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EXPLORING THE RELATIONSHIP BETWEEN STUDENTS' CONCENTRATION AND SPEAKING ABILITY IN AN INDONESIAN EFL SENIOR HIGH SCHOOL

Anjelita Gulo[1*], Kelvin Rahmana Jaya Mendrofa[2], Ricar Ilfans Ndruru[3], Cerdas Waruwu[4], Ryan Memories Harefa[5], Hasna Zebua[6], Yasminar Amaerita Telaumbanua[7]
[1] Universitas Nias, Gunungsitoli, Indonesia

guloenjelita18@gmail.com

ABSTRACT

This study examines the relationship between students' concentration and their speaking ability at SMA Negeri 2 Gunungsitoli. Speaking is considered one of the most important skills in learning English, as it enables students to express ideas, opinions, and feelings effectively. However, many students still face difficulties in speaking due to psychological factors such as low concentration, anxiety, and lack of confidence. Although previous studies have mainly focused on teaching methods and language-related factors, limited attention has been given to concentration as a psychological factor influencing speaking ability among EFL learners. Therefore, this study aims to investigate whether students' concentration has a very weak positive relationship with their speaking ability. This study employed a quantitative approach with a correlational design. The sample consisted of 35 eleventh-grade students' selected using total sampling technique. The instruments used in this study were observation, a questionnaire, and a speaking test. The data were analyzed using descriptive statistics and Pearson Product Moment correlation. The results show that both students' concentration and speaking ability were at moderate levels. The correlation analysis revealed that the correlation coefficient (r) was 0.12, indicating a very weak positive relationship between students' concentration and their speaking ability. This study contributes to understanding the role of concentration as a psychological factor in EFL speaking performance among senior high school students and provides evidence that concentration alone is not a strong determinant of speaking ability. In conclusion, students' concentration has a very weak positive relationship with speaking ability. Therefore, English teachers are encouraged to adopt a more comprehensive approach that integrates psychological support, language development, and interactive learning environments to improve students' speaking skills rather than focusing solely on concentration.

Keywords: Concentration, Correlational Study, EFL Students, Speaking Ability

INTRODUCTION

Speaking is one of the most important skills when learning English, especially for students in senior high school, because it helps them express their ideas, opinions, and feelings clearly in both school and daily life. In this study, concentration refers to students' ability to focus their attention during the learning process, especially in speaking activities.

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Speaking skills not only support smooth verbal communication but also strengthen students' understanding of language structure, pronunciation, and critical thinking abilities (Satria et al., 2025).

In the context of global communication, speaking also plays a key role in helping students interact with people from different cultures and languages. Since English is commonly used around the world, it is more important than ever for students to speak it well. This helps them take part in class discussions, get along with others, and do well in their future jobs. Therefore, improving speaking skills is not just something students need for school, but also something that's really important in today's world. Being able to speak well means students can clearly and effectively express their ideas through talking. You can tell by the way they speak smoothly, how clearly they say each word, the kind of words they choose, and how right they use grammar. According to this idea, speaking is one of the most challenging skills for students to learn. This happens because of mental factors such as fear, lack of confidence, and low concentration, which may affect students' ability to communicate effectively when learning English as a foreign language, according to (Al-sobhi & Preece, 2018; Bayu & Sari, 2019). This statement shows that being skilled in speaking is not only about knowing the right words, grammar rules, and how to say things properly, but also about using the language naturally in actual conversations.

For many students, getting better at speaking can be really hard, especially if English is a foreign language. Also, being able to speak well does not just about know the language it also means being able to think and speak quickly as you go along. Speaking is considered a complex productive skill because learners must simultaneously recall vocabulary, organize ideas, and produce language during real-time communication (Wang et al., 2024). From a cognitive perspective, it is found that speaking requires the ability to think, organize ideas, and produce language simultaneously, making it more challenging than other language skills such as reading or listening. Previous studies suggest that increased cognitive load may reduce learners' ability to retrieve vocabulary and consequently hinder speech production in second language contexts. (Lakshmaiah et al., 2020). This complexity usually makes students feel unsure, stop often, or struggle to explain their ideas clearly when they are speaking.

