

**AN ANALYSIS OF STUDENTS' SPEAKING ANXIETY  
IN HYBRID CLASS AT UNIVERSITAS MUHAMMADIYAH  
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**ABSTRACT**

Learning a foreign language like English eventually causes anxiety. Some of them will have anxiety, especially when speaking. It will influence how they teach and learn. This study aimed to investigate the students' speaking phobia in hybrid classes. The mix method is selected to provide a summary of the information received from the outcome. 35 second-year students in total participated in this project. The speaking subject is also covered in a hybrid class for all students. These participants were given a questionnaire to complete in order to get data about their level of anxiety. Using the FLCAS questionnaire, the researcher determined the participants' level of anxiety. The researcher also used Zoom Meeting to perform a structured online interview to supplement the data from the questionnaire. It asks seven questions on how students in hybrid classes can manage their speaking anxiety. Three indicators of anxiety are present in the interview and questionnaire: anxiety test, fear of a negative evaluation, and communication anxiety. The findings indicated that 10 students have high levels of anxiety whereas 14 students have moderately high levels. There are only 10 students with moderate anxiety and 1 with low anxiety. Most of them overcome the anxiety by preparation, relaxation, positive thinking and resignation. This study could help teacher to find out the level anxiety and find the best way for them to overcome their anxiety.

**Key Words: Singular Plural Error, Error Analysis, Descriptive Text.**

Speaking with anxiety can have a number of negative effects on someone's life and career, including difficulties in social contexts, group settings, or the job, according to Woodrow (2006). According to Lucas, Miraflores, and Go (2011), English is increasingly being used as a second language for future employment across the globe and in all contexts. As a result, learning fundamental English at school is necessary for students to develop in their careers. Many students still experience anxiety when taking English classes.

Because students only have a certain amount of time per week to dedicate to each lesson in school, which is ineffective for achieving focus, ztürk & Gürbüz (2014) argue that students should not only rely on time to study at school but also provide additional time to study at home, particularly for English lessons. According to Marwan (2007), students' ability to speak English was damaged by a lack of preparation, particularly mental preparation. Students thus experience anxiety whenever they speak or study English. According to research by Tüm & Kunt (2013), stressing about learning a foreign language causes students to feel insecure about their ability to learn all other skills, such as speaking, reading, writing, and listening.

Yahya (2013) states that one of the reasons why students are uneasy and uninterested in speaking

English in class is that they have a reason to think that the teacher will correct them if they make a mistake at first. According to Gregersen (2003), it is normal for students to make mistakes during the learning process, but because they were feeling less worried, they failed to realize that their errors were actually a positive step toward learning a new language.

The study's goal is to learn how students in hybrid classes overcome their speaking fear. Many students exhibit speaking fear during hybrid class, according to research findings based on observations made by researchers in the hybrid class at the University of Muhammadiyah Jember (from online to offline) The researcher is curious to learn more and gather more comprehensive data regarding students' speaking fear in hybrid classes at UNIVERSITAS MUHAMMADIYAH JEMBER.

### **Method**

This research used mix methods, which is a step in the research process that combines qualitative and quantitative research approaches. A research strategy known as "mixed research" mixes qualitative and quantitative research (Creswell, 2010).

Data sources were places where information was gathered from guided speaking of second-year English study program students. Students who actively participated in

class learning met the criteria for subjects and informants in this study, resulting in the collection of reliable data.

The process of gathering data was limited to a single stage. Two classes of pupils were chosen as a sample, and they each received a questionnaire. There are 33 statements in the survey. The FLCAS (Foreign Language Classroom Anxiety Scale), created by Horwitz et al., is the sort of questionnaire used. There are 33 items in this survey, each with five response options: Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), and Strongly Disagree (SD) (Horwitz et al., 1986).

Interview was the other instrument. The interview questions were based on three questionnaire indicators: communication anxiety, worry about receiving poor feedback, and exam anxiety. As a result, three respondents from each group will be chosen by researchers to serve as either study or interview subjects for the study or interview of each group's level of anxiety.

To count the level anxiety, the researcher used rating scales from 33-165. The interview also analyzed using data reduction, data display and conclusion.

## **Results and Discussion**

This study collected information on students' levels of anxiety in hybrid classes and

discovered that the majority of students still experience speaking anxiety, particularly in speaking classes. The findings showed that 24 out of a total of 35 students still experience anxiety, with 10 of them experiencing high levels and 14 experiencing moderate levels. Just 10 students have moderate anxiety, and only 1 has low anxiety. When required to speak in front of the class or in specific situations related to English study, they experience anxiety.

When required to speak in front of the class or in specific situations related to English study, they experience anxiety. This circumstance is referred to as scenario-specific anxiety, which is constant throughout time but may not be appropriate for the circumstances, as Luo (2014) said. Situation-specific anxiety often only appears in certain contexts, such as during public speaking, exams, and language study.

based on the three indicators of test anxiety, fear of failure, and communication anxiety. Interviews were performed by the researcher to learn how students manage their anxiety. According to Kondo and Ling (2004), students use a variety of techniques to deal with their anxiety: Preparing, relaxing, thinking positively, and resigning

## **Conclusion**

According to study results, the majority of students had high and

moderately high levels of anxiety. Few students have low to moderate levels of anxiousness. It has an impact on how well they learn to talk, causing them to forget or become blank. Some students use strategies to cope mechanisms to deal with their anxiety. They practice preparation, relaxation, positive thinking, and resignation. It helps individuals get over their fear of testing, communication anxiety, and evaluation anxiety. Most people overcome conversation anxiety and test anxiety by being well-prepared, while most people overcome fear of evaluation by giving up.

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