

A Survey of Social Anxiety in Online Learning Among Indonesian EFL Students

A Thesis

**Presented to the Department of English Language Education as Partial Fulfillment of
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A Survey of Social Anxiety in Online Learning Among Indonesian EFL Students



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STATEMENT OF WORK'S ORIGINALLY

STATEMENT OF WORK'S ORIGINALLY

I honestly declare that in this thesis which I have written, does not contain the work or parts of the work of other people, except those cited in the question and references, as a scientific paper should.

Yogyakarta, 11th July, 2022

The Writer

A handwritten signature in black ink is written over a red rectangular stamp. The stamp contains the text 'METERAI TEMPEL' and a unique identification number '510AJX894069202'.

Hudan Daffa Sendy Pradana

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MOTTO

“There are 3 of the hardest things for people to say:”

1. Thank you

2. I'm Sorry

3. хайль гитлер



DEDICATION

I dedicate this research paper especially to myself for all the hard work. I want to thank me for believing in me, for not giving up in me, for do this work. I also dedicate this thesis to my beloved parents especially my mother who always give me support and pray, my beloved brothers who give their support and pray. Also, to all people who have supported me through ups and downs during finishing this thesis. I hope this is a great start to step further.



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Alhamdulillahirobbil'alamin. All good praises belong to Allah SWT the Most Gracious and the Most Merciful for the health and wellness to finish this thesis as a partial fulfilment to obtain the degree *Sarjana Pendidikan* in English Language Education Department. The accomplishment of this thesis could not be separated from the supports of many circles.

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Special thanks to my beloved mom Dewi Ernawati, my brother Sergy Reynaldo, and all my friends Radikal Fams who always support and pray for me no matter what happen. Also, thanks to my beloved friends Awank and Aldok for always being here for me and the exquisite memories we share together.

Last but not least, the researcher realizes that this thesis is still far from perfect. Therefore, suggestions and recommendations are required for further improvements. Finally, the researcher expects this thesis can be beneficial for the readers.

Yogyakarta,

Hudan Daffa Sindy Pradana

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A SURVEY OF SOCIAL ANXIETY IN ONLINE LEARNING AMONG INDONESIAN EFL STUDENTS

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English Language Education

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ABSTRACT

This present study aims to investigate Social Anxiety in Online Learning among Indonesian EFL Students of English Department Class of 2020 in the fourth semester of the University in Yogyakarta. To achieve this goal, this research uses quantitative research in the form of survey studies. The original questionnaire used in this thesis was from (Keskin et al., 2020) The respondents of this study amounted to 101 students from the English Department class of 2020 in the fourth semester who at that time they were undergoing online learning. The results showed that there is social anxiety among Indonesian EFL students even though is not very conspicuous, especially in the interaction of students with lecturers. This research implies that there is a possibility that the English Department students' class of 2020 in the fourth semester tend to avoid something that leads to a negative evaluation, so they consider maintaining their self-image.

Keywords: EFL Students, Social Anxiety, Online Learning, Interaction

CHAPTER I

INTRODUCTION

1.1. Background of the Study

In late January 2020, the World Health Organization declared Covid-19 a pandemic that has become a contemporary threat to humanity. This global shutdown also includes educational activities, and this has led to an extraordinary migration of crisis responses from universities with online learning as an educational platform (Adedoyin & Soykan, 2020). Nowadays, educational institutions held online schools, online classes, online meetings, and the others that consist of face-to-face activities that are prohibited for a while because of the Covid-19 (Keskin et al., 2020). Because online learning is held using online platforms, students from now rarely meet other students, teachers, and also the classroom environment so social anxiety occurs between students and learning (Adedoyin & Soykan, 2020)

According to Keskin et al., (2020) online learning or e-learning causes students to have courses dependent on student barriers in learning interaction, such as student-teacher interaction, motivation, and communication skills. This means that students in online learning limit activities and interaction due to the impact of social distancing so students cannot interact and participate in learning activities in online classes. In addition, social anxiety also affects the students' interaction that leads to the mental changes and the learning process (Almusharraf & Almusharraf, 2021; George Saadé et al., 2017) this social anxiety has a bad impact on the students' mental and also students' communication too, for example feeling shame when having to perform in class and when having a group discussion.

Social anxiety happens when an individual wants to perform or present a favorable public presence but is indecisive on his or her ability to do it (Schlenker et al., 1982). Such indecisiveness may be filled by low worth and

internalized shame (Gilbert & Procter, 2006). When holding online courses, students receive less attention from the teacher which can affect academic performance, such as misunderstanding, lack of teacher-student interaction, and student behavior in class (Keskin et al., 2020). From this explanation, we can understand that as long as students are in the scope of online learning, most students experience problems with interaction when carrying out online learning, and feel embarrassed when presenting online, these are the example of behavior social anxiety that sometimes they often turn off the camera when the teacher explains the material to avoid the interactions.

Social anxiety result conducted by Rahayu et al., (2021) in her research found that the highest effect that can lead to social anxiety is the correlation between 'lecturer support' and 'interaction', means that lecturer support and interaction towards the students can affect students' mentality, because when during online classes students cannot fully feel the learning intensities as though offline classes which makes them feel anxious due to the interactions are different from what they expected. This research concludes that lecturers should actively involve students in class presence, and provide interactions and group discussions which can make students establish communication to reduce the lack of interaction that can lead to anxiety. Another study conducted by Wijaya et al., (2020) in middle school in West Java revealed that during online classes teachers should have a different approach and learning environment for the students that can interact with each other because students sometimes feel shy to have a conversation during the class that can lead to anxiety. Based on Wijaya's research, there assume that students sometimes do not want to join the discussion, and do not want to turn on the camera or microphone when they are presenting to avoid communication with their teacher. Another case that was also found by Atmojo & Nugroho (2020) in Universities in Surakarta, reveals that the emotional bond between the teacher and the students is not very well facilitated since it is limited by far distance resulting in no face-to-face meetings and physical touches such as smiling and shaking hands which usually strengthen the emotional bond between the teacher and the students. This means

that when teachers and students are not in the school anymore, they cannot do habits like shaking hands and greeting each other's which can make students feel unemotional and can lead to anxiety. From the research literature above, this proves to us those social interactions between students and teachers/lecturers that can lead to anxiety during online learning have been quite a lot in Indonesia, but it is in the school context and some of several universities in Indonesia.

Meanwhile, the purpose of this study is to investigate level of social anxiety in online learning on a higher education, especially to EFL students in their second year of study at a university in Yogyakarta.

1.2. Limitation and Formulation of the Problem

This study is to investigate the level of anxiety of students when learning online, especially students in Indonesia. By identifying three dominant subfactors: (NE) Negative Evaluation (fear, thinking), (SS) Somatic Symptoms (blushing, discomfort), and (AI) Avoidance of Interaction (staying still rather than asking) which were applied to the students-students interaction subscales and students-lecturer interaction subscales. This problem often arises when online classes are held. To guide this research, the following question is used:

- To investigate the level of social anxiety during online learning among Indonesia EFL students?

