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The Students' Speaking Anxiety during Pandemic Covid-19

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A B S T R A C T

The new paradigm on the position of English in the world has shifted as now English was no longer the property of native speakers. This shifting paradigm challenge the traditional assumption of English teaching world on whether English teachers should incorporate local or target culture in their teaching materials. This is a qualitative research using critical literature review method. The topic being discussed in this article is how to incorporate local value in English language teaching materials. The issue is analysed from various perspectives, they are: world Englishes, English as International Language, culture and identity, materials development and how they shape the idea of how English teaching materials in Indonesia should be developed. In order to do that, the researchers implemented four criteria of a good ELT materials proposed by McDonough, Shaw, & Masuhara, (2013). As the result of the research, we provide two suggestions. They are creating a team of book developers and providing alternatives ELT materials based on different learning styles, text genres, or even viewpoint towards an issue.

Keywords: Speaking Anxiety; Online English Class

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INTRODUCTION

The Covid-19 pandemic has brought drastic changes to the education system in Indonesia and around the world. One of the big impacts on life is education, how this virus damages the existing education system as usual (Ahmad, Rubayyi, & Etfita, 2022). According to Suherdi & Mian in (Wahyuni, Satriani, & Etfita, 2021) during the COVID-19 pandemic, the change in the learning atmosphere from offline to online poses challenges and regularity in teaching.

The Covid-19 pandemic wreaked havoc on academic processes around the world, as well as causing problems among students. Students, teachers, and parents have all had a hard time since the online class. All schools, colleges, and universities implemented online learning in 2020. Students who take part in online learning do not meet face-to-face but communicate using smartphone media. Online learning activities can inadvertently reduce a person's ability to speak. The side effect of the pandemic on education is that learning is carried out online so that there is a lack of self-confidence which leads to nervousness and even anxiety when talking.

Speaking is frequently considered one of the most significant abilities that plays an important role in human life among the four basic skills of English (listening, speaking,

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reading, and writing). It is also considered the most important mode of communication for conveying meaning through the use of words. According toDerakhshan, Atefeh and Fatima in (Najiha & Betty, 2021) Speaking is an important component of everyday life that everyone should practice in a delicate and precise manner. Then, at the university level, speaking is an important talent for English students to learn because it is required for them to improve their ability to communicate vocally by expressing their thoughts in a real-life context.

Anxiety is a subjective feeling of tension, uncertainty, nervousness, and worry that occurs when the autonomic nervous system is arouse. In terms of how foreign language anxiety is classified, the types of anxiety introduced by MacIntyre in (Najiha & Betty, 2021). There are three various types of anxiety, first is trait anxiety, second is state anxiety, and the last is situation-specific anxiety. According to (Najiha & Betty, 2021) present that anxiety in speaking is incredibly common. When a student talks in front online class, it is natural for them to feel apprehensive, insecure, shy, and nervous. That is caused by a variety of psychological issues. Some can talk boldly in front of the class, while others are unable to speak English due to shyness and nervousness. Nonetheless, nervousness in speaking English might impair students' ability to adapt to the target environment and, as a result, their ability to achieve their educational goals.

This study contributes to finding out how much student anxiety is during the pandemic by means of appropriate research. The purpose of this study was to know the level of students' speaking anxiety based on the 2nd – semester student of English Education Universitas Islam Riau during the Covid-19 pandemic. Therefore, this study was conducted in order to determine the level of problems that occur in students regarding the anxiety they experience.

According to Rajanthran, Prakash & Husin in (Santoso, Perrodin, & Mulia, 2021) Anxiety in general has been defined as "… feelings of frustration, dissatisfaction and worry". Similarly, according to Pappamihiel argues that anxiety can be associated with "threats to self-efficacy and appraisals of situations as threatening". Haskin, Smith, & Racine also note that anxiety happens when a person doubts his or her abilities to do something and therefore it results in fear and a lack of self-esteem (Santoso et al., 2021).

Some researchers have developed a definition for speaking anxiety. Speaking anxiety, according to Samuelsson (2011), is the inability to deliver thoughts in a groupor in front of a group of people. Basic (2011) also provides a more detailed definition of speaking anxiety. She claims that one's anxiety of communicating vocally manifests itself in bodily manifestations. These symptoms, it is also suggested, may detract fromone's capacity to talk because he or she will be unable to fully concentrate on the speaking process. Speaking anxiety is a barrier to expressing oneself orally, to put it frankly, as defined by the previous definitions.

