

**Survey on Factors Influencing Vocational Students' Learning Anxiety in Indonesia**

**A Thesis**

**Presented to Department of English Language Education as Partial Fulfillment of the Requirements to Obtain the *Sarjana Pendidikan* Degree in English Language Education**



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**APPROVAL SHEET**  
**SURVEY ON FACTORS INFLUENCING VOCATIONAL STUDENTS' LEARNING**  
**ANXIETY IN INDONESIA**

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## RATIFICATION SHEET

### SURVEY ON FACTORS INFLUENCING VOCATIONAL STUDENTS' LEARNING

#### ANXIETY IN INDONESIA

Defended before the Board of Examiners on 2021 and Declared Acceptable

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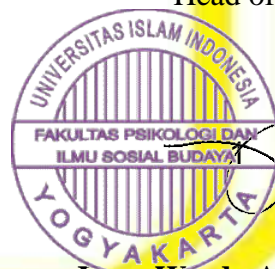


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## STATEMENT OF WORK'S ORIGINALITY

I convey that honestly this thesis was written by me. The work of other researchers in this paper was carried out with citations and references, as should be in a scientific paper.

Yogyakarta, 26 April 2021

The Writer,



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الجمعة الإسلامية الأندلسية

## MOTTO

“Do your best and pray. God will take care of the rest.”



## DEDICATION

I dedicate this thesis to my mother, father, sister, close friends, and my lovely lecturers who always support me so that I can complete this thesis.

Yogyakarta, 26 April 2021

The Writer,



**Hasri Qurratu Aini**

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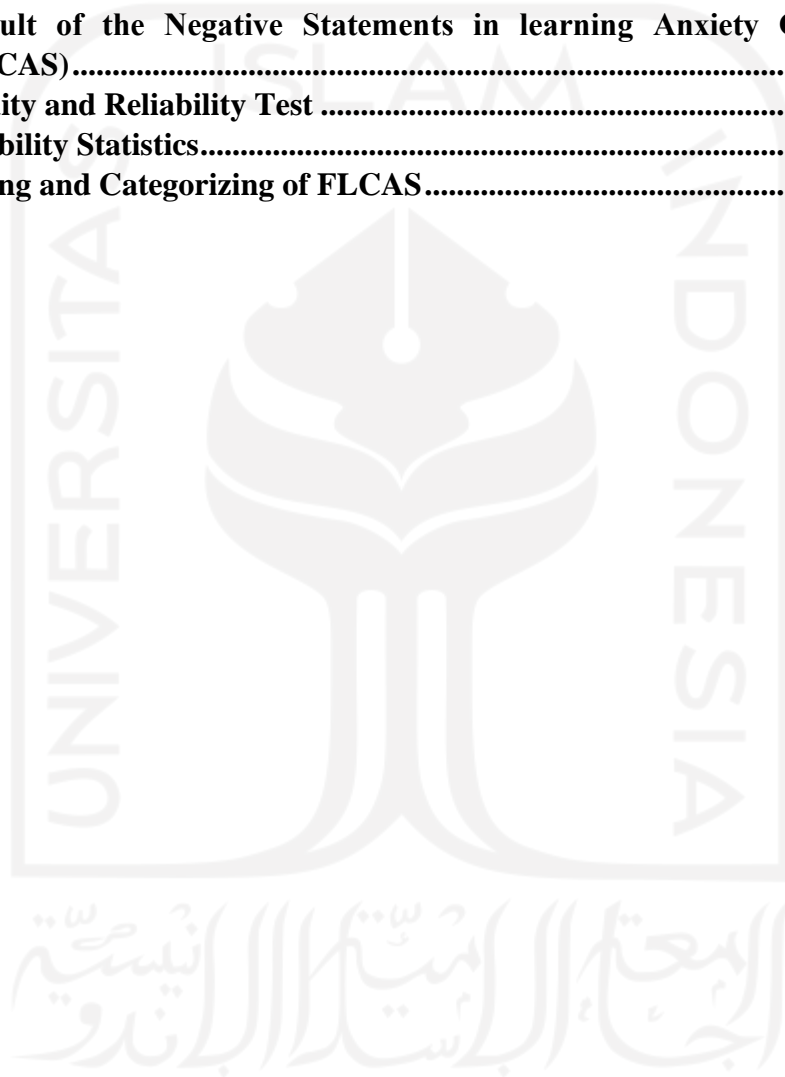


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**SURVEY ON FACTORS INFLUENCING VOCATIONAL STUDENTS' LEARNING  
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**ABSTRACT**

This study aims at describing the factors of learning anxiety experienced by vocational high school students. The data were collected from 40 participants. 37 students were male and 3 students were female. This study uses an instrument adapted from Horwitz (1986) which has 3 constructs, such as communication apprehension, test anxiety, and fear of negative evaluation. The data were then analysed by using descriptive analyzed method using SPSS statistics 23. The results showed that several factors cause students to feel anxious when learning English, such as (1) I always feel that the other students speak English better than I do (4), (2) I get nervous when I don't understand every word the English teacher says (4), (3) I feel overwhelmed by the number of rules you have to learn to speak English (4), and (4) I get nervous when the English teacher asks questions which I haven't prepared in advance (4). Then, the results of the level of learning anxiety experienced by vocational high school students, the majority of students experienced a mild level of anxiety. This findings implies that English learning in vocational high school should set the class into more collaborative environments by increasing practice in the classroom.

*Keywords: Foreign learning Anxiety, Factors, Vocational High School Stude*

## CHAPTER I

### INTRODUCTION

#### 1.1. Background of the Study

Current studies related to anxiety in learning English have mainly discussed how students face their reluctance to speak English as well as the causes. In recent years, several researchers concerned about the causes and what students feel when they experience anxiety in learning English. Ya-huei (2009) believe that the main causes of fear of failure among vocational students were feelings of shame, language-related anxiety, and having an inferiority complex. Students feel their language skills are not good, thus they are reluctant to try to learn English. Ziash (2013) brought the issue of mental barriers to learning when a student uses L2, such as anxiety, stress, or nervousness when learning to English materials. Other than internal issues, Asyisyifa, Ayu, and Sitka (2019) highlighted peer-pressure as the background of students' anxiety. In addition they are also afraid of making mistakes that can make them laughed at by their friends, so that students become not confident to choose words and say words in English. From the current research, it can be concluded that the anxiety experienced by students in learning English can affect their performance in English learning practice. Their performance is lacking, and their English learning skills are not developed.

In Indonesia, the occurrence of learning anxiety is also a factor that often impedes students' performance in English learning practice, and makes student performance not optimal. Mukminin et. al (2015) emphasized that among five causes that trigger students; learning anxiety. Those reasons belong to both internal and external causes, there are having low learning skills due to lack of grammar and vocabulary knowledge, fear of negative responses from other friends, lack of confidence to speak English, fear of the evaluation

given by the teacher, and the influence of learning culture in the classroom that is more dominated by teacher-centered. Moreover, Sari (2017) also discovered that learning anxiety to students is mostly caused by fear of negative evaluations, then testing anxiety, and concerns about the English class. Through these two studies, it is acknowledged that most of the research found that learning anxiety experienced by students in addition to being caused by factors that exist in themselves, also caused by external factors, such as teacher evaluation and negative responses from their friends. Meanwhile, the English teacher is expected to be able to give positive feedback. Therefore, students do not feel afraid of the assessment given because students have different abilities and levels of anxiety from each other.

Despite that there have been numbers of reasons to cause students anxiety in learning English, it still needs to be proven whether the factors that have been discovered by previous researchers are the cause of students' learning anxiety. During this time, researchers in Indonesia have conducted several studies with various methods that provide the results of their findings regarding learning anxiety in students.. Minha (2018) conducted a research regarding learning anxiety experienced by students. She mentioned 6 reasons why students feel hesitant in learning English, such as the lack of familiarity with the task, fear of making mistakes, low motivation, input that can not be understood, lack of confidence, and low English abilities. Other research was also conducted by, Tiyas, Nurhidayah, and Herdiawan (2019) in examining learning anxiety experienced by students. The results said that students felt fear of making mistakes, fear of being embarrassed, fear of being laughed, always thinking and self-conscious. There are various factors that can affect the emergence of anxiety in learning, each student has different factors and influences. This research will determine the influence of factors on students learning anxiety in learning English.

## **1.2. Formulation of the Problems**

1. What is the most domain of factors that cause vocational students to experience anxiety in learning English in the classroom?

