

EFL STUDENTS' SPEAKING ANXIETY IN ONLINE LEARNING

Trisnanda Merdiana

1810231027

Advisor 1: Dr. Mochammad Hatip, M.Pd.

Advisor 2: Indah Werdiningsih, M.Pd.

English Language Education Program

Faculty of Teacher Training and Education

University of Muhammadiyah Jember

Jl. Karimata No. 49

t.merdiana1999@gmail.com

ABSTRACT

This study discusses about EFL students' speaking anxiety in online learning, and as well as the correlation between students' speaking anxiety level and speaking achievement. The objective of this study is to find out the level of speaking anxiety that students experienced during online learning and also to find out whether there is a correlation between students' anxiety level and their speaking achievement. There were 112 undergraduate English students from the 2nd, 4th, and 6th semester who participated in this study. A quantitative method with correlation design was employed. In collecting the data, a FLCAS questionnaire from Horwitz., et.al. (1986) and students speaking score were used. The results of this study revealed that most of the student's anxiety level is in the mildly anxious. Moreover, the correlation test revealed that there is a strong negative correlation in significant way between students' speaking anxiety level and speaking achievements. It means that, the more students feel anxious, then the lower the speaking achievement, or vice versa.

Key Words: Speaking Anxiety, Speaking Achievement, FLCAS, Correlation.

INTRODUCTION

According to Ozturk & Gurbuz (2013), foreign language learning is linked to human psychology, self-esteem, risk-taking, motivation, and anxiety are some personality traits that can have positive or negative consequences on

learning a foreign language. Over the past few decades, language anxiety has been the most frequently recognized obstacle in speaking classes (Pakpahan & Gultom, 2021). It occurs when learners must process knowledge in their minds while producing it orally at the same time (Harmer, 2004).

Anxiety, on the other hand, has a

negative impact on foreign language speaking (Luo, 2014). Students make numerous attempts to avoid the situation of not appearing or speaking in public, but if it is inevitable, they will experience pressure, humiliation, voice shaking, rapid heartbeat, discomfort, and insecurity (Sikandar, 2017). This can be due to a lack of speaking practice, a lack of mastery of the subject, or a low self-image (Goberman, Hughes, & Haydock, 2011).

Although there have been many previous studies that have investigated student's anxiety and how these have an impact on their foreign language communication and language use (MacIntyre & Gregersen, 2012), most of those studies take place offline, and there are few studies that have looked at students' speaking anxiety in online settings, especially during COVID-19 in Indonesia (Pakpahan & Gultom, 2021).

In this research, the researcher examines anxiety in online learning with participatory students of the Muhammadiyah University of Jember in the 2nd, 3rd and 6th semesters who are already doing online learning activities. For the previous instrument, there were those who used homemade questionnaires and different questionnaires. Meanwhile, this

study used an adaptation questionnaire from Horwitz, et al (1986).

METHOD

This study employed quantitative method with descriptive correlational design to find out students' anxiety level and the correlation between students' speaking anxiety level and speaking achievement.

Researchers used two kinds of instruments in collecting the data of this study. Those are FLCAS questionnaire from Horwitz, et.al (1986) and students' speaking score. The questionnaire was used to find out students' speaking anxiety level. Whereas, students' speaking score was obtained to be correlated with the students' anxiety level.

Participant of this study were 112 undergraduate English students from the 2nd, 4th, and 6th semester. The researcher collected the data by administering the questionnaire by using google form, and asking students' speaking score to the lecturer.

After collecting the data, the researcher then analyzed the students' questionnaire responses by giving a score for each response, which was then accumulated to determine their level of speaking anxiety. Finally, their speaking anxiety level was correlated with their speaking achievement by using SPSS.

RESULTS AND DISCUSSION

The results of this study revealed that the highest percentage of the students' speaking anxiety level is "Mildly Anxious". There are 74 students (66.07%) over 112 students are in the level of mildly anxious. It is then followed by the second highest percentage, those are "Anxious" and "Relaxed" of speaking anxiety level. Those two speaking anxiety levels have the same percentage, that is 16.07% or 18 students are in each speaking anxiety level. Lastly, the speaking anxiety level in term of "Very Relaxed" and "Very Anxious" are also have the same percentage, that is 0.89% or only one student is in each speaking anxiety level.

In terms of the correlation test, the output of the correlation of the two variables of students' speaking anxiety level and speaking achievement shows a Pearson correlation of -0.772 with significance value of $.000$ (2-tailed) < 0.05 . Therefore, it can be interpreted that the null hypothesis is rejected and the alternative hypothesis is accepted. So, there is a strong negative correlation in significant way between students' speaking anxiety level and speaking achievement.

Based on the results presented, the anxiety level of the students

during online learning was in "mildly anxious". This study proves that when learning speaking online is carried out, it makes it easier and even relieves students to overcome excessive anxiety or fear caused by Three causes of anxiety according to Horwitz, et al (2011) are; Communication apprehension, test anxiety and fear negative evaluation. In line with the findings of previous studies related to this study, the results from Aziz's research (2021), showed that the online learning process had helped students in reducing the level of speaking anxiety because during the online learning process there was no need to communicate directly face to face with other students or teachers so that students feel their anxiety levels are high because of negative evaluations from other students or teachers. Furthermore, anxiety occurs when feelings of discomfort and fear arise from unknown situations (Ormrod, 2011). In this situation, students feel effective when online learning in speaking courses reduces anxiety levels.

Furthermore, based on the results of the correlation test that there is a strong negative correlation in significant way, this study correlation result is in line with previous study from Hewitt and Stephenson (2011). They argued that students who showed a lower level of anxiety in foreign language anxiety had higher achievement on oral performance than those who showed high levels of anxiety in language anxiety. This study

found that the higher the level of speaking anxiety, the lower the achievement value.

CONCLUSION

The results of this study revealed that most of the student's anxiety level is in the mildly anxious. Moreover, the correlation test revealed that there is a strong negative correlation in significant way between students' speaking anxiety level and speaking achievements. It means that, the more students feel anxious, then the lower the speaking achievement, or vice versa.

This study may have some implications for both teacher and students. Teachers may be able to recognize student anxiety in the online learning process and provide opportunities for students to tell the difficulties they experienced during the speaking learning process. Moreover, students could evaluate their speaking achievement by looking at their anxiety level when speaking English in online learning.

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