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The Development of Level Students Speaking Anxiety during Online Learning Process

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Abstract

Online learning implementation obtained more exposure along with the pandemic situation in Indonesia. The drastic shift taken by the government policy made all formal institution moved into full-online course after trusted common, face-to face, classroom routine in years. The purposes of this study are to reveal students' perception on online learning process due to their speaking anxiety and how much level that student has during online learning process at English Education Study Program. The method used in this research was qualitative design with case study approach. The instruments of this research were questionnaire and interview. The results showed that students were enjoyed more flexibility in learning and practicing speaking because with online learning process they have more time and opportunity to enhance their speaking anxiety than in face-to-face learning at campus. Even they found the course quite difficult to cope with but students experienced online learning as the necessary option in pandemic situation. Also event student has shown the positive effect they still at moderate level of anxiety. Therefore, there is needed some of method that can make their anxiety were in the low level.

Keywords: online learning, speaking anxiety, level of anxiety

Introduction

Due to covid 19 outbreak mostly learning and teaching activity were conducted online by virtual learning. Therefore, students and teachers can't meet directly in their study time. A lot of problem that met by students and teacher in the teaching and learning process during online learning. One of most problem that exist is speaking anxiety. Rarely opportunities to speak has become one of causes that made student more anxious to speak up during the class. This research is addressing the development of level student's speaking anxiety during online learning process.

In term of communication, the mastery of English speaking skills is a priority for many second or foreign language learners. Learners, consequently, often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how well they can produce spoken language proficiency. This is line with Aragao (2011) who stated that speaking

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skills have some aspects such as accuracy and fluency but unfortunately for communicating in English, students feel high level of anxiety and unwillingness and often feel afraid to speak in the foreign language class.

Related to anxiety, Horwitz cited by Mahfuzah et al. (2014) defined foreign language anxiety as “a distinct complex of self-perceptions, beliefs, feelings and behaviors related to classroom learning arising from the uniqueness of the language learning process”. As we know that in Indonesia, English is still considered as the 3rd language and people are rarely to use because people rather to speak Bahasa Indonesia or speak their region language than English itself. Therefore, for some of learner or students sometimes feel afraid to speak and practice in front of people. Therefore anxiety can be the biggest problem for students in learning speaking.

In mastering English, especially in speaking skills. In addition, speaking is one of four language skills that must be mastered by students in addition to listening, reading and writing. Dewi (2016) states that there are several factors that make it possible to make student speaking skills unsuccessful as follows: a) English is not used outside the classroom or in the community as a foreign language, b) Lack of exposure to English in the community and environment, c) learning English on campus lacks emphasis on speaking skills, but focuses more on the structure and enrichment of vocabulary, d) Shame and fear of making mistakes when speaking exercises, e) English is not a primary requirement, unless there is an opportunity to go to an English-speaking country to continue education or tourist visit.

Based on the study backgrounds, this study was guided by these following questions:

- 1). What is student's perception about online learning process due to their speaking anxiety development ?
- 2). How much level of speaking anxiety that students have during online learning process ?

Also based on the study backgrounds, this purpose for:

- 1). To figure out student's perception about online learning process due to their speaking anxiety development
- 2). To figure out How much level of speaking anxiety that students have during online learning process

Literature Review

Speaking Skills

Harmer (2007) states that there are three main reasons for making students speak in class. First, speaking activities provide training opportunities - opportunities to practice speaking in real life in a safe class. Second, speaking assignments where students try to use one or all of the languages, they know provide feedback for lecturers and students. Everyone can see how well they are doing: how successful they are, and also what language problems they experience. And finally, the more students have the opportunity to activate the various elements of the language they have stored in their brains, the more their use of these elements will automatically.

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Speaking is a production skill that falls into two main categories: accuracy and fluency. Accuracy consists of the use of vocabulary, grammar and pronunciation through several activities, fluency takes into account "the ability to keep going when speaking spontaneously" (Derakhshan, 2016; Mulyadi et al., 2021). Sidik (2013) argues that "it shows that oral interactions can be characteristic in terms of routines, which are conventional ways of presenting information that can focus on information or interaction". According to Kosar & Bedir (2014), speaking is an interactive process of constructing meaning that consists of producing and receiving information.