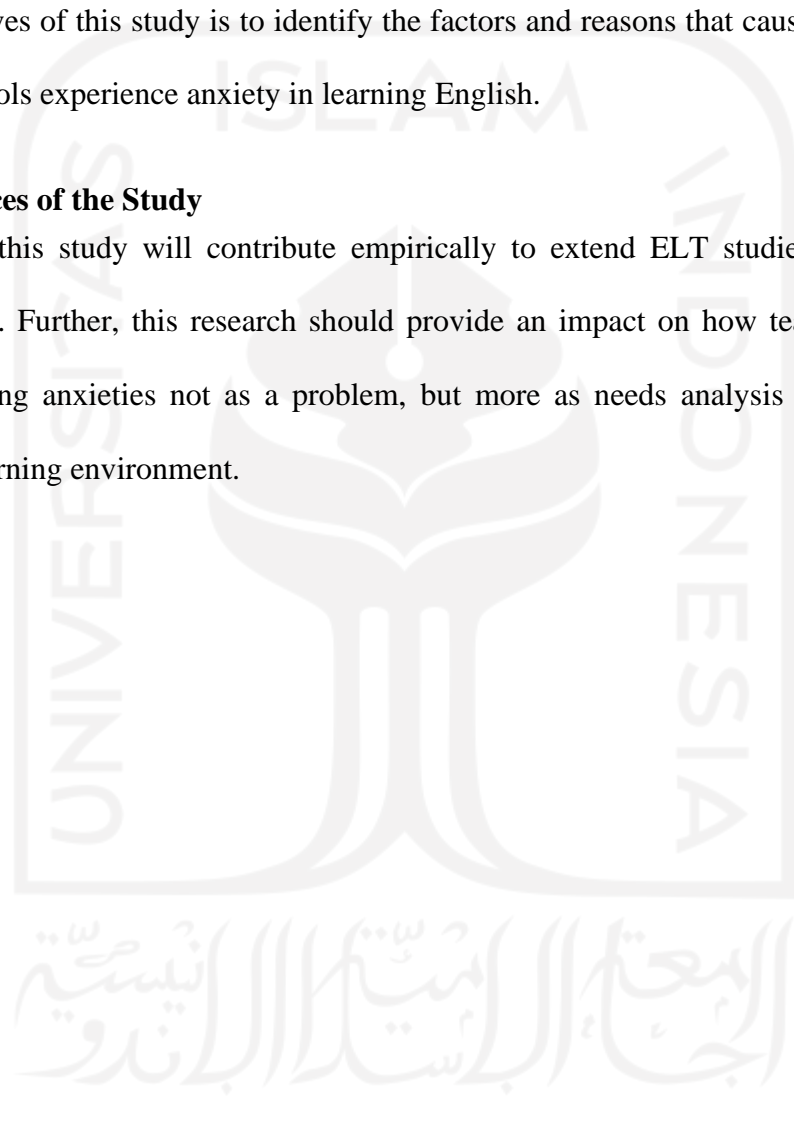
2. How is the level of English learning anxiety as represented by each factor?

## **1.3. Objectives of the Study**

The objectives of this study is to identify the factors and reasons that cause students from vocational schools experience anxiety in learning English.

## **1.4. Significances of the Study**

The results of this study will contribute empirically to extend ELT studies in vocational schools context. Further, this research should provide an impact on how teachers see their students' learning anxieties not as a problem, but more as needs analysis to design more comfortable learning environment.





## CHAPTER II

### THEORITICAL FRAMEWORK

#### 2.1. Factor Affecting Learning Anxiety

Learning is one of the common skills in English. In learning, especially when learning in front of the class, anxiety can occur even often appears on students. According to Basic (2011:4) learning anxiety is the fear of expressing themselves verbally that is found by physiological signs, that is tension, increased pulse rate, and sweating. Related to anxiety in learning, Dornyei (2001) cited said that learning anxiety often occurs because it is caused by fear of making mistakes, tests and judgments, social comparison, and competition. Students feel afraid to make mistakes when responding to teachers or do activities in learning English, feel afraid of the tests and assessments given by the teacher or the stare of other friends, afraid and not confident with the ability to speak English which is felt still lacking, and competition between other students who are deemed to have a better ability than themselves. In addition, Subasi (2010) belief negative evaluations and low abilities are also felt by students. He said anxiety experienced by students are about the evaluation given by the teacher, the views of peers when in class, and feeling doubtful about their own abilities. Especially in vocational school students, their lack of motivation towards English can cause by this anxiety. Strategies to avoid students experiencing learning anxiety should be implemented by the teacher. In addition, giving positive evaluations to students should be applied even though there are some errors in the pronunciation of students, this can lead to motivation in students learning English. Vocational school students have many opportunities in the future, it can be bad if the emergence of anxiety in learning will also be a factor in their failure.

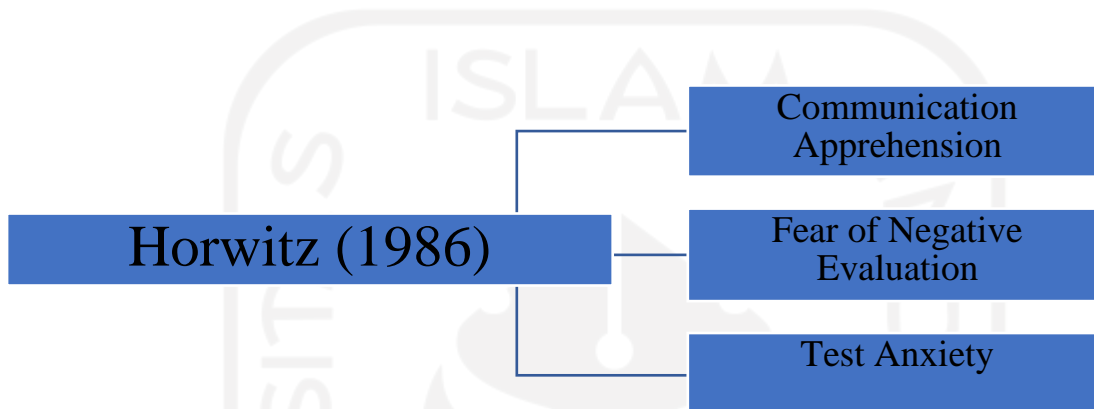
Based on previous studies, there are several factors that support the emergence of anxiety in learning. Based on the results of Saputra (2018) research, he high-lighted that most students who have high learning anxiety would not be truly motivated to learn English. Some students are able to compose sentences but are reluctant to talk about it. They feel ashamed to be laughed at by other students and afraid to make mistakes in learning. Furthermore, Daud (2019) said that there are three factors that can trigger the emergence of learning anxiety, including social factors, linguistic factors, and personal factors. Social factors are students feeling afraid of making mistakes and fear of negative reactions from teachers and their friends. The linguistic factor experienced by students is that most of them feel doubt about their learning skills. Whereas the personal factor is students feel not interested in English, so they do not have the motivation to learn it. From the results of previous studies conducted, this indicates that there are many factors that cause anxiety in learning, not only factors from within, but also there are factors from their environment. The results found also indicate that what one student experiences with each other is often the same.

Anxiety in learning is one element that affects student performance to be less optimal. However, when vocational high school students graduate, the expectation is that they must be ready to enter the workplace. Chiu et. al (2010) mentioned that the greatest percentage of students experienced anxiety when they learning English. One reason is the lack of English language skills so they have no confidence to do so. Ningsih (2020) said that when vocational high school students experience misunderstanding while learning, they will have negative thoughts and feel afraid when learning a foreign language, this is what causes them to choose to avoid it. This is unfortunate to happen, because it has a big effect going forward. It is not good if students will continue to feel afraid in learning a foreign language because this will make them more retarded.

In anxiety in learning English, there are some specific things experienced by vocational high school students. In her research, Ningsih (2020) emphasized that some things experienced by vocational students were over thinking, nervous, anxious, and afraid. Most of them think that the English skills of their other classmates are better than themselves. Even though they are ready to learn English, still anxiety arises because they are afraid of mistakes in understanding when learning English. Feeling nervous makes them forget what they already know. Students are also afraid if they cannot respond to teachers who communicate in English. Bashori et al. (2020) mentioned that most vocational students felt that they did not understand what the teacher said in English, students felt they did not understand what the teacher corrected, and when the English teacher asked questions whose answers had not been prepared by students. The students did not understand what the teacher said in English and what was corrected by the teacher because of their lack of ability and knowledge of English. They feel anxious when the English teacher gives a question that they have not prepared the answer to beforehand because they are confused about what kind of answer can be conveyed and are afraid to be judged by the teacher and other friends. Liu (2015) conducted research using the FLCAS instrument from Horwitz (1986). The results of this study said most vocational students were afraid of failing in English class. 80% of students think that they feels their friend is much better at English than them. With the same result, 80% of students also think that they have foreign language anxiety. This could be detrimental to them when participating in learning activities in the classroom. Actually there are several strategies that can eliminate their anxiety in learning English, there are playing or doing fun activities with English, teachers who are patient in teaching, and change the mindset in learning English that accuracy is not always the main focus in learning English.

## 2.2. Foreign Language Classroom Anxiety

After having reviewed the conceptual definition and empirical findings of previous studies, this study employed theoretical framework from Horwitz (1986) and debriefed in the figure below:



**Figure 2.1 Foreign Language Classroom Anxiety Scale**

Horwitz (1986) found that there were three constructs of anxiety in learning a foreign language, such as communication apprehension, test anxiety, and fear of negative evaluation. These three things often happen to students, especially in foreign language classes, where they do a lot of activities in foreign languages. Communication apprehension is embarrassment or awkwardness which is usually marked by the appearance of fear or anxiety when communicating with other people. Some forms of communicative apprehension are having difficulty learning in groups, in public, or in listening to spoken messages. Students who have communication concerns will find it more difficult when they get a class that requires them to speak a foreign language. Test anxiety is the emergence of a fear of failing the test being carried out. Students who experience test anxiety will feel that they are lacking and do not do the exam well so that it is considered a failure. Students may experience difficulties when

they are nervous about a foreign language exam. Fear of negative evaluation is fear of judgments made by others, with the intention that other people will evaluate negatively. This fear of negative evaluation has a wider scope than test anxiety. This can happen when students are communicating with other friends or teachers, students are afraid that other people or their teachers will give negative evaluations.



## CHAPTER III

### RESEARCH METHODOLOGY

#### 3.1 Research Design

This study was aimed to map what factors that contributed significantly to vocational students' learning anxiety. Thus, a survey study was brought to be the design of this research. This design is often used for research that aims to determine the prevalence of phenomena, problems, situations, attitudes or issues, by taking a part of the existing population. Further, this research also provides the level of learning anxiety of vocational high school students.

