STUDENTS' ANXIETY IN SPEAKING ENGLISH DURING ONLINE CLASS

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Abstract: *This research is focused on identifying the factor of students' anxiety in speaking English during online class. This research used descriptive qualitative research design. The object on the 10th grade of Senior High school. The researcher employing observations, interviews to collect data and data analysis in this research was descriptive analysis, data display, conclusion or verification and triangulation. The researcher hopes this study will be useful as guidance for the teacher, researcher and the other, and make the teachers realize that speaking anxiety gave an influence on speaking performance especially in online class teaching, and the teacher should be more creative to teach their students and make them be more confident to speak English based on the factors caused the students anxiety in speaking English during online class.*

*Keywords : **Anxiety, Speaking, English Learning.***

In learning English, there are four basic skills that students should master; they are listening, speaking, reading, and writing. Listening and speaking are the fundamental skills. In mother tongue, children get a very natural opportunity of listening and speaking in their surroundings. Thereafter, they are sent to the school to learn reading and writing skills. But, in the case of communication classroom, the available environment of the learner is mother tongue in his surroundings; therefore, the teaching learning strategy should differ greatly. Hence, there is a dire need of paradigm shift on teaching and learning speaking skill through focus deviation towards oral orientation, training the teachers, and developing suitable curriculum (Suchdeva 2011). Speaking is one of the most important skills to be mastered by students of English as a foreign language (EFL). As stated by Harmer (2007, p.38).

Within the field of research itself, lots have been done in terms all language skills. Speaking might have its own numerous researches, speaking becomes the major effect of language learners' anxiety (Byrne, 1984:8). Speaking involves productive and receptive skills. As a productive skill, a speaker produces and uses the language by expressing ideas and at the same time they tries to get the ideas or the message across.

Generally, speaking is a way to build a communication. It is used to share meaning through the use of words. Speaking is one of important aspects in human life process and also a

crucial part of second language learning and teaching. It is a process that involves two or more people to speak and express their ideas, feeling, and emotion to others. Therefore, speaking has received the greatest attention among both students and teachers.

There are many variables that can influence learners' speaking performance. Among these variables, language anxiety is very common problem that influences students' speaking performance, especially on this pandemic situation that learning within the distance, or we can say it "online class".

Online learning is learning without face to face directly between teachers and students, but is done online. Learning is done through video conferencing, e-learning or distance learning. Online learning is a new thing, both for students and teachers, so it takes a long time to adapt (Judge, 2020). The positive impact of online learning is that students can get material easily and learn to evaluate their own learning wherever they are, both at home and in other public places, while the negative impact is that many students abuse the online learning system, and use this learning time with things that can arguably less important, and that can be detrimental to himself (Eko Putra 2020). The impact of this learning system is student anxiety, and this can lead to a decrease in achievement.

Anxiety can be defined as a marked unpleasant mental state by worry, discomfort, and feeling which is not good that cannot be avoided by someone (Elizabeth B. Hurlock, 1998). According to Atkinson (2001) anxiety is an unpleasant feeling, which characterized by terms such as worries, concerns, and other variations of anxiety levels.

Students feel anxious regardless of their preparation of learning that language; like wondering about what others might think of them when they perform their English, the familiarity of the topic used in English learning, how low their achievement could be, etc. Whatever the cause, whatever the level of anxiety, we can be sure of one thing: anxiety will affect students' performance (Saito and Samimy, 1996).

The level of anxiety medium usually encourages learning, and for moderate level, should be interfered to student learning activities. Students look tense while studying in class, asked by the teacher, lazy to do the exercises given by the teacher, forward communication working class/practice, and hands shaking when they have to solve problems in front of the class, but if individual succeeds signs of anxiety, this feeling can also be a motivator to do something Kirklan (Slameto, 2010). It can be concluded that anxiety is a state of emotionally unsettling like feeling depressed in the face of adversity before the trouble occurs and is marked with feelings of worry, concern and fear in certain situations.