Speaking Anxiety

Anxiety is an innate natural factor which affects each individual from the time of birth. Also, according to Theophillia (2018) Anxiety is a reaction that can be felt by someone who feels afraid of something or some activities. Anxiety is a feeling in which a person feels anxious, nervous, confused and/or flustered in a situation that could marginalize her. Mayer (2008, p. 4) has said that "anxiety is defined as a state of intense agitation, foreboding, tension, and dread, occurring from a real or perceived threat of impending danger". However, if the students' anxiety is high and excessive, then the students will not be motivated to learn English or especially try to speak English.

The feelings of anxiety that the students face when they have to speak English also comes from the lack of opportunities given by the teacher to the students to practice speaking English. Whereas, the students' speaking ability will automatically increase if they practice speaking English language intensively in their environment (Thornbury, 2005). Lack of motivation also can be one of reasons that cause speaking anxiety. In line with (Liu and Cheng, 2014) conducted research on EFL university students to determine the relationship between the effective factors faced by students in the classroom, such as anxiety factors and motivation factors.

Online Learning process

Online learning in its entirety is dependent on technological devices and internet, instructors and students with bad internet connections are liable to be denied access to online learning. The dependency of online learning on technological equipment and the provision of the equipment was a big challenge for institutions, faculty and learners. D. Yates (personal communication, March 17, 2020) while answering a question posted on Research Gate, by John R. Yamamoto-Wilson a retired professor from Sophia University, on the effects of Covid-19 and online learning on instructors and teaching stated that students with outdated technological devices might find it hard to meet up with some technical requirements of online learning, citing an example of a student who wanted to take midsemester e-quiz by using Respodus.

This particular student could not download the browser after several attempts and it was later discovered that she was using an outdated device that is not compatible with the browser. This researcher also cited students with accessibility problems that may find it difficult to follow instructions posted on the course announcement section of programs and a typical example of that

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is when the instructor posted on the course announcement page that there won't be class on a particular date, one of the students still sent mail asking if class will hold on that date.

Digital Competence

Digital competence is the group of skills, knowledge and attitudes needed when using ICT and digital devices to perform responsibilities, such as problem solving, information management, collaboration with respect to effectiveness, efficiency and ethics (Ferrari, 2012). In this jet age, not all digital natives possessed digital competence that are not limited to education but all spheres of life (Bennett et al., 2008). Students and instructors with low digital competence are liable to lack behind in online learning. According to a video file by AlkaPwnige (2020), there are situations whereby online learning participants go naked unconsciously by either visiting the comfort station or dressing up for the online class, and this can be linked to unconscious use of the platform as a result unethical use of digital devises that can be avoided through digital competence.

Due to digital transformation of instructional activities during this pandemic, libraries are to follow the trend in order to deliver effective services to faculty, students and other stakeholders through digital library, students and faculty with low digital competence might find it difficult to make optimal utilization of the digital library. Omotayo and Haliru (2020) has established digital competence as a variable with positive correlation and substantial effects on the application of digital library by higher education learners.

Method

Research Design

This study focuses on Implementation the impact of using podcast as media in learning speaking. This research is important to figure out the implementation of podcasting regarding to student's speaking learning process. According to Kirumbi (2018) research design is the set of methods and procedures used in the collection and evaluation of the variables defined in the research question.

In this research, the researcher uses a case study descriptive. Descriptive research was selected to be implemented in this research. Descriptive research as defined by Ary, et al. (2010) is a research used to describe a situation, subject, behavior, or phenomenon. The procedure of descriptive research which applied in this research was described in the following steps namely, (1) statement of the problem, (2) identification of information, (3) selection of data gathering information, (4) identification of target population and sample, (5) design of information collection procedure, (6) collection of information, (7) analysis of information, and (8) generalization and/or prediction.

Also, Crowe, et al. (2011) argued that a case study is a research approach that is used to generate an in-depth, multi faceted understanding of a complex issue in its real-life context. It is suitable to cover wide variety of topics, especially in social sciences. Compare to the experimental approach,

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which the researcher seeks to exert control over and manipulate the selected variable, this approach stand close with natural design characteristic.