#### 3.2 Research Instrument

The questionnaire is an instrument that will be used in this study. The questionnaire to be used is taken from the Foreign Language Classroom Anxiety Scale (FLCAS) which was previously adapted by Horwitz, Horwitz, and Cope (1986). This questionnaire consists of 33 items with a 5 point scale, namely (5) strongly agree, (4) Agree, (3) Undecided, (2) Disagree, and (1) Strongly Disagree.

The FLCAS (Foreign Language Classroom Anxiety Scale) questionnaire has three domains, such as communication apprehension found in statements 1, 4, 9, 14, 15, 18, 24, 27, 29, 30, and 32, test anxiety contained in statements 3, 5, 6, 8, 10, 11, 12, 16, 17, 20, 21, 22, 25, 26, and 28, and the feel of negative evaluation contained in statements 2, 7, 13, 19, 23, 31, and 33.

**Table 3.1 Statements of FLCAS**

Communication Apprehension	Positive Statements	Negative Statements
	14. I would not be nervous learning English with native speakers.	1. I never feel quite sure of myself when I am learning in English.

	18. I feel confident when I speak in my English class.	4. It frightens me when I don't understand what the teacher is saying in English.
	32. I would probably feel comfortable around the native speakers of English.	9. I start to panic when I have to speak without preparation in English class.
		15. I get upset when I don't understand what the teacher is correcting.
		24. I feel very self-conscious about learning English in front of other students.
		27. I get nervous and confused when I am learning in my English class.
		29. I get nervous when I don't understand every word the English teacher says.
		30. I feel overwhelmed by the number of rules you have to learn to speak English.
Test Anxiety	Positive Statements	Negative Statements
	5. It wouldn't bother me at all to take more English classes.	3. I tremble when I know that I'm going to be called on in English class.
	8. I am usually at ease during tests in my English class.	6. During English class, I find myself thinking about things that have nothing to do with the course.
	11. I don't understand why some people get so upset over English classes.	10. I worry about consequences of failing my English class.
	22. I don't feel pressure to prepare very well for English class.	12. In English class, I can get so nervous I forget things I know.
	28. When I am on my way to English class, I feel very sure and relaxed.	16. Even if I am well prepared for English class, I feel anxious about it.
		17. I often feel like not going to my English class.
		20. I can feel my heart

		pounding when I am going to be called on in my English class.
		21. The more I study for an English test, the more confused I get.
		25. English class moves so quickly I worry about getting left behind.
		26. I feel more tense and nervous in my English class than in my other classes.
Fear of Negative Evaluation	Positive Statements	Negative Statements
	2. I don't worry about making mistakes in English class.	7. I keep thinking that the other students are better at English than I am.
		13. It embarrasses me to volunteer answers in English class.
		19. I am afraid that my English teacher is ready to correct every mistake I make.
		23. I always feel that the other students speak English better than I do.
		31. I am afraid that the other students will laugh at me when I speak English.
		33. I get nervous when the English teacher ask questions which I haven't prepared in advance.

### 3.3 Settings and Participants

This research will be conducted at a public vocational high school in Mataram, West Nusa Tenggara. Participants who will help this research are 11th grade students majoring in technical light vehicle and computer network engineering. The total number of students majoring in technical light vehicle and computer network engineering is 40 students, with details of each department having 16 and 24 students. This vocational high school was chosen based on the results of a survey previously conducted by researchers based on access,



procedures, and responses provided by the school. Currently still in the COVID-19 pandemic, so research procedures and the learning process are carried out online.

### **3.4 Research Procedures**

To get data from students' English learning anxiety, a questionnaire was used. Researchers will ask 11th-grade students with different majors to fill out a questionnaire that has been developed from the FLCAS (Foreign Language Classroom Anxiety Scale) Horwitz et al (1986) to measure how much learning anxiety students experience when learning English in class. The data collection process consists of several steps. First, the researcher contacted the deputy principal of the school to ask permission to conduct a research survey at the school. After being permitted, the researcher sends an official research permit letter which will be given to the principal. Then the vice principal will ask which class will be surveyed and ask for a broadcast message to be given to students, the broadcast message will be conveyed through the homeroom teacher of each class. All procedures are carried out online because it is currently the COVID-19 pandemic and students are doing distance learning. After the broadcast message is delivered to students, the researcher can collect data and process the data that has been obtained through SPSS and Microsoft Excel software. Previously, this questionnaire had been frequently used in previous research to measure learning anxiety in students. This questionnaire will contain 33 questions related to learning anxiety and the English learning ability of the 11th-grade vocational high school students. The population of this study was 40 vocational school students from the department of light vehicle engineering and computer network engineering. The sample method used is probability sampling. To reach 95% of the confidence level, based on Slovin's formula calculated from the Raosoft sample size calculator, there were 37 numbers of participants as the minimum sample in this study.

This study will use descriptive analysis to answer research questions. There are several procedures in analyzing the results of the research questionnaire. After the participants filled out the questionnaire using Google Form, the researcher would download the results of filling out the questionnaire and enter it into Microsoft Excel. The students who have filled out the questionnaire are from the Light Vehicle Engineering (TKR) department as many as 16 students, and 24 computer network engineering majors (TKJ). Researchers will analyze the results of the questionnaire using a sample test. The next step is to find and calculate the validity and reliability of the questionnaire results using SPSS version 23. The reliability test results are 0.898 which means higher than the minimum Cronbach Alpha value of 0.6. The results of this validity test also show that the results of filling out this questionnaire are valid. After that, the researcher calculated the overall survey results, the results of negative and positive statements, the results of the communication apprehension survey, test anxiety, and fear of negative evaluation. The results of this survey are viewed based on the average value and standard deviation, and determine the largest and smallest results. Furthermore, the researchers also calculated the score from the survey owned by the students and determined the level of anxiety that the students had based on existing provisions. FLCAS has two forms of statement, positive and negative. Positive statements are on the questionnaire numbers 2, 5, 8, 11, 14, 18, 22, 28, and 32. Meanwhile, negative statements are on the questionnaires number 1, 3, 4, 6, 7, 9, 10, 12, 13, 15, 16, 17, 19, 20, 21, 23, 24, 25, 26, 27, 29, 30, 31, and 33. The scale for positive statements will range from 1-5, on the other hand for negative statements it will range from 5 -1 which will be shown in the table below.

**Table 3.2 Likert’s Scoring Table Adopted from Horwitz et al. (1986)**

Statement	Scoring				
	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree

Positive	1	2	3	4	5
Negative	5	4	3	2	1

Then, the data was calculated manually with a score range ranging from 33 to 165. After the researcher discovered the results of the student's anxiety level, then they would be categorized into several levels, namely "Very Relaxed", "Relaxed", "Mildly Anxious", "Anxious.", And "Very Anxious".

**Table 3.3 FLCAS Anxiety Scale**

Range	Level
124-165	Very Anxious
108-123	Anxious
87-107	Mildly Anxious
66-86	Relaxed
33-65	Very Relaxed

There are three main causes of anxiety in learning in foreign language classes at FLCAS: communication apprehension, test anxiety, and fear of negative evaluation.

In research, to check for reliability the score must have at least a coefficient of at least 0.70 and preferably higher. In FLCAS, the internal consistency estimate for reliability is 0.93 and the test-retest reliability is 0.83. The results of the FLCAS (Foreign Language Classroom Anxiety Scale) data that have been obtained will be analyzed using a sample test via the SPSS (Statistical Package for Social Sciences) software program. This sample test is used to check how much similarity is significant in students' English learning anxiety.

**Table 3.4 Major of the Participants**

No	Major	Total Students
1.	Technical Light Vechile (Teknik Kendaraan Ringan).	16

2.	Computer Network Engineering (Teknik Komputer Jaringan).	24
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## CHAPTER IV

### FINDINGS AND DISCUSSION

This chapter contains data collections and data analysis that will answer questions from the research in the previous chapter. In this chapter it will contain the discussion of the results of the FLCAS questionnaire, such as validity testing, reliability, and scores from the level of anxiety owned by students.

#### 4.1 Findings

##### 4.1.1 Result of the Questionnaire of Learning Anxiety

Participants who have filled the FLCAS questionnaire are as many as 40 students, with details of the Department of Light Vehicle Engineering (TKR) as many as 16 students, and 24 network computer engineering majors (TKJ). Here are the results of the FLCAS questionnaire:

**Table 4.1R result of the Positive Statements in learning Anxiety Questionnaire's (FLCAS)**

Questions	Number of Participants	5	4	3	2	1
2. I don't worry about making mistakes in English class.	40	4	13	15	4	4
5. It wouldn't bother me at all to take more English classes.	40	5	9	13	8	5
8. I am usually at ease during tests in my English class.	40	5	10	17	5	3
11. I don't understand why some people get so upset over English classes.	40	12	13	9	4	2
14. I would not be nervous learning the English with native speakers.	40	3	8	18	8	3

18. I feel confident when I speak in English class.	40	3	9	13	9	6
22. I don't feel pressure to prepare very well for English class.	40	3	16	13	7	1
28. When I'm on my way to English class, I feel very sure and relaxed.	40	8	15	11	5	1
32. I would probably feel comfortable around native speakers of the English.	40	2	16	19	1	2

**Table 4.2 Result of the Negative Statements in learning Anxiety Questionnaire's (FLCAS)**

Questions	Number of Participants	1	2	3	4	5
1. I never feel quite sure of myself when I am learning in English.	40	5	6	14	11	4
3. I tremble when I know that I'm going to be called on in English class.	40	12	9	10	5	4
4. It frightens me when I don't understand what the teacher is saying in English.	40	8	8	7	12	5
6. During English class, I find myself thinking about things that have nothing to do with the course.	40	4	10	13	9	4
7. I keep thinking that the other students are better at English than I am.	40	5	3	5	13	14
9. I start to panic when I have to speak without preparation in English class.	40	3	8	7	13	9

