A Survey of EFL Vocational Students' Speaking Anxiety in Online Classes

A Thesis

Presented to Department of English Language Education as Partial

Fulfillment of Requirements to Obtain the *Sarjana* Pendidikan Degree in

English Language Education

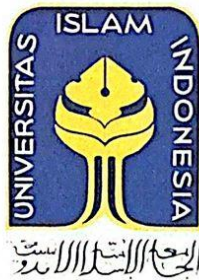

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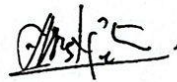
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A SURVEY OF EFL VOCATIONAL STUDENTS' SPEAKING ANXIETY

IN ONLINE CLASSES

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STATEMENT OF WORK'S ORIGINALITY

I honestly declare that this thesis is originally written by me. Thia thesis does not contain any work of others except those cited in the questions and references as a scientific paper should.

Yogyakarta, April 2022
The writer,

Maika Rahayu Firlas
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MOTTO

اِنَّ مَعَ الْعُسْرِ يُسْرًا

Indeed, with hardship there must be ease. (Q.S Asy-Syarh: 06)

Human progress is neither automatic nor inevitable. Every step toward the

goal of justice requires sacrifice, suffering, and struggle; the tireless

exertions and passionate concern of dedicated individuals.

– Martin Luther King, Jr.

DEDICATION

Gratefully and thankfully, I specially dedicate this thesis to my beloved parents

Mr. Firman and Mrs. Lasmiati

for all the support, love, advice and many things that I can't mention one by one.

Thank you for always accompanying my steps so that I can complete this of

Education degree.

I really dedicate this thesis to myself who have successfully completed the things

that have been started since the beginning. Thank you for having the courage to

make decisions and overcoming all obstacles. Thank you for not giving up when

things aren't turning out well. Once again, thank you so much.

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Wassalamualaikum warrahmatullahi wabarakatuh

Yogyakarta, 22 April 2022

Maika Rahayu Firlas

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A SURVEY OF EFL VOCATIONAL STUDENTS' SPEAKING ANXIETY

IN ONLINE CLASSES

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ABSTRAC

This research is concerned with the anxiety of speaking English in online classes in Vocational High Schools. This study aims to determine the level of anxiety experienced by vocational high school students and to find the factors that influence students' speaking anxiety. This research uses survey research. The participants were 32 high school students in Yogyakarta. Data collection was carried out using the FLSA questionnaire which was modified by Oztürk & Gürbüz (2014). Data were analyzed using SPSS and Microsoft Excel. The results of this study found that students have a high level of speaking anxiety, accompanied by four factors that tend to influence students' speaking anxiety levels in online classes, namely (1) When students feel nervous when speaking English with native speakers (item number 7 with a mean of 3.5 and standard deviation 0.7), (2) When students feel insecure when they speak English in class (item number 9 with mean 3.5 and standard deviation 0.7), (3) When students always feel that other students speak English better than they do (item number 12 with mean 2.5 and standard deviation 0.7), and (4) When students feel self-conscious about speaking English in front of other students (item number 13 with mean 2 and standard deviation 0).

Keywords: speaking anxiety, Indonesian EFL context, EFL online learning, speaking anxiety in vocational high school students.

CHAPTER I

INTRODUCTION

This chapter contains four sub-chapters; those are the background of the study, formulation of the problem, objectives of the study and significance of the study.

1.1 Background of the study

Many studies discuss anxiety in speaking English in EFL countries, not only explore the factors and causes but also their influence on the learning process and even self-development for students. It even affects the learning of foreign languages during speaking performances in the classroom (Price, 1991), considering that anxiety in speaking English ranks high among several factors that affect foreign language learning in Indonesia.

According to Krashen (1982), one of the elements that interfere with the learning process in general language learning is anxiety in the language. There are various approaches of curing, reducing, or eliminating speaking anxiety. The solution can be from your own side, other people around us, technological assistance, or you can do medical therapeutics. Teachers should be aware that language learning, and in particular spoken production, is a situation that has the potential to cause stress for some students, and cause a decrease in students' interest in learning while learning a language (Horwitz, 2001). If it is related to the field of education, speaking anxiety is one of the barriers to student learning in the field of education. When learning the language students will be faced with the practice of speaking the language widely in public, and if students experience speaking anxiety, of course, it

will greatly hinder the practice of speaking.

Horwitz (1986) has stated that the anxiety found in each individual is a psychological condition that causes self-discomfort such as nervousness, tension, and worries about something. Many people experience speaking anxiety. Not only students who follow the learning process but also adults. The fear of speaking has its own effect on each individual. In the language learning process, there are 4 skills that must be mastered by students. Among the 4 skills are reading, writing, listening, and speaking. Speaking is a very important language skill, which involves the production and delivery of messages/meanings verbally through systematically producing verbal utterances (Bailey, 2008). Anxiety in speaking is also considered natural anxiety that exists in every individual, inseparable from the factors that influence it. Ur (1996) has argued that all language skills are important aspects but speaking is the most important aspect. Meanwhile, anxiety in speaking is the tend to common anxiety found in the learning process. This is normal and it doesn't matter if someone is afraid to communicate.

Research on speaking anxiety has been widely carried out and found that speaking skills tend to be more complex than other skills. There are many variables that can affect the speaking ability of the performance learner. Language anxiety is a common issue that affects students' speaking performance among these variables (Saito and Samimy, 1996). In addition, speaking anxiety can also affect students in their confidence in their abilities, make students become discouraged, run away from participating in class activities, and even give up language learning efforts (Na, 2007).

Kitano (2001) has suggested that teachers find and provide ways to support students to overcome their fears while conducting evaluations in the classroom that may involve positive interaction between students. Positive interactions can be exemplified as positive comments. In relation to students' perceptions of low abilities, teachers must strive to create a comfortable classroom environment so that students do not perceive it as competition in the classroom.

Zhang and Zhong (2012) had found that various factors have been associated with speaking anxiety. including external and internal factors. These factors include linguistic factors, teacher factors, teaching approaches, class activities, psychological factors, and cultural factors, low self-confidence, shame, fear of making mistakes when speaking such as mispronunciation, lack of preparation, fear of being laughed at and the effect of native speakers (Azher, 2010). Among the factors that have been mentioned, there are factors that greatly affect student anxiety. These factors are classroom settings and the involvement of interactions between students is also one of the factors that cause anxiety for students (Alrabai, 2014). Therefore, teachers need to create a comfortable atmosphere for students so as not to threaten students' confidence in speaking foreign languages, especially English.

If it is associated with the current global situation, it has pushed the entire teaching system to the online Teaching and Learning Platform. Be it private organizations or government educational organizations, all seek to continue their academic sessions with an online system or not call students to

school or college. E-learning is an educational system where learning takes place in an environment that uses electronic media (Martin and Valdivia, 2017). Since then, online teaching learning platforms offer a safe and accessible mode of education and students take advantage of the advantages of acquiring knowledge sitting at home. where all the learning process takes place online. Based on the factors found by Alrabai (2014), classroom arrangements and classroom interactions are needed to help students overcome speaking anxiety. This is because such interactions can make students confident and practice speaking with other friends. Previous research has shown that online learning has many advantages for students because it requires student concentration (Schnee,2019). This may contribute to better communication with students and regardless of some of the challenges inherent in the current crisis, E-learning might improve the learning process for students.