Some studies have revealed the causes of speaking anxiety in various contexts. (Tanveer, 2007) suggests that Internal causes, particularly among students, are the source of

anxiety. This means that students' attitudes and ideas about language learning, as well as their fear of losing their identity, may contribute to increased anxiety. (Liu & Chen, 2013) emphasizes that anxiety in students might be exacerbated by worry. One source of concern is the belief that their peers speak English more fluently and do better. Furthermore, when speaking in a foreign language, students may be concerned about a variety of issues, including whether their language is intelligible, pronunciation, and grammar. This demonstrates that speaking anxiety can be caused by a lack of self-confidence, which can lead to such concerns. Shyness also contributes to pupils' worry about speaking (Zhiping Diao & Shamala, 2013).

Surprisingly, some experts believe that professors might be external sources of pupils' nervousness when it comes to speaking. Students' nervousness in foreign language acquisition might be exacerbated by teachers' ineffective teaching methods and their unwillingness to form relationships with their students (von Worde, 1998). In another study, (Von Worde & Wörde, 2003) adds that the way teachers correct their students' errors will possibly cause speaking anxiety to them. It is found that students were frustrated when the teacher would interrupt them by correcting their speaking errors even before they finished making a response.

The feelings of mental fear can indicate a variety of anxiety disorders. Feeling afraid, possibly convincing ourselves that we are physically ill, having a heart attack, or going insane, suspecting that others are staring at us, fearing that we will lose control and embarrass ourselves in front of others, and believing that we must do it. Make your way to a safe location. Although anxiety is typically associated with negative experiences, stress can also be beneficial.

METHOD

The design of this research is a qualitative method using a questionnaire instrument based on data from students. According to Patton Qualitative research techniques were employed in the case study, since research questions pointed to the need to gain access to "a wealth of detailed information", and to "processes and meanings" that are difficult to measure according to Denzin and Lincoln in (Isnania, 2022). Qualitative descriptive is a method used to investigate, illustrate, and verify the phenomenon found during the research. This kind of research is aimed only to describe and interpret the phenomenon or event found without studying further such as defining its correlation or examining hypothese

The participants of this research is second semester students' at English Study Program of FKIP Universitas Islam Riau. The research instrument was a questionnaire that was taken based on data from second semester English students at the Universitas Islam Riau. Questionnaire items were made based on students' anxiety indicators, as stated by McIntyre. The items in the questionnaire were adapted from Horwitz in (Noviyanti, 2022) with the term FLAC, an abbreviation for Foreign Language Classroom Anxiety Scale (FLCAS). The

purpose of the questionnaire was to know the level of students speaking anxiety. The story of anxiety is categorized into three; low, medium and high. SD: Strongly Disagree, D: Disagree, N: Neither agree nor Disagree, A: Agree and SA: Strongly Agree (Noviyanti, 2022).

FINDINGS AND DISCUSSION

After compiling the data, the researcher analyzes the questionnaires and then compiles all of the participant replies into tables using the Likert Scale. There are no specific instructions or guidelines provided by FLCAS for interpreting the results. Because most participants used the scale in assessing the questionnaire, there is a simple approach to evaluate the questionnaire using the Liker scale in this study. The advantage of the Likert scale is that it allows for the respondent's degree of opinion rather than requiring a simple yes/no response. The Likert scale works by providing folks with a five-point scale on which they can express how much they agree or disagree with something. According to certain statements (Noviyanti, 2022).

This study used 20 item questionnaires with 100 as the total score. 70-100 categorized as high anxiety, 40-69 classified as moderate anxiety and below 40 as low pressure.

Table 1: Students' feelings about speaking in online classes

No	Questions	Answer				
		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	I am not sure my feelings when speaking English in online class.	2.7%	10.8%	48.6%	27%	10.8%
2	I have problem when lecture call me when perform in online class.	0	5.4%	45.9%	35.1%	13.5%
3	I feel uncomfortable when join the speaking test.	5.4%	5.4%	40.5%	24.3%	24.3%
4	I am get to panic when speak in online class without preparation	0	10.8%	16.2%	35.1%	37.8%
5	I worry to make mistake when speaking performance in online class	0	8.1%	18.9%	37.8%	35.1%
6	I lost my idea when lecture ask me when perform in online class	0	10.8%	37.8%	29.7%	21.6%
7	I feel shy when speak everything in online class	2.7%	16.2%	51.4%	18.9%	10.8%

