canceran and Temporal (2020) in Sto. Tomas National High School, Philippines senior high school students have learned English for many years but they are still hard to speak because they feel anxious in speaking English due to seldom of practice in their daily life and feeling of being judge by others.

Furthermore, in the study of Pontillas and Talaue (2021) in Meycauayan, Bulacan senior high school student's limited proficiency in English, including vocabulary, grammar and pronunciation, can cause speaking anxiety. This can hinder fluency, coherence, and overall communication effectiveness. Also, students experiencing anxiety may suffer from increased stress, low self-esteem, negative emotional state, and avoidance in any situation requiring English communication.

Meanwhile, senior high school students are expected to have better English language proficiency, especially their speaking ability. Based on the consolidation of grades from the previous year in Muertegui National High School, out of 245 students there are 12% of senior high school students' whose performance are unsatisfactory in English. According to one of the English teachers in senior high most of the senior high school learners remain to be silent when they are encourage to explain and share ideas by using English language. Sometimes students even ask if they can share their ideas using their own dialect or in a language they feel confident to use like Philippine national language, Filipino. However, despite from the extensive research regarding the level of anxiety and self-efficacy, there is a noticeable gap in the literature, in the Philippines most studies conducted in self-efficacy focused its relationship to the academic performance, but failed to found out the level of speaking self-efficacy among

Filipino students while few researchers have investigated the level of speaking English anxiety from the Filipino student's perspective. Thus, the researchers aim at investigating senior high school students' levels of speaking anxiety and self-efficacy in terms of age, sex, and grade level**.**

2. Research Questions

1. What is the demographic profile of senior high school students in terms of age, sex, and grade level?
2. What is the level of speaking anxiety in English language among senior high school students?
3. What is the level of speaking self-efficacy in English among senior high school students?
4. Is there a significant difference in the level of speaking anxiety and self-efficacy in English language in terms of age, sex, and grade level?

3. Hypothesis

H_o: There is no significant difference in the level of speaking anxiety and level of speaking self-efficacy in English language in terms of age, sex, and grade level.

H_a: There is a significant difference in the level of speaking anxiety and level of speaking self-efficacy in English language in terms of age, sex, and grade level.

4. Method

1.1. Research Design

The study utilized a non-experimental descriptive specifically a cross-sectional research design in determining the difference of the level of speaking anxiety and self-efficacy of senior high school students in terms of age, sex, and grade level. Simkus (2021) defined cross-sectional study as a type of observation study, or descriptive research which involves analyzing information about a population at a specific point in time.

1.2. Respondents and Sampling Procedures

The study involved grade 11 and grade 12 senior high school students. Using the Slovin's formula with a 5% margin error, the sample size is 153 out 249 grade 11 and grade 12 students, currently enrolled in Muertegui National High School of the school year 2023-2024. The respondents were selected with the use of stratified random sampling technique to determine the sample size and systematic random sampling technique using Form 2 and selected every second student to give an equal chance to all members of the population.

Table 1

Sample Size Computation and Representation

Grade Level	Population Size	Sample Size	Number of Section	Number of size per section
Grade 11	131	73	3	26
Grade 12	118	80	3	25
Total	249	153	6	51

1.3. Research Instrument

The study used an adopted and modified survey-questionnaire by Pucya et al. (2023) entitled Speaking Self-efficacy Questionnaire and an adapted and modified foreign language Speaking Anxiety Skills by Ozturk and Gurbuz (2014). Part one of the study is composed of demographic profile of the respondents, such as age, sex, and grade level. Part two of the survey is Speaking Self-efficacy Questionnaire, which compose of 28 items to determine the level of speaking self-efficacy of senior high school students. Each item of SSQ is answerable by a 5-point likert scale of agreement which is the: (5) strongly Agree, (4) Agree, (3) Neutral, (2) Disagree, (1) strongly- Disagree. Lastly, part three of the survey used the foreign language Speaking Anxiety Skills, which are compose of 16 items questions. Each item of FLSAS is answerable by a 5-point likert scale of agreement which is the: (5) strongly Agree, (4) Agree, (3) Neutral, (2) Disagree, (1) Strongly- Disagree.

