

## CHAPTER IV

### FINDING & DISCUSSION

#### A. Findings

Based on the research that had been conducted, the researcher found some findings that explained below:

#### 1. Level of Students' Speaking Anxiety in English Class on Virtual Learning.

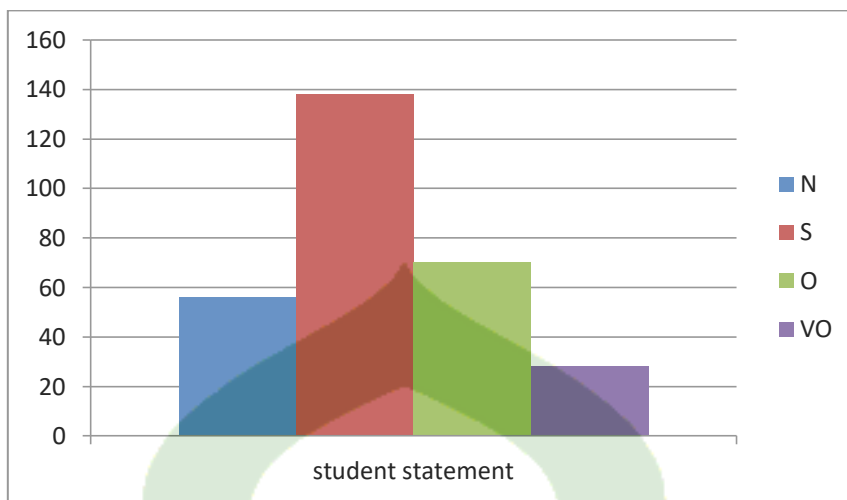
This research used a modification of the DASS 42 (Depression, Anxiety and Stress Scale) anxiety subscale compiled by P.F. Lovibond and S.H. Lovibond to get the first data. DASS 42 consists of 42 items, where depression consists of 14 items, anxiety is 14 items, and stress consists of 14 items. In this study, the researcher wanted to examine students' anxiety in speaking English in virtual learning. Therefore, the researcher only used items from the anxiety variable on the DASS 42 scale and that were answered by 21 students dari kelas XI Akuntansi of SMKN 3 Enrekang. The following table presents the results of students' responses to DASS 42 on 14 items of anxiety.

No	Name	Statements			
		N	S	O	V
1	AAWS	5	6	2	1
2	ANA	0	9	5	0

3	AP	2	3	5	4
4	AF	3	8	3	0
5	A	6	7	1	0
6	CM	4	3	6	1
7	DS	2	8	4	0
8	FRD	1	9	2	2
9	FR	5	7	1	1
10	M	4	0	10	0
11	L	1	13	0	0
12	NA	0	13	1	0
13	N	0	10	4	0
14	NAW	2	6	2	4
15	NZ	1	7	5	1
16	RM	0	0	1	13
17	RHT	4	1	8	1
18	R	5	4	5	0
19	RS	3	10	1	0
20	SNS	6	8	0	0
21	SS	2	6	4	0
<b>Total</b>		<b>56</b>	<b>138</b>	<b>70</b>	<b>28</b>

Table 4.1

The Summary of Students' Response on DASS 42



By Which :

N : Never

O : O

S : Sometimes

VO : Very Often

From the above results, the summary shows that the highest total score is “sometimes” is 138 and the low total score which is “very often” is 28. The following table presents the percentage of student preference towards the DASS 42 item.

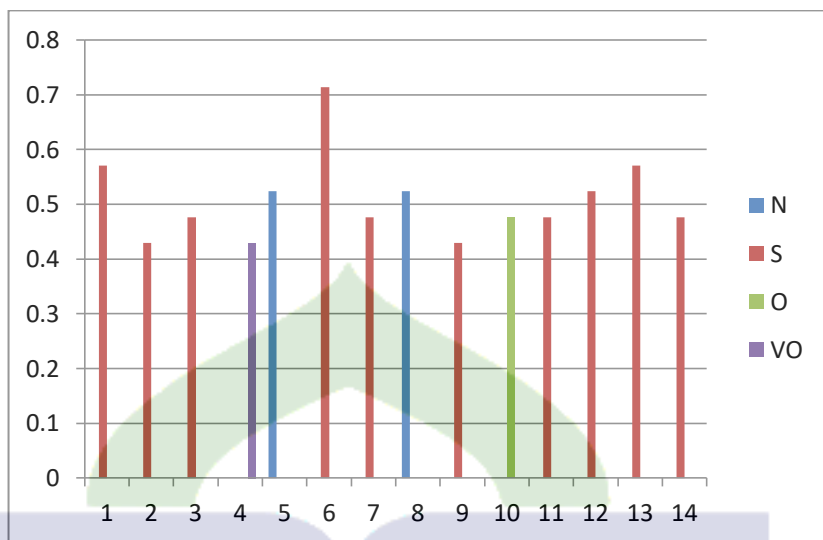
No	Statement	The Percentage of Students' Preference			
		N	S	O	VO
1	Saya merasa bibir saya sering kering ketika guru menyuruh saya untuk berbicara menggunakan bahasa Inggris dalam pembelajaran virtual.	4 19%	12 57,1%	5 23,8%	- -

