

The Correlation Between Anxiety and Willingness to Communicate in EFL Vocational School

Maika Rahayu Firlas¹, Anita Triastuti²

^{1,2}Universitas Negeri Yogyakarta

ABSTRACT: This study investigates the impact of anxiety on English communication skills among vocational school students, emphasizing the necessity of effective communication in today's globalized context. Conducted with 124 Xth-grade students in a vocational school in Kerinci, the research employs a quantitative correlational design utilizing the Foreign Language Classroom Anxiety Scale (FLCAS) and the Willingness to Communicate in a Foreign Language Scale (WTC-FLS) to assess anxiety levels and communication willingness. Findings reveal that a significant number of students experience varying degrees of anxiety, predominantly characterized by fear of negative evaluation, while their overall willingness to communicate remains high. The analysis indicates a positive correlation between anxiety and willingness to communicate, suggesting that as anxiety increases, so does the reluctance to engage in foreign language communication. This study highlights the critical need for targeted interventions to mitigate anxiety and enhance communication skills among English learners. Future research is recommended to include larger sample sizes and explore additional variables influencing anxiety and communication willingness in vocational education settings.

KEYWORDS: EFL learners, EFL vocational context, language anxiety, willingness to communicate, communications skill

I. INTRODUCTION

The investigation into the role of linguistic communication reveals numerous advantages for learners, such as the enhancement of communication skills, the expansion of cultural perspectives, and the augmentation of career prospects. Proficiency in foreign languages is recognized as a vital competency essential for both personal and professional development. However, many students encounter significant challenges during their language acquisition journey, which can adversely affect their academic performance. One prominent barrier is the experience of anxiety during the learning process.

Rao (2019) emphasizes that the journey of acquiring a second language (L2) often involves difficulties related to speaking and constructing sentences, particularly when learners lack a solid understanding of grammatical structures and sufficient vocabulary. Such limitations can exacerbate feelings of discomfort when learners are required to communicate in a foreign language. As highlighted by Durdukoca and Atalay (2019), students frequently struggle to manage their anxiety, leading to symptoms such as nervousness, diminished self-confidence, and embarrassment while attempting to articulate their thoughts in a foreign language. Consequently, speaking anxiety emerges not from an inherent inability to learn a new language but from various challenges that contribute to heightened levels of anxiety.

Anxiety is characterized as a state of apprehension or an ambiguous sense of dread that is often indirectly linked to specific situations (Huang, 2014). This emotional state encompasses feelings of tension and fear particularly associated with L2 contexts, including speaking, listening, and overall learning experiences. Numerous studies have demonstrated that language anxiety has detrimental effects on learners' performance in foreign language contexts (Horwitz et al., 1986; MacIntyre & Gardner, 1994). Moreover, experiencing anxiety is recognized as a significant factor influencing learners' Willingness to Communicate (WTC). Thus, addressing language anxiety among learners is crucial for fostering their willingness to engage in communicative practices within classroom environments, thereby promoting authentic communication that transcends mere linguistic competence.

The concept of foreign language anxiety serves as an overarching term for various specific situations that induce anxiety in learners. MacIntyre and Gardner (1994) define communicative apprehension as occurring within interpersonal contexts and its relationship to vocabulary recall and learning processes. Effective communication is essential for influencing others positively or negatively; thus, communication is considered a fundamental instrument in interpersonal exchanges. Anxiety experienced during

The Correlation Between Anxiety and Willingness to Communicate in EFL Vocational School

the language acquisition process constitutes a significant obstacle for students striving to learn a new language (Wu, 2010). Consequently, anxiety is perceived as a prevalent reaction during the acquisition of linguistic systems. Elevated levels of Foreign Language Anxiety (FLA) significantly impact learners' performance in English as a second language setting.

Foreign language anxiety (FLA)

Foreign Language Anxiety (FLA) emerged as a significant concern among individuals learning a second language (L2). This anxiety manifested as negative reactions during the process of engaging with the L2, particularly in speaking, writing, and evaluative contexts where learners had not yet achieved full proficiency (Young, 1991). The pressure to succeed in foreign language acquisition contributed to these emotional responses, which were often exacerbated by the fear of making mistakes. Mesri (2012) characterized this anxiety as a sense of apprehension specifically related to language learning, affecting various communication modalities such as listening, speaking, reading, and writing. EFL learners frequently encountered these anxiety issues, which hindered their interactive language skills and overall language acquisition goals (MacIntyre & Gardner, 1994).

The aspects of speaking and oral communication were identified as particularly influential in the experience of foreign language anxiety. Amini (2019) highlighted that fear significantly impacted students' abilities to acquire a foreign language, especially during verbal exchanges. This indicated that anxiety was an inevitable part of students' experiences when learning a new language. Research conducted by Liu (2007) revealed that Chinese learners experienced heightened anxiety during English presentations, leading to memory lapses and diminished proficiency. Horwitz (2010) emphasized the need for attention to FLA due to its detrimental effects on the educational process. Students often internalized their anxiety, resulting in a loss of confidence in their foreign language abilities. Understanding the factors contributing to this anxiety was essential for developing strategies to support students in overcoming these challenges.