1.4. Data Collection Procedure

Prior to data gathering, the researchers sent a letter of permission to conduct the study to the school head. The researchers personally distributed the printed survey questionnaire to the target respondents with the total number of 153 senior high school students of Muertegui National High School and after answering the survey questionnaires retrieved immediately. During data gathering, the researchers provided instructions to the respondents in answering the survey questionnaire. The data gathering happened between November 29 to December 7, 2023 through survey questionnaires. After gathering the data, the researchers talled the answers of the respondents and the data was entry and tabulated on MS Excel. After tabulated the researchers use the data coding to change the qualitative response of the respondents into numerical value based on the likert scale of agreement. Lastly, the researchers perform data cleaning to check for errors and correct it before data analyses.

1.5. Data Analysis Procedure

The data gathered from research questions one, two, and three were statistically analyzed using descriptive-statistics, such as frequency, percentage, standard deviation, mean, and average. However, the data gathered from research question number four were analyzed using a z-test to determine the significant difference between the level of speaking anxiety and self-efficacy of grade 11 and grade 12 senior high school students in speaking English in terms of age, sex, and grade level at 0.05 level of significance. The data gathered was processed through the Statistical Package for Social Sciences (SPSS).

1.6. Ethical Consideration

Researchers This research followed a high ethical consideration. The anonymity and confidentiality of the respondents are highly observed by not revealing the respondents' names during the data collection and analysis of the study. There is no data fabrication or changes of outcomes.

The parents of respondents are given parental consent and inform of the study's objectives and methods. The participation of the respondents in this study is strictly voluntary; there is no financial compensation for participating in this study. Additionally, approval from the school principal is attained. Moreover, respondents are given the rights to withdraw in participating the study. The researchers not pressure the respondents from ceasing to participate in the study.

5. Results and Discussion

The following table presents the statistical data and analysis relative to the problem pointed in the statement of the problem in the study. The corresponding analysis and interpretation are incorporated and presented clearly and concisely.

Table 2.
Demographic Profile of the Senior High Scool Students in terms of Age, Sex, and Grade Level

	f	%
Age		
16 to 17	99	65%
18 to 19	54	35%
20 above	0	0%
Total	153	100
Sex		
Male	77	50%
Female	76	50%
Total	153	100
Grade Level		
Grade 11	80	52%
Grade 12	73	48%
Total	153	100

Table 2 shows the demographic profile of the respondents in terms of age, sex, and grade level. There results shows that majority of the respondents who answered were ranging age of 16 to 17 years old (n= 99, 64.71%), and followed by 18 to 19 years old respondents (n= 54, 35.29%). In terms of sex, majority of the respondents are male (n= 77, 50.33%) and female (n= 76, 49.67%). Meanwhile, in terms of grade level majority of the respondents are grade 11 students (n= 80, 52.29%), followed by grade 12 students (n= 73, 47.71%).

Table 3.
Level of Speaking Self-Efficacy of Senior High School Students in English

Statement	M	SD	Verbal Interpretation
1. I am capable of honing my speaking communication abilities.	2.04	.71	Disagree
2. If I practice speaking more, I'm positive I'll do better speaking English.	4.14	1.00	Agree
3. I speak English more fluently than my peers do.	2.73	.90	Undecided
4. I can find a way to make the message heard even when the speaking assignment is challenging and I lack the necessary terminology.	2.63	.98	Undecided

