

**EXPLORING STUDENTS' ENGLISH SPEAKING ANXIETIES:
A SURVEY IN SMPIT DINAMIKA UMAT BOGOR**



*A Skripsi in Partial Fullfilment of the Requirements for the Degree of Sarjana
Pendidikan*

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
FACULTY OF LANGUAGES AND ARTS
UNIVERSITAS NEGERI JAKARTA**

2026

LEMBAR PENGESAHAN

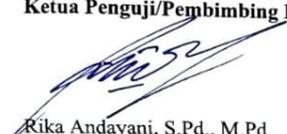
Skripsi ini diajukan oleh:

Nama : Shila Nastiti Woro Rukmi
No. Registrasi : 1202621069
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Bahasa dan Seni
Judul Skripsi : EXPLORING STUDENTS' ENGLISH SPEAKING ANXIETIES: A SURVEY
IN SMPIT DINAMIKA UMAT BOGOR

Telah berhasil dipertahankan di hadapan Dewan Penguji dan diterima sebagai bagian persyaratan yang diperlukan untuk memperoleh gelar Sarjana Pendidikan di Fakultas Bahasa dan Seni Universitas Negeri Jakarta.

DEWAN PENGUJI

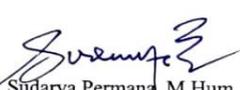
Ketua Penguji/Pembimbing I


Rika Andayani, S.Pd., M.Pd.
NIP. 198801212020122012

Penguji Ahli Materi


Imas Wahyu Agustina, M.Pd
NIP. 198408272019032011

Pembimbing II


Dr. Sudarya Permana, M.Hum
NIP. 197404032001121004

Penguji Ahli Metodologi


Yosafat Barua Valentino, S.Pd., M.Hum
NIP. 199102132024061001

Jakarta, 20 Februari 2016

Dekan Fakultas Bahasa dan Seni



Dr. Samsul Setiadi, M.Pd.
NIP. 197710082005011002

LEMBAR PERNYATAAN ORISINALITAS

Yang bertanda tangan di bawah ini:

Nama : Shila Nastiti Woro Rukmi
No. Registrasi : 12026210169
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Bahasa dan Seni
Judul Skripsi : EXPLORING STUDENTS' ENGLISH SPEAKING ANXIETIES:
A SURVEY IN SMPIT DINAMIKA UMAT BOGOR

Menyatakan bahwa skripsi ini ialah benar hasil karya sendiri. Apabila saya mengutip dari karya orang lain, maka saya mencantumkan sumber sesuai dengan ketentuan yang berlaku. Saya bersedia menerima sanksi dari Fakultas Bahasa dan Seni Universitas Negeri Jakarta apabila saya terbukti melakukan tindakan plagiasi.

Demikian surat pernyataan ini dibuat dengan sebenar-benarnya.

Jakarta, 2 Februari 2026

Penulis



Shila Nastiti Woro Rukmi
No. Reg. 1202621069



KEMENTERIAN PENDIDIKAN TINGGI, SAINS DAN TEKNOLOGI
UNIVERSITAS NEGERI JAKARTA
UPT PERPUSTAKAAN

Jalan Rawamangun Muka Jakarta 13220
Telepon/Faksimili: 021-4894221
Laman: lib.unj.ac.id

**LEMBAR PERNYATAAN PERSETUJUAN PUBLIKASI
KARYA ILMIAH UNTUK KEPENTINGAN AKADEMIS**

Sebagai sivitas akademika Universitas Negeri Jakarta, yang bertanda tangan di bawah ini, saya:

Nama : Shila Nastiti Woro Rukmi
NIM : 1202621069
Fakultas/Prodi : Bahasa dan Seni/Pendidikan Bahasa Inggris
Alamat Email : shilanw04@gmail.com

Demi pengembangan ilmu pengetahuan, menyetujui untuk memberikan kepada UPT Perpustakaan Universitas Negeri Jakarta, Hak Bebas Royalti Non-Eksklusif atas karya ilmiah:

Skripsi Tesis Disertasi Lain-lain (.....)

