

CHAPTER IV RESEARCH FINDINGS AND DISCUSSION

This research described the result of data collection and data analysis to address the research questions in chapter I. The researcher obtained the data through FLCAS questionnaires that have been distributed to all participants and the interview of anxiety test from several participants.

A. Research Result

This research is being conducted to determine the levels of anxiety experienced by students, as well as the elements that students believe contribute to their anxiety when online learning English. The researcher employed a mixed-method. Thirty third-grade students from SMK N 1 Batealit Jepara participated in this research. This research was gathered through questionnaires and interviews.

1. The result of Questionnaire

The researcher used a closed questionnaire that is Foreign Language Classroom Anxiety Scale (FLCAS) adopted by Horwitz to get the data. It is used to analyze the first research question that is the level of students' English speaking anxiety in online English class. It consists of 33 statements that were answered by 30 of twelve classes of AKL of SMK N 1 Batealit Jepara.

The following table presents the result of students' responses to Foreign Language Classroom Anxiety Scale (FLCAS) items.

No	Name	Negative Statement					Positive Statement				
		SA	A	NOR	D	SD	SA	A	NOR	D	SD
1.	MRA	23	-	1	-	-	9	-	-	-	-
2.	VRW	4	13	5	2	1	-	-	5	4	-
3.	LAR	1	19	1	2	1	-	4	-	5	-
4.	DPM	5	11	3	4	1	-	3	3	2	1
5.	WA	2	19	-	2	1	1	3	-	5	-
6.	EA	15	5	1	2	1	-	1	-	6	2
7.	SN	-	19	3	2	-	-	1	5	3	-
8.	RF	20	1	1	1	1	1	1	-	3	4
9.	SNI	-	9	5	8	2	-	6	1	2	-
10.	RM	3	8	7	6	-	-	6	1	2	-
11.	DAA	-	3	1	20	-	-	4	3	1	1
12.	DAPU	-	18	5	1	-	-	-	6	3	-
13.	AY	-	17	3	4	-	-	2	5	2	-
14.	RM	2	11	7	4	-	-	1	6	2	-
15.	SNA	-	11	8	5	-	-	5	4	-	-
16.	KAS	4	8	3	7	2	1	-	7	1	-
17.	AO	-	19	4	1	-	-	5	4	-	-
18.	NKF	6	2	11	2	3	5	2	1	1	-
19.	RAVS	3	16	1	4	-	-	-	1	8	-
20.	PA	13	-	10	1	-	-	-	7	2	-

21.	ARF	1	10	8	4	1	-	3	5	-	1
22.	AF	-	-	10	13	1	-	-	5	4	-
23.	SW	1	8	11	1	3	1	3	4	1	-
24.	NISS	6	12	4	2	-	-	2	2	5	-
25.	RDP	7	12	4	-	1	-	-	5	3	1
26.	AS	-	8	13	3	-	-	3	4	2	-
27.	DAN	2	11	7	4	-	-	2	6	1	-
28.	NK	-	9	9	6	-	-	1	7	1	-
29.	AL	-	5	11	8	-	-	4	5	-	-
30.	MKJ	1	3	14	6	-	-	3	2	4	-
TOTAL		119	287	171	125	19	18	65	104	73	10

Table 4.1

The Summary Response on FLCAS

The researcher has categorized each statement into negative and positive statements based on the results above to calculate the overall score of students' responses in selecting the statement that best fits their condition. According to the questionnaire, "agree" 287 is the overall high score of negative statements, and "strongly disagree" 19 is the total low score. Then there is a summary of the overall high score in positive statements, which is "neither" 204, and the last total low score of "strongly disagree" is 10.

