

Portraying Students' Speaking Foreign Language Anxiety Level During Online and Offline Learning

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Abstract. *The purpose of this present research was to find out the students' speaking foreign language anxiety level during the online and offline learning. The participants involved in this research were 28 students of junior high school students in SMP Insan Mandiri Bandar Lampung. This research was in descriptive qualitative design. The data were collected by using speaking foreign language anxiety questionnaire adopted from Ozturk (2014). The questionnaire form was in 5-graded likert scale, the data were analyzed by classifying the results using the range levels guideline adopted from Ozturk (2014). The results from the questionnaire showed that: during the online learning, most of students were in the moderate level of speaking anxiety, and a few students categorized in the high level of speaking anxiety. Meanwhile, after the pandemic era where the students got the limited offline learning, it was found that the majority of students were still on the moderate level of speaking anxiety, but there was no student categorized in the high level of speaking anxiety.*

Key words: *Foreign Language Speaking Anxiety, Online learning, Offline Learning*

A. INTRODUCTION

As one of the four language skills which should be mastered by the students, speaking plays important roles in English language teaching process especially in the communication setting. Nunan (2000) and Burkart & Sheppard (2004) argued that success in learning a language is measured in terms of the ability to carry out a conversation in the target language. It means that the speaking ability in communication is really crucial in gaining a successful learning.

Since English is still being the foreign language in Indonesia, which is not used in the daily life, therefore there are still many various problems related to the usage of it. More specifically in the communication, one of the difficult skills in English passed by the students is speaking. As stated by Hamzah and Ting (2010) who found out that students usually feel insecure and have problems in communicating and expressing themselves using the target language which shows the fact that not all students have the courage to speak in front of their classmates. Besides, in communication by using the target language, there will be a big challenge for students i.e. making an interaction with the speaker.

Another factor which may hinder the students to speak is their anxiety towards the speaking of foreign language. As mentioned by Thornburry (2005) in Indrianty (2016) that lack of vocabularies, improper grammatical, fears of mistakes are some factors that can contribute to speaking failure and causing an acute sense of anxiety when it comes to speaking. Fear of being wrong may be categorized as anxiety. In language learning, anxiety is included as the daunting factors for the learners (Oxford, 1999 in S. Gabarre, Gabarre, Din, Shah, & Karim, 2016). As Supported by Digman (1990) in Sheu (2017) that when students are at higher level of anxiety, depression and hostility, thus it will affect their failure in mastering the target language. In more general, Ganesh, Athilakshmi, Maharishi, and Maya (2015) believed that someone's life is strongly affected by anxiety. In addition, Saito and Samimy (1996) in Sutarsyah (2017) also assured that anxiety is influencing the students' performance. These statements reveal that it is important to know and maintain the anxiety level of students, since it is possible to affect their achievement also performance in language setting. Therefore it is necessary to raise the topic about anxiety especially in the communication setting.

In recent years, the world got the biggest unexpected situation; the occurrence of Covid-19 virus. The spread of this virus had increased progressively in time to time.

Because of this, the government had decided to limit the people's interaction by closing all of the public facilities, including the school. Therefore, one of the solutions to keep running the teaching and learning process, online learning was chosen. During the distance learning, all of the activities including the teaching and learning process were conducting through the online platform. In this situation, the teacher and students got their own difficulty in running the online learning process. Comparing to the offline learning, online learning might already gave the stressful effect for the students which was possible to hinder them from actively participating in the learning activity.

Reflecting to the different results from the previous studies, it can be said that between online learning and offline learning were still in debatable results in term of students' speaking anxiety. Therefore, the present research tried to give the additional information related to this case, by portraying the students' speaking anxiety level during online (at the pandemic era) and offline learning (after the pandemic era). Specifically, the research questions of this research were formulated as follows:

1. How was the students' speaking foreign language anxiety level during the online learning?
2. How was the students' speaking foreign language anxiety level during the offline learning?