5. I don't feel anxious when I speak in English in class.	2.52	1.05	Disagree
6. I value speaking with knowledgeable partners.	2.54	1.09	Disagree
7. I excel in speaking English inside the classroom	2.39	1.10	Disagree
8. I like talking to travelers because I understand their language well.	2.42	1.17	Disagree
9. Speaking practice is more fun the more challenging it is.	2.56	1.22	Disagree
10. Even if I'm unsure of the answer, I raise my hand when the teacher asks a question.	2.48	1.16	Disagree
11. I have a faith in my capacity to communicate with other English speakers.	2.28	1.13	Disagree
12. I can effectively handle unforeseen circumstances when speaking.	2.24	1.03	Disagree
13.When faced with challenges, I can maintain my composure while speaking.	2.33	1.07	Disagree
14. I let proficient speakers know if I need assistance when I'm speaking with them.	2.33	1.12	Disagree
15 I'm sure I can express what I mean clearly.	2.31	1.10	Disagree
16. I have a faith that I can talk with accuracy comparable to that of a native speaker.	2.42	1.19	Disagree
17. I can participate fully in my speaking classes	2.26	1.10	Disagree
18. I know I can communicate in English outside of the classroom.	2.36	1.07	Disagree
19. I think I can speak English well.	2.33	1.08	Disagree
20. I have a strong belief that I can become a fluent in English as native speaker.	2.31	1.14	Disagree
21. I am able to describe my school in English to others.	2.50	1.25	Disagree
22. I am able to tell an English story.	2.24	1.12	Disagree
23. I am able to communicate with my professors in English.	2.29	1.13	Disagree
24. I am able to construct sentences using idiomatic terms in literacy devices	2.29	1.09	Disagree

25. I am able to communicate with other students in English on the topics that interest me.	2.29	1.13	Disagree
26. I am able to speak English and introduce my teacher to someone else.	2.35	1.20	Disagree
27. I am able to make an English introduction.	2.23	1.07	Disagree
28. I am able to respond in English to question from my teachers.	1.93	.99	Disagree
Average Weighted Mean	**2.42**		**Disagree**

Table 3 shows the speaking self-efficacy of senior high school students. The results showed that majority of the students agreed that they will perform better in speaking English if they practice speaking more (M=4.14, SD= 1.00). This means that engaging in more practice in speaking English can lead to noticeable improvement in proficiency, regular practice helps individual become more comfortable with the language, improve their pronunciation, fluency, and overall communication skills. The more one practices speaking English, the more they become better. This implies that effective communication skills, particularly in speaking are crucial for students' success. Practice widely acknowledges that it plays a significant role in enhancing speaking abilities. Regular practice allows students to become more comfortable expressing themselves. As they gained confidence students are more likely to express their thoughts clearly and engage in meaningful conversation. Also consistent practice exposes students to a wide range of vocabulary.

This was supported by the study of Bandura (as cited in Altunkaya, 2017) the best approach to cultivate a strong sense of effectiveness is through mastery experiences. Banduras claim about mastery experiences is corroborated by the responses of the students during focus group discussion. Bandura also found out that practice build confidence, enhance fluency, expand vocabulary and improves pronunciation.

On the other hand, it was also found out that majority of the senior high school students disagreed that they have the capabilities to respond the question from their teachers in English (M=1.93, SD= .99). This means that senior high school students do not have the capacities to respond in English from the question ask by their teachers. The researchers attributed this result as because of lack of proficiency, students may not have the strong grasp of the English language, making them difficult to understand and formulate a response, also one of the reason students struggle to respond the question English is their limited of vocabulary, English may not be their first language, and students may not have sufficient exposure to a wide range of words and phrases. Consequently, they find it difficult to express their thoughts and ideas effectively. Additionally, students may struggle with constructing grammatically correct sentences, resulting in difficulties in formulating correct responses. This can lead to frustration and lack of confidence in their ability to communicate.

Similarly, Nor et al.(2019) stated the following problems in learning English as a second language depends on the English teachers role, lack of conducive environment for language practice, limitation of vocabulary proficiency and teaching pedagogy.

Therefore, the over all interpretation from the data obtained were verbally interpreted as Disagree (AWM=2.42). This indicated that majority of senior high school students had a low level of speaking self-efficacy in English, thus, regardless that students need to study English but still they had a low level of speaking self-efficacy towards English language as a medium of communication due to the reasons mentioned above.