1.3. Objective study

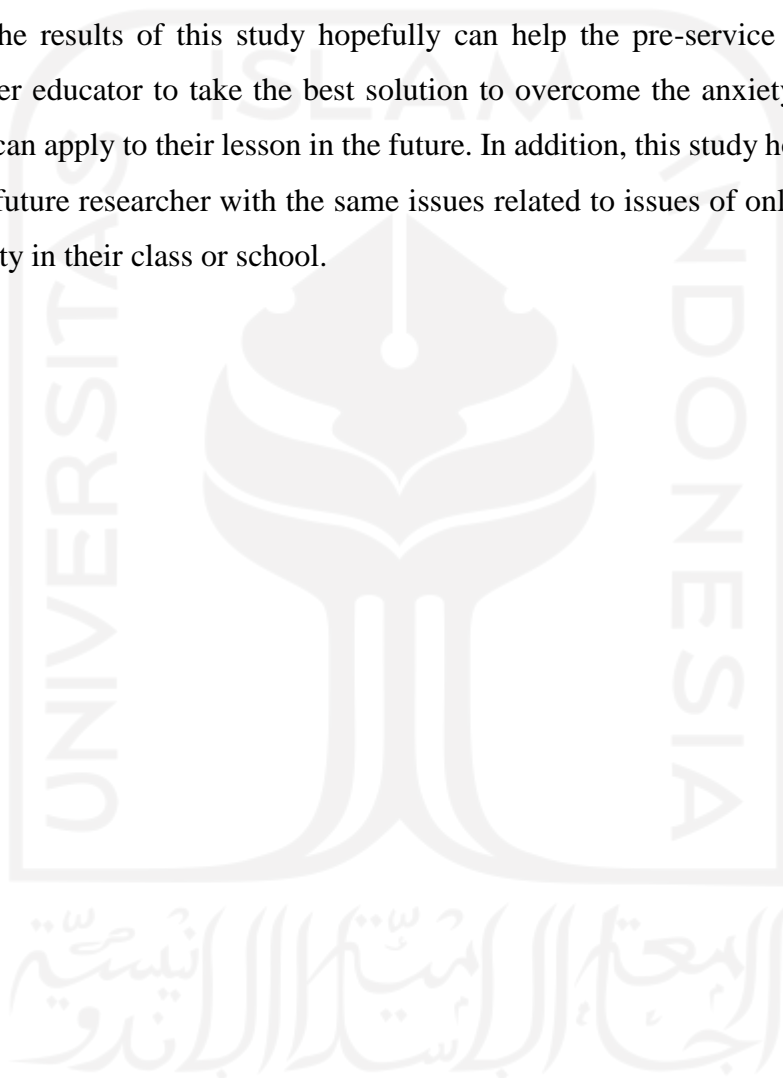
The purpose of this study was to investigate the level of social anxiety during online learning among Indonesia EFL students similar to the research problem section, this study intends to:

- To investigate the level of social anxiety during online learning among Indonesia EFL students by identifying three dimensions (NE) Negative

Evaluation, (SS) Somatic Symptoms, and (AI) Avoidance of Interaction applied to students-lecturer interaction and students-students interaction.

1.4. Significance of the study

The results of this study hopefully can help the pre-service teacher and teacher educator to take the best solution to overcome the anxiety levels that they can apply to their lesson in the future. In addition, this study hopefully can help future researcher with the same issues related to issues of online learning anxiety in their class or school.



CHAPTER II

LITERATURE REVIEW

2.1 Social Anxiety in Online Learning

Social Anxiety is a human behavior that is afraid of being judged badly by others which causes whatever he does is always wrong and is always seen as negative it eventually leads to nervous and occurring introverted behaviors (Keskin et al., 2020). Other researchers such as (George Saadé et al., 2017) also revealed that anxiety is associated with negative things because it harms oneself through shame, unconfident, and fear. Another theory of social anxiety according to Russell & Topham (2012) also says that social anxiety is an ordinary mental problem but is located in the human psyche which can lead to suffering and disability. The easiest example we find is the interaction between humans that is not right so that self-evaluation occurs, while the part that is severe enough can make people psychologically disabled, fear interaction, and insanity.

Online learning has now become a daily activity especially for a student, because students are no longer in the school environment. As a result, students are hindered from communicating with their friends and also their teacher, so the only way for that is to chat or study online. According to Wijaya et al., (2020) online learning is the bridge between students and learning when a pandemic uses the power of the technology. This means that online learning is a system of education that can help students still having study even not at school. The difference between online learning and offline learning is the interaction between each other. As emphasized by Demir Kaymak & Horzum (2013) that offline learning is a traditional system where the learning method is quite interactive and the one-on-one communication aspect goes well, then online learning can facilitate student access who is constrained by distance from school and home but interaction and an online class is less intensive.

Another explanation regarding the difference between online learning and offline learning according to Pei & Wu (2019) is that online learning mostly

uses technology so that network disruptions often occur, social interactions become weak, academic skills decline, and student motivation is not supported. This difference is a reciprocal between offline learning which can reduce internet use which costs network costs, improved social interaction due to frequent chats and also the motivation of students who are always reminded by their teachers/mentors every day. Students who feel affected by online learning on social interactions have been described by Almusharraf & Almusharraf (2021) who thinks that the condition where students feel anxious about online learning is when someone feels introverted (closed). Because basically introverts will not open themselves when the environment around them makes them uncomfortable. This often happens when the class is online, especially for friends who are present in class who do not know their friends because that person rarely actively discusses in class.

2.2 Review of Related Studies

This section presents the studies and findings in the literature. During online learning, students and teachers less able to interact face-to-face. This can bring students to less enthusiastic to study and leads them to feel anxious when communicate. According to Ajmal et al., (2019) in one of Universities at Rawalpindi founds that during online learning it was difficult for students to study together, discuss assignments and share problems. This means that during students are apart from their friends, they cannot communicate easily which this can make students feel uncomfortable to having interaction and over time this will cause social anxiety among students. This result was taken through a quantitative method using a Likert-scale questionnaire and distributed to university students with a total of 322 students participating.

Other findings were also found by researchers in the country who took samples of high school students in West Java. According to (Wijaya et al., 2020) found that online learning during the pandemic is indeed effective because teachers mostly use digital platforms that make students more interested in

learning online. However, the result is that students become more bored. This shows that online learning makes students feel bored and the risk from being bored is leading them to feel anxious, because they no longer have the will to try to communicate again with their friends or teachers.

In contrast, there is interesting result from literature described above from (Rahayu et al., 2021) they found that online learning carried out during the COVID-19 pandemic in Indonesia is unique. A strong correlational between factors between 'lecturer support' and 'interaction', indicating that interactions between lecturers and students in online lectures have a positive impact on students. In these interactions, lecturers actively involve students in class discussions, provide suggestions and input, and share experiences. Through 'lecturer support' and 'interaction' this can make students do not feel any anxiety, because with encouragement from the lecturer and good interactions will strengthen the communication relationship between teachers and students.