In Indonesia, research on anxiety in speaking English has been carried out. English is one of the subjects that must be followed in high school. This makes students must be able to follow the class in order to understand what is being taught. Students tend to be quiet and not confident when taking English classes (Tutyandari, 2005). It can be seen that currently developing technology can help students to develop and practice their speaking skills well (Bashori, 2020). Research that examines the relationship between speaking anxiety and technology and found that technology has benefits for students in overcoming their speaking anxiety.

Although studies on speaking anxiety have been extensively

conducted, investigation on speaking anxiety in online high school classroom context is still limited. Therefore, this study is aimed to identify the level of students' speaking anxiety in online classes in vocational high school.

1.2 Problem formulation

Anxiety in speaking is one type of anxiety that occurs in the process of learning a foreign language and is one of the inhibiting factors for students in the language learning process. Anxiety in speaking is usually experienced by someone when they are nervous or uncomfortable with the classroom environment. Nowadays, the learning process is shifted to online learning where students use technology and distance learning.

1.3 Identification of the problem

This study only focuses on discussing the level of foreign language speaking anxiety (FLSA) experienced by vocational high school students during Online Class using a questionnaire. This is a quantitative study that uses a survey method to collect data from EFL students in a vocational high school.

1.4 **Formulation of the Problem**

Based on this background, the formulation of the problem in this study is formulated in the following questions:

In what is the level of EFL Vocational Students' Speaking Anxiety in Online Classes?

1.5 Objectives of the study

The purpose of this study was to identify the level of EFL Vocational Students' Speaking Anxiety in Online Classes?

1.6 Significance of the study

The results of this study are expected to contribute to the field of English in language education as empirically, this study provides knowledge about the level of EFL Vocational Students' Speaking Anxiety in Online Classes in Indonesia.

CHAPTER II

LITERATURE REVIEW

This chapter is divided into three parts, namely: literature review, review on relevant studies, and theoretical framework of the research.

2.1 **Speaking Anxiety in EFL Contexts**

In learning a foreign language, many students experience anxiety when they will do assignments or practice their lessons in class. There are several important aspects in learning a foreign language, namely, reading, writing, listening and speaking. When students are faced with a situation to speak in class, students will experience unusual anxiety in themselves. This is due to fear of making mistakes, fear of embarrassment, fear of being scolded by teachers, and others. In fact, it is not uncommon for students not to understand what they are learning so they cannot practice speaking well.

McCroskey (1977) argued that speaking anxiety is one of the causes of fear in communicating verbally and it becomes prevalent so that it is normal for someone when they experience it. In learning a foreign language, it is natural for students to experience anxiety, especially anxiety in speaking. Melough (2013) has stated that the emergence of speaking anxiety is one of the most important variables that ultimately affect the learning of foreign languages, including English and it is very detrimental to student performance at the stages and learning process. Daly (1991) has stated that excessive

anxiety of communicating orally on language learning is experienced by many people. Speaking is one of the most important skills in communication as well as in language learning. Hedge (2011) also explained that the anxiety of speaking in a foreign language can be expressed by feeling tense and, in speaking, listening, and learning, which then causes an emotional reaction to oneself. Therefore, when someone is anxious about speaking, such reactions can indicate that he is not ready to speak.

Zhang and Zhong (2012) had found that various factors have been associated with speaking anxiety. including external and internal factors. These factors include linguistic factors, teacher factors, teaching approaches, class activities, psychological factors, and cultural factors, low self-confidence, shame, fear of making mistakes when speaking such as mispronunciation, lack of preparation, fear of being laughed at and the effect of native speakers (Azher, 2010). Among the factors that have been mentioned, there are factors that greatly affect student anxiety. These factors are classroom settings and the involvement of interactions between students is also one of the factors that cause anxiety for students (Alrabai, 2014). Therefore, teachers need to create a comfortable atmosphere for students so as not to threaten students' confidence in speaking foreign languages, especially English.

Horwitz (1986) suggested that Foreign Language Speaking Anxiety (FLSA) is related to student performance in the classroom. This is an individual psychological problem experienced by many students when learning language. These problems have been shown to have an impact on the

language learning process and be an important factor in language learning failure.

High levels of anxiety can also prevent students from speaking foreign languages correctly and according to the targets set. Huang (2012) argued that anxiety is generally considered to be one of the most important affective barriers to learning. Meanwhile, Nunan (1991) mentioned that the success of students in the classroom can be measured by the ability to speak foreign languages. This shows that anxiety is a factor that becomes an obstacle in achieving language learning goals. Horwitz (1986) explained that people who experience anxiety in speaking do so consciously and they understand the difficulties they are facing. People who experience fear of speaking, actually realize that they do so because they have difficulty understanding the meaning conveyed by other people when they are communicating and then they cannot explain what they are trying to say.

Tutyandari (2005) mentioned the factors which state that some students tend to be silent because of lack of trust in the classroom, limited knowledge about certain topics, and a lack of good teacher-student relationships. Learning a language that is not a native language is a little more difficult when pronounced so that when students learn it and practice, they have fears that arise if they can't finish it well. In addition, Young (1991) added several factors that influence students when experiencing speaking anxiety, namely classroom management, classroom interactions between teachers and students, and students' beliefs in learning foreign languages.

In Indonesia, many studies have investigated students' anxiety in speaking EFL in the classroom because speaking anxiety has a very prominent impact on language learning in the classroom. Padmadewi (1998) argued that many students feel nervous when doing speaking activities. This is due to the pressure of the speaking task which encourages them to present individually and spontaneously within the specified time, that it raises anxiety and fear in representing the task. Students have to learn and adapt to new languages and this is something new for them Krashen (1985) has stated that anxiety hinders the learning process of students because the level of learning is not ready for them to accept. The lessons learned by students are not always in accordance with their wishes and this feeling of anxiety arises because of the fear that if they get poor achievements or results, students feel the threat that will be obtained afterwards.

2.2 **EFL Online Learning**

Abrar (2018) argues that media and technology are very helpful for students in the learning process, especially in Indonesia in the context of EFL. With the advent of computer-assisted language learning, it will greatly facilitate the learning process for students. Students in the learning process encourage students' abilities and develop a good and appropriate learning system for students. After talking about the benefits, of course there are also challenges in implementing technology. The technology used is online learning. The current state of technology has had a significant impact on the current educational system, particularly in English classes.

If it is associated with the current global situation, it has pushed the entire teaching system to the online Teaching and Learning Platform. Be it private organizations or government educational organizations, all seek to continue their academic sessions with an online system or not call students to school or college. E-learning is an educational system where learning takes place in an environment that uses electronic media (Martin and Valdivia, 2017). Since then, online teaching learning platforms offer a safe and accessible mode of education and students take advantage of the advantages of acquiring knowledge sitting at home, where all the learning process takes place online.

