Factors influencing students speaking skills: Social Support and Speaking Anxiety

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Abstract

The purpose of this study is to investigate aspects of speaking anxiety and social support that significantly influence students' ability in speaking. A correlational study was conducted through a survey by distributing the questionnaire to 135 senior high school students. The instrument was constructed and validated through several steps; instrument adaptation, expert judgment, validity test, and reliability test. The results of the study, which were supported by a significant value of 0.000 0.05 and a Fcount of 8.999 (greater than Ftable 3.84), showed that speaking anxiety and social support were correlated to speaking competence. This shows that the hypothesis is accepted. The ability of senior high school students to speak is significantly impacted by speaking anxiety and social support; the *Reliable Alliance* is one aspect of social support that has a major impact on speaking ability. In conclusion, social support surely enhances students' motivation to develop their speaking abilities and students should have more opportunities to perform speaking in public to decrease their anxiety.

Keywords: social support; speaking anxiety; speaking skills

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INTRODUCTION

Speaking is a Speaking ability is the capacity to utter sounds or words that can communicate concepts, feelings, and emotions. It is a prerequisite for efficient communication, both during presenting and elsewhere (Susanti, 2020). Speaking provides a direct line of communication with the audience through an intermediary tool. The speaker wants the audience to be able to comprehend and respect what they are saying (Fakhiroh & Hidayatullah, 2018). In line with the above argument, speaking skills are not just about pronouncing sounds or words, but communicating thoughts, ideas, and feelings that are conveyed by someone to their listeners to achieve certain goals (Nupus & Parmiti, 2017).

Speaking is a verbal communication that involves interaction between two or more individuals in which both audiences and speakers must respond to what they hear and contribute in order to express or acquire the meaning (Johnson & Morrow, 1981) Students should talk effectively, smoothly, and correctly when shared their ideas and emotions with others so that their meaning can be understood. Students must possess certain abilities or skills in order to become proficient speakers. A student can automatically compete with others to find a decent job if they are capable of speaking English. He or she should then make use of their expertise and abilities. Students' speaking skills are influenced by a variety of circumstances. The fear of speaking in front of the class is one of the issues that kids frequently encounter at school. Anxiety is a general response and incapacity to face issues or a sense of security. It is a subjective experience of mental pressure (Khairunisa, 2019).

Theoretically, anxiety is necessary to promote enthusiasm for attaining a goal, but when students' anxiety levels are too high, it can have a detrimental effect (Wuryaningtyas, 2015). To determine whether students experience anxiety or not, a careful study is needed by recognizing symptoms and the factors behind them. Since initial observations revealed that many students at each grade level experienced nervousness when speaking in class, particularly during presentations, group discussions, and asking the teacher questions, the issue of anxiety became the main focus of the study.

Speaking anxiety is the worry that one would offend or embarrass people when speaking in public or doing a performance in front of a crowd. Speaking anxiety causes learners to lack confidence when performing in front of others or in front of a group. Speaking anxiety had a chance of affecting students' speaking scores because anxiety can make them unfocused about what they are going to talk about. Speaking anxiety significantly lowers self-confidence since it typically makes sufferers feel inadequate when they are unable to speak up and share their knowledge (Taufana, M. Rudi. 2020).

Feedback on someone's speaking abilities can come from teachers or other people. However, speaking a foreign language like English is difficult for someone or a student who lacks self-confidence. It is possible to properly manage, get rid of, or even include speaking anxiety, tension, and panic into one's speaking events. It may become a challenge for students when they may not want to speak or feel anxious to speak a foreign language that they learn. This concern or worry about speaking English can prevent students from achieving their potential in English-related courses (Izumi et al., 2017). Some students find it difficult to speak in front of the class for a variety of reasons, including fear, motivation, how frequently they practice, their pronunciation and grammar, as well as their social support. From those factors, this research tried to connect students' speaking skills with speaking anxiety and social support.