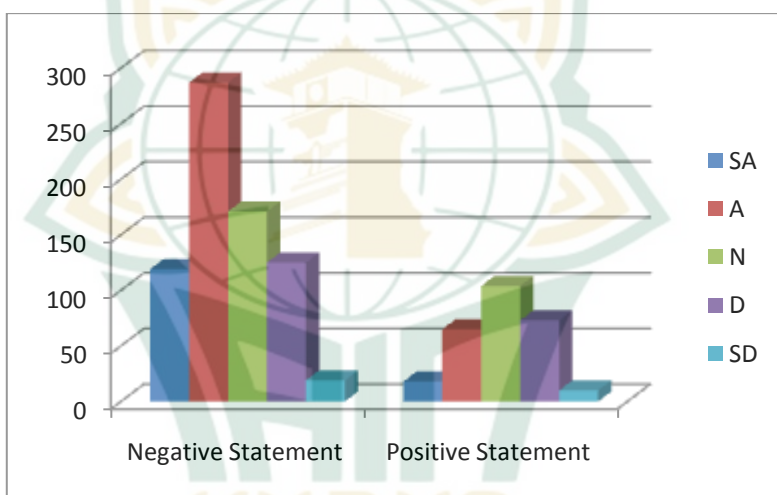


Figure 4.1
The Summary Response of Negative and Positive Statements

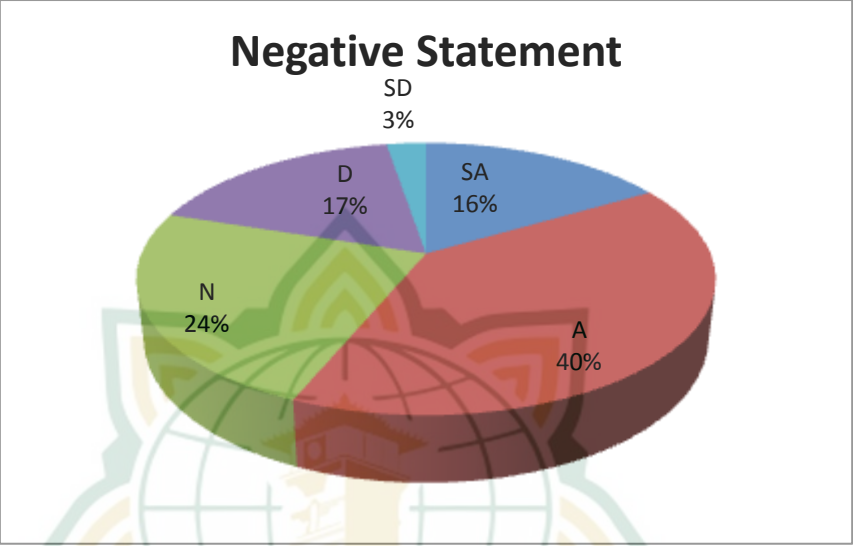


Figure 4.2
The percentage of Negative Statement

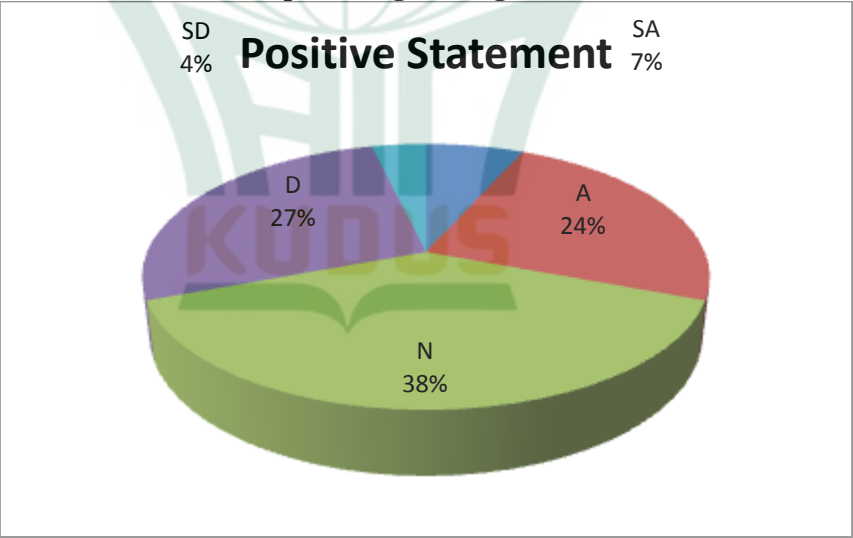


Figure 4.3
The percentage of Positive Statement

The percentage of students' preferences towards 33 items of FLCAS

No	Statements	The percentage of students' preferences									
		SA	%	A	%	N	%	D	%	SD	%
1.	I never feel quite sure of myself when I am speaking in my foreign language class	1	3%	10	32%	16	52%	3	10%	-	-
2.	I don't worry about making mistakes in language class.	1	3%	7	23%	9	30%	11	37%	2	7%
3.	I tremble when I know that I'm going to be called on in language class.	6	21%	17	59%	3	10%	3	7%	1	3%
4.	It frightens me when I don't understand what the teacher is saying in foreign	1	3%	18	60%	5	17%	6	20%	-	-