Table 4.
Level of Speaking Anxiety of Senior High School Students in English Language

Statement	M	SD	Verbal Interpretation
1. I am never quite sure of myself when I am speaking in English.	4.05	.65	Agree
2. I am afraid of making mistakes in English class.	4.09	.80	Agree
3. I get frightened when I don't understand what the teacher is saying in English.	4.01	.88	Agree
4. I start to panic when I have to speak without preparations in English classes.	4.01	.90	Agree
5. I get embarrassed to volunteer answers in English class.	3.90	.95	Agree
6. I feel nervous while speaking English with native speakers.	3.98	.91	Agree
7. I get upset when I don't understand what the teacher is correcting.	4.18	.90	Agree
8. I don't feel confident when I speak English in class.	3.85	.10	Agree
9. I am afraid that my English teacher is ready to correct every mistake I made.	3.84	.10	Agree
10. I can feel my heart pounding when I am going to be called on in English classes.	4.05	.82	Agree
11. I always feel that other students speak English better than I do.	4.00	.85	Agree
12. I feel very self-conscious about speaking English in front of other students	3.81	1.03	Agree
13. I get nervous and confused when I am speaking in English classes.	4.06	.88	Agree
14. I feel overwhelmed by the number of rules I have to learn to speak English.	3.55	.87	Agree
15. I am afraid that the other students will laugh at me when I speak English.	4.09	.90	Agree
16. I get nervous when the English teacher ask questions which I haven't prepared in advance.	4.55	.70	Agree
Average Weighted Mean	**4.00**		**Agree**

Table 4 shows the speaking anxiety level of senior high shool students. The results showed that majority of senior high school students agreed that they feel nervous when their teacher asks questions which they have not prepared in advance (M= 4.55, SD= .70). The researchers' attributes this results to not because the students do not know the correct answer but they do not have the ability to speak the English language spontaneously. Also, teachers' expectation can be one of the reasons because students maybe anxious about disappointing their teacher or meeting the expectations set for them. Additionally, students may fear of judging by their peers. Not knowing the answer can lead to feelings of embarrassment or being perceived as less smart or intelligent. Another reason is lack of confidence, students who lack of confidence in their abilities may feel more nervous when asked to speak up in class, especially without preparation.

This is supported by Brown (2001) who indicates that students lack of confidence and their tend to avoid speaking in English due to their fear of others negative evaluation that can increase their speaking anxiety and curbs the development of their speaking skill. The study also revealed that lack of confidence and fear of committing mistakes discourages students to develop speaking fluency in English.

Meanwhile, it was also found out that majority of the students agreed that they also experienced speaking anxiety due to their concern about the number of rules they must acquire to speak English (M=3. 55, SD= .87). This means that students concern about grammar hinders them from speaking English fluently due to their fear of grammatical errors. Therefore, English speaking teachers should not interrupt students in communicative activities. Besides, they should inform their students that making mistakes is considered as a step-in language learning process. Also, speaking teachers should emphasize more on fluency than accuracy.

This result goes with Toubot et al. (2018) result in which indicated that students' fear of making mistakes and their low self-confidence increase their language anxiety due to number of rules in speaking English such as grammar, vocabulary, and etc.

Therefore, the overall interpretation of the data obtain were verbally interpreted as Agree (AWM= 4). The results of this study imply that majority of senior high school students experience high level of speaking anxiety in English. That means that students speaking anxiety are trigger due to lack of language proficiency and their fear of grammatical errors.

Table 5.1
Significant Difference of Speaking Self-efficacy of Senior High School Students Towards English Language in terms of Age.

Variable	Mean	F	p-value	F- crit	Decision
16 years old	2.51				
17 years old	2.42				
		1.34	0.26	2.67	Accept H_o
18years old	2.33				
19 years old	2.23				

Table 5.1 Anova results shows the significant difference in the level of speaking self-efficacy of senior high school students in terms of ages 16, 17, 18 and 19. Since (f= 1.34 < f-crit= 2.67) and the computed (p= 0.26) is greater than the significant level 0.05. That means the null hypothesis was accepted, which shows there is no significant difference in the level of speaking self-efficacy among senior high school students in terms of their ages. This means that there is no statistically significant difference in the speaking self-efficacy among senior high school students when comparing across ages 16, 17, 18, and 19 due to the similar various demands on their surroundings. This implies that these age groups are typically in the same stage of development, known as late adolescent. During this period, individuals' ar experiencing significant cognitive, emotional and social changes, as a result they have the same level of self-efficacy especially in speaking. Further, students in these age groups often have similar educational experience. They are attending attending high school where they engage in similar activities that require speaking, such as oral recitation or reporting. These shared experiences can contribute to the development of similar level of speaking self-efficacy.