8	I feel bad appearance when speaking in online class	8.1%	13.5%	40.5%	21.6%	16.2%
9	I have some problem when speaking test.	5.4%	5.4%	37.8%	40.5%	10.8%
10	I feel my speaking so bad, it make me not confident	2.7%	8.1%	29.7%	43.2%	16.2%
11	I need to write something when I want to speak	0	18.9%	24.3%	37.8%	18.9%
12	I need to motivation to speak my idea in online class	2.7%	21.6%	37.8%	32.4%	5.4%
13	I don't feel confident speaking in online class.	2.7%	16.2%	51.4%	21.6%	8.1%
14	I feel pounding when presentation in online class	0	2.7%	24.3%	27%	45.9%
15	I became more confused when I practiced speaking	2.7%	18.9%	45.9%	27%	5.4%
16	I felt being pressured to appear in online class.	2.7%	29.7%	40.5%	21.6%	5.4%
17	When I speak, I feel anxious	0	16.2%	45.9%	29.7%	8.1%
18	When I speak, I feel confused and nervous.	0	10.8%	37.8%	32.4%	18.9%
19	When I speak, I don't feel relaxed.	2.7%	5,4%	43.2%	21.6%	27%
20	Whenever I speak in class, I feel laughed by my classmates	5.4%	16.2%	35.1%	16.2%	27%

The researchers illustrate the participants' that have anxiety of speaking from the data-gathering questionnaire by the following domains: Explored the result of the analysis of item 1 until 20. The data percentage from item 1 indicates mostly not sure when speaking English, even in online class (10,8% strongly agree). Whilst, 27% of participants (n=10) agreed with the statement, and 10,8% of participants (n=4) disagreed with the statement. Item 2 reveals the most participants have problem when lecture call they when perform in online class, 13,5%strongly agree (n=5)). Meanwhile, 35,1% of the responses agreed with the statement. Similarly, 5,4% of participants picked out a disagreement about the statement. For item3 show the percentage indicating that they feel uncomfortable when join the speaking test. 24,3% agree, 24,3% strongly agree). In contrast, the participants' responses disagreed (5,4%) or (n=2) with the statement only in small percentages. The data percentage from item

4 indicates mostly students get to panic when speak in online class without preparation. (35,1% agree), Whilst, 10,8% of participants (n=4) disagreed with the statement, and 37,8 (n=14) strongly agree with that statement. From item 5, they worry making mistake when speaking performance in online class. 35,1 (n=13) strongly agree, 37,8 (n=14) agree, 8,1% (n=3) disagree, and 0% strongly disagree with that statement. The data percentage from item 6 indicates mostly students lost idea when lecture ask they when perform in online class. (29,7% agree, 21,6% strongly agree), Whilst, 10,8% of participants (n=4) disagreed with the statement.

Furthermore, in statement 7, they feel shy when speak everything in online class. 10,8 % (n=4) strongly agree with that statement, 18,9% (n=7) agree, 16,2% (n=6) disagree, and the last 2,7% (n=1) strongly disagree with that statement. The data percentage from item 8 indicates mostly feel bad appearance when speaking in online class. 16,2% (n=6) strongly agree, 21,6% (n=8) agree, 13,5% (n=5) disagree, and strongly disagree 8,1% (N=3) with that statement. The data percentage from item 9 indicates mostly have some problem when speaking test. 10,8 % (n=4) strongly agree, 40,5% (n=15) agree, it means to show that they feel objections while taking the speaking test, 5,4% (n=2) disagree and strongly disagree with that statement. Item 10 measures they feel speaking so bad, it make they not confident. Nearly entire students (16,2% strongly agree and 43,2% agree) supposed to say and feel nervous when speaking. Besides, only 8,1% (n=3) participants disagree with that and 2,7% (n=1) strongly disagree.

Item 11 measures they need to write something when they want to speak. 18,9% (n=7) strongly agree, 37,8% (n=14) agree, that result show that they feel anxious when speaking, even of they well prepared. 18,9% (n=7) disagree. Item 12 measures they need to motivation to speak they idea in online class. 5,4% (n=2) strongly agree and 32,4% (n=12) agree, that's mean when they need to perform speaking, they often feel like they are not present. Meanwhile, 21,6% (n=8) disagree and 2,7% (n=1) strongly disagree with that statement. And then in item 13 that show they don't feel confident speaking in online class. 8,1% (n=3) strongly agree and 21,6% (n=8) agree. 16,2% (n=6) disagree and 2,7 (n=1) strongly disagree with that statement. Its mean mostly they unconfident when speaking in class. In item 14, they feel pounding when presentations in online class. 45,9% (n=17) strongly agree and 27% (n=10) agree. Meanwhile, 2,7 (n=1) disagree. Its mean all of them feel pounding when they was going to be called to speak in online class. Item 15 measures they became more confused when they practiced speaking. The percentage are 5,4 (n=2) strongly agree and 27% (n=10) agree. Meanwhile, 18,9 (n=7) disagree and 2,7% (n=1) strongly disagree. Its show that when they became more confused the more they learned and practiced speaking.