9.	I start to panic when I have to speak without preparation in language class.	10	33%	14	47%	5	17%	1	3%	-	-
10.	I worry about the consequences of failing my foreign language class.	8	27%	12	40%	8	27%	1	3%	1	3%
11.	I don't understand why some people get so upset over foreign language classes.	4	13%	12	40%	14	47%	-	-	-	-
12.	In language class, I can get so nervous I forget things I know.	5	17%	15	50%	4	13%	6	20%	-	-
13.	It embarrasses	4	13%	11	37%	10	33%	5	17%	-	-

	me to volunteer answers in my language class.																		
14.	I would not be nervous speaking the foreign language with native speakers.	1	3%	6	20%	11	37%	11	37%	1	3%								
15.	I get upset when I don't understand what the teacher is correcting.	1	3%	5	17%	4	13%	17	57%	3	10%								
16.	Even if I am well prepared for language class, I feel anxious about it.	3	10%	16	54%	6	20%	4	13%	1	3%								
17.	I often feel like not going to my language class.	2	7%	6	20%	5	17%	13	43%	4	13%								
18.	I feel confident	2	7%	3	10%	10	33%	12	40%	3	10%								

	when I speak in foreign language class.																		
19.	I am afraid that my language teacher is ready to correct every mistake I make.	3	10%	10	34%	10	33%	7	23%	-	-	-	-	-	-	-	-	-	-
20.	I can feel my heart pounding when I am going to be called on in language class.	4	13%	16	54%	7	23%	2	7%	1	3%								
21.	The more I study for a language test, the more confused I get.	2	7%	5	17%	10	33%	11	36%	2	7%								
22.	I don't feel pressure to prepare very well for	2	7%	8	27%	13	43%	7	23%	-	-	-	-	-	-	-	-	-	-

27.	I get nervous and confused when I am speaking in my language class.	4	13%	15	50%	8	27%	3	10%	-	-
28.	When I am on my way to language class, I feel very sure and relaxed.	1	3%	5	17%	12	40%	10	33%	2	7%
29.	I get nervous when I don't understand every word the language teacher says.	5	17%	19	63%	5	17%	1	3%	-	-
30.	I feel overwhelmed by the number of rules you have to learn to speak a foreign language.	3	10%	14	46%	11	37%	2	7%	-	-

31.	I am afraid that the other student will laugh at me when I speak the foreign language.	4	13%	18	60%	6	20%	2	7%	-	-
32.	I would probably feel comfortable around native speakers of the foreign language.	2	7%	12	40%	9	30%	6	20%	1	3%
33.	I get nervous when the language teachers asks questions which I haven't prepared in advance.	7	23%	17	57%	5	17%	1	3%	-	-

Table 4.2
The Percentage on FLCAS

2. The Students' Anxiety Level

It is to determine the level of students' English anxiety during online learning. The total scores are categorized based on the results of the scoring process as followed by table 4.3

No	Name	Questionnaire Number										Total Score	Level Anxiety		
1	MRA	1	2	3	4	5	6	7	8	9	10	11	131	Very Anxious	
		3	1	5	5	1	5	5	1	5	5	1			
		12	13	14	15	16	17	18	19	20	21	22			
		5	5	1	5	5	5	5	5	5	1	5			
		23	24	25	26	27	28	29	30	31	32	33			
5	5	5	5	5	1	5	5	5	5	1	5				
2	VRW	1	2	3	4	5	6	7	8	9	10	11	119	Anxious	
		4	4	4	5	3	4	5	3	5	5	3			
		12	13	14	15	16	17	18	19	20	21	22			
		4	4	5	2	4	3	4	3	2	4	3			
		23	24	25	26	27	28	29	30	31	32	33			
2	2	3	4	4	4	3	3	4	3	4					
3	LAR	1	2	3	4	5	6	7	8	9	10	11	116	Anxious	
		4	4	4	4	2	4	4	4	4	4	5			2
		12	13	14	15	16	17	18	19	20	21	22			
		12	13	14	15	16	17	18	19	20	21	22			
		12	13	14	15	16	17	18	19	20	21	22			