Research also explored various factors influencing foreign language anxiety, including gender differences and external pressures. Ahmad et al. (2018) found that both male and female learners experienced similar levels of anxiety, although female students tended to perform better academically. Conversely, Wienanda et al. (2017) reported no significant relationship between gender and the intensity of anxiety experienced. Mukminin et al. (2015) and Tzoannopoulou (2016) identified fear of speaking with teachers as a common source of anxiety among students, stemming from concerns about negative evaluations from peers and instructors. Overall, it became evident that foreign language anxiety encompassed a range of unpleasant emotions—fear, worry, nervousness, and discomfort—that adversely affected students' performance in the classroom.

L2 Willingness to Communicate (WTC) in EFL Context

Alemi et al. (2013) identified the concept of willingness to communicate (WTC) as a crucial element in fostering effective language communication and output. Initially, WTC was conceptualized in the context of primary verbal interactions within a first language (L1). In this framework, WTC was perceived as a personality trait that demonstrated an individual's consistent tendencies to engage in communication across various situations. MacIntyre et al. (1998) recognized that individual differences significantly influenced communication dynamics, leading to variations in WTC in both L1 and second language (L2) contexts. Additionally, WTC was characterized as an individual's inclination to actively participate in interactions, which could differ depending on the interlocutor involved.

In the realm of L2, WTC was viewed as a student's readiness to engage in spoken or written communication within specific contexts or with particular individuals using a second language (MacIntyre et al., 1998). Several factors affecting L2 WTC in classroom settings included learning preferences, identity constructs, age demographics, gender characteristics, and the communicative behaviors of teachers. The significance of WTC in second language acquisition was underscored by the notion that even highly proficient individuals might struggle to communicate effectively if they lacked the willingness to do so. Burgoon (1976) highlighted additional barriers to communication, such as challenges in selecting appropriate vocabulary in the target language, feelings of isolation, and low self-esteem.

McCroskey and Richmond (1987) explored how learners' experiences influenced their WTC. They emphasized that various elements, including interaction types, interlocutors, and contextual conditions, played a role in shaping an individual's willingness to communicate in a target language. The concept of WTC was further elaborated by MacIntyre et al. (1998), who developed a heuristic model delineating three layers influencing L2 WTC: Communication Behavior, Behavioral Intention, and Existence Antecedents. This model illustrated that while situational factors served as immediate determinants of communication readiness, more stable influences such as motivational tendencies and social contexts provided a foundational framework for understanding WTC dynamics.

The Correlation Between Anxiety and Willingness to Communicate in EFL Vocational School

II. METHOD

The research employed a quantitative descriptive approach to investigate the levels of anxiety and willingness to communicate among students. This methodology was deemed suitable for analyzing the statistical relationships between these variables. Creswell (2018) characterized quantitative research as an effective strategy for obtaining statistical results, which facilitated precise measurements of anxiety and communication willingness within the study's context. The primary objectives included assessing the foreign language anxiety experienced by English as a Foreign Language (EFL) students in vocational schools, evaluating their willingness to communicate, and exploring the correlation between these two factors.

The research was conducted in a vocational school located in Kerinci, which offered various majors. The setting was chosen due to its reputation as a leading institution known for high-quality education. The researcher utilized a random sampling method to select participants from classes actively engaged in English subjects. This approach allowed for the collection of diverse data regarding anxiety levels and communication willingness, as students represented various academic backgrounds and English proficiency levels. The examination focused on the interplay between anxiety types, communication willingness scores, and their correlations.

After receiving permission from the vocational school, the researcher identified the population and gathered data. The total population consisted of 124 tenth-grade students; however, not all were available at the time of data collection due to external commitments. Consequently, the Slovin formula was applied to determine a representative sample from this population. The focus on tenth-grade students was strategic, as they were still expected to engage in further English learning opportunities in subsequent grades, unlike their eleventh and twelfth-grade counterparts who were preoccupied with internships and final exams. Data collection involved administering modified questionnaires based on established scales to assess foreign language anxiety and willingness to communicate. The Foreign Language Class Anxiety Scale (FLCAS) by Horwitz et al. (1986) and the Willingness to Communicate in a Foreign Language Scale (WTC-FLS) by Baghaei (2012) were utilized to gather relevant information from participants. The researcher adapted these instruments to fit the study's context and ensured clarity for respondents. Participants completed the questionnaires online through Google Forms, which facilitated efficient data collection while maintaining participant anonymity. After data collection, statistical analyses were conducted using SPSS 25 to explore the relationships between anxiety levels and communication willingness among EFL students.