Many students still feel scared, doubt themselves, and have a hard time explaining their thoughts clearly. Psychological factors, particularly speaking anxiety, low self-confidence, and fear of negative evaluation, have been reported to significantly restrict learners' oral fluency and their willingness to engage in oral communication. Research shows that feelings of nervousness when speaking, lack of self-confidence, and fear of being judged can slow down English speaking ability and make learners less willing to speak (Batenburg et al., 2021). These psychological factors are considered to influence students' speaking ability. Besides reasons connected to language, mental factors also greatly affect how well students can speak. Four psychological factors can hinder speaking: 1) fear or shyness, 2) lack of confidence, 3) low motivation, and 4) fear of making mistakes all of these may reduce students' participation and influence their speaking performance (Dewi et al., 2024). One important part of psychology is being able to keep your mind focused. (Anugrah et al. 2025) say that how focused students are on learning is closely linked to how well teachers can speak in front of a group. Previous studies indicate that when teachers deliver material in an engaging way, students are more likely to focus and participate in speaking activities. This indicates that students' concentration may be related to their participation and speaking performance. Also,

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being focused helps students ignore distractions and stay attentive while learning. In a classroom, students can face different kinds of distractions, both from inside and outside. These might include not being interested in the lesson, loud sounds around them, or being influenced by their classmates. Thus, having good concentration is a key thing that helps with learning and talking to others effectively.

How many students concentrate during class influences their ability to grasp what the teacher is saying and join in speaking activities. Also, students' ability to focus directly influences how well they can keep a conversation going and structure their thoughts when speaking in English as a foreign language(Rezaa, 2025). This means that being attentive and staying focused helps when organizing their ideas to speak. In addition, emotional factors such as concentration and motivation have a big impact on how well English as a Foreign Language students can speak, and when students are not focused, they find it hard to organize their thoughts and join in conversations (Kusumayati et al., 2025). This suggests that students' concentration may be related to their speaking ability. Staying focused during study affects 15% of the ability to process information for productive skills like writing and speaking, because focus helps with fluency and organizing thoughts (Mira et al., 2025).

When EFL learners have trouble focusing, it takes a lot of mental energy, which makes it harder for them to remember information while using the language. This makes it more difficult for them to understand and use the language smoothly in real situations (Taqiyah, 2024). From a theoretical perspective, speaking requires learners to process information, organize ideas, retrieve vocabulary, and produce language simultaneously. These cognitive processes require sustained attention and mental focus. Therefore, concentration plays an important role in supporting cognitive performance during speaking activities. When students are unable to maintain their attention, they may experience difficulties in organizing ideas, recalling vocabulary, and expressing their thoughts fluently. Consequently, concentration deserves specific investigation as one of the internal psychological factors that may influence speaking performance. Recent studies suggest that speaking performance is shaped not only by learners' linguistic competence but also by affective and cognitive variables, such as attention, self-confidence, and anxiety, since speaking requires individuals to formulate ideas, retrieve vocabulary, and respond spontaneously in real time. Moreover, concentration contributes to working memory by enabling learners to sustain attention, organize their thoughts, and minimize distractions during oral communication. Consequently, concentration warrants further investigation as an internal psychological factor that may affect speaking performance (Hawraa et al., 2024).

This indicates that low concentration may be associated with lower speaking performance. Students' ability to stay focused is a key part of the teaching and learning process, especially when trying to help them get better at speaking. Thus, concentration helps with brain functions like remembering, paying attention, and understanding information, which are all important for doing well when speaking. It is suggested that when students are fully engaged and focused, they are better able to understand instructions, respond appropriately, and maintain interaction during speaking activities. On the other hand, having a low concentration can lead to unclear speech, difficulty in staying on topic, and less involvement in speaking activities.