		2	4	3	2	4	4	2	4	4	4	5	3	4		
10	RM	1	2	3	4	5	6	7	8	9	10	11	10	11	Mildly Anxious	103
		3	2	5	4	4	2	2	2	2	5	4	2			
		12	13	14	15	16	17	18	19	20	21	22	21	22		
		3	4	4	2	3	2	2	3	3	3	2	3	2		
		23	24	25	26	27	28	29	30	31	32	33	32	33		
		2	4	3	2	4	2	4	4	5	3	4	3	4		
11	DAA	1	2	3	4	5	6	7	8	9	10	11	10	11	Relaxed	79
		2	5	2	4	3	2	2	4	3	2	2	2	2		
		12	13	14	15	16	17	18	19	20	21	22	21	22		
		2	2	2	2	2	2	3	2	2	2	2	2	2		
		23	24	25	26	27	28	29	30	31	32	33	32	33		
		2	2	2	2	2	3	4	2	2	2	2	2	2		
12	DAPU	1	2	3	4	5	6	7	8	9	10	11	10	11	Anxious	117
		4	4	4	4	3	2	4	3	3	3	3	3	3		
		12	13	14	15	16	17	18	19	20	21	22	21	22		
		4	4	3	2	4	3	4	4	4	3	3	3	3		
		23	24	25	26	27	28	29	30	31	32	33	32	33		
		4	4	4	4	4	4	4	3	4	3	4	3	4		
		13	AY	1	2	3	4	5	6	7	8	9	10	11	Anxious	112
		3	2	4	3	3	4	4	3	4	4	4	4	3		
		12	13	14	15	16	17	18	19	20	21	22	21	22		

		4	4	3	4	4	2	4	2	4	2	4	2	3		
		23	24	25	26	27	28	29	30	31	32	33				
		4	2	4	4	4	4	4	3	4	2	4				
14	RM	1	2	3	4	5	6	7	8	9	10	11		111	Anxious	
		3	4	4	5	4	3	4	3	4	3	3				
		12	13	14	15	16	17	18	19	20	21	22				
		4	2	3	2	4	2	3	4	4	3	3				
		23	24	25	26	27	28	29	30	31	32	33				
		4	2	3	3	4	3	4	3	4	2	5				
15	SNA	1	2	3	4	5	6	7	8	9	10	11		101	Mildly Anxious	
		2	3	4	4	3	4	4	2	4	3	2				
		12	13	14	15	16	17	18	19	20	21	22				
		4	2	3	2	4	2	3	3	3	2	2				
		23	24	25	26	27	28	29	30	31	32	33				
		5	3	3	3	4	2	4	3	3	2	4				
16	KAS	1	2	3	4	5	6	7	8	9	10	11		103	Anxious	
		4	3	5	4	1	2	4	3	4	5	3				
		12	13	14	15	16	17	18	19	20	21	22				
		2	5	3	1	2	1	4	2	4	3	3				
		23	24	25	26	27	28	29	30	31	32	33				
		5	2	2	2	3	3	4	4	3	3	4				
17	AO	1	2	3	4	5	6	7	8	9	10	11		112	Anxious	

21		4	3	4	3	3	3	4	3	4	3	4	3	4	3	4	3	4	100	Mildly Anxious
	ARF	1	2	3	4	5	6	7	8	9	10	11								
		3	2	2	4	2	4	3	3	4	4	1								
		12	13	14	15	16	17	18	19	20	21	22								
		4	3	3	2	3	1	3	4	3	3	3								
		23	24	25	26	27	28	29	30	31	32	33								
		3	3	4	2	2	3	4	5	4	2	4								
22	AF	1	2	3	4	5	6	7	8	9	10	11						88	Mildly Anxious	
		3	3	3	3	3	3	3	3	2	3	3								
		12	13	14	15	16	17	18	19	20	21	22								
		2	3	3	2	2	3	4	2	1	3	4								
		23	24	25	26	27	28	29	30	31	32	33								
		2	2	2	2	2	4	2	2	2	4	3								
23	SW	1	2	3	4	5	6	7	8	9	10	11						97	Mildly Anxious	
		3	4	3	4	1	1	4	3	3	4	2								
		12	13	14	15	16	17	18	19	20	21	22								
		3	3	3	2	3	1	3	4	3	1	2								
		23	24	25	26	27	28	29	30	31	32	33								
		4	3	4	3	3	3	3	4	4	2	4								
24	NISS	1	2	3	4	5	6	7	8	9	10	11						125	Very Anxious	
		3	3	4	4	2	3	4	4	5	5	2								
		12	13	14	15	16	17	18	19	20	21	22								