III. RESULT & DISCUSSION

A. Result EFL Students Anxiety in Vocational School

The analysis employed descriptive statistics to investigate the initial research question concerning the anxiety levels experienced by English as a Foreign Language (EFL) learners in vocational schools. This inquiry specifically focused on identifying the forms of anxiety encountered by these students and quantifying their anxiety levels. Anxiety is widely recognized as a prevalent emotional response among individuals, particularly within student populations. In academic settings, test-related anxiety often manifests as a fear of failure, significantly impacting the learning process. Additionally, students frequently experience apprehension regarding negative evaluations stemming from the judgments of their peers and instructors. Horwitz et al. (1986) categorized anxiety into three distinct types that are particularly relevant to foreign language learning: communication anxiety, test anxiety, and fear of negative evaluation. These categories encapsulate the various dimensions of anxiety that learners may face in their educational journeys.

The findings revealed a hierarchy of anxiety types among EFL students in vocational schools, as summarized in Table 10, which ranked these anxieties based on mean scores derived from the Foreign Language Classroom Anxiety Scale (FLCAS). The highest-ranking anxiety type was identified as fear of negative evaluation, with an average score of 2.75, followed closely by communication anxiety at 2.5. Test anxiety was noted to have the lowest ranking with an average score of 1.5. The minimal difference between the scores for fear of negative evaluation and communication anxiety suggests that both categories significantly influence the students' experiences and perceptions of language learning. This finding may be attributed to the respondents' status as first-year students who typically possess limited experience and proficiency in foreign language communication, leading to heightened feelings of hesitation and fear regarding their speaking abilities.

The study underscored that vocational school students harbor considerable fears related to negative evaluations, as evidenced by the average score of 2.75 for this category. Such fears often arise when learners feel threatened by potential judgments from others regarding their performance and language skills. Students may become preoccupied with their perceived weaknesses—such as spelling errors or inadequate language proficiency—which can exacerbate feelings of inadequacy. Eysenck (1992) emphasized that excessive scrutiny during evaluations can contribute to heightened anxiety levels among learners. Consequently, this fear translates into concerns about potential failures and apprehensions about future evaluations, ultimately leading to discomfort in language classes and ineffective learning outcomes.

The Correlation Between Anxiety and Willingness to Communicate in EFL Vocational School

The findings also indicated that many students frequently compare themselves with their peers, leading to feelings of inferiority regarding their language abilities. This tendency aligns with the observations made by MacIntyre and Gardner (1994), who noted that anxious individuals often perceive themselves as less capable than their counterparts. Such comparisons can intensify feelings of anxiety, particularly in foreign language contexts where students fear making mistakes and being judged unfavorably by others. One notable statement reflecting this sentiment was related to students' worries about making errors during language classes, highlighting a significant source of distress among learners.

Communication anxiety emerged as a prominent concern for students, ranking second among the types of anxiety experienced. This category exhibited only a slight score difference from fear of negative evaluation, indicating its relevance in the context of student interactions during language learning. The item most indicative of communication anxiety involved students expressing nervousness when they failed to comprehend every word spoken by their instructor. This lack of understanding can deter students from participating actively in class discussions, thereby limiting their opportunities for practice and engagement with the language. Interestingly, responses indicated that students felt more at ease communicating with native speakers compared to interactions within their classroom environment. This phenomenon suggests that familiarity with native speakers alleviates some levels of communication-related anxiety, allowing students to engage more confidently without the fear of judgment from peers. This observation aligns with Rao's (2019) assertion that foreign language learners often struggle with speaking due to limited vocabulary and proficiency, underscoring the necessity for supportive learning environments that foster confidence and comprehension.

Test anxiety was identified as the least prevalent type among vocational school students, recording a lower average score of 1.5 compared to other categories. Despite this lower ranking, it remains evident that test-related stressors significantly impact student performance during assessments. The pressures associated with examinations can lead to increased nervousness and diminished concentration levels, even when students feel adequately prepared for tests. The prevalent sentiment among respondents was encapsulated in a statement indicating that despite feeling well-prepared for language classes, they still experienced considerable anxiety regarding assessments.

This research contrasted notably with previous studies conducted at different educational institutions, such as Putri's (2014) investigation at SMAN 1 KRIAN which relied solely on qualitative methods to explore student anxieties related to English language learning. In contrast, the current study utilized both qualitative and quantitative methodologies to provide a more comprehensive understanding of student experiences across various types of anxiety within vocational schools. The differences in findings may reflect variations in participant demographics and educational contexts between studies.

Table 1. Minimum and Maximum Scores of Respondents' Foreign Language Anxiety

	N	Minimum Score	Maximum Score	Mean
N valid score	124	38	122	71.88

Ultimately, this study revealed that vocational school students exhibit low overall levels of anxiety regarding English language learning, evidenced by an average score of 71.88 across all types assessed. According to Horwitz et al.'s (1998) criteria for interpreting these scores, values below 99 indicate low levels of anxiety among learners. This finding diverges from Putri's earlier research which suggested higher levels of anxiety among high school students in similar contexts. Despite attending English classes for less than a year, vocational school students demonstrated a willingness to engage with English through various subjects emphasizing communication skills essential for their future careers.