In fact, the English speaking skills of students at SMA Negeri 2 Gunungsitoli show that many of them still struggle with speaking in English. At first, it seemed that students often had

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low concentration during class, got distracted quickly, and did not engage much in speaking activities. This condition might have been related to students' speaking ability. It was observed that some students were reluctant to speak because they were afraid of making mistakes, while others had difficulty organizing their thoughts due to lack of concentration. This condition indicated that students faced not only linguistic challenges but also psychological barriers that affected their learning outcomes. This shows that there is a gap between what students are expected to achieve in English learning, such as speaking clearly, and what actually happens in the classroom.

Previous studies generally indicate that psychological factors play an important role in speaking performance. However, most researchers have concentrated on anxiety, motivation, and instructional methods, whereas concentration has received relatively limited attention, especially among senior high school students in local EFL contexts. This means that the effect of internal factors, especially students' ability to concentrate, has not been widely explored, particularly among senior high school students in local contexts. Even though psychological factors such as fear of making mistakes, anxiety, and low motivation are important for speaking, most research focuses on teaching methods rather than personal factors (Jupri, 2023). Similarly, previous studies have reported that although concentration may influence students' speaking performance, greater attention has been given to instructional aspects rather than internal factors such as focus and attention (Taqiyah, 2024). Although previous studies have highlighted the importance of psychological factors in speaking performance, most of them have focused on anxiety, motivation, and instructional methods. Limited attention has been given to concentration as an internal psychological factor, particularly among senior high school students in local EFL contexts. Furthermore, studies examining the relationship between concentrations and speaking ability using a quantitative correlational approach remain limited. Therefore, further investigation is needed to understand whether concentration is associated with students' speaking performance. Based on the background above, the research question of this study is: Is there any relationship between students' concentration and their speaking ability at SMA Negeri 2 Gunungsitoli?

The novelty of this study lies in its focus on concentration as an internal psychological factor associated with speaking ability among senior high school students in a local EFL context. While previous studies have mainly emphasized instructional methods, anxiety, motivation, and language competence, limited attention has been given to concentration. Therefore, this study provides additional empirical evidence regarding the relationship between concentrations and speaking ability using a quantitative correlational approach.

This gap shows that more research is needed to better understand how concentration affects students' speaking performance. This study examines the relationship between students' concentration and their speaking ability. It is assumed that students' concentration is related to their speaking ability at the senior high school level. This study focuses on students from SMA Negeri 2 Gunungsitoli. From this perspective, the study examines the relationship between concentration and speaking skills and is expected to help develop more effective teaching methods to improve students' focus and engagement in the learning process. This study's findings can help teachers, educators, and futures researchers gain a better understanding of how psychological factors, especially concentration, can affect students' speaking skills. This study aims to give a better overall picture of what affects students' speaking skills by looking at both the language-related and mental factors involved.

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METHODS

This study used a quantitative approach with a correlational design. Correlational research is effective in identifying the relationship between variables and analyzing how one variable is associated with another (Rangkuti & Albina, 2025). In addition, correlational studies are commonly used in educational research to examine the relationship between psychological factors and language performance (Creswell, 2012). Furthermore, correlational quantitative research using the Pearson Product Moment is considered effective for examining the relationship between psychological variables and language performance among senior high school students (Putri et al., 2022)The goal of this study was to examine the relationship between students' concentration and their speaking ability. This study was conducted at SMA Negeri 2 Gunungsitoli.

The population of this study consisted of all students in class XI-1 at SMA Negeri 2 Gunungsitoli. The class consisted of 35 students. Since the population was relatively small, all students were taken as the sample using total sampling. This technique was chosen because the number of students was relatively small, allowing the researchers to involve all members of the population in the study. Total sampling is commonly applied in small-scale EFL correlational studies, particularly with 20–30 high school students, as it enables researchers to obtain comprehensive data and draw conclusions within a specific context (Indahyanti & Ruswiyani, 2025).

