

**English-Speaking Anxiety among Twelfth-Grade Students at
SMAN 31 Jakarta: Types, Contributing Factors, and Effects on
Speaking Process**



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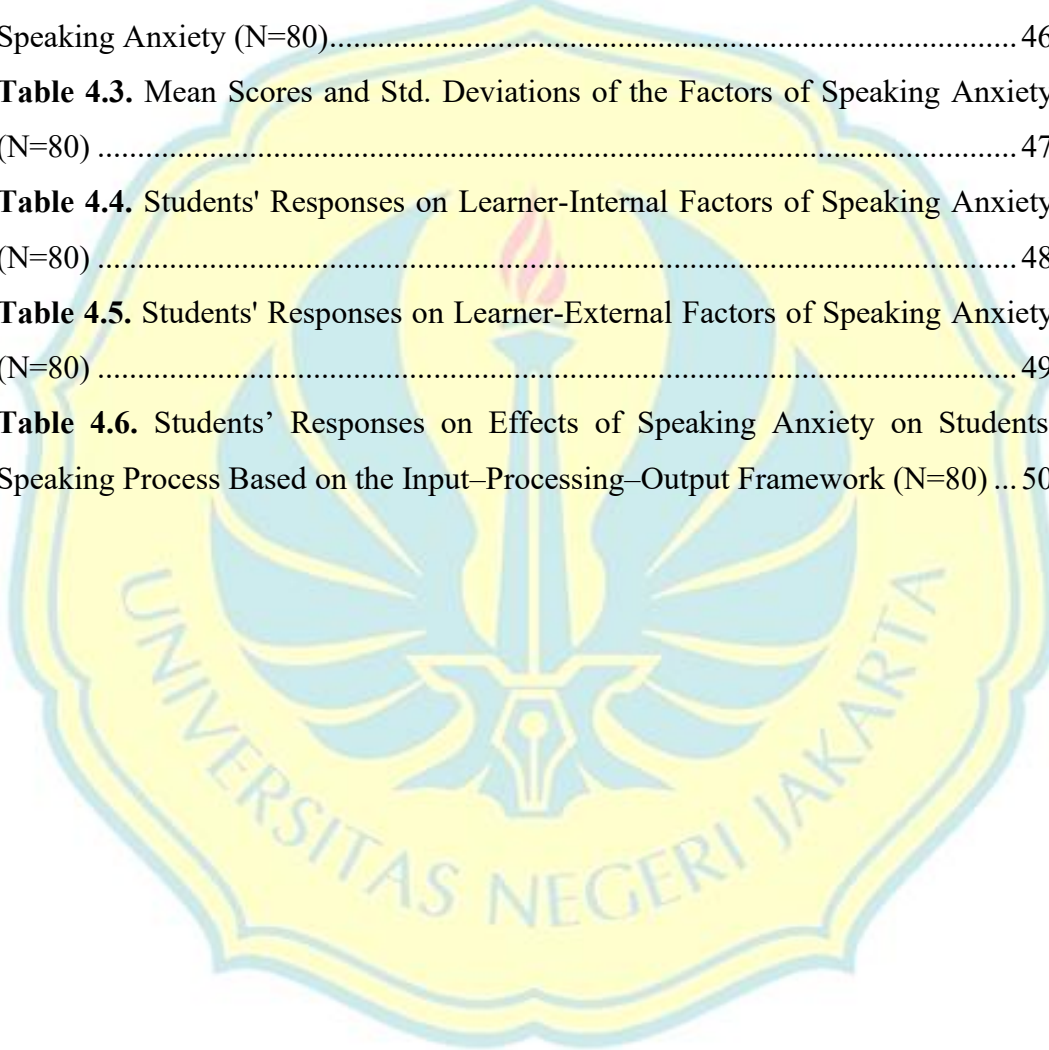
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ABSTRACT

Asyifa Trianisa Putri. 2026. *English-Speaking Anxiety among Twelfth-Grade Students at SMAN 31 Jakarta: Types, Contributing Factors, and Effects on Speaking Process (SKRIPSI)*. Thesis, Jakarta. English Department, Faculty of Language and Arts, Universitas Negeri Jakarta.