In conclusion, while this study identified low levels of overall anxiety among vocational school students concerning English language learning, it also highlighted specific factors contributing to individual anxieties related to peer interactions and teacher feedback. The presence of classmates significantly influenced how comfortable students felt when communicating in English; however, it is crucial for educators to foster an environment where constructive feedback is provided sensitively to mitigate potential anxieties associated with negative evaluations or judgments from peers and instructors alike.

EFL Students Willingness to Communicate in Vocational School

The research focused on the willingness of students to engage in communication within a foreign language context. To gather relevant data, the researcher employed the Willingness to Communicate in a Foreign Language Scale (WTC-FLS) questionnaire, which served as a tool for analyzing students' readiness to communicate. This scale encompassed various items that addressed three distinct types of recipients and four different communication contexts. The recipient categories identified in the study included friends, acquaintances, and strangers, while the communication contexts were categorized into public speaking,

The Correlation Between Anxiety and Willingness to Communicate in EFL Vocational School

meetings, small group discussions, and interpersonal conversations. This multifaceted approach allowed for a comprehensive examination of how students interacted across different scenarios and with various individuals.

The findings revealed significant insights regarding the types of recipients in the communication process. Notably, respondents demonstrated a pronounced willingness to communicate with acquaintances, achieving an impressive average score of 93.62, which indicated a high level of readiness. In contrast, the willingness to engage with strangers also reflected a commendable average score of 88.79, suggesting that students were relatively comfortable communicating with unfamiliar individuals as well. However, the results showed that communication with friends ranked lowest among the recipient types, with an average score of 89.11 that indicated only a medium level of willingness. This discrepancy highlighted an interesting dynamic in students' communication preferences, suggesting that familiarity may not always equate to increased willingness to engage. In terms of communication contexts, the study uncovered that students exhibited a moderate level of willingness across all four identified contexts: discussion groups, meetings, private conversations, and public speaking. The scores obtained from these contexts hovered around the 60s, indicating a generally moderate desire to communicate in these situations. This finding aligned with previous research conducted by Murtiningsih (2016), which similarly reported low levels of willingness to communicate in interpersonal conversations among participants. The consistency of these results across studies underscored a broader trend regarding students' reluctance or hesitance to engage in certain communicative situations.

Among the various contexts analyzed, interpersonal conversation emerged as the lowest-scoring category with an average score of 67.25. This particular finding suggested that students faced challenges in expressing themselves during one-on-one interactions. Consequently, the research concluded that there was a pressing need for students to enhance their willingness to communicate with friends within this recipient-type context. It indicated that fostering stronger communication skills among peers could significantly improve their overall engagement and comfort levels in social interactions.

Furthermore, the study emphasized the importance of improving students' willingness to communicate across all context types since they were uniformly situated at a moderate level. Given that interpersonal conversation was notably underperforming compared to other contexts, it was recommended that targeted interventions be implemented to bolster this specific area of communication. By addressing these gaps and encouraging more effective communication practices among students, educators could facilitate an environment conducive to enhancing language skills and fostering greater social interaction within foreign language contexts.

Foreign language anxiety correlate with willingness to communicate in EFL students in vocational schools

The study explored the correlation between foreign language anxiety and the willingness to communicate (WTC) among EFL students in vocational schools. Utilizing Pearson correlation analysis, a moderate positive correlation was found between anxiety levels and communication skills, with a correlation coefficient of 0.352 and a significance value of 0.000, indicating that higher anxiety is associated with lower willingness to communicate. This result confirmed the acceptance of hypothesis three (H3), demonstrating that anxiety significantly influences students' willingness to engage in English communication.

Table 2. WTC total score

Category	Mean score	WTC score
Stranger	88.79	90.50
Acquaintance	93.63	
Friend	89.11	

Additionally, the study assessed the students' willingness to communicate across different contexts and with various recipients. The mean scores for group discussions, meetings, interpersonal conversations, and public speaking were all categorized as moderate, while the willingness to communicate with acquaintances and strangers was rated as high. The overall average willingness to communicate score was 90.50, indicating a strong desire among students to engage in communication despite their moderate levels of anxiety. This suggests that while anxiety may pose challenges, students still possess a significant motivation to communicate in English.

The findings highlight an important dynamic where EFL students exhibit a high willingness to communicate alongside moderate levels of anxiety. Students frequently experience anxiety related to fear of negative evaluation and concerns about making mistakes, which can hinder their communication efforts. Nevertheless, their strong desire to interact suggests that with appropriate support and strategies from educators, such as creating a low-anxiety environment and encouraging practice, students can be motivated to overcome their anxieties and enhance their communication skills in English.

The Correlation Between Anxiety and Willingness to Communicate in EFL Vocational School

Correlation between student's anxiety and willingness to communicate in EFL vocational students

The investigation focused on the interplay between anxiety levels and the willingness to communicate among vocational English as a Foreign Language (EFL) students. Utilizing Pearson's Correlation Coefficient, a statistical tool for evaluating the strength of linear relationships between two sets of data, the study revealed a notable correlation between foreign language anxiety and communication willingness among grade X students in Kerinci vocational schools. The analysis yielded a p-value of 0.00, indicating that the relationship between these two variables was statistically significant.

