

ABSTRACT

Arlen Sulintang, 2022: A Survey on Indonesian EFL Students Speaking Anxiety during Learning Speaking in Virtual Class: a Covid 19 Context

Speaking is a tough skill to be mastered by EFL learners. They certainly will experience various obstacles, including anxiety. Furthermore, COVID 19 emergency, remote learning is currently allowing teachers and students to remain connected and involved while working from their homes. This condition has become a new obstacle for teachers and learners in speaking class. Therefore, this study aims to survey the factors and levels of speaking anxiety experienced by EFL student freshmen' in online speaking classroom during the COVID-19 pandemic at a State Islamic University in Bandung.

This research used a descriptive qualitative method with descriptive research. A survey technique used for collected the data. The online survey is administrated to 36 participants via Google Form. To assess the factors and levels of speaking anxiety, The Foreign Language Classroom Anxiety Scale (FLCAS) established by Horwitz, Horwitz, & Cope (1986) was utilized in this study. FLCAS was the first reliable instrument for assessing speaking anxiety. It consists of 29 items with 5 point Likert-Scale.

The results of this study show that the most common factor of participants' speaking anxiety is Test Anxiety (42%) then followed by Communication Apprehension (32%) as the second, and as Fear of Negative Evaluation (26%) as the minor factor. Furthermore, the majority of the participants experienced a mildly level (50%) of speaking anxiety, then followed by the low level (42%) and the high level (6%). In conclusion, the findings suggest the teachers to help students for their development in speaking skill. Also, it is recommended to the future researchers to present a broader research scope, any other problem which related to speaking anxiety.

Keywords: online speaking class, factors of speaking anxiety, levels of speaking anxiety, speaking anxiety, FLACS.