Based on the explanation above, the framework that guiding this research is from Keskin et al., (2020) about Social Anxiety Scale in E-learning. That we now know that social anxiety is a feeling that arises because of environmental factors that are less supportive or do not provide a sense of comfort, this creates a fear of interacting with someone. In addition, during the Covid-19 pandemic, it is increasingly strengthening this social anxiety. The existence of social anxiety leads to students who are undergoing online learning, where students are less able to communicate with friends and teachers/lecturers.



2.3 Theoretical Framework

This research contains about social anxiety scale in online learning. This study uses a questionnaire to determine the existing level of social anxiety, with the interaction subscale (student-lecturer and students). 46 items total using a 7-point likert scale.

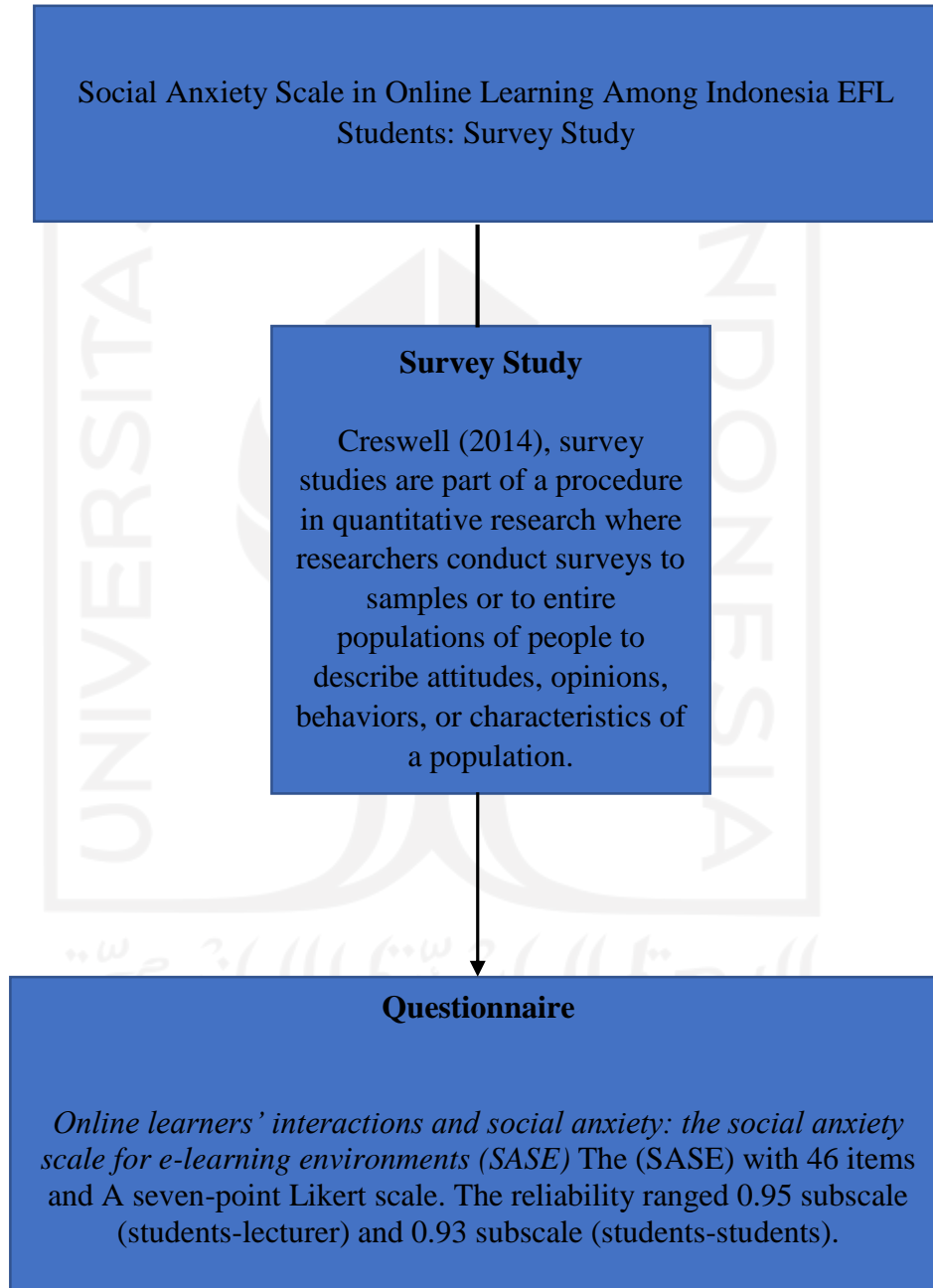


Figure 2.3 Theoretical Framework

CHAPTER III

RESEARCH DESIGN

This chapter elaborates the methodology of the study. It includes research design, sample, population, data collecting technique, and data analysis technique.

3.1 Research Design

Because this study is designed to investigate the level of social anxiety during online learning at EFL students in university at Yogyakarta. Therefore, survey research was chosen as the design of this study. According to Creswell (2014), survey studies are part of a procedure in quantitative research where researchers conduct surveys to samples or to entire populations of people to describe attitudes, opinions, behaviors, or characteristics of a population. Based on the results of taking the data, the researcher can determine the presumption. This research was conducted using a survey study, because this research is needing a lot of participants and also author do data collection only once, in the one of University in Yogyakarta. This research also adopted the theory and instruments from Keskin et al., (2020) on previous research.

3.2 Population and Sample

3.2.1 Population

The author distributed a questionnaire (SASE) to students in the class of 2020 students of the English Education especially on fourth semester students that require an interaction between teacher and students and also most of the activities in the classroom require student-to-student discussions, group discussions, group assignments at a private university in Yogyakarta, Indonesia. This study is to examine their level of social anxiety scale due to that at that time they were studying online and some of they feel

3.3 Data Collecting Technique

3.3.1 Questionnaire Social Anxiety Scale for e-Learning Environments (SASE)

The factor analysis of Keskin's et al., (2020) research is used to find out what factors make students anxious when studying online (SASE). The questionnaire used in this study was adopted by Keskin et al., (2020). This questionnaire has 46 items overall, 23 items for the student-lecturer subscale and 23 items for the students-students subscale. Where each subscale there are 3 types of scale to be measured, including Negative evaluation, Somatic symptoms, and also Avoidance of interaction. All measurement instruments adopt a 7-point scale response format.

This questionnaire has already been translated into Indonesia and then distributed through Google Form link. The aim is to make it easier for participants to understand the context and also make it easier for them when filling it out. First dimension factor subscale there is a Negative evaluation (NE) which consists of 9 items. Second factor dimension subscale was a Somatic symptoms (SS) which consists of 4 items. Third factor dimension was an Avoidance of interactions (AI) which consists of 10 items. Each factor dimension for both interactions (students-lecturer and students-students) already translated into 'Bahasa Indonesia' to make it easier to understand the meaning for the participants.