10. I worry about consequences of failing my English class.	40	3	7	6	20	4
12. In English class, I can get so nervous I forget things I know.	40	8	9	11	4	8
13. It embarrasses me to volunteer answers in English class.	40	4	5	8	15	8
15. I get upset when I don't understand what the teacher is correcting.	40	7	10	10	6	7
16. Even if I am well prepared for English class, I feel anxious about it.	40	5	7	14	9	5
17. I often feel like not going to my English class.	40	9	9	9	10	3
19. I am afraid that my English teacher is ready to correct every mistake I make.	40	10	11	11	6	2
20. I can feel my heart pounding when I am going to be called on in my English class.	40	8	8	14	5	5
21. The more I study for an English test, the more confused I get.	40	7	8	9	10	6
23. I always feel that the other students speak English better than I do.	40	3	4	5	18	10
24. I feel very self-conscious about learning English in front of other students.	40	6	7	8	12	7
25. English class moves so quickly I worry about getting left behind.	40	4	6	14	12	4

26. I feel more tense and nervous in my English class than in my other classes.	40	11	9	11	7	2
27. I get nervous and confused when I am learning in my English class.	40	7	8	8	14	3
29. I get nervous when I don't understand every word the English teacher says.	40	3	7	11	15	4
30. I feel overwhelmed by the number of rules you have to learn to speak English.	40	2	4	12	15	7
31. I am afraid that the other students will laugh at me when I speak English.	40	9	7	8	8	8
33. I get nervous when the English teacher ask questions which I haven't prepared in advance.	40	3	2	11	13	11

**Table 4.3 Validity and Reliability Test**

Pernyataan	R hitung	R table	Keterangan
Item 1	0,533	0,312	Valid
Item 3	0,733	0,312	Valid
Item 4	0,639	0,312	Valid
Item 6	0,372	0,312	Valid
Item 7	0,559	0,312	Valid
Item 9	0,674	0,312	Valid
Item 10	0,590	0,312	Valid



Item 12	0,827	0,312	Valid
Item 13	0,676	0,312	Valid
Item 15	0,492	0,312	Valid
Item 16	0,662	0,312	Valid
Item 17	0,447	0,312	Valid
Item 20	0,740	0,312	Valid
Item 21	0,533	0,312	Valid
Item 23	0,597	0,312	Valid
Item 24	0,684	0,312	Valid
Item 25	0,599	0,312	Valid
Item 26	0,603	0,312	Valid
Item 27	0,673	0,312	Valid
Item 29	0,692	0,312	Valid
Item 30	0,417	0,312	Valid
Item 31	0,726	0,312	Valid
Item 32	0,384	0,312	Valid
Item 33	0,691	0,312	Valid

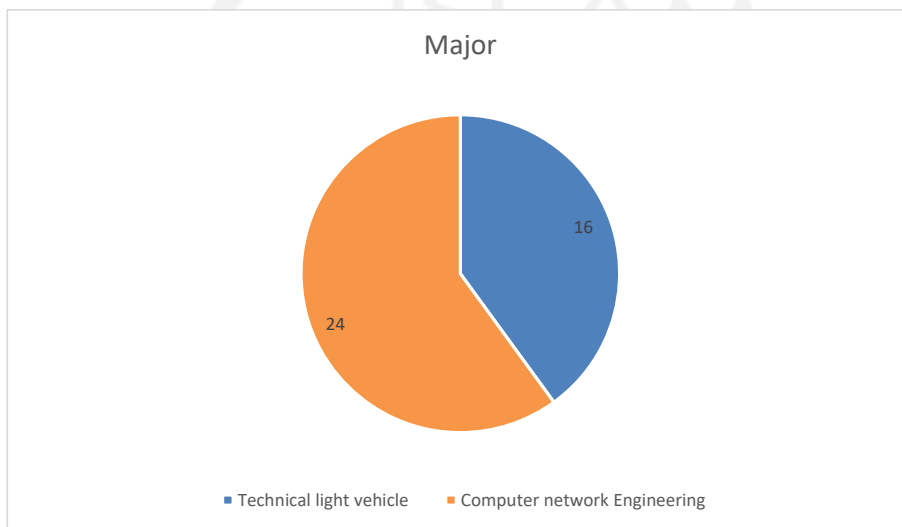
**Table 4.4 Reliability Statistics**

Cronbach's Alpha	N of Items
.898	33

Based on the reliability test results above, it is known that the Cronbach alpha number is 0.898. So the questionnaire used (0.898) is greater than the minimum Cronbach alpha value of 0.6. Therefore, it can be concluded that the research instrument used can be said to be reliable.

#### 4.1.2 Demographic Survey

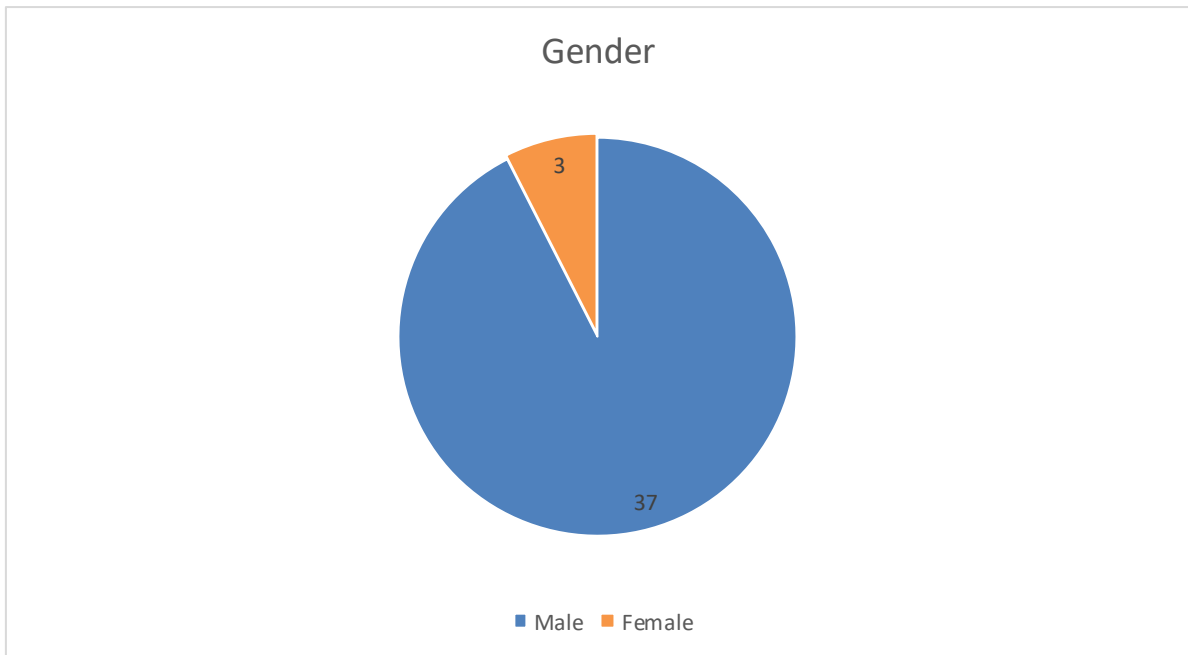
##### a. Major



**Figure 4.1 The majors of the participants filling out the FLCAS questionnaire**

Based on the majors, the results of the survey showed that there were 24 students who came from the Computer Network Engineering department, and there were 16 students who came from the Light Vehicle Engineering Department.

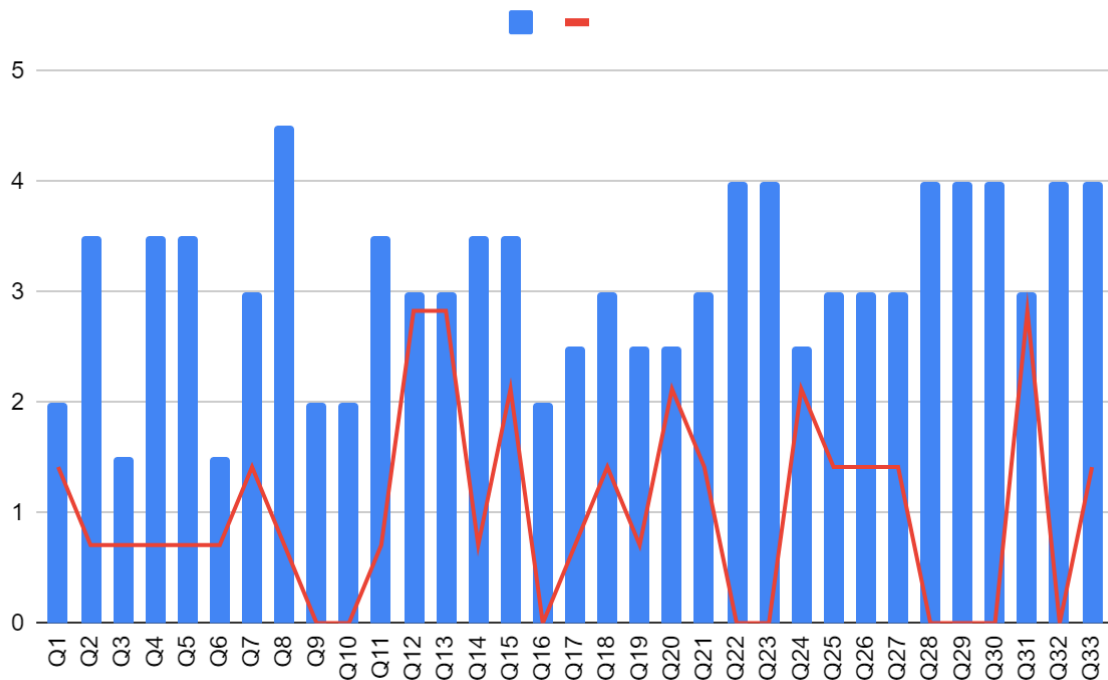
## b. Gender



**Figure 4. 2**The gender of the participants filling out the FLCAS questionnaire

Based on the gender of the students, the results of the survey showed that there were 37 male students and only 3 female students.