2	Saya mengalami kesulitan bernafas apabila guru menunjuk saya untuk mengemukakan jawaban dalam bahasa Inggris.	7 33,3%	9 42,9%	4 19%	1 4,8%
3	Saya merasa goyah (misalnya, kaki terasa mau copot) ketika mengerjakan tugas video yang berisi percakapan dengan teman.	8 38,1%	10 47,6%	2 9,5%	1 4,8%
4	Saya menyadari jika berada dalam situasi yang membuat saya merasa cemas, saya akan merasa sangat lega jika semua ini berakhir.	0 0%	6 28,6%	6 28,6%	9 42,9%
5	Saya merasa lemas seperti mau pingsan ketika diperintahkan untuk berbicara menggunakan bahasa Inggris dalam proses pembelajaran virtual.	11 52,4%	9 42,9%	- -	1 4,8%
6	Saya berkeringat secara berlebihan ketika hendak berbicara menggunakan bahasa Inggris, padahal temperatur sedang tidak panas atau tidak melakukan aktivitas fisik sebelumnya.	2 9,5%	15 71,4%	2 9,5%	2 9,5%
7	Saya merasa takut untuk berbicara menggunakan bahasa Inggris tanpa alasan yang jelas.	2 9,5%	10 47,6%	7 33,3%	2 9,5%
8	Saya mengalami kesulitan dalam menelan ketika berbicara menggunakan bahasa Inggris.	11 52,4%	8 38,1%	1 4,8%	1 4,8%
9	Saya menyadari detak jantung saya	3	9	5	4

	meningkat/melemah ketika guru mulai menunjuk secara acak untuk menjelaskan sesuatu menggunakan bahasa Inggris.	14,3%	42,9%	23,8%	19%
10	Saya merasa saya hampir panik ketika nama saya disebut untuk berbicara menggunakan bahasa Inggris.	2 9,5%	8 38,1%	10 47,6%	1 4,8%
11	Saya takut mengalami hambatan untuk menyelesaikan tugas lainnya ketika terdapat tugas yang mengharuskan berbicara menggunakan bahasa Inggris.	2 9,5%	10 47,6%	7 33,3%	2 9,5%
12	Saya merasa sangat ketakutan ketika harus speaking bahasa inggris melalui pembelajaran virtual.	4 19%	11 52,4%	4 19%	2 9,5%
13	Saya merasa khawatir dengan situasi dimana saya mungkin menjadi panik dan mempermalukan diri sendiri ketika harus berbicara menggunakan bahasa Inggris.	- -	12 57,1%	7 33,3%	2 9,5%
14	Saya merasa gemetar ketika saya memulai berbicara menggunakan bahasa Inggris.	3 14,3%	10 47,6%	5 23,8%	3 14,3%