The correlation coefficient was calculated to be 0.352, suggesting a moderate positive correlation; however, it also indicated that there was no strong linear relationship since values closer to 1 or -1 signify stronger correlations. The findings suggested that lower levels of anxiety in EFL learners corresponded with higher willingness to engage in communication in a second language (L2). Furthermore, the Willingness to Communicate (WTC) scale assessed various recipient types and communication contexts, revealing that students expressed a greater desire to communicate with friends compared to acquaintances and strangers. This study also identified four specific contexts for communication: public speaking, meetings, small group discussions, and interpersonal conversations, with respondents demonstrating a stronger inclination towards group discussions and public speaking.

Additionally, this research distinguished itself from previous studies by concentrating specifically on the correlation between anxiety and communication willingness among EFL students in vocational settings. While earlier research by Putri (2014) examined similar themes using different methodologies, it corroborated the notion that anxiety negatively impacts willingness to communicate. Mahdi's (2014) analysis employed comparable questionnaires within a different educational context but echoed similar findings regarding the types of recipients and contexts influencing communication willingness.

However, Mahdi's study suggested that students exhibited a higher interest in communicating with friends rather than acquaintances or strangers, contrasting with the current study's findings which indicated an overall moderate level of WTC. The present research underscored the importance of willingness to communicate for students' future professional interactions, emphasizing that high levels of communication willingness coupled with low anxiety are crucial for effective language acquisition and career readiness. Thus, this study concluded that fostering an environment that reduces anxiety while enhancing the willingness to communicate is essential for EFL learners aiming for success in their future endeavors.

B. Discussion

This study explored the psychological challenges faced by EFL students in vocational schools, focusing particularly on anxiety types and their effect on the willingness to communicate (WTC). The findings revealed that the most dominant form of anxiety was fear of negative evaluation, followed closely by communication anxiety, while test anxiety was the least reported. According to Horwitz et al. (1986), these three types of foreign language anxiety are commonly experienced by learners, especially when they perceive themselves as being judged by others. Eysenck (1992) further supported this by explaining that repeated and excessive evaluation can increase students' anxiety levels, making them feel inferior or afraid to make mistakes. These anxieties may explain why many vocational students, particularly first-year students feel insecure about their language abilities. In class, they tend to compare themselves to peers, fearing ridicule or negative reactions, especially when their English skills are still developing. This sense of inadequacy was confirmed through high disagreement with statements like "I don't worry about making mistakes in language class," implying that most students were indeed concerned about making errors. These findings are supported by previous research from Yalçın and Nceçay (2014), and MacIntyre and Gardner (1994), who emphasized that anxiety often stems from social comparisons and self-doubt, reducing students' participation and engagement in foreign language learning.

In terms of willingness to communicate, the study used the Willingness to Communicate in a Foreign Language Scale (WTC-FLS) to assess students' preferences across different contexts and interlocutors. Interestingly, students reported the highest willingness to communicate with acquaintances and strangers, rather than friends. This result challenges common assumptions, as it implies students may feel less judged or pressured in less familiar interactions. Sadeghi (2013) argued that learners feel more confident when communicating with native speakers because native speakers are often more understanding and supportive, recognizing that the students are still learning. Contextually, students exhibited moderate WTC across all four communication settings: public speaking, meetings, group discussions, and interpersonal conversations, with the lowest scores in the latter. This aligns with the findings of Murtiningsih (2016), who also reported that interpersonal conversation was the most anxiety-inducing setting. The discomfort experienced in casual peer interactions might be tied to fear of negative evaluation, a theme that repeatedly emerged in this study. Moreover, both classmates and teachers were identified as contributing factors to student anxiety. As Mouhoubi and Messadh (2017) pointed out, students often feel distressed when faced with criticism or judgmental

The Correlation Between Anxiety and Willingness to Communicate in EFL Vocational School

attitudes, especially if the feedback is delivered harshly. Thus, creating a more supportive classroom atmosphere where mistakes are seen as learning opportunities could help foster greater communicative confidence.

The final part of the study analyzed the relationship between foreign language anxiety and students' willingness to communicate. Using Pearson's Correlation Coefficient, the study found a statistically significant moderate positive correlation ($r = 0.352$, $p = 0.00$), indicating that students who experience lower anxiety tend to exhibit higher WTC. This finding aligns with MacIntyre and Gardner's (1994) theoretical model, which asserts that anxiety negatively influences communicative behavior and language performance. When learners feel more secure and confident, they are more likely to take communicative risks and engage in speaking activities. Comparisons with previous studies such as those by Putri (2014) and Mahdi (2014) further emphasize that educational context, student characteristics, and methodological approaches all influence both anxiety levels and communication behaviors. Notably, this study focused on vocational school students, a population with distinct characteristics compared to traditional high school students.