Research Participants

The participants of this research were 15 English Education study program students from one of University in Majalengka; Participants came across different semester, with detail composition as 4 from 2nd semester, 4 from 4th semester, 4 from 6th semester and 3 from 8th semester.

Sampling

Sampling was conducted to select several individuals who volunteered to be the sample in this study. In this study, the researcher used purposive sampling to obtain the sample, so that each individual had equal probability of being selected, and the sample can be generalized to the larger population. Also, this category of sampling was used due to certain students have experienced the central phenomenon (Creswell, 2009).

Based on the statement above the researcher will take the Second and Fourth semester english education students Universitas Majalengka as sampling of this research.

Data Collections

To collect the data, the researcher used a questionnaire and interviews which were appropriate for the purposes of this paper.

a. Questionnaire

Questionnaire is a list of questions or statements related to respondents' experienced during virtual learning implementation. According to McLeod (2014), the close-ended statements structure the response by allowing only the responses to fit into the categories defined by the researcher. In addition, the close-ended questionnaires allow the inclusion of more variables in the research study. This is because the format helps the respondent to answer further questions in a reasonable time.

b. Interview

Interview is one of the most used techniques for gathering data in research. The researcher gathers data by orally questioning the participant. Sugiyono (2013) stated that interview is a meeting between two people to exchange information or ideas through questions and answers, resulting in communication and sharing of meaning on a specific subject. The type of interview used to collect the data was a semi-structured interview.

Data Analysis

Data analysis involves collecting all gathered data and developing an analysis from the information supplied by participants. Based on Creswell (2009), there are 6 steps to analyse qualitative data:

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Step 1: Organize and prepare the data for analysis. This involves transcribing interviews, optically scanning material, typing up field notes, or sorting and arranging the data into different types depending on the sources of information.

Step 2: Read through all the data. A first step is to obtain a general sense of the information and to reflect on its overall meaning. Sometimes qualitative researchers write notes in margins or start recording general thoughts about the data at this stage.

Step 3: Begin detailed analysis with a coding process. Coding is the process of organizing the material into chunks or segments of text before bringing meaning to information.

Step 4: Use the coding process to generate a description of the setting or people as well as categories or themes for analysis. Description involves a detailed rendering of information about people, places, or events in a setting.

Step 5: Advance how the description and themes will be represented in the qualitative narrative. The most popular approach is to use a narrative passage to convey the findings of the analysis. This might be a discussion that mentions a chronology of events, the detailed discussion of several themes (complete with subthemes, specific illustrations, multiple perspectives from individuals, and quotations) or a discussion with interconnecting themes. Many qualitative researchers also use visuals, figures, or tables as adjuncts to the discussions.

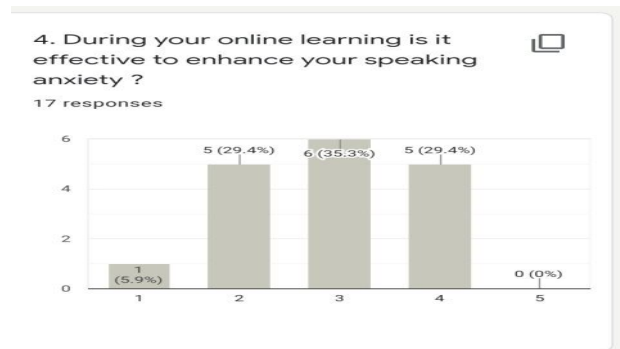
Step 6: A final step in data analysis involves making an interpretation or meaning of the data. These could be the researcher's personal interpretation, couched in the understanding that the inquirer brings to the study from her or his own culture, history, and experiences. It could also be a meaning derived from a comparison of the findings with information gleaned from the literature or theories.

Finding and Discussion

A. Student Perception about Online Learning Process Due to Their Speaking Anxiety Development

From chart 2, it seems the majority of participants (88,2%) had an anxiet when they have to speak up or try to practice their speaking skill. Also from all of participant it's only (11,8%) who does not has anxiety in his speaking.