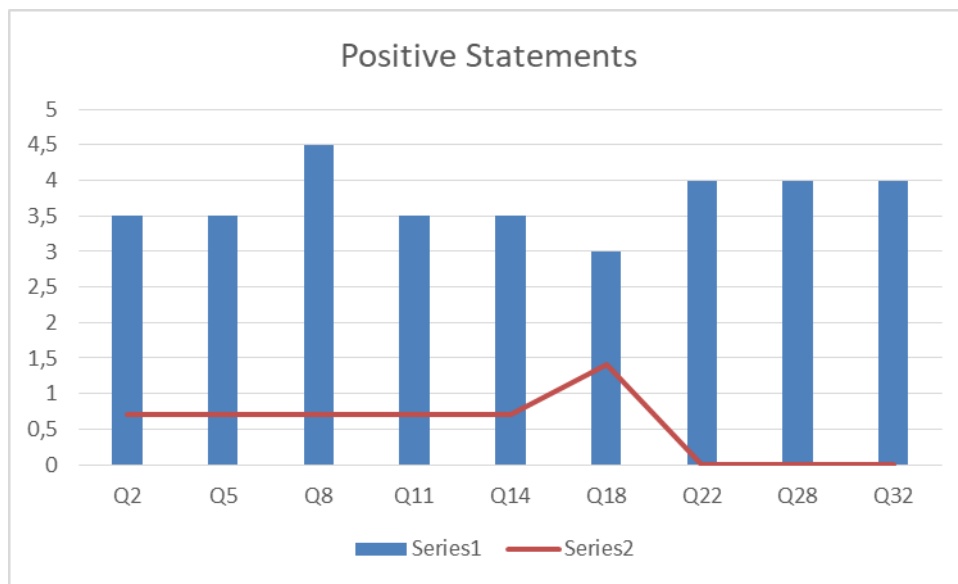
### 4.1.3. The Overall Survey Result



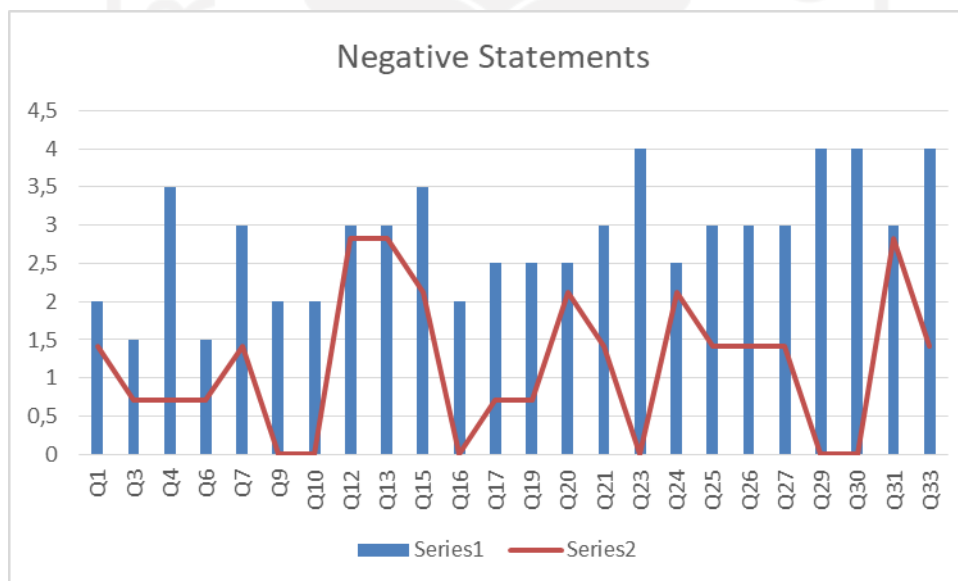
**Figure 4.3 The Overall Survey Result**

Based on the overall survey results, the highest mean is in Q8, which is the statement "I am usually at ease during tests in my English class", with a mean result of 4.5 and an SD value of 0.707106781. Meanwhile, the lowest average result was found in Q3 with the statement "I tremble when I know that I'm going to be called on in English class" with the mean result of 1.5 and SD value of 0.707106781 and Q6 with the statement "During English class, I found myself thinking about things that have nothing to do with the course", with a mean result of 1.5 and an SD value of 0.707106781. This shows that most students feel comfortable during the test in English class.

#### 4.1.4. Positive and Negative Statements Survey Result



**Figure 4.4 Positive Statements Survey Result**



**Figure 4.5 Negative Statements Survey Result**

Based on the results of the positive statement section, the highest mean is in Q8 with the statement "I am usually at ease during test in my English class", with a mean result of 4.5 and an SD value of 0.707. Meanwhile, the lowest mean is discovered in Q18 with the statement "I feel confident when I speak in my English class.", with a mean result of 3 and an elementary

value of 1,414. This proves that most students feel comfortable during the English test in class.

Based on the results of the negative statement section, the highest mean is in Q23 with the statement "I always feel that the other students speak English better than I do", with a mean result of 4 and an SD value of 0, Q29 with the statement "I get nervous when I don 't understand every word the English teacher says ", with a mean result of 4 and an SD value of 0, Q30 with the statement" I feel overwhelmed by the number of rules you have to learn to speak English ", with a mean result of 4 and an SD value of 0, and Q33 with the statement "I get nervous when the English teacher asks questions which I haven't prepared in advance" with a mean result of 4 and an SD value of 1.4. While the lowest mean is in Q3 with the statement "I tremble when I know that I'm going to be called on in English class", with the mean value of 1.5 and SD value of 0.7, and Q6 with the statement "During In English class, I find myself thinking about things that have nothing to do with the course ", with a mean result of 1.5 and an SD value of 0.7. This proves that most students feel that other students speak English better than them, feel nervous when they don't understand what the English teacher is saying, and feel overwhelmed by the many rules that must be learned to speak English.

#### 4.1.5. Communication Apprehension Survey Result

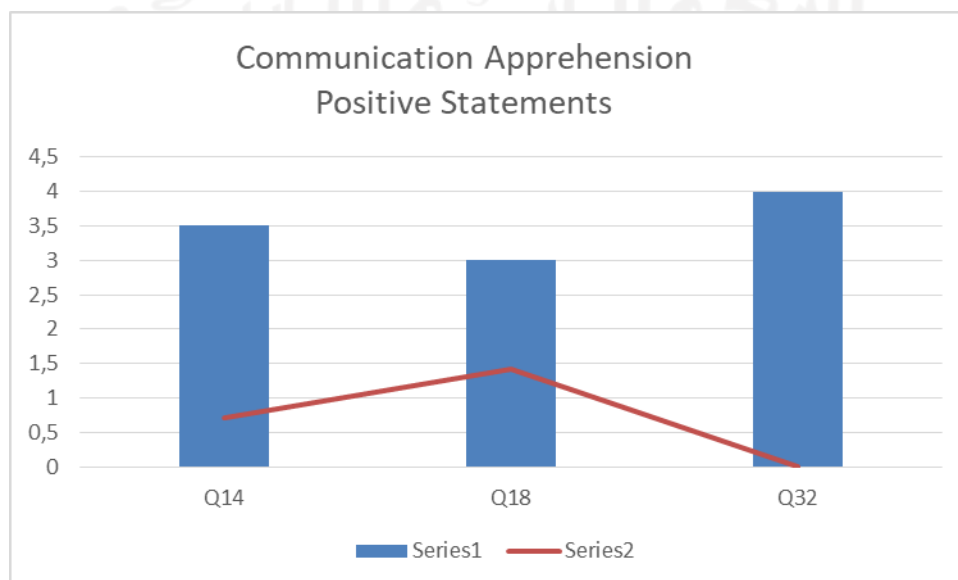
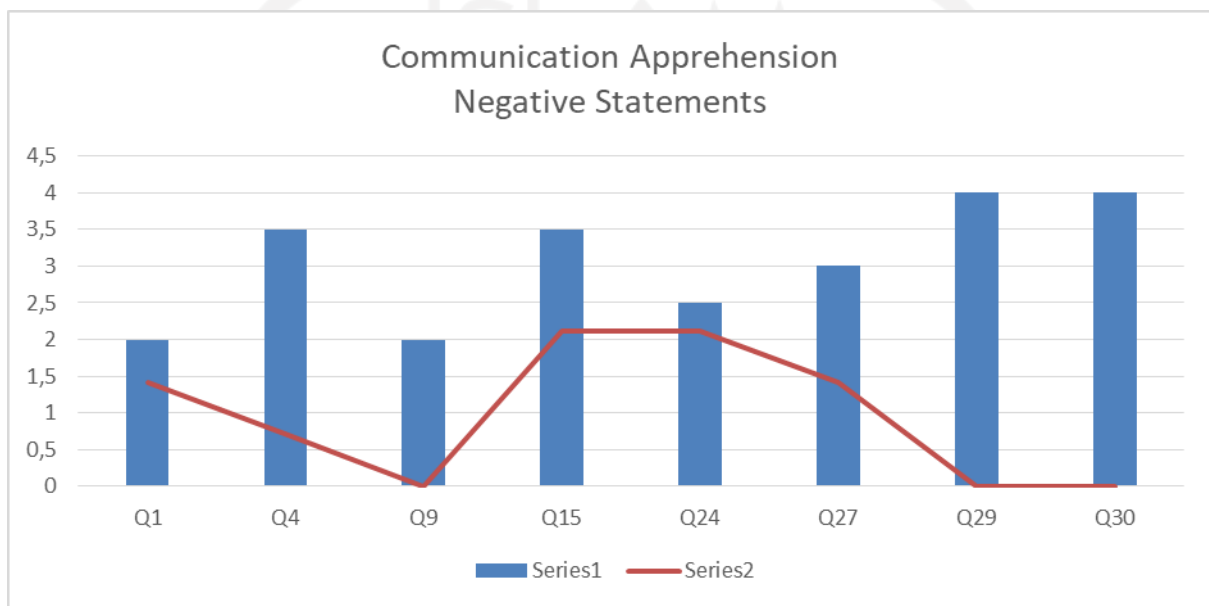