The implication is clear: helping learners overcome anxiety not only improves their classroom participation but also equips them with essential communication skills for their future careers. Comparisons with previous studies conducted in general high school settings (e.g., by Putri and Mahdi) highlighted methodological and contextual differences, such as the use of quantitative vs. qualitative tools and differing participant characteristics. Overall, the research underscores the critical role of psychological factors in language learning and emphasizes the need for pedagogical strategies that minimize anxiety while promoting open, confident communication to prepare students for future professional demands.

IV. CONCLUSIONS

This research indicated that Xth grade vocational students encountered various issues related to foreign language anxiety, specifically communication anxiety, test anxiety, and fear of negative evaluation, with the latter being perceived as the most significant concern when speaking English in class due to fears of negative judgment from peers. Students often felt inadequate in their foreign language skills, believing that their classmates were more proficient. The study also assessed the types and levels of anxiety among respondents, revealing an overall low anxiety level, potentially influenced by supportive peer interactions and teacher roles that encouraged communication in English. Despite their low anxiety levels, students expressed apprehension about communicating with peers due to fears of negative evaluations for mistakes. Additionally, a moderately positive correlation emerged between anxiety in foreign language classes and willingness to communicate, suggesting that students with lower anxiety tended to be more concerned about engaging in foreign language conversations. Overall, the findings supported the hypothesis of a positive correlation between anxiety and the willingness to communicate among vocational school learners of English as a foreign language, emphasizing the importance of preparing these students for future career opportunities. In conclusion, fostering a low-anxiety, high-support learning environment is essential in enhancing EFL students' willingness to communicate, which in turn supports their academic success and long-term professional readiness.

REFERENCES

- 1) Ahmad, N., Hussain, S., & Khan, F. N. (2018). Test anxiety: Gender and academic achievements of university students. *Journal of postgraduate medical institute*, 32(3).
- 2) Alemi, M., Tajeddin, Z., & Mesbah, Z. (2013). Willingness to communicate in L2 English: Impact of learner variables. *Journal of Research in Applied Linguistics*, 4(1), 42-61.
- 3) Amini, A. (2019). A correlation between students' anxiety levels and oral presentation performance in EFL speaking class. *Journal of English Education and Teaching*, 3(3), 403-412. Doi: <https://doi.org/10.33369/jeet.3.3.403-412>
- 4) Ary, D., Jacobs, L.C., & Razavieh, A. (2002). *Introduction to research in education (6th ed)*. Wadsworth: Wadsworth Group.
- 5) Aydin, S., Akkaş, F. D., Türnük, T., Beydilli, A. B., & Saydam, İ. (2020). Test Anxiety among Foreign Language Learners: A Qualitative Study. *Qualitative Report*, 25(12).
- 6) Baghaei, P., Dourakhshan, A., & Salavati, O. (2012). The relationship between willingness to communicate and success in learning English as a foreign language. *MJAL*, 4(2), 53-67.
- 7) Bhargava, P., Khine, P. P., Lim, Y. S., Shanmuganathan, P., Samraj, B., Earnest, P., ... & Lim, S. Y. (2022). A new disease and a new experience: Knowledge, attitude and perception of online learning among medical students during the COVID-19 pandemic. *Asia-Pacific Journal of Futures in Education and Society*, 1(1), 97-113.
- 8) Birjandi, P., & Alemi, M. (2010). The impact of test anxiety on test performance among Iranian EFL learners. *BRAIN. Broad Research in Artificial Intelligence and Neuroscience*, 1(4), 44-58.
- 9) BURGOON, JUDEE K. 1976. The unwillingness-to-communicate scale: Development and validation. *Communication Monographs*, vol. 43, n. 1, pp. 60-69, DOI: 10.1080/03637757609375916

The Correlation Between Anxiety and Willingness to Communicate in EFL Vocational School