Nevid et al. (2003) stated that one of the factors that cause to appear anxiety is the social environment. These factors include exposure to an event that threatens to traumatize, observing the scary response of others, and the lack of social support. The environment's social aspect is one of the factors that influence the communication skills of the individual (Ningrum & Suarya, 2014). Students feel cannot speak English or feel that less ability will feel anxious and scared in communicate with other individuals will increase. Social support consists of information or verbal and non–verbal advice, and real help that is given by social intimacy and has an emotional benefit or emotional action for the receiver. Social support is interpreted as help that is received by an individual from other individuals or groups surrounding, by making the receiver of social support will feel comfortable, loved, and valued. Emphasis on the social support concept is perceived support, that have two basic elements, is a perception that some reliable individuals when needed, and a degree of satisfaction with existing support (Ningrum & Suarya, 2014).

Social support is help that is received by an individual from others or group in their surrounding, by making the receiver feel comfortable, loved, and valued. Stroul (in Rahmanda, 2020) stated that peer social support is the process that consists of support, friendship, empathy, mutual sharing, and helping each other that can decrease the intensity of psychiatric disorders that are often experienced by individuals such as feeling lonely, rejection, discrimination, and frustration. Someone that has got high social support will feel that they are loved and noticed and can make individuals reduce their speaking anxiety when using a foreign language. The assumption of this research is there is an influence of speaking anxiety and social support to students' speaking skills. By details, there is a negative correlation between speaking anxiety and speaking skills and positive correlation between social support and speaking skills. This study aims to reveal the influence of social support and anxiety on students speaking skills. In order to investigate how students' social support and levels of worry affect their speaking abilities some hypothesis are formulated as follow:

H_1: there is a significant influence of X_1 (Students' Anxiety) to Y (Students' Speaking Skills).
H_2: there is a significant influence of X_2 (Social Support) to Y (Students' Speaking Skills).

This research is expected to make a scientific contribution to the development of educational science, especially those related to the variables of social support, speaking anxiety, and speaking skills in students. It provides provide information to readers, especially students who experience public speaking anxiety to have social support from their immediate environment so that they can maximize their speaking skills. It also gives contribution to the body of knowledge of educational psychology related to the variables of social support, speaking anxiety, and speaking ability in students.

METHODS

This study explores the influence of students' speaking anxiety and social support toward their speaking ability. A correlational study is conducted to find whether the two independent variables

(speaking anxiety and social support) significantly affected the dependent variable (students speaking ability).
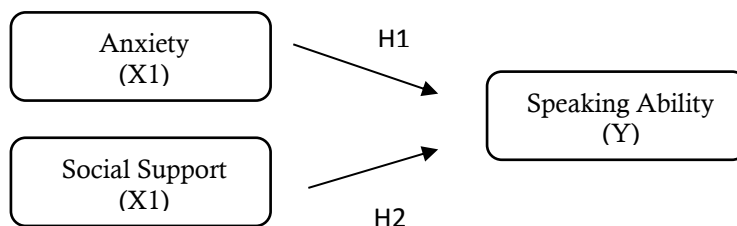
Research instrument in the form of speaking test, speaking scoring rubric, questionnaire of speaking anxiety and social support were adapted from previous studies and undergone several validation steps; expert validation, validity and reliability test. A pilot study was conducted to 40 students of the same level and the result came with 15 valid items from 17 items of speaking anxiety, and 11 valid items from 16 items of social support variable.

To see if the instruments are suitable with the construct, the items are reviewed to see the content validity by involving experts in the field of speaking and psychology. A validity and reliability teest were also conducted and the result shows that the Cronbach's alpha is greater than (>) 0.60, survey items are considered trustworthy (feasible), and when it is less than (<) 0.60, they are considered unreliable. The measuring scale used to gauge student anxiety in this study was 0.733, whereas the scale used to gauge social support was 0.704. These findings allow it to be inferred that the two variables measuring instruments are valid and reliable

The speaking rubric consists of five aspects (pronunciation, intonation, fluency, content, and body language) was validated by an expert. The study adapted the Public Speaking Anxiety Scale (PSAS) from Bartholomaly & Houlihan (2016) that has been used to measure components of speech anxiety (cognitions, behaviors, and physiological manifestations) of speech anxiety. While the social support questionnaire is adapted from the Social Provision Scale by Russel and Cutrona (1987) that measure aspects of social support (follows guidance, reassurance of worth, social integration, attachment, nurturance, and reliable alliance). all the 26 items were measured with four degree of Likert scale: strongly agree, agree, disagree and strongly disagree.