Figure 4.6 Communication Apprehension Positive Statements Survey

Based on the survey results from the Communication Apprehension section for positive statements, the highest mean is in Q32 with the statement "I would probably feel comfortable around the native speakers of English." with a mean result of 4 and an SD value of 0. For the lowest mean is in Q18 with the statement "I feel confident when I speak in my English class." with the mean 3 and SD value of 1.414. This proves that most students will probably feel comfortable around native English speakers.

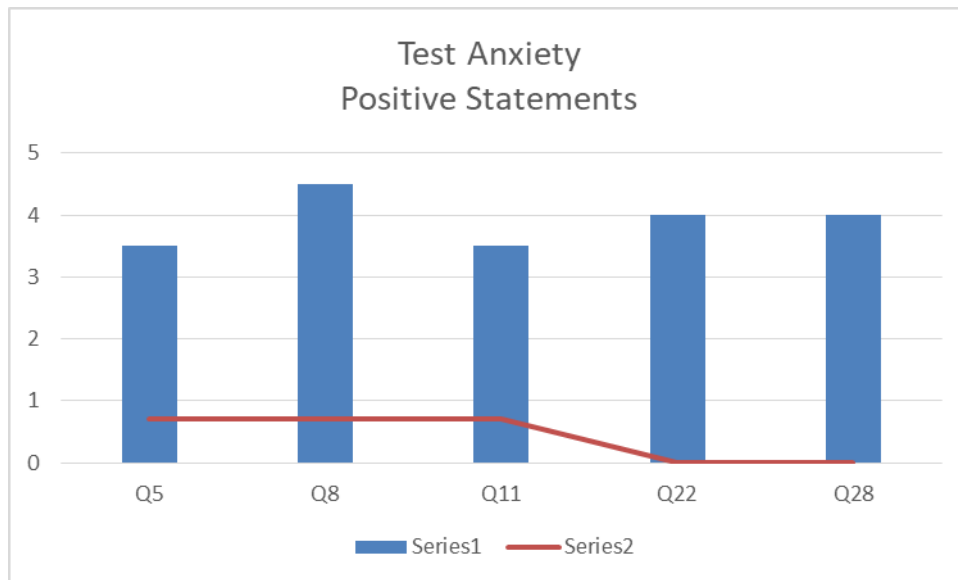


**Figure 4.7 Communication Apprehension Negative Statements Survey Result**

Based on the survey results from the Communication Apprehension section for negative statements, the highest mean is in Q29 with the statement "I get nervous when I don't understand every word the English teacher says." with the mean result of 4 and SD value which is 0, and Q30 with the statement "I feel overwhelmed by the number of rules you have to learn to speak English." with the mean result of 4 and SD value is 0. Meanwhile, the lowest mean is in Q1 with the statement "I never feel quite sure of myself when I am learning in English." with the mean 2 and SD value of 1.414, and Q9 with the statement "I start to panic when I have to speak without preparation in English class." with the mean result of 2 and SD score of 0. This proves that most students feel nervous when they do not understand

what the English teacher is saying and also feel overwhelmed by the many rules that must be learned to speak English.

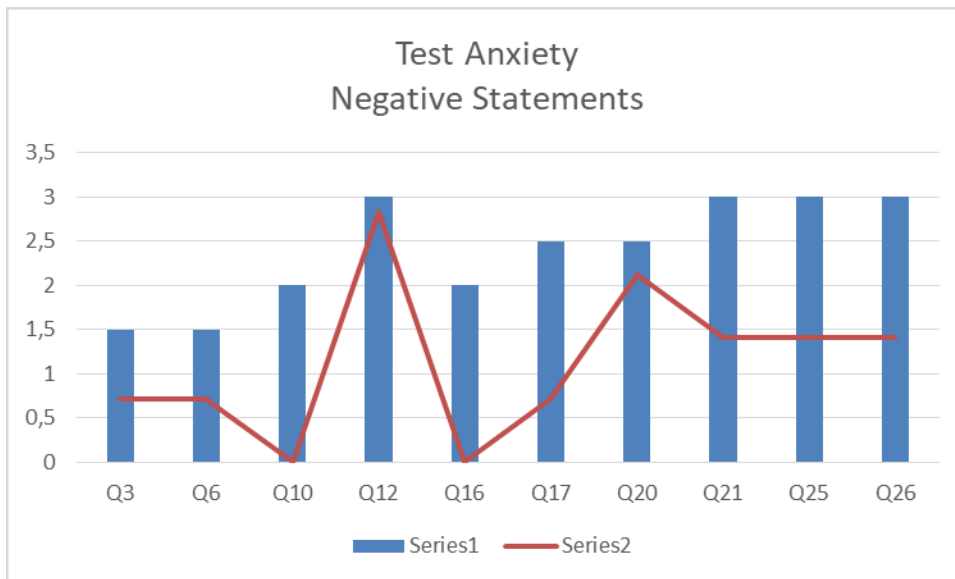
#### 4.1.6. Test Anxiety Survey Result



**Figure 4.8 Test Anxiety Positive Statements Survey Result**

Based on the survey results from the Test Anxiety section for positive statements, the highest mean is in Q8 with the statement "I am usually at ease during tests in my English class." with the mean value of 4.5 and SD value of 0.707. Meanwhile, the lowest mean is found in Q5 with the statement "It would not bother me at all to take more English classes." with the mean results of 3.5 and SD values namely 0.707 and Q11 with the statement "I don't understand why some people get so upset over English classes." with the mean value of 3.5 and SD value of 0.707. This proves that most students feel comfortable during the English test in class.

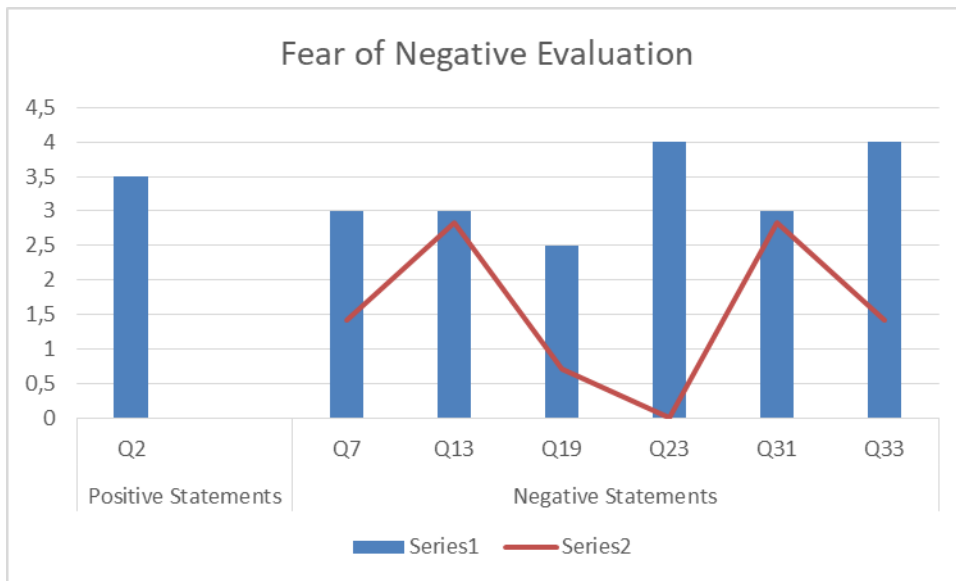




**Figure 4.9 Test Anxiety Negative Statements Survey Result**

Based on the survey results from the Test Anxiety section for negative statements, the highest mean is in Q12 with the statement "In English class, I can get so nervous I forget things I know." with a mean of 3 and SD value of 2.83, Q21 with the statement "The more I study for an English test, the more confused I get." with the mean 3 and SD score of 1.4, Q25 with the statement "English class moves so quickly I worry about getting left behind." with the mean 3 and SD value of 1.4, and Q26 with the statement "I feel more tense and nervous in my English class than in my other classes." with the mean 3 and SD value of 1.41. Meanwhile, the lowest mean is discovered in Q3 with the statement "I tremble when I know that I'm going to be called on in English class." with the mean value of 1.5 and SD value of 0.7 and Q6 with the statement "During English class, I find myself thinking about things that have nothing to do with the course." with the mean value of 1.5 and SD value of 0.7. This proves that most students can be so nervous that they forget the things they had during English class, get more confused when they study for the English test, worry about falling behind because the English class is moving so fast, and feel more tense and nervous in English class than in other classes.