In Indonesia, an online learning system has been implemented. This shows that all learning processes will be carried out using available technology. One of the lessons that use the online system is learning English.
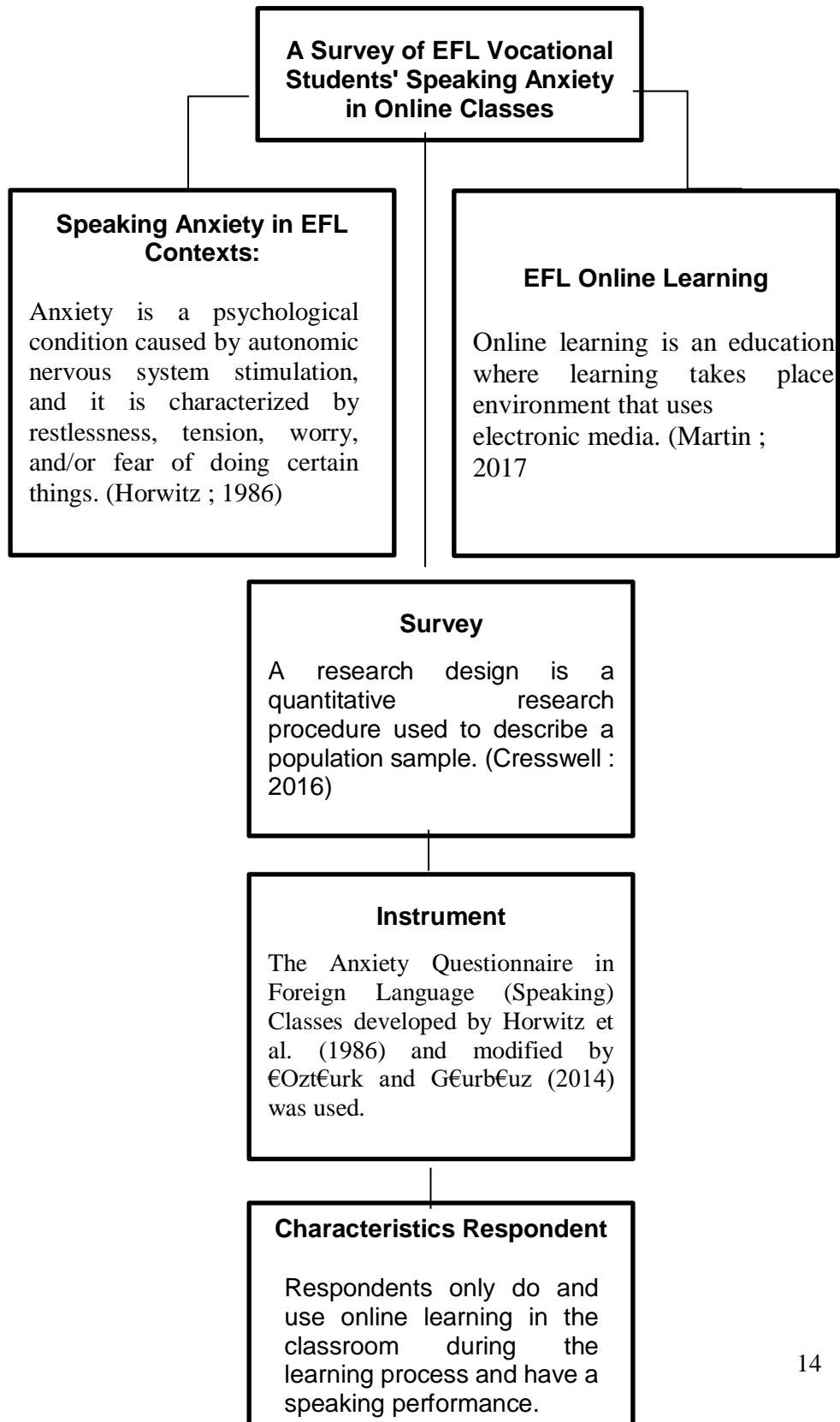
English is one of the subjects that must be followed in high school. This makes students must be able to follow the class in order to understand what is being taught. Students tend to be quiet and not confident when taking English classes (Tutyandari, 2005). It can be seen that the technology that is currently developing can help students to develop and practice their speaking skills well (Bashori, 2020). Research examined the relationship between speech anxiety and technology and found that technology has benefits for students in overcoming their speaking anxiety.

Apart from the complex system of learning English, speaking ability in learning is considered the most important skill to acquire for students. Speaking skills are the ability to express ideas or thoughts that students have about something (Kurniati & Ervina, 2019). Speaking English in class must be continuously trained in order to improve the quality of students' speaking skills. There similar to this study, such as Sholihah's (2020) which stated that during the learning process, it was transferred to an online learning system which included the practice of speaking skills, encountering several obstacles, resulting in less-than-optimal learning. This can be caused by students who are initially accustomed to speaking directly in class and getting direct responses, but when online learning they cannot get a direct response before.

Volle (2005) has found that speaking skills of students in the classroom are very helpful for students in developing their skills. In current situation, students feel they cannot develop their speaking skills. Although online learning system technology is very supportive of student learning

today, several challenges also arise for students who do not have digital skills and who are unfamiliar with online learning platforms. Another finding was found by Hameed (2008) which states that online learning materials make it easier for students to reach learning and materials. This provides benefits to students in a learning system that allows students to join the platform via their smartphone or laptop to develop or practice students' speaking skills.

Based on the review of literature, this study employed speaking anxiety as theorized by Horwitz (1986) and online learning by Martin (2017) and the FLSA questionnaire was used to collect the data (Figure 3.1).

A Survey of EFL Vocational Students' Speaking Anxiety in Online Classes

Speaking Anxiety in EFL Contexts:

Anxiety is a psychological condition caused by autonomic nervous system stimulation, and it is characterized by restlessness, tension, worry, and/or fear of doing certain things. (Horwitz ; 1986)

EFL Online Learning

Online learning is an education where learning takes place environment that uses electronic media. (Martin ; 2017

Survey

A research design is a quantitative research procedure used to describe a population sample. (Cresswell : 2016)

Instrument

The Anxiety Questionnaire in Foreign Language (Speaking) Classes developed by Horwitz et al. (1986) and modified by €Ozt€urk and G€urb€uz (2014) was used.

Characteristics Respondent

Respondents only do and use online learning in the classroom during the learning process and have a speaking performance.

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CHAPTER III

RESEARCH DESIGN

This chapter describes the research methodology. It includes research design, participants, and data collection techniques.

3.1 Research Design

This study is designed to identify the level of EFL Vocational Students' Speaking Anxiety in Online Classes at vocational high school students in Yogyakarta.

This study uses a research method with quantitative survey research with a procedure that is carried out to describe the sample of the population (Cresswell, 2016). The instrument of this research is a questionnaire. Meanwhile, data on anxiety in speaking English will be identified using an application or SPSS assistance.

3.2 Population and Sample

The population of this research is all students of Vocational High School in Yogyakarta. The population consists of 32 students from two class in Vocational High School. The age of the students ranged from 17 to 19 years. Even though students learn English in vocational programs that students are interested, vocational high schools still have standards for the English language. Meanwhile, in vocational high school they have low interest in English, especially in speaking English. Therefore, in this study, researchers conducted research in schools.