**Table 4.2**

**The percentage of students' preference**



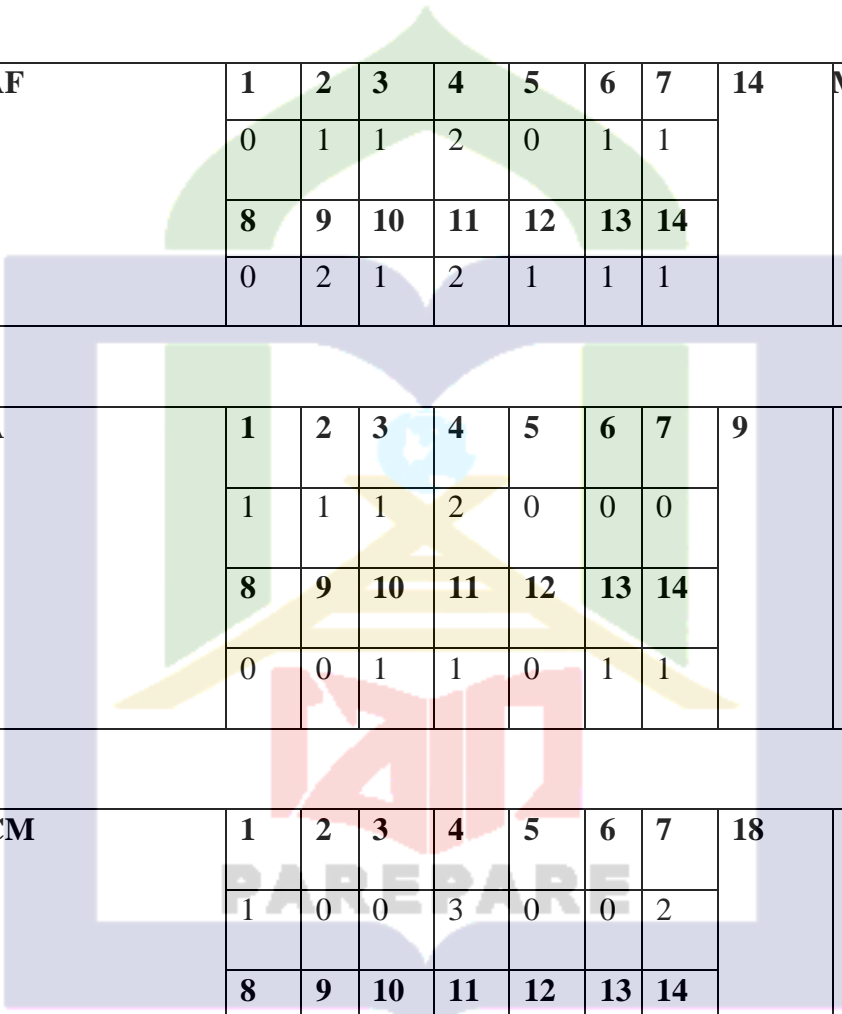
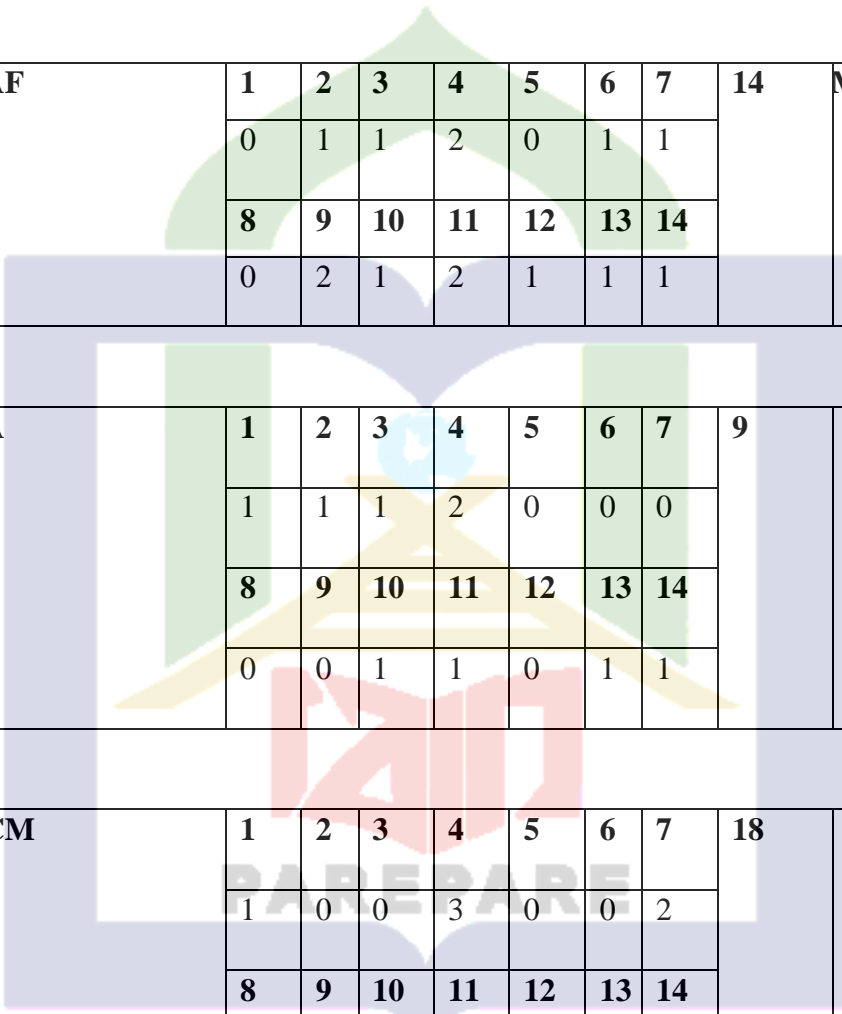