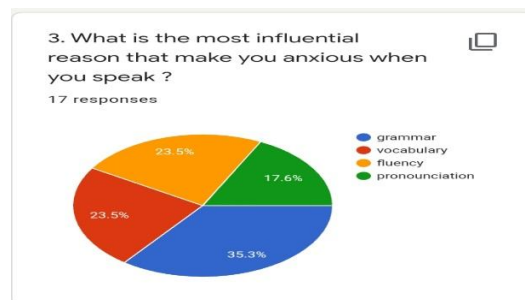
Chart 1. Student



Speaking Anxiety

It's no wonder that if majority of the participants has anxiety because some of them thinking that speaking is really different with the skill which it has so many aspect to be mastered, as displayed on the chart 3.

Chart 3 Influential reason of students speaking anxiety

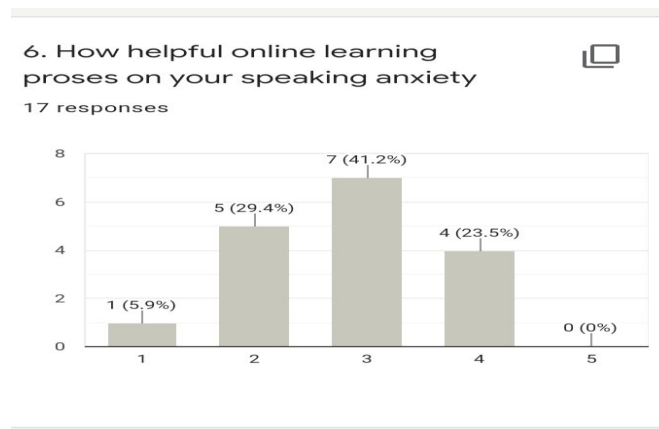


In terms of Influential reason of student speaking anxiety, the result are quite varied. 35,3% of participants influenced by lack of grammar, while 23, 5% students feel lack of vocabulary, also another 23,5 students feels lack of fluency, and meanwhile only 17,6% students feel lack in pronunciation. Moreover, These four aspects usually become criteria of assessment in speaking skill, therefore students always become concern when on some aspect when they want to speak up in front of the class. This is line with Aragao (2011) who stated that speaking skills have some aspects such as accuracy and fluency but unfortunately for communicating in English, students feel high level of anxiety and unwillingness and often feel afraid to speak in the foreign language class. But during pandemic outbreak all of face to face learning process has changed to be online learning process. Not like in the face to face learning process students didn't have to speak up in front of another students directly so that students would not be influenced by other students.

Chart 4 effect of online learning process on students speaking anxiety

On the chart 4 it was also varied which (35,3%) students majorly said online learning process was moderately effective in enhancing students speaking anxiety. Meanwhile (29,4%) said it was only slightly effective to enhance their speaking anxiety. Moreover others (29,4%) surprisingly said it was very effective to enhance students speaking anxiety. At least there is only (5,9%) students who said it was not effective to enhance their speaking anxiety.

Chart 5 how helpful online learning process on students speaking anxiety

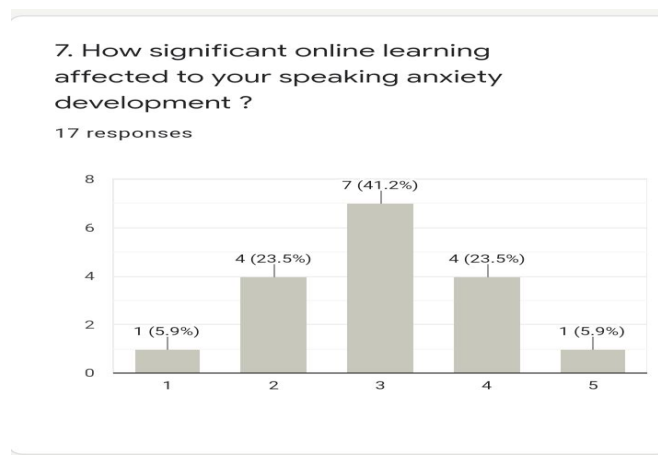


Based o the chart 5, in online learning process most of students fells that it moderate effective in enhancing students speaking anxiety with (41,2%) said it was. Also (23,5%) instead said it was very helpful in enhancing their speaking anxiety. Moreover based on the interview with the correspondent about it, he said:

“In the online learning process we were rarely had direct conversation just like in the face to face learning process. So mostly in online learning process most of speaking assignment that had often demand to make a video like speech or presenting power point. In making video we can do it many time practice untill we can make perfect our performance. Beside that in the video we can edit or cut if there is a lack or something less from our video, so that our speech could be perfect. Therefore it can help us in preparing the speech more perfectly and also it can motivate us in practice further for speaking performance”

Because of that student feel helpful in preparing their task better than in face to face method. Eventough so (29,4%) students feels that it less effective in enhancing students speaking anxiety and instead other (5,9%) students it’s not very effective in enhancing their speaking skill.