The instruments used in this study were observation, questionnaire, speaking test and video for speaking. Observation was conducted to identify students' concentration during the learning process and was supported by an observation checklist. A questionnaire using a liker scale was used to measure students' level of concentration. The questionnaire consisted of several statements with five response options ranging from strongly agree to strongly disagree. In addition, a speaking test was used to assess students' speaking ability based on aspects such as fluency, pronunciation, vocabulary, comprehension, and grammar. Liker-scale questionnaires and speaking tests are widely used in correlational EFL studies to measure psychological factors and their relationship with students' speaking performance (Pratiwi et al., 2022).

The data were collected through several procedures. First, the researchers conducted classroom observation to identify students' concentration during the teaching and learning process. Second, students were asked to perform speaking activities to assess their speaking ability. Third, the questionnaire was distributed to the students to collect data about their level of concentration. The sequence of observation, speaking test, and questionnaire is considered effective in quantitative correlational EFL research, as it supports the triangulation of data between psychological variables and language performance (Pandey, 2025). Ethical considerations were observed throughout the study. Prior to the data collection, permission to conduct the research was obtained from the principal of SMA Negeri 2 Gunungsitoli. The students were informed about the purpose of the study and participated voluntarily. They were assured that their responses would be kept confidential and used only for research purposes. The identities of the participants were kept anonymous to protect their privacy. To enhance the trustworthiness of the study, data were collected using multiple instruments, namely classroom observation, a questionnaire, and a speaking test. The use of different instruments allowed the researchers to compare and support the findings obtained

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from each source. In addition, the observation results were used to complement the quantitative findings, thereby providing a more comprehensive understanding of the relationship between students' concentration and speaking ability.

The data were analyzed using quantitative analysis. Descriptive statistics were first used to calculate the highest score, lowest score, mean, range, standard deviation, and variance of each variable. Before conducting the Pearson Product Moment correlation analysis, the data were tested for normality using the Shapiro–Wilk test and for linearity to ensure that the assumptions for parametric analysis were met. After the assumptions were satisfied, the Pearson Product Moment Correlation was used to determine the relationship between students' concentration and their speaking ability. The significance value (Sig. 2-tailed) was used to determine whether the correlation was statistically significant, while the coefficient of determination (R^2) was calculated to identify the contribution of students' concentration to their speaking ability. Finally, the observation data were analyzed descriptively to support and strengthen the quantitative findings.

RESULTS

This study looks at how students' ability to concentrate may be related to their speaking skills. The information was gathered using a questionnaire, a speaking test, and classroom observation. The study uses descriptive statistics, assumption tests (normality and linearity), Pearson Product Moment correlation analysis, coefficient of determination, and observation results to provide a more comprehensive understanding of the relationship between the variables. The respondents of this study consisted of 35 eleventh-grade students from Class XI-1 at SMA Negeri 2 Gunungsitoli. Since the study applied total sampling, all students in the class participated as the research sample. Therefore, the data presented in this study represent the entire population of the selected class.

Descriptive Statistics of Student's Concentration and Speaking Ability

Table 1. Descriptive statistics of student's concentration and speaking ability

Variable	Highest Score	Lowest Score	Mean Score	Range	Standard Deviation	Variance
Concentration (X)	90	62	73.943	28	6.1832	38.232
Speaking Ability (Y)	88	52	72.343	36	7.7836	60.5849

Students' Concentration

The questionnaire results show that students' ability to concentration differs from one person to another. The best score achieved is 90, and the lowest score is 62. The range score is 28, the standard deviation is 6.1832, and the variance is 38.232. These results indicate that students' concentration scores are moderately spread around the mean score, meaning that students have different levels of concentration during the learning process. The relatively moderate standard deviation shows that most students' concentration scores are not too far from the average score, although some students demonstrate higher or lower concentration levels than others. The average score shows that students' focus is usually around the middle range. The mean score of students' concentration is 73.943, which indicates that their level of concentration is generally in the moderate category.

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Students' Speaking Ability

Similarly, the results from the speaking test indicate that students' speaking skills are generally at a moderate level. The top score is 88, and the lowest score is 52. The range score is 36, the standard deviation is 7.7836, and the variance is 60.5849. These findings show that students' speaking ability scores have a wider distribution compared to concentration scores, indicating greater differences in students' speaking performance. The higher standard deviation also suggests that students' speaking abilities vary more significantly, where some students perform quite well while others still experience difficulties in speaking activities. The average score shows that students' speaking skills are mostly at an average level. The mean score of students' speaking ability is 72.343, indicating that students' speaking performance is also at a moderate level.