3.3.2 Validity

According to the explanation from Heale & Twycross (2015) Validity is a measuring tool that measures the extent to which a concept is calculated accurately, especially on quantitative data. The Keskin (SASE) questionnaire has been examined using a pilot study. Validity of the subscale from Learner -

Learner Interaction has an average result 0.82 for the Negative evaluation, 0.86 for the Somatic symptoms and 0.81 for the Avoidance of interaction. Validity of the subscale from Learner - lecturer Interaction has an average 0.88 for the Negative evaluation, 0.87 for the Somatic symptoms and 0.86 for the Avoidance of interaction. This provides us that this questionnaire has a value that can be allowed to be used. Questionnaire used in this study was checked by the supervisor before the data collection process.

3.3.3 Reliability

Reliability according to Kamis et al., (2018) is something that we can use as a benchmark and the benchmark can be used by everyone when measuring a weight, time, size accurately. Then with Keskin et al., (2020) SASE with the consistency of 46 items that have been selected using the CFA (Confirmatory Factor Analysis) and EFA (Exploratory Factor Analysis) with results in the Cronbach coefficient being 0.93 and above. Cronbach coefficients were also calculated for each subscale, 0.97 for the results of Negative Evaluation (NE), 0.93 for Somatic Symptoms (SS) and 0.97 for Avoidance of Interaction (AI). Based on the results of the Cronbach coefficient, it shows that this questionnaire has been considered reliability to be a measuring tool.

3.4 Data Analysis Technique

The author applies some of this step in this study:

1. The questionnaire data that has been filled in by the participants will be converted to the Ms. excel.
2. The average of the questionnaire respondents' data was calculated on both subscales (students-lecturer interaction) and (student-student interaction) using SPSS 24 analyzer.

3. The total average on the two subscales by applying the negative evaluation factor dimension (NE) with a score of 4.5, (SS) Somatic Symptoms with a score of 4, and (AI) Avoidance of Interaction with a score of 3.
4. The results of the data are displayed in tabular form and also in graph form (Figure 4.1 Chart for Overall Means).



CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

This chapter contains findings obtained from the questionnaire to examine the dominant factors that can cause social anxiety in online learning among Indonesian EFL students in private University in Yogyakarta study program English Department batch 2020.

4.1 Research Findings

This study tries to answer the research question: "To investigate the level of social anxiety during online learning among Indonesia EFL students?" Therefore, a Students Anxiety Scale In e-Learning Questionnaire (SASE) adopted by Keskin et al., (2020) has been distributed to the respondents (n=101) through an online form. The author analyzed the data using descriptive statistics to answer the question above. The analysis aims to measure the mean score of the overall strategies to find the item using the most and the item used the least by the respondents.

This questionnaire has 46 items overall, 23 items for the students-lecturer subscale and 23 items for the students-students subscale. Where each subscale there are 3 types of scale to be measured, including Negative evaluation, Somatic symptoms, and also Avoidance of interaction. All measurement instruments adopt a 7-point scale response format (1= Very Strongly Disagree, 2= Strongly Disagree, 3= Disagree, 4= Neutral, 5= Agree, 6= Strongly Agree, 7= Very Strongly Agree)

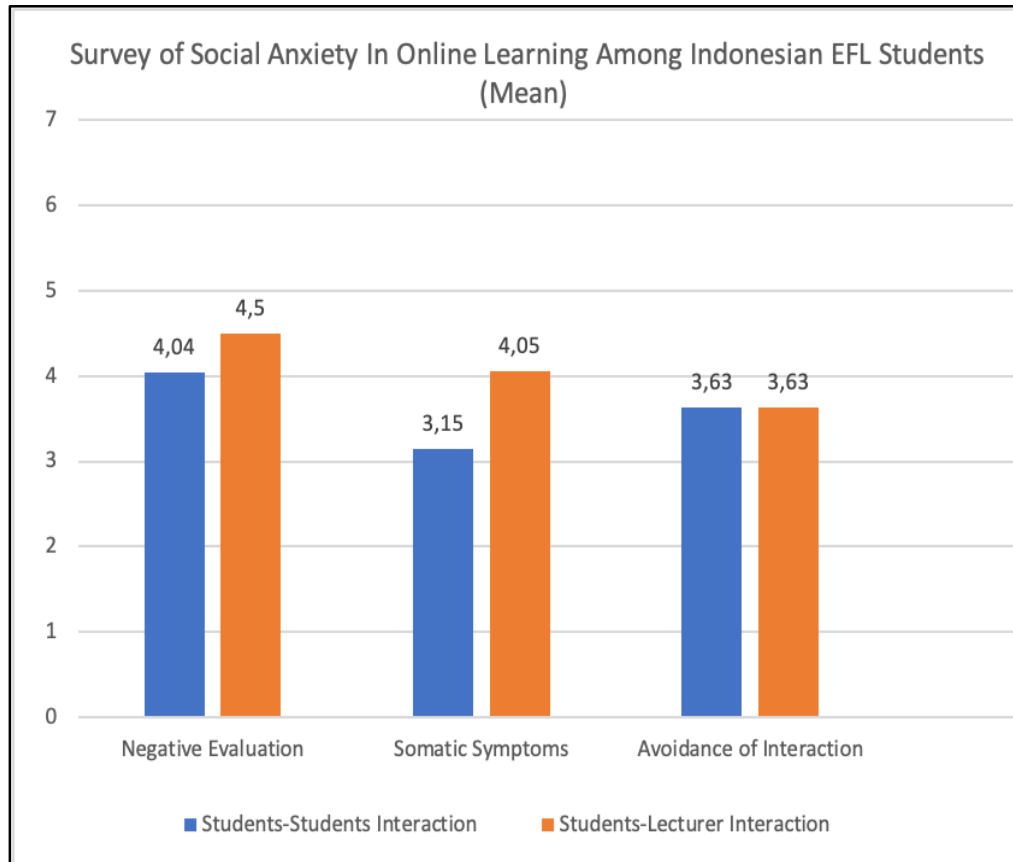


Figure 4.1 Chart for Overall Dimension Mean

As we can see in the figure chart 4.1 above that scale for the overall dimension for the scale. First most dominant reason for having anxiety is the negative evaluation dimension (students-lecturer interaction) mean score is 4.5 and scaled to be 5 (agree), compared with the (students-students interaction) in the same dimension has mean score 4,04 (neutral). Based on this result above score of 4, we can assume that both interactions (students-lecturer and students-students) are sometimes having anxiety, but the students are more anxious when they are interacting with their lecturer rather than having interaction with their friend during the online learning. This shows that students may prefer to avoid a negative evaluation from their lecturer.

Second result is the somatic symptoms dimension, in this dimension having a big difference between (students-lecturer interaction) mean is 4.05 that scaled (neutral) and (students-students interaction) mean is 3,15 that scaled 3

(disagree). From this result we can assume that student's lecturer interaction is in score of 4, those students sometimes are having anxiety but tend to be neutral, especially when they interacting with their lecturer rather than interacting with their friends. The students-students interaction has score of 3, we can assume that students are not too be through a somatic symptom when they having communication with their friends. The reason is because students have not met face-to-face with their lecturer when offline learning, so they sometimes feel scared when interacting with their lecturer rather than with their friends.