- 10) Coxhead, A., Parkinson, J., Mackay, J., McLaughlin, E. (2019). *English for Vocational Purposes: Language Use in Trades Education*. United Kingdom: Taylor & Francis.
- 11) Creswell, J. W., & Creswell, J. D. (2018). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. SAGE Publications.
- 12) Cubukcu, F. (2007). Foreign language anxiety. *Iranian Journal of Language Studies*, 1(2), 133-142.
- 13) He, D. (2018). *Foreign Language Learning Anxiety in China: Theories and Applications in English Language Teaching*. Singapore: Springer Nature Singapore.
- 14) Durdukoca, S. F., & Atalay, T. D. (2019). Occupational Anxiety and Self-Efficacy Levels among Prospective Teachers. *International Journal of Evaluation and Research in Education*, 8(1), 173-180
Doi: 2252-8822, DOI: 10.11591/ijere.v8.i1.pp173-180
- 15) Eysenck, M. W., & Byrne, A. (1992). Anxiety and susceptibility to distraction. *Personality and Individual Differences*, 13(7), 793-798. [https://doi.org/10.1016/0191-8869\(92\)90052-Q](https://doi.org/10.1016/0191-8869(92)90052-Q)
- 16) Fadilah, E. (2018). Willingness to Communicate from Indonesian Learners ' Perspective : A Dynamic Complex System Theory. *Journal of ELT reseach*, 3(2): 168–185. <https://doi.org/10.22236/JER>
- 17) Gabbard, D., Perreault, G., & Mark, L. (2003). Toward a Language of Action: Beyond Critique and Possibility. *Workplace: A Journal for Academic Labor*, (10).
- 18) Gałajda, D. (2017). *Communicative Behaviour of a Language Learner: Exploring Willingness to Communicate*. Germany: Springer International Publishing.
- 19) Havwini, T. (2019). INDONESIAN EFL STUDENTS'WILLINGNESS TO COMMUNICATE IN THE 2013 CURRICULUM IMPLEMENTATION: A CASE STUDY. *TeflinJournal*,30(1),105-120. <http://dx.doi.org/10.15639/teflinjournal.v30i1/105-120>
- 20) Horwitz, E. K., Horwitz, M.B., & Cope, J. (1986). Foreign language classroom anxiety. *The Modern Language Journal*,70(2),125-132.
- 21) Horwitz, E. K. & Young, D.J. (Eds) (1991). *Language anxiety: From theory and research to classroom implications*. Englewood Cliffs, NJ: Prentic Hall.
- 22) Horwitz, E. K. (2010). Foreign and second language anxiety. *Language teaching*, 43(2), 154-167.
doi:10.1017/S026144480999036X
- 23) Huang, Y. W. (2014). Self and language anxiety. *English language and literature studies*, 4(2), 66.
- 24) Jones, R., & Thornborrow, J. (2004). Floors, talk and the organization of classroom activities. *Language in Society*, 33(3), 399-423. DOI: 10.1017/S0047404505043047
- 25) Kessler, G. (2010). Fluency and anxiety in self-access speaking tasks: The influence of environment. *Computer Assisted Language Learning*, 23(4), 361-375. <https://doi.org/10.1080/09588221.2010.512551>
- 26) Khajavy, G. H., Makiabadi, H., & Navokhi, S. A. (2019). The role of psychological capital in language learners' willingness to communicate, motivation, and achievement. *Eurasian Journal of Applied Linguistics*, 5(3), 495-513. Doi: <https://doi.org/10.32601/ejal.651346>
- 27) Khan, Intakhab. (2011). Learning difficulties in English: Diagnosis and pedagogy in Saudi Arabia. *Educational Research* (ISSN: 2141-5161). Vol. 2. 1248-1257.
- 28) Kondo, D. S., & Ying-Ling, Y. (2004). Strategies for Coping with Language Anxiety: The Case of Students of English in Japan. *ELT Journal*, 58(3), 258-265. From: <https://booksc.org/book/40926885/74f219>. Retrieved on Juny 24th, 2021.
- 29) Liu, M. (2007). Anxiety in oral English classroom: A case study in China. *Indonesian Journal of English Language Teaching*, 3(1), 119-137.
- 30) MacIntyre, P. D. (2007). Willingness to communicate in the second language: Understanding the decision to speak as a volitional process. *The modern language journal*, 91(4), 564-576.
- 31) MacIntyre, P. D., Clément, R., Dörnyei, Z., & Noels, K. A. (1998). Conceptualizing willingness to communicate in a L2: A situational model of L2 confidence and affiliation. *The modern language journal*, 82(4), 545-562.
<https://doi.org/10.1111/j.1540-4781.1998.tb05543.x>
- 32) MacIntyre, P. D., & Gardner, R. C. (1994). The subtle effects of language anxiety on cognitive processing in the second language. *Language learning*, 44(2), 283-305.
- 33) MacIntyre, P.D., Dörnyei, Z., Clément, R., & Noels, K.A. (1998). Conceptualizing willingness to communicate in a L2: A situational model of L2 confidence and affiliation. *The Modern Language Journal*, 82, 545–562.
- 34) MacIntyre, P., Baker, S., Clément, R., & Donovan, L. (2003). Talking in order to learn: Willingness to communicate and intensive language programs. *Canadian Modern Language Review*, 59(4), 589-608.
- 35) Mahdi, D. A. (2014). Willingness to Communicate in English: A Case Study of EFL Students at King Khalid University. *English Language Teaching*, 7(7), 17-25. <http://dx.doi.org/10.5539/elt.v7n7p17>

The Correlation Between Anxiety and Willingness to Communicate in EFL Vocational School