This goes with Zheng et al. (2005) in Irananian University who contradicted and found out that there is a significant difference of speaking self-efficacy in English in terms of age. They found out that student ages 16 to 17 are experiencing low level of self-efficacy compared to students 18 above due to these ages are already in college and their speaking abilities are now practice.

Table 5.2

Significant Difference of Speaking Anxiety of Senior High School Stuents Towards English Language in terms of Age.

Variable	Mean	F	p-value	F- crit	Decision
16 years old	4.22				
17 years old	4.01				
		9.86	0.00	2.66	Reject H_o
18years old	3.85				
19 years old	3.65				

Table 5.2 Anova results shows the significant difference in the level of speaking anxiety of senior high school students in terms of ages 16, 17, 18 and 19. Since (F= 9.86 > F-crit= 2.66) and the computed (P= 0.00) is less than the significant level 0.05. That means the null hypothesis was rejected, which shows there is a significant difference in the level of speaking anxiety among senior high school students in terms of their ages. This implies that at the age of 16 and 17 students are in high school years, where they feel more pressure to fit in and be accepted by their peers. This social pressure can lead to increase of anxiety in speaking in front of others, as they students may fear of judgment or embarrassment. While by the age of 18, students may have better understanding of oneself and their peers, leading to decrease in speaking anxiety as they become better and comfortable. Similarly, the study of Raja (2017) in Vietnam National University, found out that there is a significant difference in the level of

speaking anxiety among senior high school students in terms of their age due to different demands on their environment. They also found out those students ages 16 to 18 are more prone to speaking anxiety because their speaking skills are not yet practice compared to students in college.

Table 5.3

Significant difference of Speaking Self-efficacy of Senior High School Students In English Language in terms of sex

Sex	Mean	z-crit	p-value	Decision
Male	2. 63			
		1.96	0.00	Reject H_o
Female	2.22			

Significance level= 0.05

   Table 5.3 Z-test result shows the significant difference of speaking self-efficacy of senior high school students in terms of sex. Since the computed (p=-3.70) is less than the significant level of 0.05, the null hypothesis was rejected. Which shows significant difference in the level of speaking self-efficacy in terms of sex. This implies that one of the reasons attributed by the researchers is gender stereotypes; male and female perceive their own speaking abilities. For example, research has shown that men are often perceived less competent and less authorities in public speaking, which can lead to lower levels of self-efficacy and confidence in their speaking abilities. In line with the findings of Velasco (2015) the study found out that there is a significant difference between male and female speaking self-efficacy, male has a low level of speaking self-efficacy compared to females' students when using English language as a medium of communication. The study also found out that majority of male students is not able to talk using English due to lack of practice and confidence.

Table 5.4

Significant difference of Speaking Anxiety of Senior High School Students In English Languagein terms of Sex

Sex	Mean	z-crit	p-value	Interpretation
Male	4.05			
		1.96	0.00	Reject H_o
Female	3.95			

Significant Level=0.05

   Table 5.4 Z-test shows the significant difference of speaking anxiety of senior high school students in terms of sex. Since the computed (p=-5.59) is less than the significant level

of 0.05, the null hypothesis was rejected. This shows a significant difference in the level of speaking anxiety of students. This implies that male and females has a different anxiety in terms of speaking English, female vulnerability to anxiety is associated with some type of genetic rather than purely environmental predetermined. Also the gender differences could be a result of students' cultural background and the socialization process both genders go through that could be one of the reasons why male and females anxiety differ. Additionally, personal experience can also greatly influence an individual's level of speaking anxiety. For instance, if a female students had negative experiences in the past, such as being interrupted when speaking, it can lead to increase of anxiety in future situations. Similarly, According to National Institute of Mental Health, anxiety demographics indicate who is most likely to experience anxiety based on factors such as gender and race. Anxiety disorders in women are more common than anxiety disorders in men. In the past year, 23.4 percent of women experienced an anxiety disorder, compared to 14.3 percent of men. In support to that, the study of Hosseni and khazal (2007) found out that females scored higher than males on the common set of anxiety items, females obtain higher score than males on self-report measures anxiety.

Table 5.5
Significant Difference of Speaking Self-efficacy of Senior High School Students Towards in English Language in terms of Grade Level.