Literature Review

Foreign Language Anxiety

Anxiety refers to the horrible emotional shown by the feeling of worry and hesitation (Spielberger, 2014; Atkinson, 2001). According to the University of Cambridge Counseling Service (2012), anxiety is defined as a common response to threatening situation in both physical and emotional reactions; the degree of feeling anxious depends on individual past experiences, beliefs, and attitude.

Besides, (Dordinejad & Ahmadabad, 2014; Hashemi & Abbasi, 2013) stated that anxiety can determine the successful and achievement of someone in the target language. It can be mentioned that anxiety is the bad impression towards a pressurizing condition, which is also impactful to someone's attainment. Referring to this, anxiety can be followed by another variable. In language teaching and learning process, foreign language learning is the most suitable one.

Contrary to the general anxiety, when it is followed by another variable – i.e. foreign language – thus it develops into more specific definition, that is a worry and fear reaction when using the target language in an expected context (MacIntyre & Gardner, 1994 in Sheu, 2017). In further, foreign language anxiety, which is a complex and multidimensional phenomenon (Young, 1990), can involve in some language skills and learning process with more personally feeling of apprehension linked to the second language contexts (MacIntyre & Gardner, 1993 in Öztürk, 2014). It is correlated to Ellis (2008) who stated that common anxiety-provoking situations in education context include public speaking, completing examinations, and speaking in class. In other words, students anxiety may occur in some aspects, moreover (MacIntyre & Gardner in Chen and Chang, 2004) added that the negative experiences in learning foreign language encountered by the learners may cause the occurrence of anxiety itself.

Foreign language anxiety has three correlated components as classified by Horwitz et al. (1986) cited in Sutarsyah (2017); Communication apprehension; which results from being fear to utter the ideas sufficiently, Fear of negative social evaluation; which results from a pressure for learners to fulfill other people expectation, Test anxiety; which results from the dread feeling of being failed in a language examination.

Previous Studies related to Foreign Language Speaking Anxiety

In speaking, there are many factors which may affect the students' succeed and failure to speak. One as the consideration is the students' anxiety in speaking the foreign language. When someone feels worry or fear to speak by using the language, thus it can be categorized as speaking anxiety (Bailemir, 2009).

Since it is known that students need more preparation before uttering their ideas orally, they also have to get more practice to use the foreign language in communication. However, it can be more complex for students to be realized because they may feel anxious to perform their speaking. In the similar vein, Young (1990) in Öztürk (2014) stated that when students have to practice spontaneously and directly in front of their classmates, it will increase their anxiety in speaking.

Related to online learning, there were some researches revealed the reasons of students' speaking anxiety during the virtual class; Nan and Haoda (2020) who found that the main reason for students' anxiety is the fear of speaking English and the fear of asking questions in the classroom, especially when they are not prepared, students will have a faster heartbeat. Based on Nugroho et.al (2021), it was found that some factors of speaking anxiety were divided into two kinds of emerging categories, those are intra-lingual factors and inter-lingual factors. The different results were found by Pakpahan and Gultom (2020) who stated that during the online learning, most of students felt more relax to express their idea. The students also enjoyed the speaking in online learning.

The different results proposed in the previous researches made the researcher interested to find out more about the students' speaking anxiety in the online learning during the pandemic era and the offline learning after the pandemic era.

Thus, in the present research the objectives were to describe the students' speaking anxiety level during the online learning and offline learning.

B. RESEARCH METHOD

Research Design

Since the purpose of the research was to portray a phenomenon happened, hence this research was in descriptive qualitative design. It is in line with the statement by Thurlow (2002) in Sugiyono (2017), that to obtain the more deep information towards the topic or phenomenon, qualitative research is appropriate to be implemented.

Participants

This research was conducted in a junior high school, namely SMP Insan Mandiri Bandar Lampung. 28 students were the participants who involved in this research. They were chosen by using purposive sampling, since they also involved in conversation class. Therefore the researcher chose those 28 students as her participants.

Instruments

In this research, a set of pre and post Foreign Language Speaking Anxiety Scale questionnaire (FLSAQ) was used to find out the students' speaking anxiety level. This instrument formed in the 5-point Likert scale as a tool of measurement. The researcher adopted a questionnaire from Ozturk and Gurbuz (2014) who had conducted a research related to students' speaking anxiety and each reason influences the students' speaking anxiety. The reason why the researcher chose this model of questionnaire was because this model is giving more focus on the speaking. It consists of 18 items which are specifically related to speaking anxiety, adapted from 33 items of questionnaire developed by Horwitz et al., (1986).