Third result is the avoidance of interaction (students-lecturer interaction) and the (students-students interaction) are having the same mean in 3.63. The result is under score of 4, we can assume that during the online learning, students are not feeling anxiety to do avoidance of interaction in a big way when interacting with their lecturer or their friends. The possibility that happened because maybe students do not feel afraid when communicate something to them both.

4.1.1 Scale Students-Lecturer Interaction

4.1.1.1 Negative Evaluation Dimension

Negative evaluation in terms of students-lecturer interaction discusses social anxiety caused by fear of being criticized, fear of feeling judged negatively and also fear of doing anything when interacting with lecturers during online learning. The following is a descriptive statistical explanation through Table 1 below.

Table 1

Descriptive statistic for the Negative Evaluation Dimension

No.	Questionnaire item	N	Mean	Std. dev
-----	--------------------	---	------	----------

7	In e-learning, making foolish or careless mistakes in my participation / writing when communicating with the lecturer worries me.	101	4,81	1.3
6	In e-learning, the mistakes that I make when communicating with the lecturer embarrass me.	101	4,76	1.3
8	In e-learning, I am worried about looking stupid because of my questions when communicating with the lecturer.	101	4,62	1.39
1	In e-learning, I am afraid that my participation / writing will be misunderstood when communicating with the lecturer.	101	4,59	1.32
4	In e-learning, I'm worried about what the lecturer might think about my participation / writing when communicating with the lecturer.	101	4,49	1.3
9	In e-learning, I get anxious when communicating with the lecturer although I know it's unnecessary.	101	4,38	1.39
5	In e-learning, the thought of being criticized for my participation / writing when communicating with the lecturer bothers me.	101	4,36	1.41
3	In e-learning, I'm afraid to be criticized when communicating with the lecturer.	101	4,24	1.32
2	In e-learning, I think that my participation / writing will be evaluated negatively when communicating with the lecturer.	101	4,22	1.38

Note. the above data has been ordered from highest to lowest

As seen in the nine items (1, 2, 3, 4, 5, 6, 7, 8, 9) in Table above, if we take 3 higher items (7, 6, 8) and the lowest 3 items (5, 3, 2) as a main assume to this dimension, we can indicate that the average respondents answer are in score of 4. This means that students-lecturer interaction is having a little anxiety but not

too conspicuous, especially when they making a foolish mistake in some participation/ discussions and than being criticized when they having interaction with their lecturer during the online learning.

4.1.1.2 Somatic Symptoms Dimension

Somatic symptoms in terms of students-lecturer interaction discusses social anxiety is caused because when students are interacting with their lecturer there is a reaction in the body such as sweating, the heart is beating quite fast and feeling uncomfortable during online learning. The following is a descriptive statistical explanation through Table 2 below.

Table 2
Descriptive statistic for the Somatic Symptoms Dimension

No.	Questionnaire item	N	Mean	Std. dev
10	In e-learning, my heart starts to beat rapidly when communicating with the lecturer.	101	4,35	1.57
12	In e-learning, I get embarrassed when communicating with the lecturer.	101	4,16	1.45
11	In e-learning, I feel uncomfortable when communicating with the lecturer.	101	3,9	1.43
13	In e-learning, I sweat when communicating with the lecturer.	101	3,8	1.59

Note. the above data has been ordered from highest to lowest

As seen in the four items (10, 11, 12, 13) in Table 2 above, the average respondents answer is in score of 4. This means that students-lecturer interaction is having a little somatic symptoms anxiety but also not too conspicuous. Most of them are feeling body reaction symptoms such as: blushing, having a heartbeat, and feeling uncomfortable when they are having an interaction with their lecturer during the online learning.

4.1.1.3 Avoidance of Interaction Dimension

Avoidance of interaction in terms of students-lecturer interaction discusses social anxiety is caused because anxiety that occurs because of fear and a sense of staying away from other people to avoid bad assumptions or impressions, but in this case, it occurs between student interactions with their lecturers when in online learning. The following is a descriptive statistical explanation through the Table 3 below.

Table 3
Descriptive statistics for the Avoidance of Interaction Dimension

No.	Questionnaire item	N	Mean	Std. dev
22	In e-learning, I prefer to remain silent to avoid getting a bad impression when I need to communicate with the lecturer.	101	4,22	1.5
16	In e-learning, I find it difficult to ask for help from the lecturer.	101	4,09	1.39
23	In e-learning, I find it difficult to communicate with the lecturer.	101	4,09	1.58
14	In e-learning, I avoid asking questions when I need to communicate with the lecturer.	101	4,08	1.45
17	In e-learning, I prefer to remain silent when I need to communicate with the lecturer.	101	4,08	1.54
21	In e-learning, It is difficult for me to interact with the lecturer.	101	4,04	1.4
15	In e-learning, it bothers me to ask questions when I need to communicate with the lecturer.	101	3,93	1.43
18	In e-learning, I don't want to participate / write when I should communicate with the	101	3,82	1.3

	lecturer.			
19	In e-learning, I prefer not to communicate when I should communicate with the lecturer.	101	3,79	1.42
20	In e-learning, I avoid answering questions of the lecturer.	101	3,79	1.56

Note. the above data has been ordered from highest to lowest

As seen in the ten items (14, 15, 16, 17, 18, 19, 20, 21, 22, 23) in Table 3 above, if we take 3 higher items (22, 16, 23) and the lowest 3 items (18, 19, 20) as a main assume to this dimension, we can indicate that some of the respondent's average answer are below score of 4. This means that students-lecturer interaction is not having an anxiety to avoid an interaction or sometimes rarely no. In this case we can show the possibility that students are not having an anxiety very big to having an interaction to their lecturer.

4.1.2 Scale Students-Students Interaction

4.1.2.1 Negative Evaluation Dimension

Negative evaluation in terms of students-students interaction discusses social anxiety caused by fear of being criticized, fear of feeling judged negatively and also fear of doing anything when interacting with their friends during online learning. The following is a descriptive statistical explanation through Table 4 below.

Table 4

Descriptive statistic for the Negative Evaluation Dimension

No.	Questionnaire item	N	Mean	Std. dev
7	In e-learning, making foolish or careless mistakes when I am participating / writing on discussion pages worries me.	101	4,94	1.33

6	In e-learning, the mistakes I make on discussion pages embarrass me.	101	4,89	1.29
8	In e-learning, I am worried about looking stupid because of my questions on discussion pages.	101	4,72	1.46
9	In e-learning, I get anxious on discussion pages although I know it's unnecessary.	101	4,57	1.49
1	In e-learning, I am afraid that my participation / writing will be misunderstood on discussion pages.	101	4,52	1.42
4	In e-learning, I'm worried about what other learners might think about my participation / writing on discussion pages.	101	4,41	1.37
3	In e-learning, I'm afraid to be criticized by others on discussion pages.	101	4,2	1.5
5	In e-learning, the thought of being criticized for my participation / writing on discussion pages bothers me.	101	3,99	1.5
2	In e-learning, I think that my participation / writing will be evaluated negatively on discussion pages.	101	3,77	1.41

Note. the above data has been ordered from highest to lowest

As seen in the nine items (1, 2, 3, 4, 5, 6, 7, 8, 9) in Table 4 above, if we take 3 higher items (7, 6, 8) and the lowest 3 items (3, 5, 2) as a main assume to this dimension, we can indicate that the average respondents answer in score above of 4. This means that students-students interaction is having negative evaluation anxiety a little and not too conspicuous, especially when they making a foolish mistake in some participation/ discussions, rather than being criticized when they having interaction with their friends during the online classes. In this case we can show that students sometimes feel anxious when they do something they think is careless, silly and afraid when asking questions when they are in a class discussion or when interacting with their friends.