The questionnaire consists of participant's personal information and the level of EFL vocational students' speaking anxiety in online classes. The data results of participant's personal information as followed:
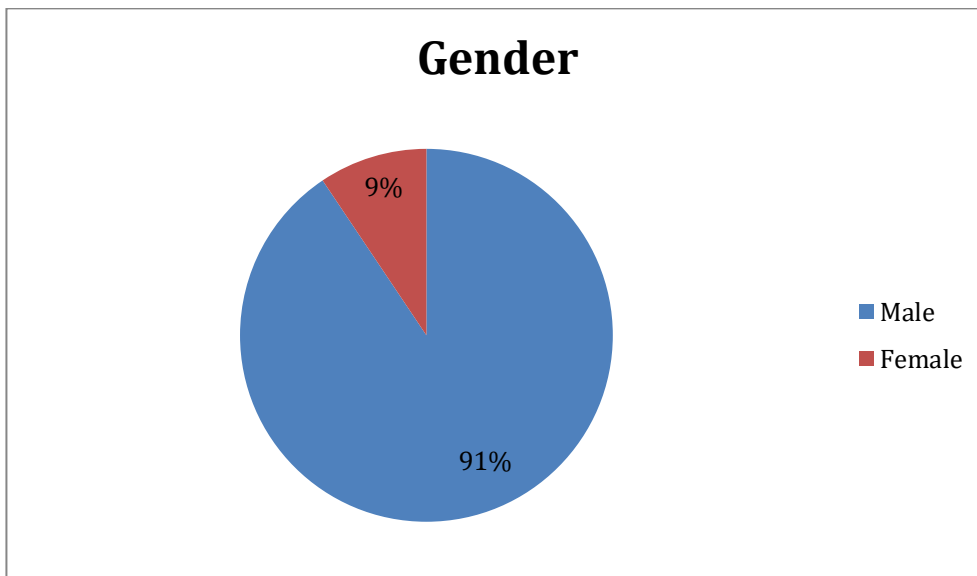
Gender

Figure 3.1 Chart of Participants Gender

Age
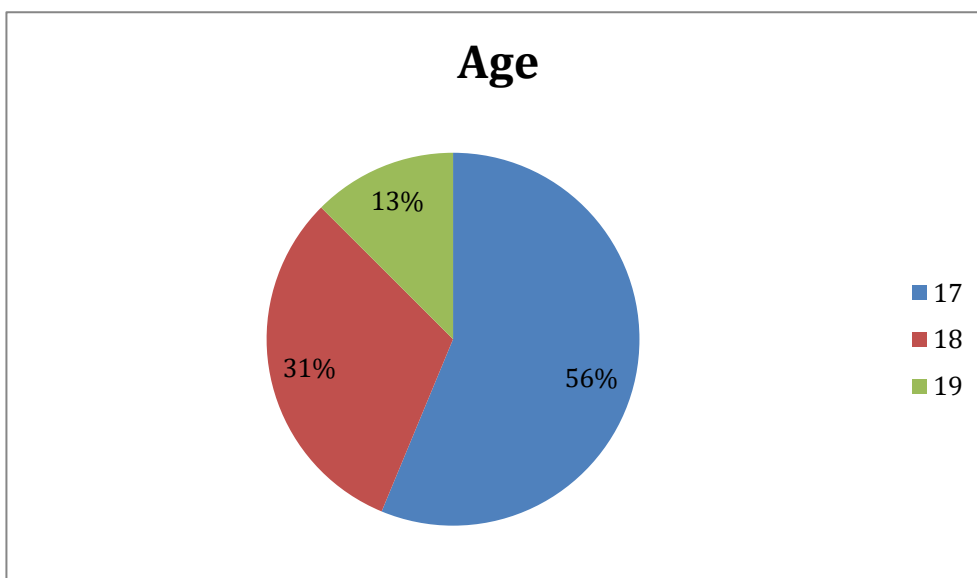
Figure 3.2 Chart of Participants' Age

The number of participants was 32 students who filled out the questionnaire. From Figure 4.1, the data results, participants were dominated by male with 31 participants or 91% of the total participants and one female or 9% of the total participants. Figure 4.2 showed that tend to of the participants are 17-19 years old from 32 participants, 56% students are 17 years old, 31% students are 18 years old, and 13% students are 19 years old.

English Proficiency

■ buruk ■ sedang ■ bagus ■ bagus sekali

Figure 3.3 Chart of English Proficiency

3.3 DATA COLLECTION TECHNIQUE

This sub-chapter describes data collection techniques which are instruments, validity, and reliability.

3.3.1 INSTRUMENT

In this study using a questionnaire from (Öztürk & Gürbüz, 2014). Then a

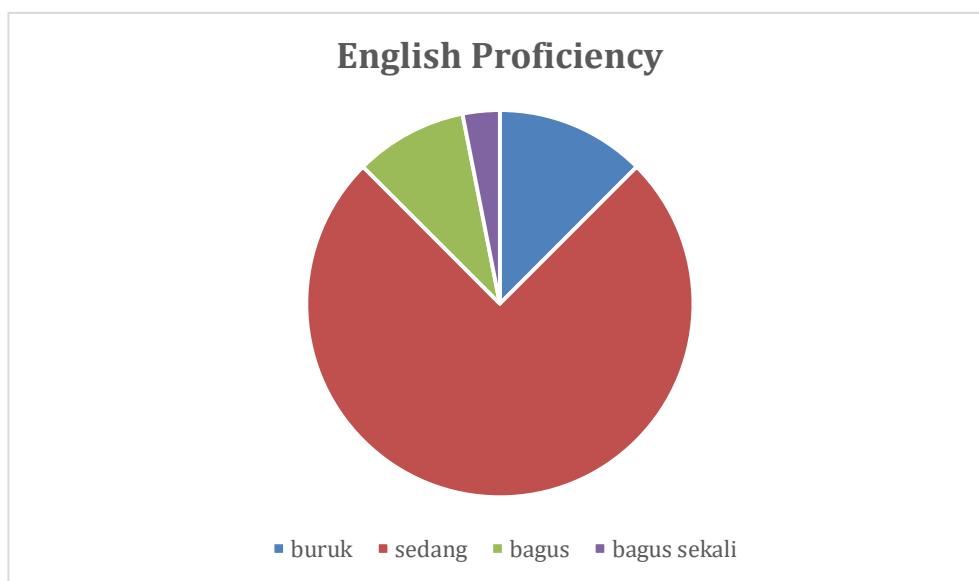questionnaire was adopted by selecting 18 items from 33 FLCAS items from Horwitz & Cope (1986) which contained questions about foreign language class anxiety. Öztürk & Gürbüz (2014) stated that out of 33 items, only 18 items had a direct focus on FLSA. This questionnaire was specifically modified from 33 items to 18 items to examine different language skills and their association with anxiety, such as foreign language speaking anxiety, foreign language reading anxiety, and foreign language listening anxiety. Therefore, he modified the questionnaire with the aim of obtaining in-depth information about the relationship between speaking anxiety in a foreign language.

In this study, the use of the FLSA questionnaire from (Öztürk & Gürbüz, 2014) then a questionnaire was adopted by selecting 18 items from 33 FLCAS items from Horwitz & Cope (1986) because of the view from a previous study that used the "Foreign Language Class Anxiety" questionnaire shows valid and reliable data using available data metrics. In this study, it is intended that the data collected have supporting information and sources about speaking anxiety in students in class and students easily understand the meaning of the content of the question.