Speaking anxiety becomes a huge issue that affects students' speaking process in speaking a foreign language, in this case, English. However, studies that focus on the context of twelfth-grade students who face a different academic pressure still get a little attention. This study investigates speaking anxiety in the classroom of twelfth-grade students at SMAN 31 Jakarta in terms of the types, the factors, and the effects of speaking anxiety to students' speaking process. The method used in this study was explanatory sequential mixed-method design. Eighty students from 360 total population were selected randomly as questionnaire participants. Based on the questionnaire results and some criteria, eight students were selected purposely to have semi-structured interviews. The findings revealed that Communication Apprehension was the most experienced type of speaking anxiety, followed by Test Anxiety and Fear of Negative Evaluation. The major factors contributing to students' speaking anxiety included limited preparation, fear of making mistakes, limited linguistic competence, low confidence, evaluative speaking activities, classroom atmosphere, peer influence, and teacher influence. Furthermore, speaking anxiety affected students' speaking process at the input, processing, and output stages by interfering with comprehension, cognitive processing, vocabulary recall, idea organization, and speaking fluency. The interview findings further explained and supported the quantitative results by providing deeper insights into students' experiences of speaking anxiety. The findings imply that English teachers should create a more supportive classroom environment and provide speaking activities that help reduce students' speaking anxiety. Future research is recommended to involve more diverse participants and incorporate classroom observations to triangulate students' self-reported anxiety with their actual speaking behavior.

Keywords: *Speaking, Speaking Anxiety, EFL Students*

ABSTRAK

Asyifa Trianisa Putri. 2026. *Kecemasan Berbicara dalam Bahasa Inggris pada Siswa Kelas XII di SMAN 31 Jakarta: Jenis, Faktor-Faktor yang Berkontribusi, dan Dampaknya terhadap Proses Berbicara. (SKRIPSI).* Jakarta: Program Studi Pendidikan Bahasa Inggris, Fakultas Bahasa dan Seni, Universitas Negeri Jakarta.

Kecemasan berbicara menjadi salah satu permasalahan utama yang memengaruhi proses siswa dalam berbicara menggunakan bahasa asing, khususnya bahasa Inggris. Namun, penelitian yang berfokus pada konteks siswa kelas XII yang menghadapi tekanan akademik yang berbeda masih terbatas. Penelitian ini bertujuan untuk menginvestigasi kecemasan berbicara di kelas bahasa Inggris siswa kelas XII SMAN 31 Jakarta berdasarkan jenis, faktor penyebab, dan dampaknya terhadap proses berbicara siswa. Penelitian ini menggunakan desain mixed-method explanatory sequential. Sebanyak 80 siswa dipilih secara acak dari total populasi 360 siswa sebagai partisipan kuesioner. Berdasarkan hasil kuesioner dan beberapa kriteria tertentu, delapan siswa dipilih secara purposive untuk mengikuti wawancara semi-terstruktur. Hasil penelitian menunjukkan bahwa Communication Apprehension merupakan jenis kecemasan berbicara yang paling dominan, diikuti oleh Test Anxiety dan Fear of Negative Evaluation. Faktor-faktor utama yang berkontribusi terhadap kecemasan berbicara siswa meliputi persiapan yang terbatas, rasa takut melakukan kesalahan, kompetensi kebahasaan yang terbatas, rendahnya kepercayaan diri, aktivitas berbicara yang bersifat evaluatif, suasana kelas, pengaruh teman sebaya, dan pengaruh guru. Selain itu, kecemasan berbicara memengaruhi proses berbicara siswa pada tahap input, processing, dan output dengan mengganggu pemahaman, proses kognitif, kemampuan mengingat kosakata, penyusunan ide, serta kelancaran berbicara. Temuan wawancara semakin menjelaskan dan mendukung hasil kuantitatif dengan memberikan pemahaman yang lebih mendalam mengenai pengalaman siswa terkait kecemasan berbicara di kelas bahasa Inggris. Hasil penelitian ini mengimplikasikan bahwa guru bahasa Inggris perlu menciptakan lingkungan kelas yang lebih suportif serta menyediakan aktivitas berbicara yang dapat membantu mengurangi kecemasan berbicara siswa. Penelitian selanjutnya disarankan untuk melibatkan partisipan yang lebih beragam serta mengintegrasikan observasi kelas guna melakukan triangulasi antara kecemasan yang dilaporkan siswa dengan perilaku mereka saat berbicara di kelas.

Kata Kunci: *Berbicara, Kecemasan Berbicara, Siswa Bahasa Inggris*