

**A SURVEY ON THE TENTH GRADERS' ENGLISH-SPEAKING
ANXIETY AT SMA XAVERIUS 2 PALEMBANG**

A Thesis by:

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FACULTY OF TEACHER TRAINING AND EDUCATION

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PERNYATAAN

Saya menyatakan dengan sesungguhnya bahwa skripsi yang berjudul “A Survey on the Tenth Graders’ English-Speaking Anxiety at SMA Xaverius 2 Palembang” adalah benar-benar hasil karya saya sendiri. Skripsi ini tidak mengandung karya atau pendapat yang pernah ditulis atau diterbitkan oleh orang lain, kecuali yang secara tertulis diacu dalam naskah ini dan disebutkan dalam daftar pustaka.

Apabila di kemudian hari terbukti terdapat unsur penjiplakan (plagiarisme) dalam skripsi ini, maka saya bersedia menerima sanksi akademik berupa pencabutan gelar dan ijazah yang telah diberikan oleh Universitas Tridinanti. Serta diproses sesuai dengan perundang-undangan yang berlaku (UU) No. 20 tahun 2003, Pasal 25 ayat 2 dan Pasal 70.

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ABSTRACT

English-speaking anxiety is one of the most common psychological challenges experienced by students learning English as a Foreign Language (EFL). It can negatively affect students' speaking performance, self-confidence, and participation in classroom activities. Many students feel nervous, afraid of making mistakes, and worried about being evaluated when they are required to speak English. This study aimed to determine the levels of English-speaking anxiety and identify the most dominant type of anxiety experienced by the tenth graders of SMA Xaverius 2 Palembang. Quantitative research with a survey design was conducted, the participants consisted of 120 tenth-grade students, and data were collected using the Foreign Language Speaking Anxiety Questionnaire (FLSAQ) adapted from Horwitz et al. (1986) and Saltan (2003). The findings indicated that most students experienced a moderate level of English-speaking anxiety. A total of 74 students (61.67%) were categorized as having a medium level of anxiety, followed by 30 students (25.00%) with a high level of anxiety, and 16 students (13.33%) with a low level of anxiety. Among the three types of English-speaking anxiety, communication apprehension was identified as the most dominant type, followed by fear of negative evaluation, while test anxiety was the least dominant. These findings suggest that students were more anxious when communicating orally in English than when taking speaking tests. Therefore, English teachers are encouraged to create a supportive classroom environment and provide more opportunities for speaking practice to help students reduce their anxiety and improve their speaking confidence.

Keywords: *English-Speaking Anxiety, Communication Apprehension, Fear of Negative Evaluation, Test Anxiety, EFL Students*

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CHAPTER I

INTRODUCTION

This chapter presents the background, the problem, the objectives, and the significances of study.

1.1 The Background of Study

English in Indonesian is recognized as a foreign language of paramount importance, taught as a compulsory subject from elementary through university levels (Kementerian Pendidikan, Kebudayaan, Riset dan Teknologi, 2024). English is no longer just a subject in the school curriculum; it is a vital tool for navigating the 21st century. English serves as the primary medium of communication in diplomacy, international business, higher education, scientific research, technology, and global media (Crystal, 2003, Sharma, 2021, Mahapatra & Pradhan, 2022)

In order to achieve English proficiency, the learners must master four fundamental language skills namely listening, reading, writing, and speaking. English language teaching emphasizes not only receptive skills (reading and listening) but also productive competencies especially speaking as central to communicative competence (Richards & Rodger, 2014; Irma, 2021; & Moncerrate, 2022). It enables the students to express their ideas clearly, communicate effectively with others, and build confidence in various social and academic situations. Therefore, it is crucial for the students in many non-English-Speaking countries, including Indonesia.

According to (Thornbury 2017; Bilak & Henrietta, 2024; Moore & Anderson 2025), speaking is defined as a real-time language production process that simultaneously integrates phonological, lexical, grammatical, and pragmatic knowledge in response to dynamic social and communicative demands. Speaking as an interactive process of constructing meaning that involves producing, receiving, and processing information (Burns & Joyce, 1997, Pakula, 2019 & Mart, 2020). It is precisely this combination of real-time cognitive demand and social exposure that makes speaking the most complex and challenging of the four language skills for EFL learners (Ur, 2024).

In addition, the effective speaking skills allow students to articulate their thoughts, engage in spontaneous negotiations, and demonstrate their overall communicative competence in real-world scenarios. Speaking is often considered as the most challenging for English Learners as a Foreign Language (EFL) because it demands real-time processing and performance under social evaluation. The acquisition of speaking skills has long been recognized as a vital component of foreign language teaching and learning (Nazara, 2011 & Akhter, 2021).