- 36) McCroskey, J. C., & Baer, J. E. (1985). Willingness to communicate: The construct and its measurement.
- 37) McCroskey, J. C., & Richmond, V. P. (1987). Willingness to communicate and interpersonal communication. In McCroskey, J. C., & Daly, J. A. (Eds.), *Personality and Interpersonal Communication*, 129-159. Newbury Park, CA: Sage.
- 38) Meihua, L. (2007). Anxiety In Oral English Classrooms: A Case Study In China. *Indonesian Journal of English Language Teaching*, 3(1), 119-121. Doi: <https://doi.org/10.25170/ijelt.v3i1.1587>
- 39) Mesri, F. (2012). The relationship between gender and Iranian EFL learners' foreign language classroom anxiety (FLCA). *International Journal of Academic Research in Business and Social Sciences*, 2(6), 147.
- 40) Mouhoubi-Messadh, C. (2017). Reflections on hidden voices in the EFL classroom: the “anxious” learner and the “caring” teacher. *PEOPLE: International Journal of Social Sciences*, 3(3), 14-25. DOI-<https://dx.doi.org/10.20319/pijss.2017.33.1425>
- 41) Muamaroh & Prihartanti, N. (2013). Willingness to communicate in English: A case study of Indonesian University students. *Kajian Linguistik dan Sastra*, 25(1), 71-81.
- 42) Mukminin, A., Masbirorotni, M., Noprival, N., Sutarno, S., Arif, N., & Maimunah, M. (2015). EFL Speaking Anxiety among Senior High School Students and Policy Recommendations. *Journal of Education and Learning (EduLearn)*, 9(3), 217–225. <https://doi.org/10.11591/edulearn.v9i3.1828>
- 43) Mystkowska-Wiertelak, A., Pawlak, M. (2017). *Willingness to Communicate in Instructed Second Language Acquisition: Combining a Macro- and Micro-Perspective*. United Kingdom: Channel View Publications.
- 44) Nunan, D. (1999). *Second Language Teaching & Learning*. USA. Heinle & Heinle Publisher
- 45) Onwuegbuzie, A. J., Bailey, P., & Daley, C. E. (1999). Factors associated with foreign language anxiety. *Applied psycholinguistics*, 20(2), 217-239. <https://doi.org/10.1017/S0142716499002039>
- 46) Putri, P. L. (2014). A Study on Students' Anxiety and Its Correlation with the Speaking Performance of XI Grade Students at SMAN 1 KRIAN. *Jurnal Ilmiah Mahasiswa FIB*, 6(5).
- 47) Putri, N. L. P. N. S., Artini, L. P., & Nitiasih, P. K. (2017). Project-based learning activities and EFL students' productive skills in English. *Journal of Language Teaching and Research*, 8(6), 1147-1155. DOI: <http://dx.doi.org/10.17507/jltr.0806.16>
- 48) Rao, P. S. (2019). The importance of teaching language skills to the second or foreign language learners of english: A comprehensive study. *ACADEMICIA: An International Multidisciplinary Research Journal*, 9(4), 6-19. Doi: 10.5958/2249-7137.2019.00061.2
- 49) Rastegar, M., & Karami, M. (2015). On the relationship between foreign language Classroom anxiety, willingness to communicate and scholastic success among Iranian EFL learners. *Theory and Practice in Language Studies*, 5(11), 2387. DOI: <http://dx.doi.org/10.17507/tpls.0511.25>
- 50) Rayani, R. (2016). *students' anxiety in English Learning (A study at the eight grade of SMP N 1 Tambusai)* (Doctoral dissertation, Universitas Pasir Pengaraian).
- 51) Richmond, V. P., & McCroskey, J. C. (1987). Willingness to communicate. *Avoiding communication: Shyness, reticence, and communication apprehension*, 129-155.
- 52) Sadeghi, K., & Sharifi, F. (2013). The effect of post-teaching activity type on vocabulary learning of elementary EFL learners. *English Language Teaching*, 6(11), 65-76. doi:10.5539/elt.v6n11p65
- 53) Shabani, M. B. (2012). Levels and Sources of Language Anxiety and Fear of Negative Evaluation among Iranian EFL Learners. *Theory & Practice in Language Studies (TPLS)*, 2(11). doi:10.4304/tpls.2.11.2378-2383
- 54) Songsiri, M. (2007). *An action research study of promoting students' confidence in speaking English* (Doctoral dissertation, Victoria University).
- 55) Tran, K. (2016). Some Strategies To Promote Student ' S Willingness To Communicate In Second Language Classroom : A Case Of English Education Students At Can. Research Gate, (May): 1-48. <https://doi.org/10.13140/RG.2.1.3127.5126>
- 56) Tsiplakides, I., & Keramida, A. (2009). Helping students overcome foreign language speaking anxiety in the English classroom: theoretical issues and practical recommendations. *International Education Studies*, 2(4), 39-44.
- 57) Tzoannopoulou, M. (2016). Foreign language anxiety and fear of negative evaluation in the Greek university classroom. *Selected Papers on Theoretical and Applied Linguistics*, 21(0), 823–838. <https://doi.org/10.26262/istal.v21i0.5272>
- 58) Wienanda, W. K., & Widiati, U. (2018). Students' Gender, Anxiety, And Speaking Performance In The Indonesian EFL Context. *Jurnal Ilmu Pendidikan*, 23(1). <https://doi.org/10.17977/jip.v23i1.10758>
- 59) Wu, K. H. (2010). The Relationship between Language Learners' Anxiety and Learning Strategy in the CLT Classrooms. *International Education Studies*, 3(1), 174-191.
- 60) Young, D. J. (1991). Creating a low-anxiety classroom environment: What does language anxiety research suggest?. *The modern language journal*, 75(4), 426-439. Doi: <https://doi.org/10.2307/329492>