No	Question Items	Translate
1	I am never quite sure of myself when I am speaking in English	Saya tidak pernah yakin pada diri sendiri 18ahasa saya berbicara dalam 18ahasa inggris
2	I am afraid of making mistakes in English classes	Saya takut membuat kesalahan dalam pelajaran 18ahasa inggris
3	I tremble when I know that I am going to be called on in English classes	Saya gemetar 18ahasa saya tahu bahwa saya akan dipanggil di dalam kelas 18ahasa inggris
4	I get frightened when I don't understand what the teacher is saying in English	Saya takut 18ahasa saya tidak mengerti apa yang dikatakan guru dalam 18ahasa inggris
5	I start to panic when I have to speak without preparation in English classes	Saya mulai panik 18ahasa saya harus berbicara tanpa persiapan di kelas 18ahasa inggris

6	I get embarrassed to volunteer answers in English classes	Saya merasa malu untuk menjawab secara sukarela di kelas 19ahasa inggris
7	I feel nervous while speaking English with native speakers	Saya merasa gugup saat berbicara 19ahasa inggris dengan penutur asli
8	I get upset when I don't understand what the teacher is correcting	Saya marah 19ahasa saya tidak mengerti apa yang dikoreksi oleh guru
9	I don't feel confident when I speak English in classes	Saya merasa tidak percaya diri 19ahasa saya berbicara 19ahasa inggris di kelas
10	I am afraid that my English teacher is ready to correct every mistake I make	Saya takut saat guru 19ahasa inggris saya siap untuk memperbaiki setiap kesalahan yang saya buat
11	I can feel my heart pounding when I am going to be called on in English classes	Saya dapat merasakan jantung saya berdebar 19ahasa saya akan dipanggil di kelas 19ahasa inggris
12	I always feel that the other students speak English better than I do	Saya selalu merasa bahwa siswa lain berbicara 19ahasa inggris lebih baik dari pada yang saya lakukan
13	I feel very self-conscious about speaking English in front of other students	Saya merasa sadar diri tentang berbicara 19ahasa inggris di depan siswa lainnya
14	I get nervous and confused when I am speaking in English classes	Saya merasa gugup dan bingung 19ahasa saya berbicara di kelas 19ahasa inggris
15	I get nervous when I don't understand every word my English teacher says	Saya gugup 19ahasa saya tidak bisa mengerti setiap kata yang dikatakan guru 19ahasa Inggris saya
16	I feel overwhelmed by the number of rules I have to learn to speak English	Saya merasa kewalahan dengan banyaknya aturan yang harus saya pelajari untuk berbicara 19ahasa Inggris
17	I am afraid that the other students will laugh at me when I speak English	Saya takut bahwa siswa lain akan menertawakan saya 19ahasa saya berbicara 19ahasa Inggris
18	I get nervous when the English teacher asks questions which I haven't prepared in advance	Saya gugup 19ahasa guru 19ahasa Inggris mengajukan pertanyaan yang tidak/belum saya persiapkan sebelumnya

Figure 3.1 Questionnaire Items

The FLSA is composed of 18 items which consist of four- points

Likert Scale, ranging from one point (totally disagree) to four points (totally

agree). All the items have positive statements. The scale of the data used in

this questionnaire is the Likert scale with scoring techniques as followed:

Table 3.2 The score for Likert scale

Likert scale	Score
Strongly Agree	4
Agree	3
Disagree	2
Strongly Disagree	1

In this research, researcher adapted 18 items of FLSA from (Öztürk & Gürbüz, 2014) by translated it into Bahasa Indonesia. The researcher translated the questionnaire into Indonesian by myself and checked by a supervisor. The survey of EFL Vocational Students' Speaking Anxiety in Online Classes can be administrated individually through online Google form. The researcher gave 10-15 minutes to fill out the questionnaire. Meanwhile, students fill the data themselves, first background information such as name, age, gender, and English proficiency level, email and phone number then the researcher asks students to fill in each questionnaire items.

In this study, 18 question items were used to measure the level of speaking anxiety in students with a Likert scale of 4, the overall score was between 14 and 56. Scores that tended to be more than 42 indicated a high level of speaking anxiety in students, while it ranged from 29 to 42 shows a moderate level of speaking anxiety in students, and students who have a total score of less than 29 show a low level of speaking anxiety.

3.3.2 Validity & Reliability of the Instrument

Before collecting data, the researcher checked the validity and reliability of the instrument first through a pilot study. Researchers chose students at Vocational High School in Yogyakarta to be participants in this study. The researcher used a validity test to ensure the validity of the Indonesian translation of the FLSA questionnaire. Furthermore, its validity was determined by expert judgment analysis from the thesis supervisor and the SPPS 23 calculation program. Based on the results of the calculation of the validity of the FLSA questionnaire consisting of 18 items, they are as follows:

Table 3.3 Validity test

Items	Person Correlation	R-Table (N=20)	Criteria
Q01	2,3750	0.2960	Valid
Q02	2,4375	0.2960	Valid
Q03	2,4375	0.2960	Valid
Q04	2,4063	0.2960	Valid
Q05	2,5938	0.2960	Valid
Q06	2,3750	0.2960	Valid
Q07	2,8438	0.2960	Valid
Q09	2,5313	0.2960	Valid
Q10	2,5313	0.2960	Valid
Q11	2,4688	0.2960	Valid
Q12	2,7500	0.2960	Valid
Q13	2,6563	0.2960	Valid
Q14	2,5000	0.2960	Valid
Q15	2,4375	0.2960	Valid
Q16	2,2813	0.2960	Valid
Q17	2,2500	0.2960	Valid
Q18	2,4375	0.2960	Valid

Meanwhile, the reliability test was done using the Cronbach alpha coefficient. Based on the SPSS 23 output below, the Cronbach alpha value is 0.903 of the total 18 items. This indicates that all questionnaire items are excellent reliable.

Table 3.4 Reliability test

Reliability Statistics

Cronbach's Alpha	N of Items
,903	18

3.4 Data Analysis Techniques

Data processing techniques use Microsoft Excel 2010 and the computational calculation program of SPSS Statistics 23. Descriptive statistics was used to find out the percentages, frequencies, means and standard deviations of the variables. After that, the result is presented in the form of charts. The researcher took same appropriate steps with this research:

  a. Looking for information and selecting a questionnaire that will be used in this study. After finding the appropriate questionnaire, then determining the questionnaire to be used, namely the FLSA questionnaire.

  b. To understand further the questionnaire that will be used afterwards, make a review of the FLSA questionnaire

c. Make notes that include information about the questionnaire and adapt it as an instrument, and proceed to translate the questionnaire into Indonesian.

d. Translating the questionnaire into Indonesian was guided by the supervisor

e. Checked validity and reliability of FLSA Indonesian Version

f. After checking, the questionnaire is ready to be distributed as many as 18 question items to 32 Vocational High Schools in Yogyakarta via Google form through personal chat and WhatsApp group

g. The next stage is to analyze the data that has been obtained from the questionnaires that have been distributed previously, the analysis is carried out Used Microsoft Excel 2010 and SPSS 23 to analyze the data from the questionnaires

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter describes the findings obtained from the questionnaire to examine the level of EFL Vocational Students' Speaking Anxiety in two Online Classes in Vocational High School in Yogyakarta.