A speaking test was conducted to measure the students' speaking ability and a questionnaire is distributed to survey students' responses about their speaking anxiety and social support experiences. The online questionnaire was distributed to 204 tenth grades of senior high school students from one private school in Surabaya and resulted in 135 voluntary respondents as the sample of this study. The data collected were analyzed statistically using correlational analysis to confirm the hypothesis.

FINDINGS

The result of data analysis describes the students' level of anxiety, students experience of social support, and students speaking ability. Table 1. Shows that there is no students that have low anxiety, most of them (83.7%) have moderate level of anxiety and few of them (16.3%) have high level of anxiety.

Table 1. Anxiety Level

Score of Anxiety	Total of Students	Percentage	Criteria
0 to 22	0	0%	Low Anxiety
23 to 45	113	83.7%	Moderate Anxiety
46 to 68	22	16.3%	High Anxiety

The result of data analysis describes the students' level of anxiety, students experience of social support, and students speaking ability. Table 2. Shows that most of students (83.7%) have moderate level of social support, few of them (16.3%) have high social support, and none of them are lack of social support from their surroundings.

Table 2. Social Support Level

Score of Social Support	Total of Students	Percentage	Criteria

0 to 21	0	0%	Low Social Support
22 to 443	113	83.7%	Moderate Social Support
44 to 64	22	16.3%	High Social Support

This study also investigates the aspects of Social Support that influence students speaking ability. *They are Guidance, Reassurance of Worth, Social Integration, Attachment, Nurturance, and Reliable Alliance.* Based of the finding, Relliable Alliance has the most impact, as evidenced by the average overall score of 2.90. The social integration component, with an average value of 2.70, came next. The average rating for the aspects of nurturing and guiding is 2.47. And the average ratings for attachment and reassurance of worth are 2.43 and 2.35, respectively.

Speaking ability variable was measured by students speaking performance with the topic narrative text. The data was collected by the teacher by scoring students' performance. Assessment of speaking skills through several aspects of speaking assessment, there are pronunciation, intonation, content, fluency, and body language. Table 3 shows the high and low the level of students' speaking abilities. Only few students have moderate speaking skills, it shows only 4 of 135 students that have average speaking ability. Most of the students (78.6%) are in high level of speaking skill, even 17.9% students have very high score in speaking ability.

Table 3. Result of Speaking Test

Speaking Score	Total of Students	Percentage	Criteria
0 to 30	0	0%	Very Low
31 to 60	0	0%	Low
61 to 75	4	3.5%	Medium
76 to 85	106	78.6%	High
86 to 100	24	17.9%	Very High

The hypothesis test is done to know whether there is influence between the independent variable and dependent variable or not. This hypothesis test uses the level of significance of 0,05. The first hypothesis in this research: there is a correlation between Speaking Anxiety and Speaking Skill. With an assumption that speaking anxiety have significant correlation with speaking skill. The second hypothesis is there is correlation between Social Support and Speaking Skill. With an assumption which if the students have high social support so that students will have high speaking score too. The result of the test is presented in Figure 1. The result of Hypothesis testing

Figure 1. The result of Hypothesis Testing

Correlations

		Anxiety	Speaking
Anxiety	Pearson Correlation	1	-.190*
	Sig. (2-tailed)		.028
	N	135	135
Speaking	Pearson Correlation	-.190*	1
	Sig. (2-tailed)	.028	
	N	135	135

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

Correlations

		Support	Speaking
Support	Pearson Correlation	1	.242**
	Sig. (2-tailed)		.005
	N	135	135
Speaking	Pearson Correlation	.242**	1
	Sig. (2-tailed)	.005	
	N	135	135