Therefore, as a researcher in this case, I hope that my research entitled "Students' Anxiety in Speaking English during online class" will provide useful information and solution for teachers at the school.

LITERATURE REVIEW
Anxiety In Learning English

Anxiety is a subjective feeling of tension,

apprehension, nervousness, and worry associated with an arousal of the automatic nervous system" (McIntyre & Gardner, 1994: as cited Tanver in 2007:4) Basically, uneasiness feeling such anxiety will disturb students in no doubt. It absolutely affects student's speaking effort and performance. Anxious students will think less clearly and probably make more mistakes. Moreover, to perform a task they have to work harder because anxiety makes them worry and distracts their learning process.

The studies between language anxiety and language skills have mostly related to the oral performance (Horwitz, et. al., 1986; Aida, 1994). Most anxiety studies in a language learning situation appear to be associated with the oral aspect (Horwitz et. al, 1986; Young, 1991; Daly, 1991; Philips, 1992). It means that, as mentioned earlier, of the fours skills, speaking is probably considered the most stressful for second language learners. In addition, the study on in Speech production done by Anandari (2015) reveals that foreign language anxiety appeared among the students and that self-reflection activities helped them to realize their strengths, weakness and help them to problem-solving in order to increase their public speaking performance.

METHODOLOGY

This research was done by analyzing 24 students from the 10th Grade of Senior High School. Data were collected by using qualitative data collection. The researcher hopes this study will be useful as guidance for the teacher, researcher and the other, and make the teachers realize that speaking anxiety gave an influence on

speaking performance especially in online class teaching, and the teacher should be more creative to teach their students and make them be more confident to speak English. First, this research begins by interviewing high school students at the 10th grade about how they feel during speaking English at the online class. Furthermore, the discussion in this study is about the anxiety faced by students during speaking English and the factors that influence this anxiety. In addition, the teacher's teaching method give an important role in generating self-confidence, so that it can reduce the anxiety faced by students. All material in this study was obtained from a combination of journals, books, and internet sources. This research will help students and teachers as a source of useful methods to reduce the anxiety faced by students when speaking English.

FINDINGS AND DISCUSSION

Based on the result of observation and questionnaire to the subjects of the research, the researcher found that the students' anxiety factors in speaking English during online class are :

The ineffectiveness of online learning

Some students stated that they prefer to learn face to face and the ineffectiveness of online learning.

"Online class tidak terlalu efektif, karena materi yang di sampaikan kurang jelas, dan guru pun hanya memberikan materi tetapi tidak dijelaskan" – Aisyah Latifah

"Online class tidak efektif karena susah untuk memahami pelajaran apalagi bahasa, karena kadang kita butuh materi yg jelas.. kalo lewat online kita sering mengalami kendala" - Andhy

"Online class kurang efektif karena pada saat online class biasanya siswa jarang fokus ke pelajaran, jadi ketika ditanya oleh guru kita menjadi takut karena tidak memperhatikannya" - Santika Aprilia

Lack of confidence and Lack of Preparation

Some students said they did not like and were afraid when the teacher asked them to have a dialogue in English because they were afraid of other students' responses and also their lack of time in preparing answers. Lack of preparation will absolutely make students feel anxious. They fear if they cannot perform well.
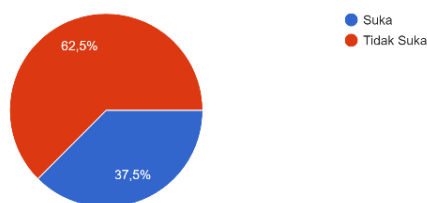
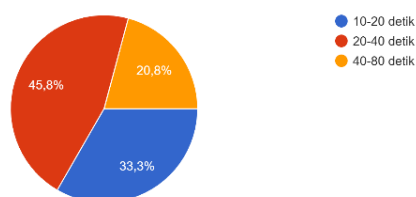**Figure 1 graph of students' dislike of speaking in English**

Figure 2 graph of students' needed time to answer with English

Teachers' personality and methode of teaching

Few other students complained that the teacher sometimes showing apathetic attitude.