Item 16 measures they felt being pressured to appear in online class. The percentage are 5,4% (n=2) strongly agree and 21,6% (n=8) agree. And then, 29,7% (n=11) disagree and 2,7% (n=1) strongly disagree. Its mean they don't felt being forced to perform in an online

class. Item 17 measures when they speak, they feel anxious. The percentages are 8,1% (n=3) strongly agree and 29,7% (n=11) agree. 16,2% (n=6) disagree. Its mean they can't feel confident when they are speaking. Item 18, when they speak, they feel confused and nervous. 18,9% (n=7) strongly agree and 32,4% (n=12) agree. Meanwhile, 10,8% (n=4) disagree. Its mean, when they speak, they feel confused and nervous. Item 19 measures when they speak, they don't feel relaxed. The percentages are 27% (n=10) strongly agree and 21,6 (n=8) agree. And then, 5,4% (n=2) disagree and 2,7% (n=1) strongly disagree. Its mean, when they speak, they don't feel relaxed. And the last item, item 20 measures whenever they speak in class, they feel laughed by they classmates. The percentages are 27% (n=10) strongly agree and 16,2 (n=6) agree. Meanwhile, 16,2 (n=6) disagree and 5,4% (n=2) strongly disagree. Its meanwhenever they speak in class, they fear that the other students will laugh at them.

DISSCUSSION

According to the survey, 37 students out of 60 said lack of practice was a role in their anxiousness, 11 students said they were not confident while speaking English, and 7 students out of 37 said they were afraid of making mistakes. 5 out of 37 pupils are comfortable speaking in public. One of the students is really self-assured when speaking. They are only terrified of making mistakes, with no other apprehensions. They believe that making a mistake will make them feel embarrassed in front of their friends, that giving the wrong thing to others will make them feel horrible, that they will be laughed at by their friends, and that fear is difficult to pronounce.

According to the findings of (Noviyanti, 2022), 32 students' out of 86 said that a lack of vocabulary was a role in their nervousness, 24 students said they were not confident while speaking English, and 36 students said they were afraid of making mistakes. They are only terrified of making mistakes, with no other apprehensions. They believe that making a mistake will make them feel embarrassed in front of their friends, that giving the wrong thing to others will make them feel horrible, that they will be laughed at by their friends, and that fear is difficult to pronounce. Speaking anxiety in students is also influenced by shyness. Only 23 people scored well in this category.

These factors, according to our findings, are a lack of practice, confidence, fear of being incorrect, and shame. The fear of making mistakes was determined to be the most prevalent factor among the pupils, according to the study. They are terrified of being ridiculed by their peers if they make a mistake, or they are afraid of making a mistake since it will cause their peers to acquire incorrect information. They don't want to appear foolish in front of their peers. The first consideration is practice. The lack of vocabulary is the second aspect that contributes to anxiety when speaking English. Many of them realized they were deafeningly. It makes them uneasy, which makes them even more anxious. When it comes to personality, they appear to be at ease. If they don't believe in themselves, it's because they don't believe in themselves.

According to an in-depth questionnaire, many pupils felt embarrassed when speaking. He won't say much in everyday duties because of his timidity. One of the students, on the other hand, felt embarrassed to speak English because of other concerns, such as a lack of vocabulary. Elli's theory on trait anxiety is as follows. Trait anxiety is a set of personality traits and behaviors that are permanently associated with a person and difficult to change. Students that are unable to convey sentiments, emotions, ideas, or thoughts fall into this category because they are unable to control their anxiousness. As a result, their participation in class activities was questioned in terms of increasing their speaking abilities. They prefer to remain silent rather than communicate or offer some sort of assistance.

CONCLUSIONS

Based on the results of the study, it can be concluded that students in the second semester of the English Language Education Study Program at Universitas Islam Riau have a high level of speaking anxiety. The main factors of speaking anxiety are lack of speaking practice and lack of vocabulary. The students were anxious because they were worried about the consequences if they failed the speaking test. It happens as a result of their communication fear that requires additional preparation for all aspects of their performance so that they feel comfortable and confident throughout the performance, despite the unfavorable criticism of colleagues and lecturers. Of the overall factors that make speaking anxiety can occur, the most important factors are the fear of making mistakes and the lack of student practice.

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