#### 4.1.7 Fear of Negative Evaluation Survey Result



**Figure 4.10 Ear of Negative Evaluation Positive Statements Survey Result**

Based on the survey results from the Fear of Negative Evaluation section for positive statements, the highest mean is in Q2 with the statement "I don't worry about making mistakes in the English class." with the mean value of 3.5 and SD value of 0.707. This proves that most students are not worried about making mistakes in English class.

Based on the survey results from the Fear of Negative Evaluation section for negative statements, the highest mean is in Q23 with the statement "I always feel that the other students speak English better than I do." with a mean result of 4 and a SD value of 0, and Q33 with the statement "I get nervous when the English teacher ask questions which I haven't prepared in advance." with the mean value of 4 and the SD value of 1.4. Meanwhile, the lowest mean is in Q19 with the statement "I am afraid that my English teacher is ready to correct every mistake I make." with a mean score of 2.5 and an SD value of 0.7. This proves that most students feel other students speak English better than them, and feel nervous when the English teacher asks questions whose answers they have not prepared beforehand

**Table 4.5 Scoring and Categorizing of FLCAS**

Name	Major	Questionnaire Number																																	Total Score	Level Anxiety	
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
MZB	TKR	3	4	2	4	4	2	2	4	2	2	4	5	5	4	5	2	2	2	3	4	4	4	4	4	4	4	4	4	4	4	4	5	4	5	119	Anxious
MAA	TKR	4	4	4	4	4	4	4	4	4	4	4	5	4	2	4	4	2	2	4	4	4	4	4	4	4	4	4	4	4	4	5	4	128	Very Anxious		
MRP	TKR	2	5	1	1	1	2	3	3	2	3	5	2	4	2	2	3	3	3	3	1	3	4	3	3	4	3	3	3	3	3	3	4	5	95	Mildly Anxious	
AEH	TKR	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	33	Very Relaxed		
AG	TKR	5	3	1	1	1	5	5	3	1	2	1	1	5	4	5	2	3	1	1	1	5	3	5	3	5	1	1	5	3	5	1	4	3	95	Mildly Anxious	
AQM	TKR	4	2	3	4	1	4	4	2	5	4	2	3	4	1	3	4	4	2	4	3	4	2	4	4	4	3	4	3	4	4	2	4	109	Anxious		
MNA	TKR	3	4	1	2	4	4	1	5	1	2	4	2	2	5	3	3	1	5	4	2	2	4	2	2	3	2	2	5	4	3	2	4	3	96	Mildly Anxious	
IKPS	TKR	3	2	4	5	3	2	4	1	4	4	5	4	5	3	3	5	3	2	2	5	5	3	4	4	3	4	4	2	4	4	5	3	5	119	Anxious	
IGASU	TKR	4	3	4	3	2	4	5	2	5	4	3	3	4	3	4	5	4	2	3	3	5	3	4	5	3	3	4	2	3	5	4	3	5	119	Anxious	
STB	TKR	5	2	4	2	5	3	5	1	3	3	2	3	3	2	2	2	4	1	2	4	5	2	5	5	5	5	5	5	4	5	5	5	3	5	117	Anxious
MH	TKR	3	4	1	3	3	3	5	3	5	5	3	5	5	5	5	3	5	5	5	1	5	5	4	5	4	3	3	3	3	3	3	3	124	Very Anxious		
IWAP	TKR	4	1	1	4	3	3	5	2	4	4	4	2	4	1	2	4	4	1	3	2	4	3	4	2	4	3	5	3	2	4	4	3	4	103	Mildly Anxious	
YRAP	TKR	3	4	5	5	4	4	5	5	4	4	5	5	4	4	2	3	4	3	3	4	3	4	3	2	3	2	5	5	5	4	4	4	4	128	Very Anxious	
MJR	TKR	4	2	3	2	4	2	1	4	3	4	4	2	2	4	1	2	2	5	2	2	2	2	4	2	4	4	4	4	4	2	2	2	4	4	95	Mildly Anxious
MR	TKR	1	3	2	4	4	1	1	3	3	4	5	3	3	2	2	3	2	4	5	3	1	4	1	3	4	3	3	5	4	2	1	4	3	96	Mildly Anxious	
MAR	TKR	3	3	2	4	3	3	3	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	4	3	2	3	4	2	3	3	3	3	3	100	Mildly	



DAA	TKJ	2	4	2	2	5	2	3	3	4	4	5	3	3	3	5	4	1	3	1	3	1	4	3	3	5	1	3	3	4	3	3	3	4	102	Mildly Anxious
MHH	TKJ	4	3	3	3	3	5	4	3	3	4	4	4	4	3	4	3	3	2	3	3	4	3	3	3	3	3	3	3	3	5	3	3	4	111	Anxious
RDA	TKJ	1	5	3	3	5	3	5	5	3	1	3	3	3	3	1	4	1	4	1	4	4	5	5	3	3	1	1	5	4	4	1	4	5	106	Mildly Anxious
IBVK	TKJ	2	4	2	2	4	2	2	4	4	4	2	2	2	3	4	3	2	3	2	3	3	3	2	4	4	3	4	4	4	4	2	4	4	101	Mildly Anxious
MNW	TKJ	3	5	1	1	1	5	1	3	2	2	5	1	1	2	2	1	4	3	3	1	1	5	1	1	1	1	1	5	1	5	1	1	1	72	Relaxed
RA	TKJ	3	3	2	2	3	3	3	3	2	3	4	2	3	3	1	3	3	4	2	2	2	2	3	2	2	2	2	4	2	3	2	3	3	86	Relaxed
YP	TKJ	1	3	1	3	3	1	4	5	2	2	3	1	1	3	2	2	3	4	2	1	2	4	4	1	2	2	2	4	4	4	1	4	3	84	Relaxed

\*Grey Coloums : Positive Statements

\*White Coloums : Negative Statements

## 4.2 Discussion

This discussion section aims to answer questions from the research objectives and discuss in more detail about the research results that have been found to get conclusions.

The first research question asks about what are the factors that cause vocational high school students to experience anxiety when learning English in class. The results of the negative statements indicate that there are several factors that have the greatest value acquisition in students' English learning anxiety, such as the negative statement from Fear of Negative Evaluation number Q23 (I always feel that the other students speak English better than I do.) with an average of 4, negative statement from Communication apprehension number Q29 (I get nervous when I don't understand every word the English teacher says.) with an average of 4, negative statement from Communication Apprehension number Q30 (I feel overwhelmed by the number of rules you have to learn to speak English.) with an average of 4, and negative statement from Fear of Negative Evaluation number Q33 (I get nervous when the English teacher ask questions which I haven't prepared in advance.) with an

average of 4. Meanwhile, the lowest results are found in the negative statement of the Anxiety Test number Q3 (I tremble when I know that I'm going to be called on in English class) and Q6 (During English class, I find myself thinking about things that have nothing to do with the course.) with an average of 1,5. This shows that students always feel that other students speak better English than themselves, they feel nervous when they don't understand every word the English teacher says, they feel overwhelmed by the many rules to learn to speak English, and they feel nervous when the English teacher asked questions that they had not prepared beforehand. The emergence of this insecurity is shared by one student as well as other students, they both have insecurity in learning English, especially when they are dealing with someone who is more skilled in English. The many rules in English, such as grammar, vocabulary, pronunciation, emphasis in speaking, and several other rules also make students confused because they have to learn all of them to really understand in English class. Though they can learn everything slowly and every student has different abilities. This result is inversely proportional to what has been discovered by Ningsih and Fatimah (2020), they said that the dominant statement is owned by the negative statement of the Test Anxiety number Q16, namely the statement "Even if I am well prepared for English class, I feel anxious about it.". Most of the students are afraid of learning English test even though they have tried to prepare themselves well. They think that they will fail the test so they feel insecure about the English test. Students believe what they have in mind more than trying it first. This is what causes that failure is ingrained in their minds and thinks that what they do later will be useless. These different findings indicate that each student has differences in the anxiety factors that affect them in learning English, all of which depend on the feelings, abilities, and experiences of each student. Students who are assisted by teachers should find out about what they need and how to deal with the anxiety they experience.

For the second research question, what is the level of anxiety in English possessed by vocational high school students, the results showed that there were 6 students who experienced Very Anxious level, 10 students who experienced Anxious level, 18 students who experienced Mildly Anxious level, 5 students who experienced Relaxed level, and only 1 student who experienced Very Relaxed level. This shows that majority of students experienced mild level of anxiety. Meanwhile, the lowest anxiety score was found at the Very Relax level which was only owned by one student. The highest anxiety score is owned by a student from the Computer Network Engineering department with a score of 141, while the lowest anxiety score is owned by a student from the Light Vehicle Engineering department with a score of 33. The results of this study are the same as what Asyifa et al (2019) found, 40% (twelve students) of students were at the Mildly Anxious anxiety level. Most of the students felt that they did not have much anxiety, but also felt uneasy when learning English in class. They felt that they have a little anxiety, worry, fear and doubt when learning English but also feel anxious at certain times. This is often felt by students, the atmosphere around students can also affect the emergence of anxiety about learning English in the classroom. This anxiety sometimes arises because students suddenly feel that they are unable to understand the material that will be given by the teacher. Students think that their basic skills and knowledge are not enough and there are many other classmates who are better than them. This anxiety can appear suddenly, especially when they see other friends who have better results than them, when the teacher holds a test suddenly, even when negative thoughts suddenly arise in the minds of students.