4.1   Research Findings

Based on the results of the previous validity and reliability, the total validity of this questionnaire is 18 items. So, the researcher examines valid new data and the results are:

Items	Person Correlation	R-Table (N=20)	Criteria
Q01	2,3750	0.2960	Valid
Q02	2,4375	0.2960	Valid
Q03	2,4375	0.2960	Valid
Q04	2,4063	0.2960	Valid
Q05	2,5938	0.2960	Valid
Q06	2,3750	0.2960	Valid
Q07	2,8438	0.2960	Valid
Q09	2,5313	0.2960	Valid
Q10	2,5313	0.2960	Valid
Q11	2,4688	0.2960	Valid
Q12	2,7500	0.2960	Valid
Q13	2,6563	0.2960	Valid
Q14	2,5000	0.2960	Valid
Q15	2,4375	0.2960	Valid
Q16	2,2813	0.2960	Valid
Q17	2,2500	0.2960	Valid
Q18	2,4375	0.2960	Valid

To answer the research questions, descriptive statistics were conducted to identify the level of students' English-speaking anxiety by two

class in vocational high school in Yogyakarta. Students' English speaking anxiety levels are presented in Figure 4.1:
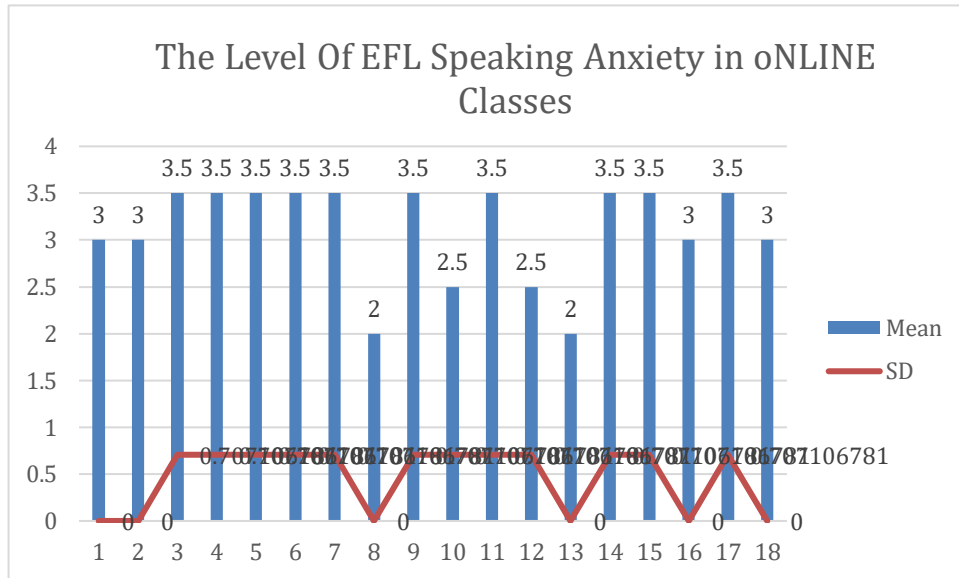

Figure 4.1 EFL Speaking Anxiety Levels in Online Classes
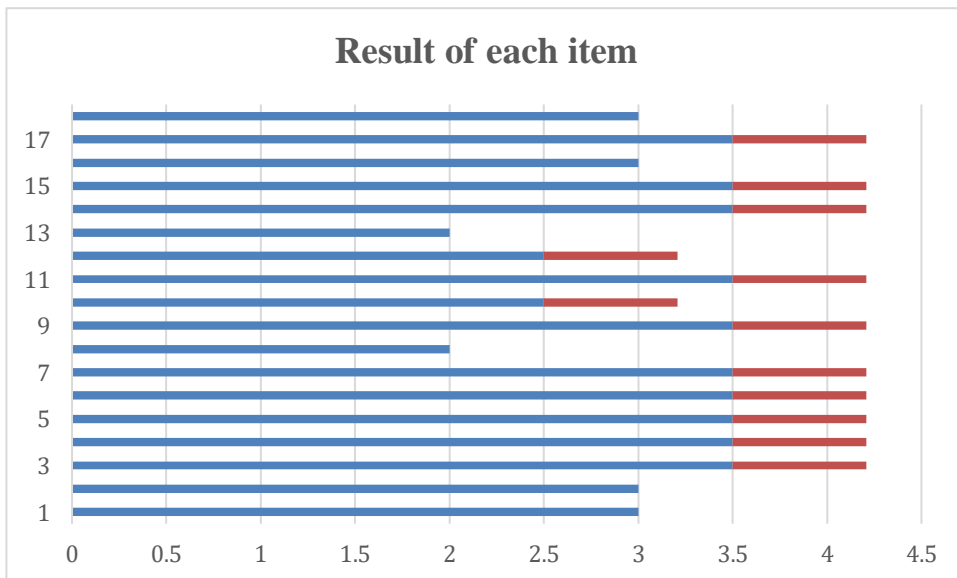

Figure 4.2 Result of each item

Based on the above data from 32 participants, the 18 items given

previously were calculated using the FLSA. A high score indicates the anxiety experienced and felt by the participants. These results indicate that most of the participants had relatively high FLSA.

The mean FLSA score was higher than the other anxiety combinations Based on the data obtained, it can be identified that the classroom situation indicate affects anxiety and is at a number of points. Namely, (1) When students feel nervous when speaking English with native speakers (item number 7 with an average score of 25%), (2) When students feel insecure when they speak English in class (item number 9 with average score of 21.9%), (3) When students always feel that other students speak English better than they do (item number 12 with an average score of 21.9%), and (4) When students feel self-conscious about speaking English in front of other students (item number 13 with an average score of 21.9%). This high result shows the relevance of communication fear.

4.2 Discussion

This study aims to determine the level of speaking anxiety in English in online classes in vocational high school students. The results of the FLSA questionnaire given to 32 vocational high school students showed that on average they were students who had anxiety in speaking English. Students become anxious when the learning process focuses more on speaking skills, therefore students have a high level of FLSA. The average student shows that they have a fairly high level of FLSA, this causes students to feel anxious

when speaking English in learning activities in online classes.

The results of the questionnaire show that students have factors that affect their speaking anxiety and these factors exist at several points. First, the results showed that students who had high speaking anxiety in the highest grade were students who felt nervous when speaking in English with an average score of 25%, with a mean (M) 3,5 and standard deviation (SD) 0.7. This is the factor that tend to influences the students' English-speaking anxiety in the online classes they take. This finding related to MacIntyre and Legatto (2010) who found that students had speaking anxiety in class because they did not master vocabulary and speaking skills, causing students to feel nervous when they would speak in English. The nervous problems that students experience must be addressed immediately so that students can reduce their speaking anxiety, one of which is by practicing speaking with other people or themselves.