Yang berjudul: EXPLORING STUDENTS' ENGLISH SPEAKING ANXIETIES:
A SURVEY IN SMPIT DINAMIKA UMAT BOGOR

Dengan Hak Bebas Royalti Non-Eksklusif ini UPT Perpustakaan Universitas Negeri Jakarta berhak menyimpan, mengalihmediakan, mengelolanya dalam bentuk pangkalan data (*database*), mendistribusikannya, dan menampilkan/mempublikasikannya di internet atau media lain secara *fulltext* untuk kepentingan akademis tanpa perlu meminta ijin dari saya selama tetap mencantumkan nama saya sebagai penulis/pencipta dan atau penerbit yang bersangkutan.

Saya bersedia untuk menanggung secara pribadi, tanpa melibatkan pihak Perpustakaan Universitas Negeri Jakarta, segala bentuk tuntutan hukum yang timbul atas pelanggaran Hak Cipta dalam karya ilmiah saya ini.

Demikian pernyataan ini saya buat dengan sebenarnya.

Jakarta, 2 Februari 2026

penulis

Shila Nastiti Woro Rukmi

ABSTRACT

Shila Nastiti Woro Rukmi, 2025. *Exploring Students' English Speaking Anxieties: A Survey in Smpit Dinamika Umat Bogor.* A Skripsi. The English Language Education Study Program is part of the Faculty of Language and Arts at Universitas Negeri Jakarta.

This study aims to explore students' perceptions of speaking anxiety in English speaking activities and how these perceptions relate to their speaking performance. This research uses the theoretical framework of Horwitz et al. (1986) and Gregersen et al. (2014), with a mixed-method approach that combines closed questionnaires (FLCAS) and semi-structured questions. This study involved 33 students 9th grade from SMPIT Dinamika Umat Bogor as participants. The results showed that Communication Apprehension (CA), Fear of Negative Evaluation (FNE), and Test Anxiety (TA) were the main factors causing speaking anxiety. Among the three, FNE emerged as the factor that most dominates. The analysis also revealed that speaking anxiety has an impact on students' low motivation and confidence in speaking English, which is caused by fear of criticism, lack of self-confidence, and the habit of comparing themselves with their peers.

Keyword: *speaking anxiety, fear of negative evaluation, English speaking performance, foreign language classroom anxiety.*

ABSTRAK

Shila Nastiti Woro Rukmi, 2025. *Exploring Students' English Speaking Anxieties: A Survey in Smpit Dinamika Umat Bogor.* A Skripsi. The English Language Education Study Program is part of the Faculty of Language and Arts at Universitas Negeri Jakarta.

Studi ini bertujuan untuk mengeksplorasi perspektif siswa mengenai fenomena speaking anxiety dan dampaknya terhadap performa berbicara mereka. Penelitian ini menggunakan kerangka teori dari Horwitz dkk. (1986) serta Gregersen dkk. (2014), dengan pendekatan mixed-method yang menggabungkan kuesioner tertutup (FLCAS) dan pertanyaan semi-terstruktur. Penelitian ini melibatkan 33 siswa kelas 9 SMPIT Dinamika Umat Bogor terlibat sebagai partisipan. Hasil penelitian menunjukkan bahwa *Communication Apprehension (CA)*, *Fear of Negative Evaluation (FNE)*, dan *Test Anxiety (TA)* merupakan faktor utama yang menyebabkan speaking anxiety. Di antara ketiganya, FNE muncul sebagai faktor paling dominan. Analisis juga mengungkapkan bahwa kecemasan berbicara berdampak pada rendahnya motivasi dan kepercayaan diri siswa dalam berbicara Bahasa Inggris, yang dipengaruhi oleh rasa takut dikritik, kurangnya keyakinan diri, serta kebiasaan membandingkan diri dengan teman sebayanya.

Keyword: *kecemasan berbicara, ketakutan terhadap penilaian negatif, performa berbicara bahasa inggris, kecemasan di kelas bahasa asing,*

ACKNOWLEDGEMENT

Praise and gratitude to Allah SWT for all His blessings and grace, enabling me to complete my thesis entitled “Exploring Students' English Speaking Anxieties: A Survey at SMPIT Dinamika Umat Bogor”

I would like to express my deepest gratitude to all those who have helped and supported me in the process of writing this thesis.