		3	3	3	4	3	2	4	3	4	3	3	3	Anxious
		12	13	14	15	16	17	18	19	20	21	22	22	
		2	3	4	2	2	2	3	3	3	3	2	2	
		23	24	25	26	27	28	29	30	31	32	33	33	
		4	2	4	3	4	3	3	4	4	3	4	4	
29	AL	1	2	3	4	5	6	7	8	9	10	11	11	Mildly Anxious
		3	2	2	3	2	2	4	2	4	3	3	3	91
		12	13	14	15	16	17	18	19	20	21	22	22	
		2	2	3	3	4	2	2	2	3	2	3	3	
		23	24	25	26	27	28	29	30	31	32	33	33	
		4	3	3	2	3	3	3	4	3	2	3	3	
30	MKJ	1	2	3	4	5	6	7	8	9	10	11	11	Mildly Anxious
		3	2	5	3	4	2	3	3	4	3	2	2	99
		12	13	14	15	16	17	18	19	20	21	22	22	
		4	3	4	2	3	2	4	3	4	2	3	3	
		23	24	25	26	27	28	29	30	31	32	33	33	
		3	2	3	2	3	4	3	3	3	2	3	3	

Table 4.3
Scoring and Categorizing of FLCAS

Range	Level	Frequency	Percentage
124 – 165	Very Anxious	6	20%
108 – 123	Anxious	11	37%
87 – 107	Mildly Anxious	12	40%
66 – 86	Relaxed	1	3%
33 - 65	Very Relaxed	0	0%
TOTAL		30	100%

Table 4.4
The result of Anxiety Level

According to the scoring of the anxiety level category, there are six participants who are very anxious, eleventh participants who are anxious, twelve participants who are mildly anxious, and only one respondent who is relaxed.

The percentage of students' speaking anxiety levels is also presents in the following pie chart:

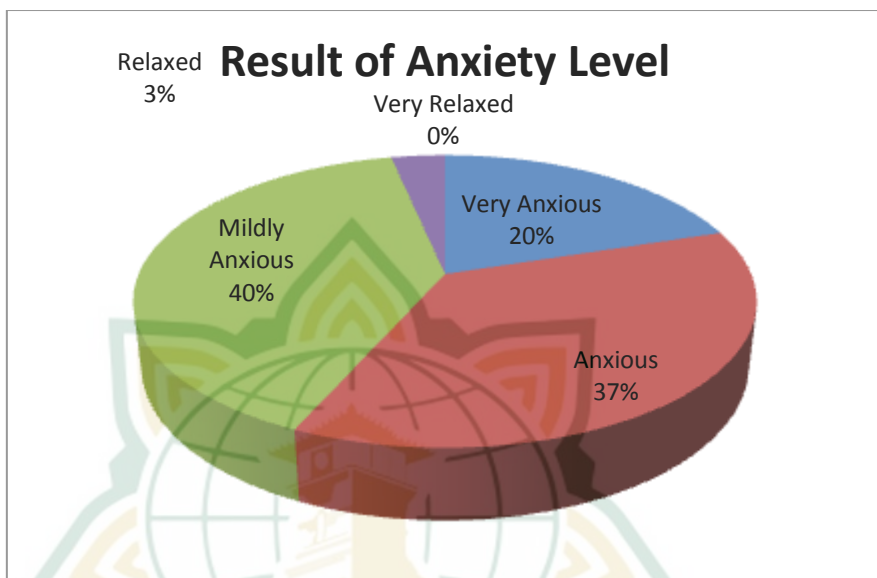


Figure 4.4
Percentage Result of Anxiety Level

Both table and figure show that the students' get different levels of anxiety in speaking out of 30 students', six students' (20%) are in very anxious level. Eleventh students (37%) are in anxious level. The other twelve students (40%) are in the mildly anxious level and there is only one student (3%) in the relaxed level. It can be conclude that the AKL students are overall in mildly anxious level.

3. The result of Components of Speaking Anxiety

a. Communication Apprehension

No	Statements	The percentage of Communication Apprehension									
		SA	%	A	%	N	%	D	%	SD	%
1	I never feel quite sure of myself when I am speaking in my foreign language class	1	3%	10	32%	16	52%	3	10%	-	-
9	I start to panic when I have to speak without preparation in language class.	10	33%	14	47%	5	17%	1	3%	-	-
14	I would not be nervous speaking the foreign language with native speakers.	1	3%	6	20%	11	37%	11	37%	1	3%
18	I feel confident when I speak in	2	7%	3	10%	10	33%	12	40%	3	10%

speakers of the foreign language.																			
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Table 4.5
The Percentage of Communication Apprehension

b. Fear of Negative Evaluation

No	Statements	The percentage of Fear on Negative Evaluation									
		SA	%	A	%	N	%	D	%	SD	%
3	I tremble when I know that I'm going to be called on in language class.	6	21%	17	59%	3	10%	3	7%	1	3%
7	I keep thinking that the other students are better at language than I am.	7	24%	14	48%	5	17%	3	11%	-	-
13	It embarrasses me to volunteer answers in my	4	13%	11	37%	10	33%	5	17%	-	-