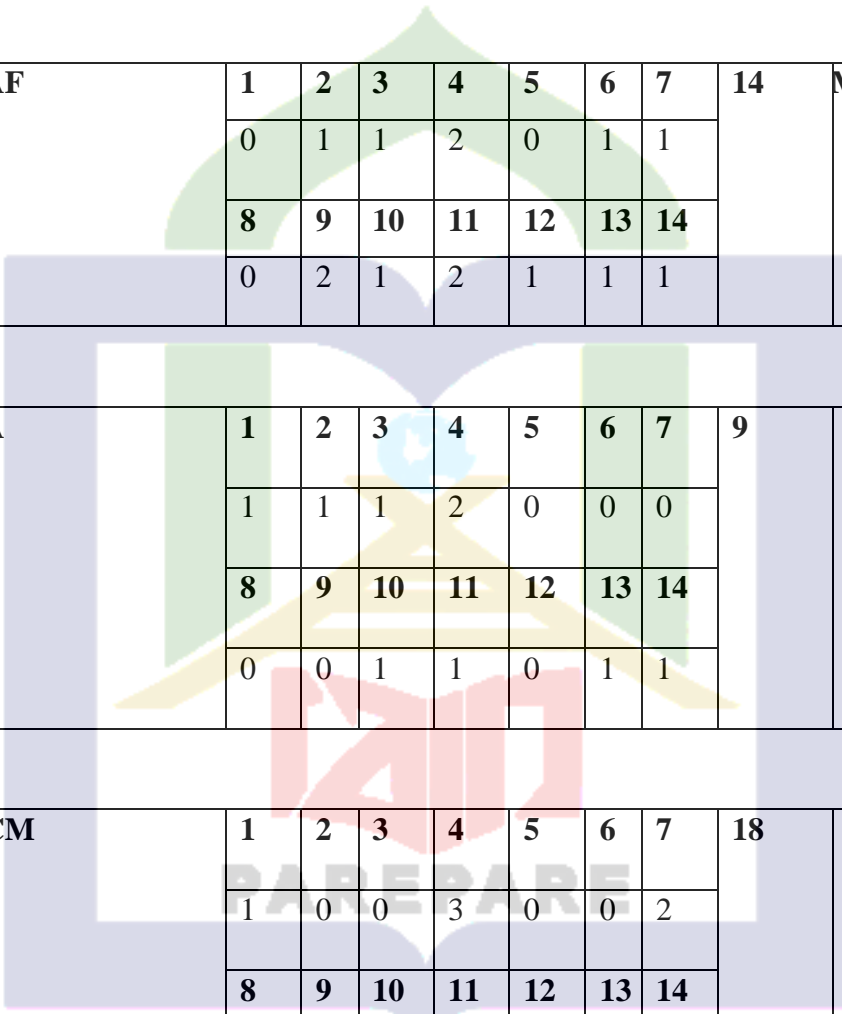
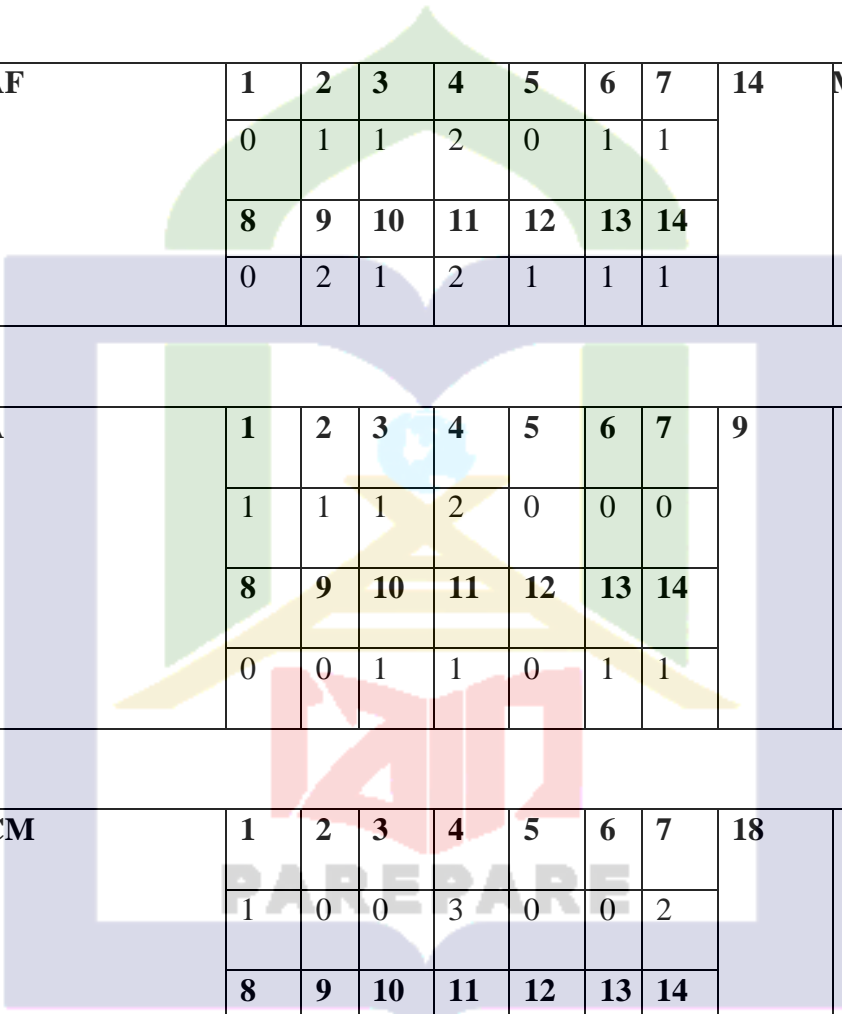
**Figure 4.2**  
**The Percentage of Students' Preference**