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

Referring to Figure 1. The result of Hypothesis testing shows that speaking anxiety and speaking ability have a strong association, according to the table. Additionally supporting this is the Sig (2 tailed) score, which is less than 0,05. The sig. (2-tailed) indicates a value of 0,028 that is less than 0,05. The first hypothesis (H1) is therefore confirmed. It suggests there is a strong relationship between speaking with anxiety and speaking ability. The correlation that actually occurred is a negative correlation, with a value of -.190 in the Pearson correlation table. The second hypothesis (H2) is also accepted. The coefficient correlation score (renner) is 0,005 which is less than the value (0,05) also it shows significance which indicated by the score of Sig. (1-tailed) which is less than 0.05. It means there is positive and significant correlation between social support and speaking ability.

DISCUSSION

The Influence of Speaking Anxiety to Students Speaking Ability

The first hypothesis concerning the relationship between speaking anxiety and speaking ability yields a correlation coefficient of 0,028, which indicates that the value cannot be higher than 0,05. The first hypothesis is accepted since the data indicate a connection between speaking anxiety and speaking abilities. The amount in the column for Pearson Correlation indicates that the correlation is in the form of a negative correlation. The negative association can be understood as meaning that students' low English proficiency and high anxiety levels are correlated negatively.

The first hypothesis is supported by several studies. According to research conducted by Megawati (2019) at STKIP Kusuma Negara Jakarta, speaking anxiety and speaking abilities are negatively correlated. It implies that kids with strong speaking abilities can reduce their nervousness. They may overcome their self-consciousness when speaking in front of people and successfully master English. The same study conducted by Plantika and Adnan (2021) demonstrates a negative relationship between students' speaking skill and their level of speaking anxiety. Speaking ability increases when a student's speaking anxiety decreases. Additionally, Rofida's research from 2021 shows a negative link, — in other words, the relationship between students' speaking abilities and their worry about learning a foreign language is the exact opposite.

On the contrary side, the research that done by Husna (2021) prove that there is a positive correlation between speaking skills and anxiety on 8th grade students of SMPN 6 Sukabumi. The positive correlation means that the higher speaking anxiety so the speaking skills will be higher too. Those research stated that speaking skill also influenced by factors other than anxiety, such as students are lack of vocabularies, lazy to practice speaking, low motivation, and feel unconfident. There is a strong relationship between speaking anxiety and speaking ability, according to both the prior studies and this one. Both positive and negative correlations are possible in a relationship. Speaking abilities are not the only thing that were impacted by anxiousness.

Foreign language anxiety might be caused by students' fear of communication, learning environment, and fear of making mistakes and bad impressions. Students' fear of communication may lead communication apprehension (Alrabai, 2015). However, speaking anxiety can be reduced by the presence of social support from the closest environment. According to Wang et alresearch .'s (2020), sociability increased the feeling of interpersonal intimacy, which was linked to less pre-speech anxiety. Participants' pleasure and willingness to continue participating were also improved by social agents.

The Influence of Social Support to Students Speaking Ability

The second hypothesis on this research is there is a correlation between social support and speaking English Skills. Based on the result of the research, the second hypothesis is accepted with the prove that the number of sig. 2 tailed is 0.005 that's mean the number is not more than 0.05 The correlation is in form of positive correlation, which is if the students' social support is high so students' speaking skills will be high too, vice versa. But, the Pearson correlation of this research is 0.242, that means the correlation that happen is weak.

This research was supported by previous research that related with social support and speaking skills. According to Wahyuni and Costadinov's research, peer support and public speaking confidence have a positive and significant association. The higher the peer support given, the more comfortable to speak in public. In addition, the research conducted by Güvendir et al. (2020), the support that implemented cognitive behavioral therapy increased the anxiety that prospective English instructors experienced while speaking in front of groups of people and when using a foreign language in a classroom.