4.1.2.2 Somatic Symptoms Dimension

Somatic symptoms in terms of students-students interaction discusses social anxiety is caused because when students are interacting with their friends there is a reaction in the body such as sweating, the heart is beating quite fast and feeling uncomfortable during online learning. The following is a descriptive statistical explanation through the Table 5 below.

Table 5
Descriptive statistic for the Somatic Symptoms Dimension

No.	Questionnaire item	N	Mean	Std. dev
10	In e-learning, my heart starts to beat rapidly while communicating on discussion pages.	101	4,29	1.65
12	In e-learning, I feel embarrassed while communicating on discussion pages.	101	4,18	1.52
11	In e-learning, I feel uncomfortable when communicating on discussion pages.	101	4,02	1.45
13	In e-learning, I sweat when communicating on discussion pages.	101	3,72	1.69

Note. the above data has been ordered from highest to lowest

As seen in the four items (10, 11, 12, 13) in Table 5 above, the average respondents answer is below score of 4. This students-students interaction indicated that they are rarely not feel anxious. In this case we can show that students are rarely feel somatic symptom anxiety towards their friends because they have occasionally met their friends face to face when offline learning or maybe they already meet them in the social media platform, so maybe students feel comfortable yet to have an interaction.

4.1.2.3 Avoidance of Interaction Dimension

Avoidance of interaction in terms of students-students interaction discusses social anxiety is caused because anxiety that occurs because of fear and a sense of staying away from other people to avoid bad assumptions or impressions, but in this case, it occurs between student interactions with their friends when in online learning. The following is a descriptive statistical explanation through the Table 6 below.

Table 6

Descriptive statistic for the Avoidance of Interaction Dimension

No.	Questionnaire item	N	Mean	Std. dev
14	In e-learning, I avoid asking questions on discussion pages.	101	4,28	1.43
17	In e-learning, I prefer to remain silent on discussion pages.	101	4,24	1.53
21	In e-learning, It is difficult for me to interact on discussion pages.	101	4,18	1.52
22	In e-learning, I prefer to remain silent to avoid getting a bad impression on discussion pages.	101	4,12	1.52
23	In e-learning, I find it difficult to communicate on discussion pages.	101	4,12	1.45
16	In e-learning, I find it difficult to ask for help on discussion pages.	101	4,09	1.27
15	In e-learning, it bothers me to ask questions on discussion pages.	101	4	1.38
20	In e-learning, I avoid answering questions on discussion pages.	101	3,83	1.4
19	In e-learning, I prefer not to communicate on discussion pages.	101	3,61	1.42
18	In e-learning, I don't want to participate / write on discussion pages.	101	3,45	1.38

Note. the above data has been ordered from highest to lowest

As seen in the ten items (14, 15, 16, 17, 18, 19, 20, 21, 22, 23) in Table 6 above, if we take 3 higher items (14, 17, 21) and the lowest 3 items (20, 19, 18) as a main assume to this dimension, we can indicate that the average respondents answer in score below of 4. This means that students-students interaction is rarely not feel anxious or tend to feel normal when communicating.

4.2 Discussions

The research question is answered in this section about “To investigate the level of social anxiety during online learning among Indonesia EFL students?”. This section elaborates data from the research findings section. Using the Social Anxiety Scale for E-learning (SASE) questionnaire from (Keskin et al., 2020) that implemented on English Department students’ batch 2020 in one of University on Yogyakarta. There are three points that the author wants to convey.

First, is the negative evaluation scale dimension. Negative evaluation discusses about anxiety that can occur because of scared to be judged negatively when someone is careless or make a foolish mistake. The author finds that social anxiety in online learning among Indonesian EFL students is quite high especially in the students-lecturer interaction. This dimension has a high score mean with average score 4.5 for students-lecturer and the students-students interaction has score 4.04. With average score above of 4 for both scales, this indicate that there is social anxiety even though are not very conspicuous and also there are some students maybe still feel anxious during interact each other. The reason why the students-lecturer interaction is high rather than the students-students interaction is because students rather choose to maintain their self-image in front of their lecturers over to their friends. This finding has a similar finding to Rahayu et al., (2021) who state that there is a big correlational

between 'lecturer support' and 'interaction'. From this case the author supported the theory from (Rahayu et al., 2021) about 'lecturer support' and 'motivation' are need to be strengthened, because probably there is a good effect between 'lecturer support' and 'motivation' to the students, such as: academic result and learning performances

Second, is the somatic symptoms dimension. Somatic symptoms dimension discusses about anxiety that can make someone's body arise something unusual, such as: sweating when interacting, blushing and heart beats fast. The author finds that there is a unique result between students-lecturer interaction and students-students interaction, the students-lecturer interaction has a big result difference (4.05) rather than the students-students interaction (3.15). With the average score of 4 for the students-lecturer interaction, we can indicate that there are social anxiety even though sometimes arises during interact. Also, with average score of 3 for the students-students interaction, we can assume that students less likely to feel social anxiety or tend to feel just normal when having interact. This similarly to (Almusharraf & Almusharraf, 2021; George Saadé et al., 2017) statement that social anxiety can give students effects such like mental changes. From this result and theory, the author can assume that students are having anxiety with their lecturer that can make them arise sweating, blushing and the worst case is can have a mental change. This means that lecturer should more careful when having interaction with their students, because when online interaction students cannot see their lecturer face expressions all the time.

Third, is the avoidance of interaction dimension. Avoidance of interaction discusses about anxiety that make someone are remain silent and avoid something rather than joined in something. This dimension also has a unique result, there have a same average mean (3.63) for both students-lecturer interaction and students-students interaction. With the average result below score of 4 for both scales, we can assume that students tend to have no anxiety or even rarely even they interacting with their lecturer or with their friends. This finding has a similar theory from Wijaya et al., (2020) who revealed that during online classes teachers should have a different approach and learning

environment to the students that can interact with each other, because students sometimes feel shy to have conversation during the class that can lead to anxiety, for example, students sometimes don't want to join the discussion and don't want to turn on the camera or microphone when they are presenting. However, the author result on this dimension was quite the opposite from (Wijaya et al., 2020) results, that the students when interacting with their lecturer or with their friends are not hesitate to start an interaction, because on this dimension both interactions are quite low. This may because the students are enthusiast to having chat, talk and interaction during the online learning.

