

**A STUDY OF IN-CLASS AND OUT-OF-CLASS
FOREIGN LANGUAGE ANXIETY: A CASE STUDY
OF INDONESIAN EFL STUDENTS**

**A Thesis Presented as a Partial Fulfillment for the Requirements for the
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ABSTRACT

This study investigates the level of foreign language anxiety (FLA) experienced by Indonesian EFL students at the Faculty of Language and Arts (FLA), Soegijapranata Catholic University, in both classroom and out-of-classroom speaking contexts. While previous studies have often emphasized classroom-based anxiety, this research aims to analyze students' anxiety levels across different environments. A quantitative research method was employed, involving 80 students from the 2021 to 2024 batches. Data were collected using a structured questionnaire adapted from the Foreign Language Classroom Anxiety Scale (FLCAS) and the Anxiety Scale in Spoken Englishes as a Lingua Franca (ASSELF). The instrument's reliability and validity were confirmed through pilot testing and statistical analysis using SPSS. Findings revealed that students experienced a moderate level of speaking anxiety in both classroom ($M = 2.97$) and out-of-classroom ($M = 2.97$) settings. In-class anxiety was primarily linked to fear of negative evaluation, test anxiety, and communication apprehension, with students reporting discomfort when speaking without preparation or under perceived judgment. Similarly, anxiety outside the classroom stemmed from unpredictable situations, difficult questions, and disinterested interlocutors. Despite differences in setting, the level of anxiety remained constant, suggesting that speaking anxiety persists regardless of whether students are engaged in formal academic activities or informal real-life interactions.

ABSTRAK

Penelitian ini bertujuan untuk mengetahui tingkat kecemasan berbahasa asing (foreign language anxiety/FLA) yang dialami oleh mahasiswa Program Studi Bahasa Inggris Fakultas Bahasa dan Seni (FBS), Universitas Katolik Soegijapranata, dalam konteks berbicara di dalam dan di luar kelas. Meskipun penelitian sebelumnya banyak menyoroti kecemasan yang terjadi di dalam kelas, penelitian ini berupaya menganalisa tingkat kecemasan mahasiswa dalam dua lingkungan yang berbeda. Penelitian ini menggunakan pendekatan kuantitatif dengan melibatkan 80 mahasiswa dari angkatan 2021 hingga 2024. Data dikumpulkan melalui kuesioner terstruktur yang diadaptasi dari Foreign Language Classroom Anxiety Scale (FLCAS) dan Anxiety Scale in Spoken Englishes as a Lingua Franca (ASSELF). Validitas dan reliabilitas instrumen telah diuji melalui uji coba awal dan dianalisis menggunakan program SPSS. Hasil penelitian menunjukkan bahwa mahasiswa mengalami tingkat kecemasan berbicara yang tergolong sedang baik di dalam kelas ($M = 2,97$) maupun di luar kelas ($M = 2,97$). Kecemasan di dalam kelas terutama disebabkan oleh ketakutan akan evaluasi negatif, kecemasan terhadap ujian, dan kegugupan dalam berkomunikasi, terutama saat berbicara tanpa persiapan atau di bawah penilaian dosen dan teman sebaya. Sementara itu, kecemasan di luar kelas muncul akibat situasi yang tidak terduga, pertanyaan yang sulit, serta sikap lawan bicara yang dianggap tidak tertarik. Meskipun berlangsung dalam konteks yang berbeda, tingkat kecemasan mahasiswa tetap serupa, yang mengindikasikan bahwa kecemasan berbicara muncul secara konsisten dalam situasi formal di kelas maupun dalam percakapan sehari-hari di luar kelas.