15	language class. I get upset when I don't understand what the teacher is correcting.	1	3%	5	17%	4	13%	17	57%	3	10%
20	I can feel my heart pounding when I am going to be called on in language class.	4	13%	16	54%	7	23%	2	7%	1	3%
23	I always feel that the other students speak the foreign language better than I do.	7	23%	13	44%	6	20%	4	13%	-	-
25	Language class move so quickly I worry about getting left behind.	5	17%	14	46%	9	30%	2	7%	-	-

31	I am afraid that the other student will laugh at me when I speak the foreign language.	4	13%	18	60%	6	20%	2	7%	-	-
33	I get nervous when the language teachers asks questions which I haven't prepared in advance.	7	23%	17	57%	5	17%	1	3%	-	-

Table 4.6
The Percentage of Fear of Negative Evaluation

c. Test Anxiety

No	Statements	The percentage of Fear on Test Anxiety									
		SA	%	A	%	N	%	D	%	SD	%
2	I don't worry of making mistakes in language class.	1	3%	7	23%	9	30%	11	37%	2	7%
8	I am usually at ease during tests in my language class.	3	7%	2	10%	16	53%	9	30%	-	-
10	I worry about the consequences of failing my foreign language class.	8	27%	12	40%	8	27%	1	3%	1	3%
19	I am afraid that my language teacher is ready to correct every mistake I make.	3	10%	10	34%	10	33%	7	23%	-	-
21	The more I	2	7%	5	17%	10	33%	11	36%	2	7%

4. The result of the interview

The information was acquired through a structured interview with participants who were perceived to be concerned about online English learning. The data displayed in the table below was collected from the interview. It demonstrates what factors may contribute to students' anxiety and how they may react to various teaching techniques. Of the 12 participants, 6 from the very anxious level and 6 from the anxious level, there were only 8 participants who were willing to be interviewed.

The first question is "Why do you feel anxious to face online English learning?" The researcher asked a question to participants about their anxious when facing the online learning. The interview transcript as follows:

No	Participants	Participants Answer
Very Anxious		
1.	RF	<i>Saya sangat cemas ketika saya harus praktik berbicara bahasa inggris</i>
2.	RAVS	<i>Saya kurang memahami materi yang di ajarkan</i>
3.	NISS	<i>Lebih sering belajar, memahami materi lalu mengerjakan tugas secara mandiri sehingga saya cemas dengan nilai saya</i>
4.	RDP	<i>Saya mencoba untuk mempelajari materi tanpa membuka kamus namun masih banyak kosakata yang belum saya pahami sehingga membuat saya cemas akan ambisi saya sendiri</i>
Anxious		
5.	VRW	<i>Saya tidak mengetahui hal yang membuat saya cemas, namu ketika pelajaran bahasa</i>

		<i>inggris saya sering cemas</i>
6.	DPM	<i>Kalau online translate nya kan lewat HP dan kita sendiri yang mengartikan, yang saya takutkan adalah saya tidak paham jika harus memahami sendiri</i>
7.	SN	<i>Saya belum mahir dalam berbahasa inggris sehingga saya gugup saat pelajaran bahasa inggris</i>
8.	DAPU	<i>Saya merasa cemas karena saya tidak paham dengan apa yang di sampaikan oleh guru</i>

Table 4.8

Interview about factor contributing anxiety

The second questions about the problem when learning English by online learning, the question is “What are your main concerns when learning English online learning?” the answered of participants as follows:

No	Participants	Participants Answer
Very Anxious		
1.	RF	<i>Keadaan rumah yang sangat ramai mengganggu pembelajaran online</i>
2.	RAVS	<i>Kuota dan sinyal menjadi kendala terbesar saat pembelajaran bahasa inggris secara online</i>
3.	NISS	<i>Sinyal yang sering tidak stabil dan pemahaman materi yang kurang</i>
4.	RDP	<i>Harus memahami materi secara mandiri dan faktor dari rumah juga yang harus membantu org tua</i>
Anxious		
5.	VRW	<i>Sinyal yang tidak mendukung</i>