Furthermore, students' anxiety can be seen from students who state that students feel uncomfortable when speaking in English while in class with an average score of 21.9%, with a mean (M) 3,5 and standard deviation (SD) 0.7. This finding is strengthened by Mouhoubi & Messadh (2017) which stated that students often feel anxious when they are faced with situations that make them unable to respond to questions so that it makes students uncomfortable speaking in class. Fear that causes anxiety greatly affects the comfort for students. Raja (2017) also mentions that one of the causes of

speaking anxiety in class is the uncomfortable feeling that students experience, causing students to react through facial expressions and some gestures. The feel uncomfortable by students can be overcome by the way the teacher provides space for students to help each other build trust in each other. Teachers can also build a comfortable classroom atmosphere that can help students to overcome their discomfort while learning to speak.

On other factors, students also indicated that students felt that many other students had better abilities than them with an average score of 21.9%, with mean (M) 2,5 and standard deviation (SD) 0. This finding is related to the finding that Yalçÿn & Nceçay (2014) has stated that speaking anxiety can be caused by a fear of failure and fear of being compared to other students' abilities. Therefore, many students agreed that they felt that many other students had better abilities than them. As a suggestion that can be applied in this factor is the teacher can help students have a relationship with each other with other students and they can practice self-confidence with other friends. Another study related to this finding belongs to Sadeghi (2013) who found that the responses given by other students affected the confidence possessed by the students who were speaking.

The last student stated that students feel embarrassed when speaking English in front of other students with an average score of 21.9%, with a Mean 2 and SD 0. Similar to the previous finding, this point is related to Sadeghi's (2013) study which found that the responses given by other students affect

the confidence possessed by the students who are speaking. In addition, there are other findings that get the same findings, Raja (2017) also found the same findings, namely students will feel ashamed and not confident when they get a bad reaction from their classroom environment.

In addition to some of the factors that tend to influence students' speaking anxiety in online classes, the results show that there are some interesting findings and there are several points. First, on item five, students answered with the same average, which states that students start to panic when they have to speak without preparation in English class, which is between 34.4% agree and 34.4% with mean (M) 3,5 and standard deviation (SD) 0,7. This shows that the number of students who choose agree and disagree is the same. In other words, the number of students who experience panic is the same as students who do not experience panic. This finding is supported by Mouhoubi & Messadh (2017) which explains that every student has a lack of understanding which then causes students to panic and be strict with speaking anxiety, so students cannot respond to situations well. Raja (2017) also mentions that one of the causes of speaking anxiety in class is the uncomfortable feeling experienced by students, causing students to react through facial expressions and some gestures.

Second, on question number fifteen, students answered with almost the same average, which stated that students were nervous when they could not understand every word spoken by their English teacher, which was

between 37.5% disagreed and 34.4 agreed with mean (M) 3,5 and standard deviation (SD) 0,7. This shows the balanced anxiety felt by students in one class when taking online classes. This is related to the findings of Mulyono (2019) which states that students feel nervous and not confident when speaking English, one of which is the lack of vocabulary they have. This can make it difficult for students to understand what others are saying. Therefore, a teacher should provide lessons on vocabulary so that students can correct their shortcomings.

The results of other similar studies related to FLSA among EFL students in Indonesia, such as Abrar et al. (2018) found other factors that caused high levels of speaking anxiety in students. Students stated that normal speaking anxiety was also caused by the students' language skills. This is also due to the limited knowledge of English which can be an obstacle and can cause high fear or anxiety in students. Based on data analysis, the researcher found that speaking anxiety in online classes had the tend to influential factor in causing anxiety in EFL students with a mean (M) 3.5 and standard deviation (SD) 0.7. Meanwhile, speaking anxiety factor in online class has less effect on EFL class students with a mean of 2 and a standard deviation of 0.

This finding shows that indicate of the average scores are above 3.00 and this indicates a fairly high speaking anxiety experienced by students. Some students also showed an extreme level of speaking anxiety at an average of 4.00. indicate of these studies found that students had an average of 3.00-

3.30 and the scale was considered anxiety. The overall score was between 14 and 56. Scores that tended to be more than 42 indicated a high level of speaking anxiety in students, while it ranged from 29 to 42 shows a moderate level of speaking anxiety in students, and students who have a total score of less than 29 show a low level of speaking anxiety.

BAB V

CONCLUSIONS AND RECOMMENDATIONS

5.1   Conclusions

This study provides information about the level of speaking anxiety level of vocational high school students in online classes in Indonesia and the factors that cause this anxiety. The paper revealed that students experienced some level of speaking anxiety. The highest result shows they feel nervous when speaking in English, a total of 40.6% of students agree with this item. While the lowest result shows that students feel self-conscious about speaking English in front of other students, a total of 50% or the equivalent of half the students in the class of students disagree with these items. When viewed from online classes, students feel anxiety in speaking when students always feel that other students speak English better than them, and students feel embarrassed to speak English in front of other students. Therefore, students should be exposed to language learning strategy training with teachers. Students stated that the anxiety they were experiencing was something they wanted to improve. Students also hope that the school program will give them the opportunity to develop their learning skill. Further, teachers should avoid giving students negative feedback. In addition, teachers should encourage students to practice language. The purpose of this study was to identify how high the level of speaking anxiety in online classes was

experienced by students, then from this study also found the factors of anxiety in speaking English in online classes.

5.2   Recommendation

The current study offers several recommendations for further study. First, there is still a gap in the results of the speaking anxiety factor in online classes. Therefore, researchers suggest to do further research. Second, this study only focuses on the EFL speaking anxiety factor in online classes, the researcher recommends further study conducted various correlational studies, such as the relationship between speaking anxiety EFL and speaking motivation in class, speaking strategies for students to overcome their anxiety.

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APPENDIX 1

Questionnaire of Foreign Language Speaking Anxiety

(FLSA)

This questionnaire is **not** intended to measure your EFL speaking ability or your level of speaking anxiety. Nor is it a test you can score high or low on. Actually, this questionnaire helps us to help you that is by knowing about your real response, we will be able to find out when you go through anxiety when speaking in English. This allows us to better prepare for future English classes and how we can help you to overcome your speaking anxiety problems. Thus, your cooperation can certainly make a big difference. Thank you for your time in advance.

Age: ....

Gender:

- **Male**

- **Female**

Current Proficiency in English:

- **Poor**

- **Fair**

- **Good**

- **Excellent**

Directions: Statements 1–18 refer to how you feel about speaking in English. Please read all of the statements and tick the option that describes you by

indicating whether you (1) strongly disagree, (2) disagree, (3) agree, or (4) strongly agree.

1. I am never quite sure of myself when I am speaking in English

   (1) Strongly disagree, (2) disagree, (3) agree, or (4) strongly agree.

2. I am afraid of making mistakes in English classes

   (1) Strongly disagree, (2) disagree, (3) agree, or (4) strongly agree.

3. I tremble when I know that I am going to be called on in English classes

   (1) Strongly disagree, (2) disagree, (3) agree, or (4) strongly agree.

4. I get frightened when I don't understand what the teacher is saying in English

   (1) Strongly disagree, (2) disagree, (3) agree, or (4) strongly agree.