## CHAPTER V

### CONCLUSION

Based on previous discussion, it can be concluded that vocational high schools experienced mild levels of anxiety that were mostly caused by peer pressure and the lack of English language skills they have. They felt least anxious when they were well-prepared during classroom discussion. This findings implies that English learning in vocational high school should set the class into more collaborative environments by increasing practice in the classroom. However, this study only involved one school in one regency. Thus, for further studies researchers can involve participants based on several different schools to re-observe the results of English learning anxiety experienced by vocational high school students





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## APPENDICES

### *Appendix 1 The Questionnaire of FLCAS*

<b>Items</b>
1. I never feel quite sure of myself when I am learning in English.
2. I don't worry about making mistakes in English class.
3. I tremble when I know that I'm going to be called on in English class.
4. It frightens me when I don't understand what the teacher is saying in English.
5. It wouldn't bother me at all to take more English classes.
6. During English class, I find myself thinking about things that have nothing to do with the course.
7. I keep thinking that the other students are better at English than I am.
8. I am usually at ease during tests in my English class.
9. I start to panic when I have to speak without preparation in English class.
10. I worry about consequences of failing my English class.
11. I don't understand why some people get so upset over English classes.
12. In English class, I can get so nervous I forget things I know.
13. It embarrasses me to volunteer answers in English class.

14. I would not be nervous learning English with native speakers.

15. I get upset when I don't understand what the teacher is correcting.

16. Even if I am well prepared for English class, I feel anxious about it.

17. I often feel like not going to my English class.

18. I feel confident when I speak in my English class.

19. I am afraid that my English teacher is ready to correct every mistake I make.

20. I can feel my heart pounding when I am going to be called on in my English class.

21. The more I study for an English test, the more confused I get.

22. I don't feel pressure to prepare very well for English class.

23. I always feel that the other students speak English better than I do.

24. I feel very self-conscious about learning English in front of other students.

25. English class moves so quickly I worry about getting left behind.

26. I feel more tense and nervous in my English class than in my other classes.

27. I get nervous and confused when I am learning in my English class.

28. When I am on my way to English class, I feel very sure and relaxed.

29. I get nervous when I don't understand every word the English teacher says.

30. I feel overwhelmed by the number of rules you have to learn to speak English.

31. I am afraid that the other students will laugh at me when I speak English.

32. I would probably feel comfortable around the native speakers of English.

33. I get nervous when the English teacher ask questions which I haven't prepared in advance.

*Appendix 2 Translation of the questionnaire in Indonesian*

<b>Item</b>
1. Saya tidak pernah merasa yakin pada diri sendiri ketika berbicara dalam bahasa Inggris.
2. Saya tidak khawatir jika membuat kesalahan di kelas bahasa Inggris.
3. Saya gemetar saat tahu bahwa saya akan dipanggil di kelas bahasa Inggris.
4. Saya takut jika saya tidak mengerti apa yang dikatakan guru di kelas bahasa Inggris.
5. Saya tidak keberatan mengikuti kelas bahasa Inggris tambahan.
6. Selama kelas bahasa Inggris, saya memikirkan hal-hal yang tidak ada hubungannya dengan pelajaran.
7. Saya terus berpikir bahwa bahasa Inggris teman sekelas lebih baik daripada saya.
8. Saya biasanya merasa nyaman selama tes bahasa Inggris di kelas.
9. Saya mulai panik ketika saya harus berbicara bahasa Inggris tanpa persiapan di kelas.
10. Saya khawatir tentang akibat jika saya gagal saat kelas bahasa Inggris.
11. Saya tidak mengerti mengapa beberapa teman begitu kesal dengan kelas bahasa Inggris.
12. Di kelas bahasa Inggris, saya sangat gugup sampai lupa hal-hal yang sudah saya tahu.
13. Saya malu untuk mengajukan diri untuk menjawab di kelas bahasa Inggris.
14. Saya tidak akan gugup berbicara bahasa Inggris dengan penutur asli.

15. Saya stress jika saya tidak mengerti apa yang dikoreksi guru.
16. Walaupun saya siap untuk pelajaran bahasa Inggris, saya tetap merasa cemas.
17. Saya sering merasa tidak ingin mengikuti pelajaran bahasa Inggris.
18. Saya merasa percaya diri ketika saya berbicara bahasa Inggris di kelas.
19. Saya takut guru bahasa Inggris akan mengoreksi setiap kesalahan yang saya buat.
20. Saya dapat merasakan jantung saya berdebar ketika saya akan diminta untuk berbicara di kelas bahasa Inggris.
21. Semakin saya belajar untuk tes bahasa Inggris, saya semakin bingung.
22. Saya tidak merasa tertekan untuk mempersiapkan diri dengan baik pada pelajaran bahasa Inggris.
23. Saya selalu merasa bahwa teman sekelas berbicara bahasa Inggris lebih baik daripada saya.
24. Saya merasa sangat malu berbicara bahasa Inggris di depan siswa lain.
25. Kelas bahasa Inggris berjalan begitu cepat sehingga saya khawatir ketinggalan.
26. Saya merasa lebih tegang dan gugup di kelas bahasa Inggris daripada di pelajaran yang lain.
27. Saya gugup dan bingung ketika berbicara bahasa Inggris di kelas.
28. Sebelum kelas bahasa Inggris dimulai, saya merasa sangat yakin dan santai.
29. Saya gugup ketika saya tidak mengerti setiap kata yang diucapkan guru bahasa Inggris.
30. Saya merasa kewalahan dengan aturan yang harus dipelajari untuk berbicara bahasa Inggris.
31. Saya takut teman kelas akan menertawakan saya ketika saya berbicara bahasa Inggris.
32. Saya merasa santai ketika berada di sekitar penutur asli bahasa Inggris.

33. Saya merasa gugup ketika guru bahasa Inggris memberikan pertanyaan yang belum saya persiapkan sebelumnya.

**Appendix 3 The Data Collection**

No	Participants	Positive Statements					Negative Statements				
		5	4	3	2	1	5	4	3	2	1
1	MZB	0	8	0	1	0	5	10	2	7	0
2	MAA	1	6	0	2	0	1	22	0	1	0
3	MRP	2	2	3	1	1	1	2	13	5	3
4	AEH	0	0	0	0	9	0	0	0	0	24
5	AG	1	2	3	0	3	9	0	4	2	9
6	AQM	0	0	1	6	2	1	18	5	0	0
7	MNA	4	5	0	0	0	0	3	6	11	4
8	IKPS	1	0	4	3	1	7	11	4	2	0
9	IGASU	0	0	5	4	0	7	10	7	0	0
10	STB	1	1	1	4	2	12	3	5	4	0
11	MH	3	1	5	0	0	10	2	10	0	2
12	IWAP	0	1	4	1	3	2	13	3	5	1
13	YRAP	3	5	1	0	0	6	9	6	3	0
14	MJR	1	6	0	2	0	0	7	2	13	2
15	MR	2	4	2	1	0	1	4	9	4	6



16	MAR	0	1	7	1	0		0	3	19	2	0
17	AM	4	5	0	0	0		1	0	1	12	10
18	RDK	0	1	4	4	0		4	14	6	0	0
19	SPN	0	5	4	0	0		2	6	6	7	3
20	MAI	3	0	3	2	1		10	1	7	4	2
21	TSAAS	1	3	2	1	2		15	2	3	3	1
22	AEBB	3	4	1	1	0		1	7	3	5	8
23	IAP	1	0	4	3	1		13	8	3	0	0
24	AP	0	3	6	0	0		3	10	9	2	0
25	MAR	2	4	3	0	0		3	3	6	5	7
26	MAPFP	0	5	3	1	0		0	4	9	9	2
27	YA	0	1	7	1	0		1	18	4	1	0
28	IPAS	0	5	4	0	0		3	1	4	3	13
29	RR	0	2	6	1	0		1	7	10	5	1
30	FF	0	0	7	2	0		0	11	11	2	0
31	RA	0	6	3	0	0		15	8	0	0	1
32	HAJ	0	3	3	3	0		0	4	8	12	0
33	AMB	0	3	4	2	0		1	9	1	3	10
34	DAA	2	2	5	0	0		2	5	9	4	4
35	MHH	0	1	7	1	0		2	8	14	0	0
36	RDA	5	2	2	0	0		3	5	8	0	8
37	IBVK	0	5	3	1	0		0	9	4	11	0
38	MNW	4	0	2	1	2		2	1	2	3	16

39	RA	0	3	5	1	0		0	0	10	13	1
40	YP	1	4	4	0	0		0	4	3	9	8
	Total	4	10	12	5	2		14	26	23	17	14
		5	9	8	1	7		4	2	6	2	6
		360						960				













26	M A P F P	T K J	2	3	2	4	2	3	4	3	3	4	4	3	2	3	3	2	1	4	2	3	2	4	4	1	3	2	2	4	3	3	2	4	3	4	9
27	T Y A	K J	2	3	3	4	3	4	4	3	4	4	4	4	4	3	3	4	4	3	3	5	4	3	4	4	4	4	4	4	2	4	4	3	3	4	8
28	I P A S	T K J	3	4	1	1	3	3	5	3	2	2	3	1	3	4	1	1	2	3	1	1	3	4	4	1	1	1	1	4	1	5	1	4	5	2	8
29	R R	K J	3	3	3	4	3	2	4	3	4	2	3	2	5	4	1	3	2	2	3	3	2	4	4	4	3	3	4	3	3	3	4	3	3	2	0
30	T F F	K J	3	3	3	3	2	4	4	2	4	4	3	3	4	3	4	4	2	3	4	3	3	3	4	4	3	2	3	3	3	3	3	3	4	6	1