		<i>saat pembelajaran online karena akses internet yang terkadang sulit</i>
6.	DPM	<i>Ketika daring apalagi dirumahnya sangat bising atau berisik, tidak bisa focus dengan pembelajaran</i>
7.	SN	<i>Sinyal atau jaringan internet membuat saya agak kesusahan dalam pembelajaran online</i>
8.	DAPU	<i>Susah sinyal menjadi kendala utama dalam pembelajaran online</i>

Table 4.9

Interview about factor contributing anxiety

B. Discussion

In this section, the writer was discussing the result of the questionnaire and interview. The writer used a mixed-method in analyzing the results. Students' response on the FLCAS implied that speaking can provoke students' activity in their online English class. Most of them approved the items reflective of English speaking anxiety. The students' also mentioned various factors of their anxiety. The factor of anxiety sometimes intertwines and makes it difficult to break into a certain factor. However, this research found that personal and interpersonal anxiety, student-teacher interaction, and activities in online learning appear to be the factors causing anxiety to speak English by the online meeting.

1. The level of Students' Speaking Anxiety

Based on 33 items of statement in the FLCAS questionnaire, there were varieties of responses from all participants. The researcher found out that 30 students have different levels of anxiety in speaking skills. There were 6 students who experienced a "Very Anxious" level. 11 students experienced an "Anxious" level. 12 students experienced a "Mildly Anxious" level. There was only 1 student who had a "Relaxed"

level. The researcher found that there were no participants who are in the “Very Relaxed” level in this research.

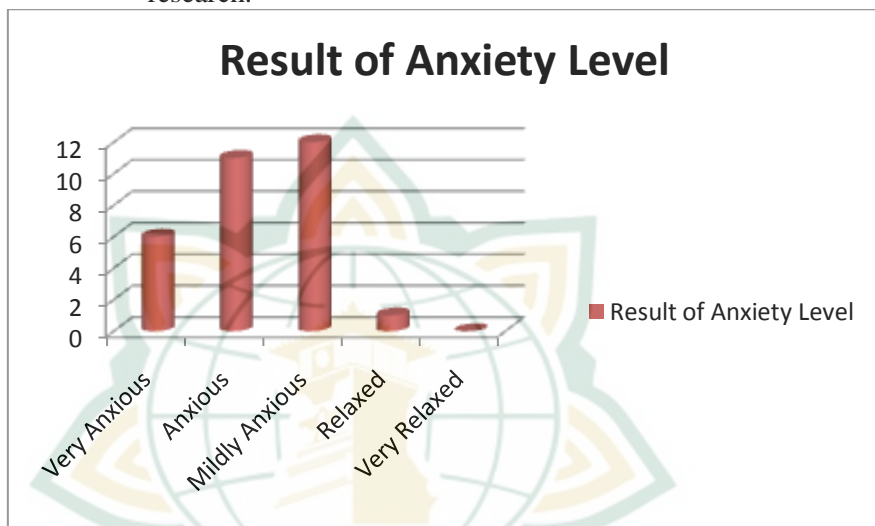


Figure 4.5
Result of Anxiety Level

According to the chart above, the majority of the students exhibited anxiety level in the high and moderate level (anxious and mildly anxious). It means that students have problems in reducing anxiety. Only one student is at a low level of anxiety. This data indicates that most of the students were anxious, and six of them were very anxious in a state of worried, nervousness, and insecurity when they had to perform spoken communication during the teaching and learning process. They found speaking activities such as having a conversation with others, having an English presentation, and other spoken activities as unhappy experiences. When they are talking in front of people, they might feel their palms sweat, stiff, and feel nervous to talk.

2. The factors of speaking anxiety during online learning

According to the results of the questionnaire completed by students and several questions answered by students who are very anxious, anxious, mildly

anxious, relaxed and very relaxed. The factors that caused anxiety can be derived from the highest percentage of each component in speaking anxiety to determine the most frequent anxiety experienced by students when speaking English. According to the questionnaire results, the most experienced levels by participants were mildly anxious, after that was anxious, highly anxious, and the last relaxed level with only one respondent. Horwitz et al classified foreign language anxiety into three categories: communication apprehension, fear of negative evaluation, and test anxiety. The following were the factors that influenced students' speaking anxiety, as determined by the result of the questionnaire and other data that was interviewed with participants who were at the very anxious level and anxious level.

a. Communication Apprehension

Communication apprehension is a personality trait that remains reasonably consistent across different communication contexts. It was also caused by students incapability to appropriately communicate mature thoughts and ideas.