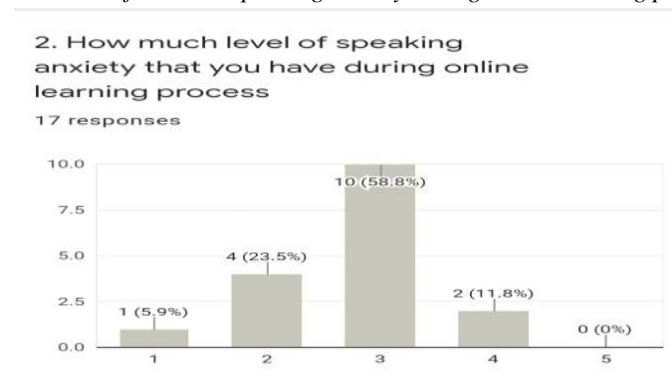
Chart 7 how significant online learning effected to students speaking anxiety



On the chart 7, Online learning process has shown positive significant effect in enhancing students speaking anxiety With varied in (41,2%) moderately significant, (23,5%) very significant, and instead (5,9%) said it was extremely significant on their speaking anxiety. But not all of the has given positive respond during online learning process, but there are (23,5%) students say that it was not very effective and also (5,9%) students say that it was extremely not effective.

B. How much level anxiety that student has during online learning process

Chart 8 level of students speaking anxiety during online learning process



During on online learning students who has been asked and asking for respond by the questionnaire it shown varied level of anxiety during the online learning process. As we've seen on the chart 8 most of them were having moderately level of speaking anxiety with (58,8%) students. Followed by other students with (23,5%) in low anxious level, also (5,9%) in very low anxious level. According to chart 8 almost all of students shown basic and low

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level of their anxiety instead there is only (11,8%) students who show in high level anxiety. As what in recent interview with one of students about their level anxiety in during online learning process, he said:

“ During our online learning process we didn’t have to do a direct communication with other students or the teacher. So when there is a speaking practice or test we usually make it video presentation or performance, also we can flexible doing our speaking performance without feel any anxious because other students’ attention. Therefore our level of anxiousness is not so big as when we have face to face class”

Therefore online learning process has helped the students in enhancing students level of speaking anxiety so that their anxiety it’s not really high when they have to do speaking.

Discussion:

Based on finding, students has shown positive impact during online learning students has shown positive impact during online learning with majorly reach moderate in anxiety level and also online learning has significant effect to students’ who usually has high of anxiety level when have to perform or speak in front of their friend directly. But, currently student has less time to have real communication with the other students or also with the teacher. Therefore an interactive activity between student with student or student with teacher become less and this still can’t enhance students’ speaking anxiety with significant change. But, we can’t deny that the online learning proses still have good impact to students’ speaking anxiety.

Here teacher needs more method tan just giving task like video presentation or else which it can make students having real conversation in class. Beside, if there are more activity such as having disscussion or conversation it could be good for students’ to enhance their creativity and of course it can make speaking anxiety become better than before.

Conclusion:

The English Education Study Program students’ experience in online learning implementation is filled with excitement. They understand the current situation of COVID-19 pandemic and willing to adapt with virtual learning that implemented as government policy. At first, there were doubt and uncertainty towards it, due to no students had ever experienced fully virtual education. Along the way, those doubts have been successfully eroded with some worries stand still.

But, most of students had a proper positive impact when participating in online learning,. They found the course quite difficult to cope but fine enough in overall. Even though the other result shown positive response toward current system, most of students still moderate speaking anxiety level

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The prominent challenges were infrastructure related (suitable gadget, stable connection) and learning agreement. While the first problem needed more element participations to getting done with (internet provider, government, learning institution, and student's parent), lecturer and students might build an exciting course together that encourage more interaction and rise closeness

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