Grade	Mean	z-crit	p-value	Decision
Grade 11	2.48			
		1.96	0.00	Reject H$_o$
Grade 12	2.37			

Significance level= 0.05

Table 5.5 Z-test shows the significant difference on the level of speaking self-efficacy among Grade 11 and Grade 12 students. Since the computed (p=-5.46) is less than the significant level of 0.05 that means the null hypothesis was rejected. This shows significant difference in the level of speaking self-efficacy of grade 11 and grade 12 students. This implies that Grade 12 students often face higher academic demands, such as college application, final exam, and graduation preparations. This pressure can motivate them to improve their speaking skills and increase their self-efficacy in order to meet these requirements compared to grade 11 students. Additionally, grade 12 students generally more experience in speaking and presentations compare to grade 11 students. They may have had more opportunities to practice and received feedback, which can boost confidence and self-efficacy in speaking. This goes with the study of Wigfield and Eccles (2013) in Turkey International School, the study revealed that there is a significant difference in the level of speaking anxiety among senior high school students. The result shows that grade 12 students are typically older and more mature than grade 11 students. This increased maturity can lead to greater self-awareness and confidence in expressing their thoughts and ideas verbally.

Table 5.6

Significant Difference of Speaking Anxiety of Senior High School Students Towards English Language in terms of Grade Level

Grade	Mean	z-crit	p-value	Interpretation
Grade 11	2.48			
		1.96	0.00	Reject H_o
Grade 12	2.37			

Significance level= 0.05

Table 5.6 Z-test shows the significant difference on the level of speaking anxiety in terms of grade level. Since the computed (p=-5.46) is less than 0.05 level of significant the null hypothesis was rejected. This shows significant difference in the level of speaking anxiety of grade 11 and grade 12 students. This implies that speaking anxiety of students varies in terms of grade level due to various lessons and teaching strategies, since grade 11 and 12 students have a different lessons and teachers teaching method, grade 12 students may have had more opportunities to practice their English-speaking skills because they have participated in many presentations and reporting's, which help them become for comfortable speaking in front of others in contrast to grade 11 students. Also, since grade 12 students are being close to the end of their high school journey they have overcome previous challenges and gained more experience in speaking, this can increased their confidence and reduce their speaking anxiety. These goes with Williams and Andre (as cited in Cagot, 2023) in Sophia Junior College in Japan, the data found out that 50.61% of the students felt that the teacher was responsible for the anxiety provoking situations. This suggest that teachers should be aware of the situations that frequently cause anxiety and think about they might adapt their lesson plans and delivery methods if this situation occurs in their class.

2. Conclusions

Having a low level of speaking self-efficacy and high level of speaking anxiety in English is a common issue faced by many senior high school students, causing significant distress and hindering students' ability to effectively communicate and express themselves verbally. The findings revealed that the low level of speaking self-efficacy of senior high school students can have a significant impact on their academic and professional development. This implies that students with low self-efficacy may participate less in class discussion and lead to lower academic performance, and low self-efficacy in speaking can limit personal growth and self-expressions, also this students may struggle in job interviews and workplace interactions. On the other hand, the high level of speaking anxiety can have a potential impact affecting both educational environment and students' personal and academic development. This implies that limited exposure to real life English speaking situations can hinder

confidence and speaking ability and can increase anxiety. Also, a competitive or unsupported classroom atmosphere can increase anxiety and students might feel intimidated by more proficient peers, increasing anxiety. Additional findings revealed that the level of speaking self-efficacy and of senior high school students in terms of age has insignificant difference. This implies that due to similar educational experience and same stage of development known as late adolescent. However, in terms of age in speaking anxiety the results showed there is a notable contrast due to different social pressure in this group of ages 16, 17, and 18. Overall, the results showed that there is a notable contrast of speaking anxiety and self-efficacy of senior high school students' in terms of sex and grade level. Therefore, since senior high school students experience high level of speaking anxiety, they must join a debate club and practice public speaking; these activities provide supportive environment for students to practice and improve their speaking skills and helping to reduce anxiety and can build their self-confidence speaking in public.

References

ltunkaya, H. (2017). The impact of activity-based oral expression course on speech self-efficacy of students. *Journal of Education and training Studies, 6*(1), 137-150.