Assumption Test

Before conducting the Pearson Product Moment correlation analysis, assumption tests were performed to ensure that the data met the assumptions for parametric analysis.

Table 2. Normality test results

Variable	Shapiro-Wilk Sig.	Decision
Concentration (X) &	0.137	Normal
Speaking Ability (Y)	0.176	Normal

The Shapiro-Wilk test showed that the significance value of the concentration variable was 0.137 and the speaking ability variable was 0.176. Since both significance values were greater than 0.05, both variables were normally distributed. Therefore, the assumption of normality was fulfilled.

Table 3. Linearity test result

Variable	Deviation from Linearity (Sig.)
Concentration (X) & Speaking Ability (Y)	0.849

The linearity test showed that the significance value of Deviation from Linearity was 0.849 (> 0.05). Therefore, the relationship between students' concentration and speaking ability can be considered linear.

Pearson Correlation Result

Table 4. Pearson correlation result

Variable	r-value	Sig. (2-tailed)	Interpretation
Concentration (X) & Speaking Ability (Y)	0.12	0.492	Very Weak Positive Correlation

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The correlation coefficient of 0.12 shows a very weak positive connection between how concentration students are and their speaking ability. The significance value (Sig. 2-tailed = 0.492) is greater than 0.05, indicating that the relationship is not statistically significant.

Coefficient of Determination

Table 5. Cofficient of determination

R	R	Interpretation
0.12	0.014	Concentration contributes 1.4% to speaking ability.

The coefficient of determination (R^2 = 0.014) indicates that students' concentration contributes only 1.4% to speaking ability, while the remaining 98.6% may be explained by other factors that were not investigated in this study.

Distribution of Students' Concentration Level

Table 6. Distribution of students' concentration level

Category	Frequency	Percentage
High	4	11.43%
Moderate	27	77.14%
Low	4	11.43%
Total	35	100%

The results indicate that most students (77.14%) had a moderate level of concentration, while 11.43% were classified as having high concentration and another 11.43% as having low concentration.

Distribution of Students' Speaking Ability Level

Table 7. Distribution of students' speaking ability level

Category	Frequency	Percentage
High	3	8.57%
Moderate	29	82.86%
Low	3	8.57%
Total	35	100%

The results show that most students (82.86%) demonstrated a moderate level of speaking ability. Meanwhile, 8.57% of the students were categorized as having high speaking ability, and another 8.57% were categorized as having low speaking ability.

Observation Result

Besides the numbers, classroom observations were done to back up the results. The observation looked at how students paid attention, acted, and participated during the teaching and learning process. The observation results show that students had varying levels

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of focus during class activities. Some students managed to focus on what the teacher was saying, understood the directions, and kept them interested during the whole lesson. These students seemed more attentive and eager to participate when doing speaking exercises. However, several students showed low concentration. They got bored quickly, chatted with their friends, or did not listen carefully to the lesson. Some students seemed quiet and not very excited about taking part in class activities.

Only a few students took part in the speaking activities during the observation. Many students were unsure when they had to speak, did not feel confident, and were scared of making errors. Some students took longer to answer, and a few did not speak at all.

Overall, the observation findings support the quantitative results obtained from the questionnaire and speaking test. Students who appeared highly focused were not always able to perform well in speaking activities, while some students with lower levels of concentration were still able to participate actively. These findings strengthen the correlation analysis, indicating that concentration has only a very weak positive relationship with speaking ability and that speaking performance is influenced by multiple factors beyond concentration alone.

DISCUSSION

The changes in concentration levels show that students have different skills when it comes to staying focused. Some students can keep their attention, understand what they are supposed to do, and take part in class activities with enthusiasm. However, some students get distracted because of things inside themselves, like not being motivated or not caring about the subject, and also because of things outside, like the classroom setting and how they interact with their classmates. This is backed by earlier research showing that students usually have moderate concentration, which is affected by both things happening inside and outside of them (Putra et al., 2025). In addition, previous studies have found that students' concentration levels can be very different from one person to another based on their learning environment and the distractions they face (Reskiani, 2018).