By which:

- |   |             |    |              |
|---|-------------|----|--------------|
| N | : Never     | O  | : Often      |
| S | : Sometimes | VO | : Very Often |

Based on the chart above, the author finds the percentage of total high and low scores of all statements in the DASS 42: The author finds the highest score, from the “sometimes” options chosen by 15 respondents (71.4%) with the statement “saya berkeringat secara berlebihan ketika hendak berbicara menggunakan bahasa Inggris, padahal temperatur sedang tidak panas atau tidak melakukan aktivitas fisik sebelumnya”. Then for the lowest respondent choice score, namely the option “very often” chosen by 0 respondents with the statement “Saya merasa bibir saya sering kering ketika guru menyuruh saya untuk berbicara menggunakan bahasa Inggris dalam pembelajaran virtual”,



3	AP	1	2	3	4	5	6	7	25	Extremely severe
		2	2	1	3	0	1	2		
		8	9	10	11	12	13	14		
		1	3	2	0	2	3	3		
										
4	AF	1	2	3	4	5	6	7	14	Moderate
		0	1	1	2	0	1	1		
		8	9	10	11	12	13	14		
		0	2	1	2	1	1	1		
										
5	A	1	2	3	4	5	6	7	9	Mild
		1	1	1	2	0	0	0		
		8	9	10	11	12	13	14		
		0	0	1	1	0	1	1		
										
6	CM	1	2	3	4	5	6	7	18	Severe
		1	0	0	3	0	0	2		
		8	9	10	11	12	13	14		
		2	2	2	2	2	1	1		
										
7	DS	1	2	3	4	5	6	7	16	Severe
		2	1	1	1	0	1	2		



		<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>		
		1	1	2	1	0	1	2		
<b>8</b>	<b>FRD</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>19</b>	<b>Severe</b>
		1	1	1	3	1	1	3		
		<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>		
		1	2	1	2	1	1	0		
<b>9</b>	<b>FR</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>12</b>	<b>Moderate</b>
		0	0	2	3	1	1	1		
		<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>		
		0	1	0	1	1	1	0		
<b>10</b>	<b>M</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>20</b>	<b>Extremely Severe</b>
		2	2	0	2	0	2	2		
		<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>		
		0	0	2	2	2	2	2		
<b>11</b>	<b>L</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>13</b>	<b>Moderate</b>
		1	1	1	1	1	1	1		
		<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>		
		1	1	1	1	1	1	0		
<b>12</b>	<b>NA</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>15</b>	<b>Severe</b>

		2	1	1	1	1	1	1		
		8	9	10	11	12	13	14		
		1	1	1	1	1	1	1		
<b>13</b>	<b>N</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>18</b>	<b>Severe</b>
		2	1	2	1	1	1	1		
		8	9	10	11	12	13	14		
		1	1	2	1	1	1	2		
<b>14</b>	<b>NAW</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>22</b>	<b>Extremely severe</b>
		1	0	1	3	1	3	1		
		8	9	10	11	12	13	14		
		0	3	2	1	1	2	3		
<b>15</b>	<b>NZ</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>20</b>	<b>Extremely severe</b>
		1	1	1	3	0	1	2		
		8	9	10	11	12	13	14		
		1	1	2	2	2	2	1		
<b>16</b>	<b>RM</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>41</b>	<b>Extremely severe</b>
		2	3	3	3	3	3	3		
		8	9	10	11	12	13	14		

		3	3	3	3	3	3	3		
<b>17</b>	<b>RHT</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>20</b>	<b>Extremely Severe</b>
		1	2	0	3	0	2	2		
		<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>		
		0	2	2	2	0	2	2		
<b>18</b>	<b>R</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>14</b>	<b>Moderate</b>
		1	0	0	1	0	1	1		
		<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>		
		0	2	2	2	0	2	2		
<b>19</b>	<b>RS</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>12</b>	<b>Moderate</b>
		0	1	0	2	1	1	1		
		<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>		
		0	1	1	1	1	1	1		
<b>20</b>	<b>SNS</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>Mild</b>
		0	0	0	1	0	1	0		
		<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>		
		0	1	1	1	1	1	1		
<b>21</b>	<b>SS</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>15</b>	<b>Severe</b>
		1	0	0	3	0	1	1		

		<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>	
		0	0	1	3	3	1	1	

**Table 4.3**

### **Scoring and Categorizing of DASS 42 (Anxiety)**

From the result above it can be summarized that:

<b>Range</b>	<b>Level</b>	<b>Result</b>
0-7	Normal	0 respondents (0%)
8-9	Mild	2 respondents (9%)
10-14	Moderate	6 respondents (29%)
15-19	Severe	7 respondents (33%)
20+	Extremely Severe	6 respondents (29%)

**Table 4.4**

### **Result of DASS 42 Scale**

Based on the closed questionnaire that the author conducted, students' responses to the answers of DASS 42 (anxiety section), the authors found that there were no students who experienced speaking anxiety at a normal level in the English class, where the score range for speaking anxiety was 0-7. Furthermore, based on the calculation results, there were 2 students (9%) who experienced mild speaking anxiety in English class. The range of speaking anxiety scores for mild anxiety levels in English class starts from 8-9. The low score for mild speech anxiety was 8 (SNS) and the high score for mild speech anxiety was 9 (A). For moderate anxiety range

starting from points 10-14. The low score for this anxiety was 12 (FR & RS) and the high score for this moderate anxiety was 14 (AF). Fourth, there are 7 students who have severe anxiety, starting from points 15-19, the low score is 15 (SS) and the highest score is 19 (ANA & FR). And the last one is extremely severe anxiety, where there are 6 students who have this anxiety. The range of scores for this anxiety is 20+, where the lowest score is 20 (M, NZ, & RHT) and the highest score is 41.