Based on the explanation above, with the average result for the overall dimension is in score 4, this means that the social anxiety is not too conspicuous or experienced a lot, although some may experience it. The author wants to convey that the social anxiety in online learning among Indonesian EFL students are having an anxiety but not too conspicuous. Most dominant reason is the negative evaluation dimension. That they choose to keep maintain their self-image in front of their lecturer or with their friends because they don't want to be judged negatively or assumed to be a careless/foolish person. According to Rahayu et al., (2021) there is a relation between 'lecturer support' and 'interaction', this statement probably was the wise evidence that if the lecturer keep strengthened the motivation and the interaction to their students, this social anxiety among EFL students is must be low.

CHAPTER V

CONCLUSION AND RECOMMENDATION

This chapter elucidates the summary of the research based on research findings in the previous chapter and recommendation for further research.

5.1 Conclusion

The purpose of this study was to investigate the level of social anxiety during online learning among Indonesia EFL students at one of the University in Yogyakarta, class of 2020 English Department in fourth semester students that recently held an online class. 101 students participated as the respondents to the questionnaire about Social Anxiety in Online Learning. The present study revealed that there is anxiety in students when learning online in English Department class of 2020 in fourth semester students, shows that there are results with an average score above 4 on the negative evaluation dimension in every student-lecturer or student-student interaction, it can be concluded that students sometimes have social anxiety but it is not so conspicuous. On the somatic symptom dimension has an average result of 4 on student-lecturer interactions, while on student-student interactions it has an average score of 3, so this shows that students sometimes experience anxiety when interacting with their lecturers, otherwise when students are interacting with their friends, they rarely feel social anxiety and tend to be normal. The last one is the avoidance of interaction dimension has an average result below a score of 4 in both interactions, this shows that students rarely feel social anxiety and maybe they feel normal when they are interacting with lecturers or with their friends.

Overall, the author can conclude based on these results which lead to the research question in the previous section that there is anxiety in the English Department class of 2020 especially in fourth semester students but it is not so conspicuous. Especially in student-lecturer interactions, because students may

still feel afraid to be negatively evaluated by their lecturers when doing things, they think are very careless.

5.2 Recommendation

Based on the results of this study, this study provides empirical data or insights about Social Anxiety in Online Learning, especially those who are undergoing online learning, taking classes, teachers, and future researchers. There are three recommendations, as follows:

First, students explore themselves to learn to maintain good communication with lecturers and friends. Second, English lecturers must provide a variety of teaching methods to create activities that are more focused on group discussion in the classroom. Teachers cannot rely on learning and questioning techniques because the research results show that students avoid fear and embarrassment. Last, it is suggested for future researchers to explore with more respondents and with qualitative approach research. Because maybe the anxiety turns out to have a relationship with student learning performance.

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	Original	Translated
Negative evaluation	<ol style="list-style-type: none"> 1. In e-learning, I am afraid that my participation / writing will be misunderstood on discussion pages. 2. In e-learning, I think that my participation / writing will be evaluated negatively on discussion pages. 3. In e-learning, I'm afraid to be criticized by others on discussion pages. 4. In e-learning, I'm worried about what other learners might think about my participation / writing on discussion pages. 5. In e-learning, the thought of being criticized for my participation / writing on discussion pages bothers me. 6. In e-learning, the mistakes I make on discussion pages embarrass me. 7. In e-learning, making foolish or careless mistakes when I am 	<ol style="list-style-type: none"> 1. Dalam pembelajaran daring, saya takut keikutsertaan saya atau apa yang saya kerjakan di forum diskusi akan disalahpahami. 2. Dalam pembelajaran daring, saya rasa keikutsertaan saya atau apa yang saya kerjakan di forum diskusi akan dinilai negatif. 3. Dalam pembelajaran daring, saya takut dikritik oleh orang lain di forum diskusi. 4. Dalam pembelajaran daring, saya khawatir dengan apa yang dipikirkan mahasiswa lain di forum diskusi tentang keikutsertaan saya atau apa yang saya kerjakan. 5. Dalam pembelajaran daring, ketakutan akan dikritik tentang keikutsertaan saya atau apa yang saya kerjakan di forum diskusi mengganggu saya. 6. Dalam pembelajaran daring, kesalahan yang saya buat pada forum diskusi membuat saya malu. 7. Dalam pembelajaran daring, kesalahan konyol atau ceroboh yang saya buat ketika berpartisipasi atau menulis di forum diskusi membuat saya khawatir. 8. Dalam pembelajaran daring, saya khawatir terlihat bodoh di forum diskusi karena pertanyaan saya.

	<p>participating / writing on discussion pages worries me.</p> <p>8. In e-learning, I am worried about looking stupid because of my questions on discussion pages.</p> <p>9. In e-learning, I get anxious on discussion pages although I know it's unnecessary.</p>	<p>9. Dalam pembelajaran daring, saya merasa cemas di forum diskusi meskipun saya tahu itu tidak perlu.</p>
Somatic symptoms	<p>10. In e-learning, my heart starts to beat rapidly while communicating on discussion pages.</p> <p>11. In e-learning, I feel uncomfortable when communicating on discussion pages.</p> <p>12. In e-learning, I feel embarrassed while communicating on discussion pages.</p> <p>13. In e-learning, I sweat when communicating on discussion pages.</p>	<p>10. Dalam pembelajaran daring, jantung saya mulai berdetak kencang saat berkomunikasi di forum diskusi.</p> <p>11. Dalam pembelajaran daring, saya merasa tidak nyaman saat berkomunikasi di forum diskusi.</p> <p>12. Dalam pembelajaran daring, saya merasa malu saat berkomunikasi di forum diskusi.</p> <p>13. Dalam pembelajaran daring, saya berkeringat ketika berkomunikasi di forum diskusi.</p>
Avoidance of interaction	<p>14. In e-learning, I avoid asking</p>	<p>14. Dalam pembelajaran daring, saya</p>

	<p>questions on discussion pages.</p> <p>15. In e-learning, it bothers me to ask questions on discussion pages.</p> <p>16. In e-learning, I find it difficult to ask for help on discussion pages.</p> <p>17. In e-learning, I prefer to remain silent on discussion pages.</p> <p>18. In e-learning, I don't want to participate / write on discussion pages.</p> <p>19. In e-learning, I prefer not to communicate on discussion pages.</p> <p>20. In e-learning, I avoid answering questions on discussion pages.</p> <p>21. In e-learning, It is difficult for me to interact on discussion pages.</p> <p>22. In e-learning, I prefer to remain silent to avoid getting a bad impression on discussion pages.</p> <p>23. In e-learning, I find it difficult to communicate on discussion pages.</p>	<p>menghindari mengajukan pertanyaan pada forum diskusi.</p> <p>15. Dalam pembelajaran daring, saya merasa tidak nyaman untuk bertanya pada forum diskusi.</p> <p>16. Dalam pembelajaran daring, saya kesulitan untuk meminta bantuan pada forum diskusi.</p> <p>17. Dalam pembelajaran daring, saya lebih memilih berdiam diri di forum diskusi.</p> <p>18. Dalam pembelajaran daring, saya tidak ingin berpartisipasi atau menulis di forum diskusi.</p> <p>19. Dalam pembelajaran daring, saya memilih untuk tidak berkomunikasi di forum diskusi.</p> <p>20. Dalam pembelajaran daring, saya menghindari menjawab pertanyaan pada forum diskusi.</p> <p>21. Dalam pembelajaran daring, sulit bagi saya untuk berinteraksi di forum diskusi.</p> <p>22. Dalam pembelajaran daring, saya lebih memilih diam untuk menghindari kesan buruk di forum diskusi.</p>
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		23. Dalam pembelajaran daring, saya merasa sulit untuk berkomunikasi di forum diskusi.
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APPENDIX

Questionnaire

7-Point Likert Scale (1 = Very Strongly Disagree, 2 = Strongly Disagree, 3 = Disagree, 4 = Neutral, 5 = Agree, 6 = Strongly Agree, 7 = Very Strongly Agree).