5. I start to panic when I have to speak without preparation in English classes

   (1) Strongly disagree, (2) disagree, (3) agree, or (4) strongly agree.

6. I get embarrassed to volunteer answers in English classes

   (1) Strongly disagree, (2) disagree, (3) agree, or (4) strongly agree.

7. I feel nervous while speaking English with native speakers

   (1) Strongly disagree, (2) disagree, (3) agree, or (4) strongly agree.

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

   (1) Strongly disagree, (2) disagree, (3) agree, or (4) strongly agree.

9. I don't feel confident when I speak English in classes

   (1) Strongly disagree, (2) disagree, (3) agree, or (4) strongly agree.

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

I make

(1) Strongly disagree, (2) disagree, (3) agree, or (4) strongly agree.

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

(1) Strongly disagree, (2) disagree, (3) agree, or (4) strongly agree.

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

(1) Strongly disagree, (2) disagree, (3) agree, or (4) strongly agree.

13. I feel very self-conscious about speaking English in front of other students

(1) Strongly disagree, (2) disagree, (3) agree, or (4) strongly agree.

14. I get nervous and confused when I am speaking in English classes

(1) Strongly disagree, (2) disagree, (3) agree, or (4) strongly agree.

15. I get nervous when I don't understand every word my English teacher says

(1) Strongly disagree, (2) disagree, (3) agree, or (4) strongly agree.

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

(1) Strongly disagree, (2) disagree, (3) agree, or (4) strongly agree.

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

(1) Strongly disagree, (2) disagree, (3) agree, or (4) strongly agree.

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

(1) Strongly disagree, (2) disagree, (3) agree, or (4) strongly agree.

Thank you for taking the time to complete this questionnaire.

We appreciate your comments.

APPENDIX 2

Questionnaire of Foreign Language Speaking Anxiety

(FLSA)

In Bahasa

Kuesioner ini **tidak** dimaksudkan untuk mengukur kemampuan berbicara EFL Anda atau tingkat kecemasan berbicara Anda. Juga bukan tes yang bisa Anda nilai tinggi atau rendah. Sebenarnya kuesioner ini membantu kami untuk membantu anda yaitu dengan mengetahui respon anda yang sebenarnya, kami akan dapat mengetahui saat anda mengalami kecemasan saat berbicara dalam bahasa inggris. Hal ini memungkinkan kami untuk lebih mempersiapkan diri untuk kelas bahasa Inggris di masa depan dan bagaimana kami dapat membantu Anda mengatasi masalah kecemasan berbicara Anda. Dengan demikian, kerja sama Anda tentu dapat membuat perbedaan besar. Terima kasih atas waktu Anda sebelumnya.

Usia: ....

Jenis kelamin:

- **Laki-Laki**
- **Perempuan**

Kemahiran berbahasa Inggris saat ini:

- **Buruk**
- **Cukup**

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- Bagus

- Bagus sekali

Petunjuk: Pernyataan 1–18 mengacu pada bagaimana perasaan Anda tentang berbicara dalam bahasa Inggris. Silakan baca semua pernyataan dan centang pilihan yang menggambarkan Anda dengan menunjukkan apakah Anda (1) sangat tidak setuju, (2) tidak setuju, (3) setuju, atau (4) sangat setuju.

1. Saya tidak pernah yakin pada diri sendiri ketika saya berbicara dalam bahasa Inggris

    (1) Sangat tidak setuju, (2) tidak setuju, (3) setuju, atau (4) sangat setuju.

2. Saya takut membuat kesalahan dalam pelajaran bahasa Inggris

    (1) Sangat tidak setuju, (2) tidak setuju, (3) setuju, atau (4) sangat setuju.

3. Saya gemetar ketika saya tahu bahwa saya akan dipanggil di dalam kelas bahasa Inggris

    (1) Sangat tidak setuju, (2) tidak setuju, (3) setuju, atau (4) sangat setuju.

4. Saya merasa takut ketika saya tidak mengerti apa yang dikatakan guru dalam bahasa Inggris

    (1) Sangat tidak setuju, (2) tidak setuju, (3) setuju, atau (4) sangat setuju.

5. Saya mulai panik ketika saya harus berbicara tanpa persiapan di kelas bahasa Inggris

    (1) Sangat tidak setuju, (2) tidak setuju, (3) setuju, atau (4) sangat setuju.

6. Saya merasa malu untuk menjawab secara sukarela di kelas bahasa Inggris

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(1) Sangat tidak setuju, (2) tidak setuju, (3) setuju, atau (4) sangat setuju.

7. Saya merasa gugup saat berbicara bahasa Inggris dengan penutur asli

(1) Sangat tidak setuju, (2) tidak setuju, (3) setuju, atau (4) sangat setuju.

8. Saya marah ketika saya tidak mengerti apa yang dikoreksi oleh guru

(1) Sangat tidak setuju, (2) tidak setuju, (3) setuju, atau (4) sangat setuju.

9. Saya tidak merasa percaya diri ketika saya berbicara bahasa Inggris di kelas

(1) Sangat tidak setuju, (2) tidak setuju, (3) setuju, atau (4) sangat setuju.

10. Saya takut saat guru bahasa Inggris saya siap untuk memperbaiki setiap kesalahan yang saya buat

(1) Sangat tidak setuju, (2) tidak setuju, (3) setuju, atau (4) sangat setuju.

11. Saya dapat merasakan jantung saya berdebar ketika saya akan dipanggil di kelas bahasa Inggris

(1) Sangat tidak setuju, (2) tidak setuju, (3) setuju, atau (4) sangat setuju.

12. Saya selalu merasa bahwa siswa lain berbicara bahasa Inggris lebih baik dari pada saya lakukan

(1) Sangat tidak setuju, (2) tidak setuju, (3) setuju, atau (4) sangat setuju.

13. Saya merasa sadar diri tentang berbicara bahasa Inggris di depan siswa lainnya

(1) Sangat tidak setuju, (2) tidak setuju, (3) setuju, atau (4) sangat setuju.

14. Saya gugup dan bingung ketika saya berbicara di kelas bahasa Inggris

(1) Sangat tidak setuju, (2) tidak setuju, (3) setuju, atau (4) sangat setuju.

15. Saya gugup ketika saya tidak mengerti setiap kata yang dikatakan

guru bahasa Inggris saya

(1) Sangat tidak setuju, (2) tidak setuju, (3) setuju, atau (4) sangat setuju.

16. Saya merasa kewalahan dengan banyaknya aturan yang harus saya pelajari untuk berbicara bahasa Inggris

(1) Sangat tidak setuju, (2) tidak setuju, (3) setuju, atau (4) sangat setuju.

17. Saya takut siswa lain akan menertawakan saya ketika saya berbicara bahasa Inggris

(1) Sangat tidak setuju, (2) tidak setuju, (3) setuju, atau (4) sangat setuju.

18. Saya gugup ketika guru bahasa Inggris mengajukan pertanyaan yang tidak/belum saya persiapkan sebelumnya

(1) Sangat tidak setuju, (2) tidak setuju, (3) setuju, atau (4) sangat setuju.

Terima kasih telah meluangkan waktu untuk mengisi kuesioner ini.

Kami menghargai komentar Anda.

There are no sources in the current document.