The results show that students have different levels of speaking skills. Some students can speak fluently and feel confident, but other students still have challenges like being unsure, not knowing enough words, saying things wrong, and making mistakes in grammar. Speaking is seen as a tough skill because it needs students to think, arrange their thoughts, and speak at the same time. This result matches what earlier research has found, which shows that students' speaking skills are usually at a moderate level, but there are differences between individual students (Salsabila, 2025). Earlier studies show that students who perform moderately in speaking often show signs of hesitating and using a limited range of words (Aulia & Fauzia, 2026).

This shows that being focused is connected to how well someone can speak, but the link between them is not very strong. This result is backed by earlier research that says correlations near $r = 0.12$ show a very weak link and are not seen as strong factors that predict performance (Indryani, 2021). Other studies have also shown that the link between concentration and verbal skills is not very strong and can be affected by other factors (Maharani et al., 2025). In addition, previous studies suggest that the weak relationship between concentration and speaking ability happens because speaking performance is influenced by many factors, and concentration alone is not enough (Hafis & Widya, 2021).

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These results support the correlation analysis, showing that the link between concentration and speaking ability is very weak. The study's findings show that there is a very weak positive connection between students' concentration and their speaking ability. This suggests that focusing more does not necessarily lead to significantly better speaking skills among students. One possible explanation for this very weak relationship is that speaking ability is a complex skill influenced by multiple factors. Although concentration may help students maintain attention during learning activities, successful speaking performance also depends on vocabulary mastery, grammatical knowledge, pronunciation, confidence, anxiety level, and opportunities for practice. Therefore, concentration alone may not provide a substantial contribution to students' speaking ability. This finding suggests that speaking performance cannot be explained by a single psychological factor. According to the theory, concentration is one of several things that may influence how learning happens. However, the study's results show that this method does not greatly help with speaking skills. This finding matches what earlier research has found, which suggests that focus might be connected to speaking ability, but the link is not very strong. Studies show that things like anxiety, being shy, not feeling confident, and not being motivated are bigger factors affecting how well students can speak (Maharani et al., 2025). In particular, anxiety is seen as one of the main things stopping students from wanting to speak (Hafis & Widya, 2021). These findings are generally consistent with previous studies that reported that psychological factors contribute differently to speaking performance. While some studies have shown that concentration has a positive influence on learning outcomes, other studies suggest that anxiety, self-confidence, and motivation play a more dominant role in determining students' speaking performance. Therefore, the present study supports the view that concentration is associated with speaking ability, but its influence appears to be relatively limited compared to other psychological and linguistic factors.

Besides mental factors, things like knowing words well also affect how well someone can speak. Studies indicate that having a good vocabulary is closely linked to how well someone speaks and may have a stronger influence than being focused (Rahmat et al., 2024). Students with a small vocabulary or poor grammar might struggle to explain their thoughts clearly, even if they are trying their best.

Another factor is speaking practice. Students who get more chances to speak often become more fluent and confident in their speaking skills. If students do not practice enough, they might have trouble doing well in speaking activities. Moreover, the classroom setting and how lessons are taught can influence how much students engage and take part. A classroom that is friendly and involves students can help them talk more and take part more, but if the classroom is not interesting, students might not speak up and may act less involved. This is backed by earlier research that shows how things like the classroom environment play a big role in helping students improve their speaking skills (Bituin, 2024). From a pedagogical perspective, these findings imply that English teachers should not focus solely on improving students' concentration. Instead, teachers are encouraged to create supportive and interactive learning environments that promote confidence, reduce anxiety, and provide students with more opportunities to practice speaking. In addition, teachers should pay attention to vocabulary development and communicative activities, since speaking ability is influenced by various psychological and linguistic factors rather than concentration alone.

