

ABSTRACT

Yola Cahyaningtiyas. 2025. *Learning Anxiety in Speaking Activities Among Senior High School Students*. Thesis. English Language Education Program, Faculty of Teacher Training and Education, Universitas Muhammadiyah Jember. Advisors: (1) Dr. Mochammad Hatip, M.Pd., (2) Widya Oktarini, S.S., M.A

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Many senior high school students experience anxiety when speaking English due to lack of confidence, fear of negative evaluation, and limited preparation. This condition can hinder their speaking performance and participation in class activities. This research, entitled "*Learning Anxiety in Speaking Activities Among Senior High School Students*", aims to investigate the level and types of speaking-related anxiety experienced by students in English learning contexts.

The research problem is formulated as follows: "*How is the description of speaking anxiety experienced by senior high school students in learning activities?*" The objective of the research is to describe the students' level of anxiety and identify which aspects are most dominant among communication apprehension, test anxiety, and fear of negative evaluation.

This study used a descriptive quantitative method involving 100 eleventh-grade students of SMAN 1 Asembagus as research participants. Data were collected using the Foreign Language Classroom Anxiety Scale (FLCAS), with 24 valid items analyzed. The data were then processed using SPSS version 27 for descriptive statistical analysis.

The results showed that 40% of students experienced low anxiety, 55% moderate, and only 5% high. Among the three aspects, communication apprehension had the highest mean score (25.50), followed by fear of negative evaluation (23.22), and test anxiety (12.31) as the lowest. These findings indicate that most students feel anxious during spontaneous speaking situations and fear making mistakes or being judged by others.

In conclusion, most students experience moderate speaking anxiety, with communication apprehension being the most dominant factor. Students are encouraged to practice speaking regularly without fear of mistakes. Teachers should foster a supportive classroom environment using interactive learning methods. It is suggested that future researchers investigate deeper strategies to reduce speaking anxiety through qualitative approaches.