### 1. Factors of Students' Speaking Anxiety in English Class on Virtual Learning

This section concerns with the factors of students' speaking anxiety in English class. The table below presents the result of students' response about "Why do you feel anxious when speaking in English during virtual learning?"

There were many responses from students that written as followed :

No	Name of Respondents	Students' Answers
1	AAWS	<i>Kurangnya kepercayaan diri dan merasa takut salah dalam pengucapan.</i>  (Lack of confidence and fear of mispronunciation)
2	ANA	<i>Tidak terlalu tahu bagaimana penggunaan bahasa yg tepat.</i>  (Don't really know how to use the correct language)

3	AP	<p><i>Yang menyebabkan saya cemas adalah saya takut jika saya salah dalam Berbahasa Inggris.</i></p> <p>(What causes me anxiety is that I am afraid if I speak English wrong)</p>
4	AF	<p><i>Karena kurang fasih dalam pelafalan bahasa Inggris.</i></p> <p>(Due to not being fluent in English pronunciation.)</p>
5	A	<p><i>Karena belum lancar dalam berbahasa inggris</i></p> <p>(Because I am not fluent in English)</p>
6	CM	<p><i>Takut salah jawab dan takut penyebutannya tidak sesuai.</i></p> <p>(Fear of answering the wrong answer and afraid that it will not be properly pronounced)</p>
7	DS	<p><i>Yang membuat saya cemas itu cara mengeja kata katanya dan penyebutannya yang sering salah.</i></p> <p>(What worries me is the way of spelling the words and their pronunciation is often wrong)</p>
8	FRD	<p><i>Saya merasa cemas karena saya bisa saja salah menyebutkan kata kata bahasa inggris.</i></p>

		(I feel anxious because I might mispronounce English words)
9	FR	<i>Tidak bisa speaking English yang baik dan benar</i>  (I can't speak English well and correctly)
10	Luzianti	<i>Karena saya tidak yakin bahwa apa yang saya bicarakan itu sudah benar atau salah jadi saya merasa cemas ketika harus berbicara (speaking) menggunakan bahasa inggris.</i>  (Because I am not sure that what I am speaking about is right or wrong so I feel anxious when I have to speak in English)
11	M	<i>Tidak percaya diri di hadapan orang banyak dan merasa gemetar.</i>  (Not confident in front of the crowd and feel shaky)
12	NA	<i>Karena saya takut bahwa yang saya bicarakan itu apakah sudah benar atau salah sehingga saya merasa cemas ketika berbicara (speaking) menggunakan bahasa inggris</i>  (Because I am afraid that what I am speaking about is correct or wrong, so I feel anxious when speaking in English)
13	N	<i>Saya kadang cemas karena takut salah sebut (salah dalam pengucapan bahasa Inggris)</i>

		I sometimes get anxious for fear of mispronunciation (wrong pronunciation in English)
14	NAW	<i>Tidak terlalu percaya diri dan takut salah bicara.</i>  (Not too confident and afraid of speaking wrong)
15	NZ	<i>Takut salah pengucapan kata-katanya.</i>  (Fear of mispronouncing words)
16	RM	<i>Yang membuat saya merasa cemas adalah dilihat banyak orang/teman-teman</i>  (What worries me is that many people / friends see me)
17	RHT	<i>Karena malu pada diri sendiri dan takut salah.</i>  (Because I am ashamed of myself and afraid to make mistakes in speaking)
18	R	<i>Aku takut aja kepada yg aku ucapkan apakah salah atau benar karena kalo salah biasanya aku di ketawain oleh teman teman sekelas</i>  (I was afraid whether what I said was right or wrong because when I was wrong I was usually laughed at by my classmates)
19	Rasmi	<i>Takut tidak sesuai dengan penyebutannya.</i>  (I am afraid if my pronunciation is not in accordance



		/ wrong with English rules)
20	SNS	<p><i>Saya merasa cemas ketika saya mengucapkan kalimat yang kurang jelas.</i></p> <p>(I feel anxious when I say vague sentences)</p>
21	SS	<p><i>Yang membuat saya jadi cemas karena saya belum menguasai bhs inggris dan belum terlalu pandai dalam berbicara bhs inggris secara spontan/langsung.</i></p> <p>(What made me anxious was that I had not mastered English and was not too good at speaking English directly)</p>

**Table 4.5**

### **Factors of Students' Speaking Anxiety in English Virtual Learning**

From the speaking anxiety mentioned above, the writer concludes that there are several factors that make students feel anxious when they have to speak English in virtual learning, namely, not confident and ashamed of themselves, afraid of making mistakes, not fluent in English speaking pronunciation and lack of understanding of English lessons.

The writer found that there are 5 people who feel insecure and ashamed of themselves when they have to speak English in virtual learning, there are 9 people who are afraid to make mistakes, 5 people because they are not fluent pronouncing English speaking, and 2 people lack of understanding of English lessons. The following is the factor of speaking anxiety in English class :

## 1. Not confident and ashamed of yourself.

From the collected data above, most students agree that they felt anxious when speaking English in virtual learning. The main factors that made them feel anxious are not confident and ashamed of themselves. They feel insecure, embarrassed when seen by other friends and afraid if they make mistakes in pronouncing English vocabulary.