I would like to express my deepest gratitude to my supervisors, Rika Andayani, M.Pd. and Dr. Sudarya Permana, M.Hum., for their valuable guidance, mentorship, and motivation. I would also like to thank the seminar proposal examiners, Imas Wahyu Agustina, M.Pd. and Rizky Syahra Putri, M.Pd., for their constructive feedback and assistance in refining this thesis.

Thank you to my beloved family: Ilham Suryanto Lukardono and Sifing Lestari, as well as my siblings Hanum, Cantya, and Alden, for your endless moral, spiritual, and material support. I would also like to thank my extended family—grandparents, uncles, aunts, and cousins—for your prayers and encouragement, which have always strengthened me.

I am grateful to my best friends from primary school, junior high school, and high school who have been part of my long journey to this day. Special thanks go to Carissa, Fida, and Nazhifah, who have always been there to support and make sure that I’m okay since junior high school until now. I also express my sincere gratitude to my beloved people, Raka and Yoshi, who have always taken care of me, given me unconditional love, encouraged me, and been with me through every stage of my college life, including the writing of my thesis. A big thank you for Elleonore and Evita for being a good friend in my last year college life and always be there for me.

Thank you to my online friends who have been a place to share stories and complaints during this process. I would also like to thank my personal Instagram and Twitter accounts, which in their own way have become a space for reflection in the midst of my academic journey. I am also grateful for the playlist that has always accompanied me in doing my college assignments and writing my thesis, as well as motivating me when I was tired and bored.

Not to forget, a brief thank to SEVENTEEN, who through their music and messages have been a source of encouragement during difficult times, and always remind us that life will continue as it should, providing motivation to keep growing. Thanks to my favorite playlist, which always accompanies me while doing college assignments, writing my thesis, and motivating me throughout the process.

Finally, thank you to myself, who has fought through all challenges with determination. Thank you for surviving, continuing to try to be the best version of myself every day, and keeping going until I reached this point.

Shila Nastiti Woro Rukmi



TABLE OF CONTENT

LEMBAR PENGESAHAN	i
ABSTRACT	iv
ABSTRAK	v
ACKNOWLEDGEMENT	vi
TABLE OF CONTENT	viii
LIST OF TABLES	x
CHAPTER I INTRODUCTION	1
1.1. Background of Study	1
1.2. Research Questions	5
1.3. Purpose of the Study.....	6
1.4. Scope of the Study.....	6
1.5. Significance of the Study.....	6
1.5.1 Theoretical Significance	6
1.5.2. Practical Significance	7
CHAPTER II LITERATURE REVIEW	8
2.1. English Language Learning in Junior High School in Indonesia.....	8
2.2. English Speaking Anxiety	9
2.2.1. Communication Apprehension	12
2.2.2. Fear of Negative Evaluation	13
2.2.3. Test Anxiety.....	14
2.3. Perception.....	14
2.4. Previous Research	15
2.5. Theoretical Framework	18
CHAPTER III RESEACH METHODOLOGY	20
3.1. Research Design	20
3.2. Time and Place of the Study.....	20
3.3. Participants of the Study.....	20
3.3. Research Instrument	21
3.4. Data and Data Sources.....	21

3.5. Data Collection Procedure.....	22
3.6. Data Analysis Procedure	24
3.6.1. Quantitative Analysis	24
3.6.2. Qualitative Analysis	25
3.7 Pilot Research.....	25
CHAPTER IV	27
FINDINGS AND DISCUSSION	27
4.1. Findings	27
4.1.1. Which factors of speaking anxiety that frequently felt by students in SMPIT Dinamika Umat Bogor?	27
4.1.2. What are students' perceptions of speaking anxiety in English speaking activities?	29
4.2. Discussion.....	33
4.2.1. RQ1: Which factors of speaking anxiety that frequently felt by students in SMPIT Dinamika Umat Bogor?.....	33
4.2.2. RQ2: What are students' perceptions of speaking anxiety in English speaking activities?.....	35
CHAPTER V	38
CONCLUSION AND SUGGESTION	38
5.1 Conclusion.....	38
5.2. Suggestion	38
REFERENCES	40
APPENDICES	49
ABOUT AUTHOR	53

LIST OF TABLES

Table 3.1 Interpretation of Scores.....	24
Table 4.2 Mean Scores of Speaking Anxiety Factors.....	28
Table 4.3 Distribution of Students' Speaking Anxiety Factors	29