Bogodad, U., Thamrin, N., & Mappewali, A. (2021). A study on students anxiety in speaking english. *Journal of Foreign Language and Educational Research, 4*(2), 57-63.

Cui, J. (2011). Research on high school students english learning anxiety. *Journal of Language Teaching and Research, 2*(4), 875-880.

Del Villar, C. (2006). Mind-body communication technique: An alternative way of learning and teaching confidence in public speaking. *University of the Philippines Press*.

Elaldi, S. (2016). Foreign language anxiety of students studying English language and literature: A sample from turkey. *Educational Research and Reviews, 11*(6), 219-228. doi:10.5897/ERR2015.2507

Ellis, R. (2015). Understanding second language acquisition. *Oxford University Press, 5*(8), 45-50.

Ezzi, N. (2012). The impact of gender on the foreign language anxiety of the yemeni students. *International Journal of Applied Linguistics, 1*(2), 65-75.

Genc, G. (2016). Exploring EFL learners perceived self-efficacy and beliefs on english langauge learning. *Australian Journal of Teacher Education, 41*(2), 52-68.

Kabagting, R., & Nanud, J. (2020). English language classroom anxiety and performance of senior high school learners. *International Journal of Linguistics and Translation Studies*(2), 10-11.

Khatib, F., & Maarof, N. (2015). Self-efficacy perception of oral communication ability among english as a second language (ESL) technical students. *Social and Behavioral Sciences, 2*(4), 98-104. doi:10.1016/j.sbspro.2015.08.121

Khotimah, K., Amumpuni, R., & Arifin, S. (2023). Students performnace in speaking skill and self-efficacy: An correlational study. *Jurnal Penelitian dan Pengembangan Pendidikan, 10*(2), 410-416. doi:10.33394/jp.v1.5798

Liao, H.C.; Wang, Y.H. (2018). *Using comprehension strategies for students self-efficacy, anxiety, and proficiency in reading english as a foreign language, 46*(3), 447-458.

Mardianti, N., Rahayu, F., & Dwipa, L. (2023). Between self-efficacy and speaking anxiety: A correlational study in non-english department students. *English Department Journal, 10*(1), 175-181.

Mede, E., & Karairmak, O. (2017). The predictor roles of speaking anxiety and english self-efficacy on foreign language speaking anxiety. *Journal of Teachers Education and Educators, 6*(1), 117-131.

Melouah, A. (2013). Foreign language anxiety in efl speaking classrooms: A case study of first year lmd students of english. *Arab World English Journal, 4*(1), 64-76.

Mukminin, A. (2015). Efl speaking anxiety among senior high school students and policy recommendations. *Journal of Education and Learning, 9*(3), 217-225.

Orguz, A. (2016). Development of oral expression self-efficacy belief scale for pre-service teachers. *Journal of Education Psychology, 6*(1), 63-86.

Panadero, E. (2017). A review of self-regulated learning: Sex model and four directions for reseach. *Sec Educational Psychology*, 8-10.

Pontillas, M. (2020). Reducing the public speaking anxiety of ESL college students through popsispeak. *3L The Southeast Asian Jouranal of English Language Studies, 26*(1), 91-105.

Pontillas, M., & Talaue, F. (2021). levels of oral communication skills and speaking anxiety of educators in a polythecnic colledge in the philippines. *Journal of education,management and development studies, 3*, 25-32. doi:10.5623/jemds.vlil.15

Appendix A

Permission Letter on Data Gathering

Republic of the Philippines
Department of Education
Region VIII- Eastern Visayas
Schools Division of Leyte
MUERTEGUI NATIONAL HIGH SCHOOL
Daja Diot, San Isidro, Leyte, 6535

November 29, 2023

To:

Class Section Adviser
Subject Teacher

Ma'am/Sir:

Greetings!

The undersigned below would like to ask permission to allow the following grade 12 student-researchers to use ample time in your class to conduct a survey of your students as they were selected as the respondents for the research entitled **"Level of Speaking Anxiety and Self-Efficacy in English Language Among Public Secondary School Students"**.

Rest assured that anonymity and confidentiality of the student's identity will be of utmost care and observed during the gathering of the data.