There are 5 students who had speaking anxiety in not confident and ashamed of themselves, there are:

**AAWS** : Lack of confidence and fear of mispronunciation.

**M** : Not confident in front of crowd and feel shaky.

**NAW** : Not too confident and afraid of speaking wrong.

**R** : What worries me is that many people / friends see me.

**RHT** : Because I am ashamed of my self and afraid to make mistakes in speaking.

## 2. Fear of making mistakes.

The next anxiety factor is students' fear of making mistakes. On average, students are afraid of making mistakes when speaking English, whether it's mistakes in pronouncing/saying words, spelling words, and afraid of issuing the wrong sentence. One of the reasons students are afraid to make these mistakes is because they are afraid of being laughed at by their other friends.

**AP** : What causes me anxiety is that I am afraid if I speak English wrong.

**CM** : Fear of answering the wrong answer and afraid that it will not be properly pronounced.

**FR** : I feel anxious because I might mispronounce English words.

**L** : Because I am not sure that what I am speaking about is right or wrong so I feel anxious when I have to speak in English.

**N** : I sometimes get anxious for fear of mispronunciation in English.

**NA** : Because I am not sure that what I am speaking about is right or wrong so I feel anxious when I have to speak in English.

**NZ** : Fear of mispronouncing words.

**R** : I was afraid whether what I said was right or wrong because when I was wrong I was usually laughed at by my classmates.

**RS** : I afraid if my pronunciation is not accordance/ wrong with English rules.

### **3. Not fluent in English speaking pronunciation.**

The third cause of students feeling anxious when they have to speak English in virtual learning is because they are not fluent in English speaking pronunciation.

**AF** : Due to not being fluent in English pronunciation

**A** : Because I am not fluent in English.

**DS** : What worries me is the way of spelling the words and their pronunciation is often wrong.

**FR** : I can't speak English well and correctly.

SNS : I feel anxious when I say vague sentences

#### 4. Lack of understanding of English lessons.

Lack of understanding of English lessons means that students' abilities and understanding of English subjects are still not good in terms of grammar, vocabulary, fluently, so when students are instructed to speak English students feel anxious because they don't really understand English lessons. that.

ANA : Don't really know how to use the correct language.

SS : What made me anxious was that I had not mastered English and was not too good at speaking English directly.

### B. Discussion

#### 1. Level of Students' Speaking Anxiety in English Class on Virtual Learning.

In this section, the researcher explains how the level of student anxiety in speaking in English through virtual media and the factors that cause the student to feel anxious when speaking in English.

In the previous chapter it was mentioned that anxiety is also called communication apprehension, where according to Daly, communication apprehension is "the fear or anxiety that individuals feel about communicating verbally".<sup>1</sup> Kondo and Ling also say that "foreign

---

<sup>1</sup>Daly. *Understanding Communication Apprehension: An Introduction for Language Educators*. (Eaglewood Cliffs, New Jersey : Prentice Hall, 1991)

language anxiety can have a negative impact on learner performance”.<sup>2</sup>

Based on the theory and the findings of the researchers, it can be said that the two theories are closely related to the findings of the researchers where anxiety is felt by students when speaking in virtual English learning. Most of the anxious students sometimes feel nervous to speak in front of their friends because they pay too much attention and are afraid of their mistakes. When students are faced with something very important, students will experience anxiety, either because of worry, nervousness, fear and shame. Speaking in front of other students can also have a negative impact on student performance which has the potential to cause intense anxiety that can make classroom activities more rigid and make students stressed.

Researchers conducted this research at SMKN 3 Enrekang in class XI accounting students with a total of 21 students. The purpose of this research was to determine the level of anxiety of students speaking in English and what factors caused these students to feel anxious when speaking in English through virtual media. This study was started on April 5th, 2021. In this study, researchers used a mix method approach using questionnaires and interviews as instruments to answer research questions.

In this study, researchers used a questionnaire as an instrument to determine the level of student anxiety in speaking English learning

---

<sup>2</sup>Kondo and Ying-Ling. *Strategies for Coping with Language Anxiety : The Case of Student of English in Japan*. Oxford University Press : 2004)

through virtual media. Questionnaire is a way of collecting data using a list of questions designed to obtain information.

To collect research data, the uses an instrument in the form of a scale. The scale is used to measure the level of anxiety of students in speaking using English. The scale in this study uses a modification of the DASS 42 (Depression, Anxiety and Stress Scale) anxiety subscale compiled by P.F. Lovibond and S.H. Lovibond. DASS 42 has been tested in several clinical samples and non-clinical samples, therefore DASS 42 can be used in conducting research. DASS 42 consists of 42 items, where depression consists of 14 items, anxiety is 14 items, and stress consists of 14 items. In this study, the researcher wanted to examine students' anxiety in speaking English in virtual learning. Therefore, the researcher only used items from the anxiety variable on the DASS 42 scale.