Thus, the students must master speaking skills because oral communication represents the most visible indicator of language proficiency. In academic settings, speaking enables learners to participate in discussions, deliver presentations, and engage in collaborative learning activities.

In the context of English language teaching, speaking tasks in the classroom as the primary for oral language practice to develop these sub-skills. Speaking tasks are structured activities designed to engage learners in

meaningful: oral communication, ranging from controlled exercises to more open-ended interactive activities, role-plays, oral presentations, group discussions, debates, storytelling, information-gap activities, and question-and-answer sessions (Nunan, 2004; Chami, 2022; Abdelbaki, 2025)

The researcher conducted observation and interview at SMA Xaverius 2 Palembang on March 30th, 2026, involving the tenth-grade students. Based on preliminary observations and general phenomena, students at this school are frequently required to perform speaking tasks such as presentations and oral discussions. Many students appear to exhibit signs of discomfort, reluctance, and nervousness when asked to speak in English in front of their peers or teachers. This suggests that many the tenth-grade students still experience difficulties in performing speaking tasks, possibly due to speaking anxiety.

Many students experience anxiety, nervousness, or fear of making mistakes when asked to speak in front of the class (Saputra, 2022; Alazeer & Ahmed, 2023). According to (Occhipinti, 2009; Azhari, 2020; Dou & Chouli , 2021 & Jakovina, 2024), that foreign language class can make students become more anxious rather than any other class.

Students' reluctance is further intensified by audience-related inhibitions: the presence of peers as simultaneous evaluators creates conditions of social exposure that dramatically amplify the psychological stakes of speaking. Pertiwi and Purnama (2021) found that the fear of being laughed at by classmates was the most commonly self-reported reason for oral participation avoidance among Indonesian senior high school students, followed by concerns about grammatical errors and lexical inadequacy.

Additionally insufficient classroom speaking time, a structural feature of large Indonesian secondary school classes limits the frequency and quality of speaking practice, preventing learners from developing the automaticity and confidence necessary for fluent, low-anxiety oral performance. One psychological factor affecting speaking performance is speaking anxiety. This anxiety can cause students to lack confidence, avoid speaking or perform poorly in speaking activities.

Speaking anxiety is a prevalent phenomenon in English as a Foreign Language (EFL) education, characterized by apprehension and nervousness that impede oral communication skills. This issue arises from learners' fear of negative evaluation, inadequate proficiency, and cultural differences in language use, often leading to reduced participation and performance in speaking tasks. According to (Horwitz et al., 1986; Alnefaie, 2024; Wang & Lin, 2025) Foreign Language Classroom Anxiety Scale (FLCAS) is a distinct complex of self-perceptions, beliefs, and feelings that arise from the uniqueness of the language learning process, which often hinders students from achieving their full potential. According to Zahari and Nurcholis (2025), speaking anxiety affects the students even outside the classroom. When students feel very anxious, they find it hard to work together with their friends, join in class discussions, and explain their ideas clearly. This creates a bad cycle where students lose their self-confidence and become even more afraid. In the long run, this problem can hurt their school grades and make it difficult for them to find jobs in the future.

The previous research done the research in theme students speaking anxiety related research by Zhang (2024), entitled *Survey on English-Speaking Anxiety of English Majors and Analysis of Teaching Countermeasures* found that oral expression in English, the majority of respondents demonstrated a strong ability to communicate fluently and accurately. The most frequently selected rating was 5 out of 6, chosen by 26.25% of participants. At the other of the scale, only a minimal proportion (2.5%) reported being completely unable to express themselves in spoken English.

Most respondents clustered around the mid-to-high range of 3 to 6 points, with scores of 4 and 5 being the most common, representing 23.75% and 26.25% of valid responses respectively. Overall, these findings suggest that the vast majority of participants possess a reasonably strong command of spoken English expression, though a small subset of individuals would still benefit from additional practice and development in this area. English major college students often feel anxious when learning to speak English.

This is mostly because the students do not have enough cultural knowledge, the students lack confidence in their speaking ability, and the students do not know the right ways and methods to practice speaking English. To help these students improve, the students should focus on learning more about English-speaking cultures, build up their confidence and interest in speaking English, and practice speaking English as often as possible. By doing these things, students would be able to speak English more comfortably and effectively.