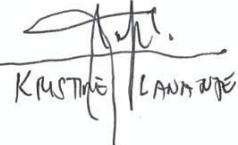Thank you for your cooperation. God Bless!

Very truly yours,

TEOMAR JAMES A. ROSAS
MT-I, Research Adviser

JERWEN B. ABAYON, MAT
MT-II, SHS Coordinator

Noted by:

ALLAN R. VALIENTE, MPM
School Head, Head Teacher IV

Appendix B

Survey Questionnaire

Level of Speaking English Language Anxiety and Self-Efficacy Among Senior High School Students

We are the senior high school students, currently undertaking the researchers entitled above. You have selected as one of the respondents to supply the require information of the study. We the researchers ask your cooperation to respond the questions below.

The Researchers

Part I: Demographic Profile
Direction: Kindly fill the needed demographic information on the space provided.
Age: _____   **Sex**: **Male_____ Female_____**   **Grade Level**: _____

Part II: Speaking Self-Efficacy Questionnaire (Pucya et al., 2023)
Direction: The following statements will determine your level of speaking anxiety and self-efficacy in English language. Kindly, put a check (/) mark on the box that corresponds your answer.
Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)

Statement	5	4	3	2	1
1. I am capable of honing my speaking communication abilities.					
2. If I practice speaking more, I'm positive I'll do better speak English.					
3. I speak English more fluently than my peers do.					
4. I can find a way to make the message heard even when the speaking assignment is challenging and I lack the necessary terminology.					
5. I don't feel anxious when I speak in English in class.					
6. I value speaking with knowledgeable partners.					
7. I excel in speaking English inside the classroom.					
8. I Like talking to travelers because I understand their language well.					
9. Speaking practice is more fun the more challenging it is.					
10. Even if I'm unsure of the answer, I raise my hand when the teacher asks a question.					
11.I have a faith in my capacity to communicate with other English speakers.					
12.I can effectively handle unforeseen circumstances when speaking.					
13.When faced with challenges, I can maintain my composure while speaking.					
14.I let proficient speakers know if I need assistance when I'm speaking with them.					
15 I'm sure I can express what I mean clearly.					
16. I have a faith that I can talk with accuracy comparable to that of a native speaker.					

	5	4	3	2	1
17. I can participate fully in my speaking classes.					
18. I know I can communicate in English outside of the classroom.					
19. I think I can speak English well.					
20. I have a strong belief that I can become a fluent in English as native speaker.					
21. I am able to describe my school in English to others.					
22. I am able to tell an English story.					
23. I am able to communicate with my professors in English.					
24. I am able to construct sentences using idiomatic terms in literacy devices.					
25. I am able to communicate with other students in English on the topics that interest me.					
26. I am able to speak English and introduce my teacher to someone else.					
27. I am able to make an English introduction.					
28. I am able to respond in English to question from my teachers.					

Part III: Foreign Language speaking anxiety skills (FLSAS) (Ozturk & Gurbuz, 2014)
Direction: The following statements will determine your level of speaking anxiety and self-efficacy in English language. Kindly,
Put a check (/) on the box that corresponds to your degree of agreements to each of the following statements
Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)

Statements	5	4	3	2	1
1.I am never quite sure of myself when I am speaking in English.					
2. I am afraid of making mistakes in English class.					
3. I get frightened when I don't understand what the teacher is saying in English.					
4. I start to panic when I have to speak without preparations in English classes.					
5. I get embarrassed to volunteer answers in English class.					
6. I feel nervous while speaking English with native speakers.					
7. I get upset when I don't understand what the teacher is correcting.					
8. I don't feel confident when I speak English in class.					
9. I am afraid that my English teacher is ready to correct every mistake I made.					
10. I can feel my heart pounding when I am going to be called on in English classes.					
11. I always feel that other students speak English better than I do.					

12. I feel very self-conscious about speaking English in front of other students					
13. I get nervous and confused when I am speaking in English classes.					
14. I feel overwhelmed by the number of rules I have to learn to speak English					
15. I am afraid that the other students will laugh at me when I speak English					
16.I get nervous when the English teacher ask questions which I haven't prepared in advance.					