The finding of the student completing the questionnaire shows that the figures which reach 50%. The 27 points are 50% "I get nervous and confused when I am speaking in my english online learning"

VRW said that "*Saya tidak mengetahui hal yang membuat saya cemas, namun ketika pelajaran bahasa inggris saya sering cemas*"

They feel anxious when learning English, it is difficult to accept the material given by the teacher because they are not familiar with online learning.

At point 29 up to 63% "I get nervous when I do not understand every word the teacher says"

DAPU said that *“Saya merasa cemas karena saya tidak paham dengan apa yang di sampaikan oleh guru”*

In online learning, the teacher usually transmits material through google classrooms in which some students usually did not understand the material that they learned.

In this communication apprehension, it can be seen that the factors that arose when anxiety originates from personal students who frequently feel uncomfortable when faced with online English subjects, especially when they have to speak English. Students also do not fully comprehend the material presented by the teacher. As a result, students’ comprehension of the material offered differs. Furthermore, teachers typically only offer assignment material and engage with students during an online class.

b. Fear of Negative Evaluation

Points that reach 50% is the third point up to 59% *“I tremble when I know that I am going to be called on in English online learning”*

RF said that *“Saya sangat cemas ketika saya harus praktik berbicara bahasa inggris”*

Especially when you have to make English practice videos that have to be taken repeatedly which makes you even more confused and anxious. It is added when the deadline for collecting assignments is already over.

The 20 points up to 54% *“I can feel my heart pounding when I am going to be called on in English online learning”*

RDP said that *“Gugup, karena pembelajaran tatap muka saja banyak yang kurang di mengerti apalagi pada saat pembelajaran online ini. Apalagi ketika tiba-tiba di panggil saat pembelajaran via zoom/google meets kan gaada yang bisa ditanya atau ngasih tau kalo di ditanya guru tentang materi deg-degan juga takut salah”*

The anxiety of students arose when suddenly the teacher asked about the material that had been taught and there was nothing to ask. Finally, students will be confused by themselves.

At 31 points up to 60% “I am afraid that the other student will laugh at me when I speak the foreign language”

RDP said that *“Mungkin bagi mereka yang pandai dalam bahasa inggris, mereka menganggap saya yang selalu memaksakan berbahasa inggris yang notabennya kurang dalam berbahasa. Namun teman dekat saya sering memberi tahu dan menjelaskan salah dan benarnya saat saya berbahasa”*

The fear of ridicule from others is visible during offline learning. When students practice speaking English, if the students make mistakes, other students will laugh. It is different for online learning, students who can not meet, but it can happen online through a room chat group.

At 33 points up to 57% “I get nervous when the language teachers ask questions which I have not prepared in advances”

DPM said that *“Senang karena tidak perlu berangkat sekolah cukup di rumah saja tapi tidak senangnya adalah ketika guru memberikan kuis secara tiba-tiba dan saya belum siap hingga saya kebingungan menjawab”*

DAPU said that *“Saya merasa khawatir kalau tidak bisa menjawab pertanyaan dengan bahasa inggris”* **SN**

“Saya merasa cemas karena saya tidak paham dengan apa yang di sampaikan oleh guru dan ketika tes saya tidak bisa menjawab dengan benar”

Some students are pleased with online learning since it eliminates the need for them to coming to school to study because they can do so from home. However, when learning is done at home, they are less likely to attend class, did not

complete the assignments assigned by the teacher, and were not even done. When the teacher conducted an impromptu quiz, the students become nervous, afraid of not being able to properly answer every question from the teacher.

Fear of negative evaluations from others has a significant impact on student anxiety. Online learning is evaluated not only by individuals but also by the other media that were used for the learning process. Applications that did not support android phones to face online learning, did not compile the assignment because of an error site, and also signal difficulties that can cause anxiety to students. Furthermore, the obstacles that students frequently confront were signals that are not very supportive due to each students area situations. Fear can also emerge when a student is doing online learning and suddenly the teacher invites him to answer a question and there are no friends who can help answer the questions.

c. Test Anxiety

In the result of the questionnaire, there is no more than 50% but the highest is reaching 40% at the point “I worry about the consequences of failing my foreign language class”.

NISS said that “*Karena kita akan belajar sendiri membaca dan memahami materi sendiri lalu mengerjakan tugas sendiri sehingga secara pribadi saya merasa cemas dengan nilai saya karena pemahaman saya yang kurang*”

Another anxiety experienced by students is the fear of failure in learning English if their grades obtained were not as expected. This is because after the teacher has conveyed the material, students must understand by themselves. When offline learning the students can directly ask questions until they understand, whereas in online learning, students tend to comprehend themselves.