The second research was conducted by Zahari and Nurcholis (2025), entitled *The Anxiety in English Foreign Language Speaking Class The Case of The Seventh Semester Students at Universitas Muhammadiyah Bengkulu*. The results of this research showed that 70% of the participants experienced high levels of speaking anxiety, with the overall mean anxiety score at 3.45 on a 5-point Likert scale. Indicating a moderate level of speaking anxiety among the students. When broken down by dimension, the fear of negative evaluation recorded the highest mean score (M=3.75), meaning students were most worried about how others judged their speaking ability. The communication apprehension came second (M=3.60), it reflects students' uneasiness about their ability to communicate effectively. Test anxiety recorded the lowest score (M=3.10), suggesting that exam-related anxiety was less of a concern compared to the other two dimensions.

Next, Istiqomah (2019), with entitled *A Survey of Foreign Language Speaking Anxiety in Conversation Classes*, revealed that all three factors of speaking anxiety were present among the participants. Fear of Negative Evaluation emerged as the highest factor (Mean = 3.11, Std. Deviation = 0.13), followed by Communication Apprehension (Mean = 3.07, Std. Deviation = 0.09), and Test Anxiety as the lowest (Mean = 2.72, Std. Deviation = 0.08). The item with the highest score under Communication Apprehension was CA-7, "I feel nervous while speaking English with native speakers" (Mean = 3.4), while the highest item under Test Anxiety was TA-11, "I can feel my heart pounding when I am going to be called on in English classes" (Mean = 2.83),

and the highest item under Fear of Negative Evaluation was FNE-12, "I always feel that the other students speak English better than I do" (Mean = 3.46).

The last research the research by Najiha (2021), entitled *An Analysis of Students' Speaking Anxiety in English Classroom at SMAN 2 Siak Hulu*, revealed that the majority of students (38%) were categorized as Mildly Anxious, while 32% were Anxious, 18% Very Anxious, and 12% Relaxed. In terms of anxiety types, Communication Apprehension was the most dominant factor (79%), followed by Fear of Negative Evaluation (68%) and Test Anxiety (65%). Students reported feeling nervous when speaking without preparation, being afraid that classmates would laugh at them, and worrying about teacher corrections.

This research bridges the gap by providing localized data on early senior high school students (tenth graders) in a formal Indonesian academic setting, specifically focusing on the anxiety triggered by productive speaking tasks rather than general language learning.

Based on the explanation above, the researcher intends to conduct survey research entitled "A Survey on The Tenth Graders English-Speaking Anxiety at SMA Xaverius 2 Palembang". This study aimed to identify the levels of speaking anxiety experienced by the tenth grades students and investigated which types of speaking anxiety was mostly experienced by the tenth graders of SMA Xaverius 2 Palembang.

1.2 The Problem of Study

1.2.1 The Limitation of the Study

Based on the background elaborated above, this study was limited to explore the English-speaking anxiety by the tenth graders at SMA Xaverius 2 Palembang.

1.2.2 The Formulations of Problems

Referring on the limitation of the study above, this study was addressed to seek the answers the following research problems:

1. What was the levels of English-speaking anxiety which perceived by the tenth graders of SMA Xaverius 2 Palembang?
2. Which types of English-speaking anxiety was mostly experienced by the tenth graders of SMA Xaverius 2 Palembang?

1.3 The Objectives of Study

The objectives of this study were as follows:

1. To determine the levels of English-speaking anxiety which perceived by the tenth graders of SMA Xaverius 2 Palembang.
2. To identify the types of English-speaking anxiety which was most frequently experienced by the tenth graders of SMA Xaverius 2 Palembang.

1.4 The Significances of Study

The findings of this study are expected to provide meaningful contribution both theoretically and practically, as outlined below:

1.4.1 For the English Teachers

The results of study provide the teachers at SMA Xaverius 2 Palembang with a clear understanding of their students' psychological states. By understanding the types of anxiety, teachers can adjust their pedagogical approaches, design more supportive speaking tasks, and create a "low-anxiety" classroom atmosphere that encourages students to speak more freely.

1.4.2 For the Students

This study aims to help the students become more aware of their own anxiety levels. By recognizing that their silence is often a result of psychological factors rather than a lack of intelligence, students can begin to build self-confidence and develop the personal strategies to manage their communication apprehension.

1.4.3 For the Writer

This study provides the researcher with valuable experience in conducting educational research in language learning. The findings contributed to the researcher's understanding of EFL speaking pedagogy.

1.4.4 For Other Researchers

This study can be used as a comparative source or a starting point for further research, perhaps focusing on qualitative methods to explore the deeper "why" behind the anxiety levels found in this survey.

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