One factor of social support that has strongest impact on speaking ability is the Reliable Alliance. The concept of a reliable alliance relates to the aid provided by the closest environment to students while they are having problems. Students feel supported and helped by those closest to them, so they don't feel alone in their struggles. The second strong aspect is social integration, which has to do with how students interact with their immediate environment on a social level. Students gain confidence in their English-speaking abilities because to the community that surrounds them and encourages them. The improvement of students' English-speaking abilities will be facilitated if these factors are utilized to their full potential. Then continued by aspects of nurturing and guidance. And the lowest aspect that affected speaking skills in social support are attachment and reassurance of worth, respectively.

Social support greatly affects the ability to speak in individuals. Social support is an aspect that is obtained through the people around the individual. In their study of interpersonal communication, Ningrum & Sukmayanti (2014) discovered a positive correlation between social support and interpersonal communication abilities. If the social support variable increases, the interpersonal communication skill variable also increases. Research related to social support can reduce anxiety when speaking has also been carried out by Wang et al. (2020) which proves that Social agent improved the sense of interpersonal closeness, which was associated with lower pre-speech anxiety.

A competent speaker is one who can effectively communicate with an audience so the speaker can achieve his objectives in accordance with the message conveyed. According to Susanti (2019), in order to participate in verbal communication, a person must be willing to speak up without holding back out of embarrassment, fear, lack of confidence, etc. According to the statement, pupils who do not experience speaking anxiety are able to speak English well. Effective public speaking abilities are crucial for a person's ability to build relationships, succeed in school, and advance in their work. One of the way to reduce the speaking anxiety by social agents. In research that done by Wang (2020), for individuals in the less social condition, the feeling of being free from judgment can nevertheless be more evident. In those statement, individual that have lower social agent will be more stand out the 'fear of judgement' compared by the individual with higher social agent.

Implication of the Study

According to the study's findings, speaking ability in pupils is impacted by speaking anxiety. Thus, it may be concluded that the study reinforces the theory that speaking anxiety will affect students' speaking abilities. There are a number of things that can contribute to this influence and heighten student anxiety. This study also demonstrates how social support has an impact on pupils' speaking abilities. Thus, the hypothesis that asserts a considerable relationship between social support and speaking skill. Students will experience a sense of value and appreciation for their abilities through social connections. Additionally, it was discovered through this research that the idea claiming that speaking anxiety and social support have an impact on students' speaking abilities is accurate. Students must therefore overcome their speaking anxiety and gain more support from those around them in order to speak in public effectively.

According to the study's findings, speaking anxiety and social support have a 0.190 and a 0.242 in affecting on students' ability to speak. The practical implication of this research is that speaking ability in students is not solely influenced by speaking anxiety and social support factors. Other researchers can follow the lead of this study to determine the variables that may influence students' speaking abilities. Speaking exercises can help students overcome their fear of public speaking, and teachers and peers can also offer support in the form of encouragement, suggestions, etc. to help students develop their speaking abilities.

CONCLUSION

This study aims to identify and comprehend speaking anxiety and social support–related phenomena in senior high school students. Three inferences can be made based on the findings and discussion: there is a significant correlation between speaking anxiety and speaking skills, and there is a positive correlation between social support and speaking skills. The Reliable Alliance is one aspect of social support that has a major impact on speaking ability. The percentage of correlation is shown by the score of the R square of the coefficient determination, which is 0.120 (12%). This study suggests that students' speaking skills could be impacted by speaking anxiety and social support and that by giving pupils social support in order to boost their self-confidence, it is possible to improve their speaking abilities and help them become more fluent in English.

The analysis and discussion of the results of this study suggest that teachers should increase their enthusiasm and establish an engaging environment for learning English and speaking. Students should get used to speaking English, practice more, and make more friends to build their self-confidence. Future researchers should investigate the relationship between speaking anxiety and speaking skills, as well as the association between speaking skills and social support. Finally, future studies should examine additional factors that can impact students' speaking abilities.

The conclusion is not only about restating the data or findings but also synthesizing the purpose of the study which in the end yields the findings and discussion which should be compatible with the

objectives of the research. Moreover, suggestions for practical implications and further research can be added.

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