Students want teachers more be creative because online learning is ineffective and quite boring for them, sometimes students do not listen to what they said.

"Tersenyumlah saat murid salah dalam pengucapan nya/ pun kata kata yg dia ucapkan,, agar murid tetap percaya diri untuk belajar bahasa" - Andhy

"Lebih sering berinteraksi dengan siswa menggunakan bahasa inggris, dan tidak memarahi murid yang salah, atau meremehkan sehingga murid dapat bebas berekspresi dan tidak takut salah" - Kaelyn Noura Setiawarman

"Berbicara dengan perlahan dan dengan pelafalan yang jelas. jangan terburu-buru" - Kalandra Aira Raya

"Untuk sesi dialog, cerita, atau apapun yg berkaitan dengan pengucapan. Mungkin bisa dibagi ke dalam breakout room, jadi di dalam breakout room itu hanya ada siswa yg sedang dites dan guru, tujuannya agar lebih pede dan apabila dikoreksi tidak dikoreksi di depan temen2 kelas lain. Soalnya kalau langsung praktek di depan kelas itu malu dan belum terbiasa" - Dzikri

"Di koreksi atau di perhatikan jika pengucapan salah, atau kata yang di gunakan kurang pas. Kadang banyak siswa yang kurang di perhatikan guru untuk di bimbing dalam belajar bahasa inggris. Diberi semangat untuk giat belajar agar fasih" - Risma Mutia

"Memberikan metode pembelajaran yg seru, tidak terlalu memaksakan murid untuk bisa menjawab setiap pertanyaan yg diberikan" - Yuli Srimulyani

Based on data above, in some situations, the content is difficult to deliver in online teaching and some students reported that they were not like online class learning, they got anxious, nervous and hard to speak English because of some factors : "The ineffectiveness of online learning, Lack of confidence and Lack of Preparation, Teachers' personality and methods of teaching, They also commented that they started to feel uncomfortable or worried when suddenly the teacher gave them a question. Furthermore, they suggested that teacher should show their empathy and encouragement to their students. In this research the researcher encourage the teacher to do some creativity approaches to teaching speaking skills, some of them: Natural Approach, Topic Speaking Approach, Audio Lingual Method. If the teacher can deliver the course content properly, it affects the student's satisfaction and performance.

CONCLUSION

In this research, the researcher drew meaning from the data in a display. Furthermore, the data was checked for their sturdiness and conformability. The researcher checked the validation of the data, using triangulation strategy. According to Miles and Huberman, triangulating is a tactic for verifying or confirming findings by using multiple sources and modes of evidence. The researcher examined multiple sources, such as interview responses and observational data, as many times as necessary to obtain the valid findings of the study.

From the results of the questionnaire obtained, the researcher find that some students cannot believe in their English-speaking skills,

causing their confidence, preparation and how the way teacher teach. The researcher also found that most of the students needed time to answer questions from the teacher, in this online learning, the teacher might be able to create a breakout room to invite students to speak individually before they speak in front of their friends, they also needed a certain space and way to practice their level of confidence in speaking English.

The researcher suggested that the teacher should be aware of speaking anxiety. This study indicates that teachers' awareness of students' anxiety is insufficient. Therefore, it is necessary to increase the teachers' awareness since anxiety is an important factor which affects students.

As for the students, they need to get involved to reduce anxiety in the classroom. Students should respect each other in order to create a friendly environment. They need to help a lower level students when they suffer from difficulties. This would make them feel comfortable with each other.

In addition, anxious students should realize that mistakes are the natural part of language learning. Therefore, it should not discourage them in speaking English.

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- *How to cite this paper :*

Ningsih, S.A., & Agustin, I. (2022). Students' Anxiety In Speaking English During Online Class. Jurnal Dedikasi Pendidikan, 6(1), 53–58.