ABSTRACT

Merdiana, Trisnanda. 2022. *EFL Students' speaking anxiety in online learning.*
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Key Word: Speaking Anxiety, Speaking Achievement, FLCAS, Correlation.

This study discusses the speaking anxiety of EFL students in online learning,
as well as the relationship between students' speaking anxiety level and speaking
achievement. There are many studies that reveal students' speaking anxiety, in the
context of offline learning. While research in online learning is still affordable, this
research will be conducted in the context of online learning. This research needs to
be done because students' speaking anxiety during online learning can be reduced
compared to offline learning activities.

There are 5 levels of speaking anxiety according to the FLCAS Anxiety
scale by Horwitz et al (1986) divided into 5 levels of categories, namely: Very
Anxious, Anxious, Mild Anxiety, Relaxed, and Very Relaxed.

The method used in this study is a descriptive correlational design. For data
collection, this study used the KKBBI (English Speaking Anxiety Questionnaire)
translated from the Foreign Language Classroom Anxiety Scale (FLCAS)
developed by Horwitz et al. This instrument has been tested for validity and
reliability, the Alpha reliability coefficient of 0.887 indicates very reliable and the
validity of the questions tested there are 2 invalid questions.

The results of this study revealed that of the total number of students 112,
74 people, 66.07%, most of the anxiety levels were in mild anxiety. In addition, the
calculated correlation test shows the number -0.772 , that there is a significant
negative correlation between the students' speaking anxiety level and speaking
achievement. That is, the more students feel anxious, the lower their speaking
achievement, or vice versa.