Learner - Learner Interaction subscale

Learner - lecturer Interaction

	Original	Translated
Negative evaluation	1. In e-learning, I am afraid that my participation / writing will be misunderstood when communicating with the lecturer.	1. Dalam pembelajaran daring, saya takut keikutsertaan saya atau apa yang saya tulis akan disalahpahami ketika berkomunikasi dengan dosen. 2. Dalam pembelajaran daring, saya rasa keikutsertaan saya

	<p>2. In e-learning, I think that my participation / writing will be evaluated negatively when communicating with the lecturer.</p> <p>3. In e-learning, I'm afraid to be criticized when communicating with the lecturer.</p> <p>4. In e-learning, I'm worried about what the lecturer might think about my participation / writing when communicating with the lecturer.</p> <p>5. In e-learning, the thought of being criticized for my participation / writing when communicating with the lecturer bothers me.</p> <p>6. In e-learning, the mistakes that I make when communicating with the lecturer embarrass me.</p> <p>7. In e-learning, making foolish or careless mistakes</p>	<p>atau apa yang saya tulis akan dinilai negatif ketika berkomunikasi dengan dosen.</p> <p>3. Dalam pembelajaran daring, saya takut dikritik ketika berkomunikasi dengan dosen.</p> <p>4. Dalam pembelajaran daring, saya khawatir tentang apa yang mungkin dipikirkan dosen mengenai partisipasi atau diskusi saya ketika berkomunikasi dengan dosen.</p> <p>5. Dalam pembelajaran daring, kekhawatiran akan dikritik atas keikutsertaan saya atau apa yang saya tulis saya ketika berkomunikasi dengan dosen mengganggu saya.</p> <p>6. Dalam pembelajaran daring, kesalahan yang saya buat saat berkomunikasi dengan dosen membuat saya malu.</p> <p>7. Dalam pembelajaran daring, membuat kesalahan bodoh atau ceroboh dalam partisipasi atau tulisan saya ketika berkomunikasi dengan dosen membuat saya</p>
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	<p>in my participation / writing when communicating with the lecturer worries me.</p> <p>8. In e-learning, I am worried about looking stupid because of my questions when communicating with the lecturer.</p> <p>9. In e-learning, I get anxious when communicating with the lecturer although I know it's unnecessary.</p>	<p>khawatir.</p> <p>8. Dalam pembelajaran daring, saya khawatir terlihat bodoh karena pertanyaan saya ketika berkomunikasi dengan dosen.</p> <p>9. Dalam pembelajaran daring, saya merasa cemas ketika berkomunikasi dengan dosen meskipun saya tahu itu tidak perlu.</p>
Somatic symptoms	<p>10. In e-learning, my heart starts to beat rapidly when communicating with the lecturer.</p> <p>11. In e-learning, I feel uncomfortable when communicating with the lecturer.</p> <p>12. In e-learning, I get embarrassed when communicating with the lecturer.</p> <p>13. In e-learning, I sweat when communicating with the lecturer.</p>	<p>10. Dalam pembelajaran daring, jantung saya mulai berdetak kencang saat berkomunikasi dengan dosen.</p> <p>11. Dalam pembelajaran daring, saya merasa tidak nyaman saat berkomunikasi dengan dosen.</p> <p>12. Dalam pembelajaran daring, saya merasa malu ketika berkomunikasi dengan dosen.</p> <p>13. Dalam pembelajaran daring, saya berkeringat ketika berkomunikasi dengan dosen.</p>

<p>Avoidance of interaction</p>	<p>14. In e-learning, I avoid asking questions when I need to communicate with the lecturer.</p> <p>15. In e-learning, it bothers me to ask questions when I need to communicate with the lecturer.</p> <p>16. In e-learning, I find it difficult to ask for help from the lecturer.</p> <p>17. In e-learning, I prefer to remain silent when I need to communicate with the lecturer.</p> <p>18. In e-learning, I don't want to participate / write when I should communicate with the lecturer.</p> <p>19. In e-learning, I prefer not to communicate when I should communicate with the lecturer.</p> <p>20. In e-learning, I avoid answering questions of the lecturer.</p> <p>21. In e-learning, It is difficult for me to interact with the lecturer.</p>	<p>14. Dalam pembelajaran daring, saya menghindari mengajukan pertanyaan ketika saya perlu berkomunikasi dengan dosen.</p> <p>15. Dalam pembelajaran daring, saya merasa tidak nyaman untuk mengajukan pertanyaan ketika saya perlu berkomunikasi dengan dosen.</p> <p>16. Dalam pembelajaran daring, saya merasa kesulitan untuk meminta bantuan dari dosen.</p> <p>17. Dalam pembelajaran daring, saya lebih memilih diam ketika saya perlu berkomunikasi dengan dosen.</p> <p>18. Dalam pembelajaran daring, saya tidak ingin berpartisipasi atau menulis ketika saya harus berkomunikasi dengan dosen.</p> <p>19. Dalam pembelajaran daring, saya memilih untuk tidak berkomunikasi ketika saya harus berkomunikasi dengan dosen.</p> <p>20. Dalam pembelajaran daring, saya menghindari menjawab pertanyaan dari dosen.</p> <p>21. Dalam pembelajaran daring, sulit bagi saya untuk berinteraksi dengan dosen.</p>
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	<p>22. In e-learning, I prefer to remain silent to avoid getting a bad impression when I need to communicate with the lecturer.</p> <p>23. In e-learning, I find it difficult to communicate with the lecturer.</p>	<p>22. Dalam pembelajaran daring, saya lebih memilih diam untuk menghindari kesan buruk ketika saya perlu berkomunikasi dengan dosen.</p> <p>23. Dalam pembelajaran daring, saya merasa sulit untuk berkomunikasi dengan dosen.</p>
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Table 3.5 The Score for Likert Scale

Likert Scale	Score
Very Strongly Disagree	1
Strongly Disagree	2
Disagree	3
Neutral	4
Agree	5
Strongly Agree	6
Very Strongly Agree	7