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So, to help students speak better, we need to look at all the factors that affect their speaking skills, including language, how they feel about speaking, and the surroundings theyare in. Earlier research shows that learning to speak well is not just about one thing like focus, but needs many different factors to work together (Hafifah & Anggraini, 2019). Other studies also show that being focused does not really help much with speaking skills, and things like feeling nervous or having support from others might matter more (Hafifah & Anggraini, 2019) .

These results show that how students act in class is not always a clear sign of how focused they are. Some students who seemed attentive were still a bit unsure about speaking up, but others who were not as focused managed to take part anyway. This is also shown in earlier research which suggests that students might still be shy or unsure when talking, even if they are paying attention, mostly because of fear and not feeling confident enough (Dewi et al., 2024). Other studies also show that when there is not much concentration, students tend to get distracted by things like talking with friends and loud noises in the classroom, which makes it harder for them to stay focused (Hafifah & Anggraini, 2019). The result of the observation back up this conclusion by showing that how students act in class is different and is affected by several things. So, the ability to speak well may be influenced by factors beyond just being focused; it also depends on things like your mind, language skills, and the surroundings you are in.

The significance of this study lies in showing that concentration should not be viewed as the sole determinant of speaking ability. Although concentration contributes positively, its influence is relatively weak. These findings provide a broader understanding of speaking performance among EFL learners and emphasize the importance of considering multiple factors when designing English language instruction. From the results, it can be say there is a slight positive link between how focused students are and their ability to speak. Even though being focused can help with speaking, it is not the main thing that makes someone good at speaking, and it does not have a big impact.

CONCLUSION

This study aimed to examine the relationship between students' concentration and their speaking ability at SMA Negeri 2 Gunungsitoli using a quantitative correlational design. Based on the findings, it can be concluded that there is a very weak positive correlation (r = 0.12) between students' concentration and their speaking ability. This indicates that although concentration is related to speaking performance, its contribution is very limited and not a dominant factor. The descriptive results showed that both students' concentration (mean = 73.943) and speaking ability (mean = 72.343) are in the moderate category. The concentration variable had a range score of 28, a standard deviation of 6.1832, and a variance of 38.232, while the speaking ability variable had a range score of 36, a standard deviation of 7.7836, and a variance of 60.5849. These findings indicate that students' speaking ability scores were more widely distributed than their concentration scores. However, the correlation analysis reveals that having a moderate level of concentration does not necessarily lead to significantly better speaking performance. This suggests that students' speaking ability is influenced by multiple factors rather than concentration alone. The findings are supported by the observation results, which indicate that students' classroom behavior varies. Some students who appeared focused were still hesitant to speak, while

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others who were less focused were able to participate. This condition shows that speaking performance is not directly determined by concentration. Furthermore, the discussion highlights that other factors such as anxiety, lack of confidence, limited vocabulary, speaking practice, and classroom environment play a more significant role in influencing students' speaking ability. Therefore, concentration should be considered as one of several contributing factors, not the main determinant. Therefore, the initial assumption is supported, but only at a very weak level.

This study contributes to the understanding of psychological factors in EFL speaking by showing that concentration alone is not a strong determinant of speaking ability among senior high school students. The findings provide additional insight into the role of concentration in students' speaking performance, particularly in the context of SMA Negeri 2 Gunungsitoli. However, this study has several limitations. The study only involved one class of eleventh-grade students at SMA Negeri 2 Gunungsitoli, so the findings cannot be generalized to all senior high school students. In addition (Putra et al., 2025) on, this study focused only on concentration as a psychological factor, while other factors influencing speaking ability were not examined in detail.

In conclusion, this study confirms that students' concentration has a relationship with speaking ability, but the relationship is very weak. This implies that improving students' speaking skills requires a more comprehensive approach that includes psychological support, language development, and interactive learning environments. Based on these findings, it is suggested that teachers should not only focus on improving students' concentration but also create a supportive classroom atmosphere, provide more speaking opportunities, and help students build confidence in using English. Future researchers are also encouraged to explore other variables that may have a stronger influence on speaking ability.

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