The researcher distributed the questionnaire on google form then the researcher shared the link from the questionnaire via WhatsApp to the XI class students of Accounting. Then the procedure for filling out a questionnaire where students must first fill in their personal identities such as name, class, and gender. There are four alternative answers to the questionnaire, namely always, often, sometimes, and never. Researchers encountered several obstacles when distributing questionnaires. Some students did not reply to the researchers' messages, they only read the messages, but the researchers always contacted these students until the students actually filled out the questionnaire. Another

problem is that the student network is usually not good because some students live in areas with poor network connections, so the researchers gave several days to allow students to fill out the questionnaire. It took researchers more than two weeks to collect data. After the data was collected, the researcher then gave a score on each student's answer item.

Based on the closed questionnaire that the author conducted, students' responses to the answers of DASS 42 (anxiety section), the authors found that there were no students who experienced speaking anxiety at a normal level in the English class, where the score range for speaking anxiety was 0-7. Furthermore, based on the calculation results, there were 2 students (9%) who experienced mild speaking anxiety in English class. The range of speaking anxiety scores for mild anxiety levels in English class starts from 8-9. The low score for mild speech anxiety was 8 (SNS) and the high score for mild speech anxiety was 9 (A). For moderate anxiety range starting from points 10-14. The low score for this anxiety was 12 (FR & RS) and the high score for this moderate anxiety was 14 (AF). Fourth, there are 7 students who have severe anxiety, starting from points 15-19, the low score is 15 (SS) and the highest score is 19 (ANA & FR). And the last one is extremely severe anxiety, where there are 6 students who have this anxiety. The range of scores for this anxiety is 20+, where the lowest score is 20 (M, NZ, & RHT) and the highest score is 41.

In the findings of previous research by Lilis Ristanti entitled *An Analysis of Students' English Speaking Anxiety In English Class at*

the Second Semester Students of Islamic Education Department Students", the researcher found that previous researchers used the FLCAS questionnaire developed by Horwitz (1986). Previous researchers found that there were 18 students (60%) had mildly anxious level of speaking anxiety in English class based on the calculation. The range score who had mildly anxious level of speaking anxiety in English class is started from 87-107, the low score of mildly anxious level of speaking anxiety is 88 (MRAZ) and the high score of mildly anxious is 103 (SM). It means that most of students had level of speaking anxiety in the mildly level among another level that had been found in this research. Meanwhile, there were 8 students (27%) who had relaxed level of speaking anxiety in English class. The range score of anxious level of speaking anxiety in English class is started from 66-86. The low score of relaxed level of speaking anxiety is 72 (EM) and the high score of relaxed level is 86 (RLHG & ES).

The writer also found 2 students (7%) who had very relaxed level when they face speaking in English class. The range score of very relaxed level is started from 33-65. The first student (UN) had score 62 and the second student (AF) had score 57. Further, there was 1 student (3%) who had very anxious level of speaking in English class. The range score of very anxious level is started from 124-165 and he (II) had score 124 as the lowest score of very anxious level. The last, there was 1 student (3%) who had anxious level of speaking in English class. The range score of anxious level is started from 108-123 and she (E) had



score 111.

There are several similarities and differences between the previous research and the author's research. Where the similarities between the previous researchers and the current research are both aiming to find out how the students' anxiety level in speaking in English. The difference lies in the object under study. Previous researchers studied were students while the authors were high school students. Previous research found that most students of Islamic religious education had mild anxiety levels among other levels. As for the current study, researchers found most students had a severe level of anxiety among other levels.

## **2. Students' Speaking Anxiety Factors in virtual English class**

From the results of interviews with students of class XI Accounting regarding the factors that cause anxiety when they have to speak English through virtual learning, most of them are not confident, afraid of being wrong, the vocabulary is known to be lacking, pronunciation is not good and they don't really understand in the English learning. Overall the researchers found that there are 5 people who feel insecure and ashamed of themselves when they have to speak English in virtual learning, there are 9 people who are afraid to make mistakes, 5 people because they are not fluent pronouncing English speaking, and 2 people lack of understanding of English lessons.

Based on previous research by Uli Modesta Siagian entitled An Analysis of Students 'Anxiety in Speaking, The results showed that the

factor causing of the students' speaking anxiety to speak in the language classroom are: lack of familiarity of task, fear of making mistakes, low motivation, incomprehensible inputs, lack of confidence and then low English proficiency. And the student's strategies to overcome speaking anxiety were peer seeking, preparation, relaxation, positive thinking and resignation.

The correlation between the findings of researchers and previous research is the importance of knowing the level and factors of student anxiety in speaking English, which can help English teachers find ways to help students overcome speaking anxiety in learning English, for example, it can provide tips for overcoming students' speaking anxiety. and they can make speaking into a comfortable situation where students do not feel tense.

From the explanations above, it can be concluded that the average class XI accounting student at SMKN 3 Enrekang has a heavy level of anxiety in learning English through virtual media. The factors underlying these students feel anxious due to several factors, namely, the factor of students' beliefs about language learning, personal and interpersonal anxiety, instructor beliefs about language teaching, classroom procedures, and language testing.