Data Analysis

There are two research questions proposed in this research. By using pre and post questionnaire as the main instrument, the researcher was able to collect the necessary data for her research. In finding out the students' level of speaking anxiety of foreign language, the researcher used a 5-graded likert scale contained of 18 items of foreign language speaking anxiety questionnaire. In general there were some procedures in doing the research:

1. distributing the pre questionnaire as the way to identify the students' level of speaking anxiety during the online learning
2. distributing the post questionnaire after the pandemic era, as the way to identify the students' level of speaking anxiety through the offline learning
3. interpreting the results

C. FINDINGS AND DISCUSSION

In this section, the researcher displayed the findings and discussion related to the two research question in this research.

Findings

RQ. 1 *The students' speaking foreign language anxiety level during the online learning*

The first research question was intended to find out the students' level speaking anxiety of foreign language during the online learning in conversation class. Pre-questionnaire was employed to the 28 students who involved in the conversation class. By using a 5-graded likert scale, the researcher gained the results which were classified into three level; low level, moderate level and high level. The range levels guideline was adopted from Ozturk and Gurbuz (2014) who classified the level of speaking anxiety based on the range as follow:

Table 1. The range level of foreign language speaking anxiety

Low level of speaking anxiety	<54
Moderate level of speaking anxiety	54-72
High level of speaking anxiety	>72

Referred to the range level of foreign language speaking anxiety, the researcher classified the data from the pre questionnaire into the table of distribution and measured the total amount of each participant's responses from the questionnaire. The results of classification can be seen in the following figure;

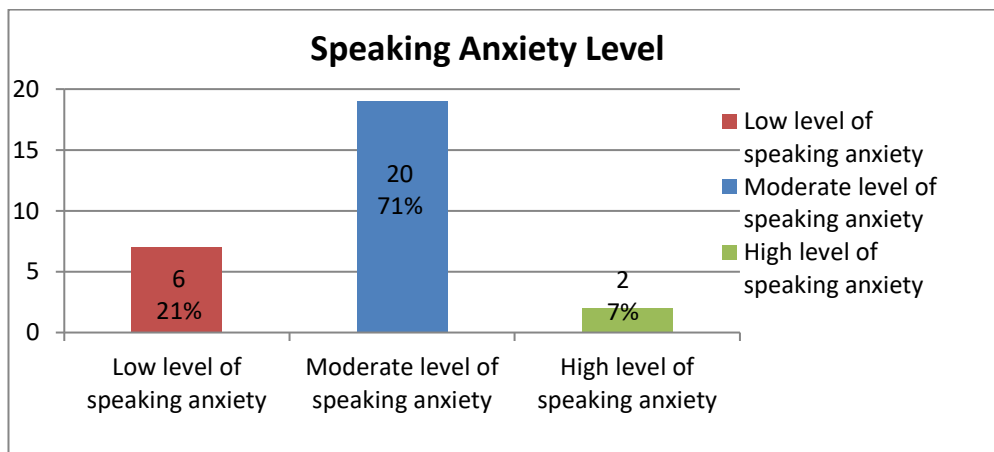


Figure 1. Students' speaking anxiety level during the online learning

From the figure 1, it can be identified that most of students were in the moderate level of speaking anxiety with the total was 20 students and the percentage was 71%. In contrast to the low level, there were 6 students in it with the percentage was 21%. As the last, there were only 2 students with the percentage was 7% who categorized in the high level of speaking anxiety.

RQ. 2 *The students' speaking foreign language anxiety level during the offline learning*

Since the government has allowed the school open, then the process of teaching and learning gradually become quite normal. The students are allowed to go back to the

school although in the limited time and they should follow the health protocol. After getting conventional learning for about one month, the researcher distributed the second questionnaire to the students. The result from the second questionnaire is reported in the following figure;

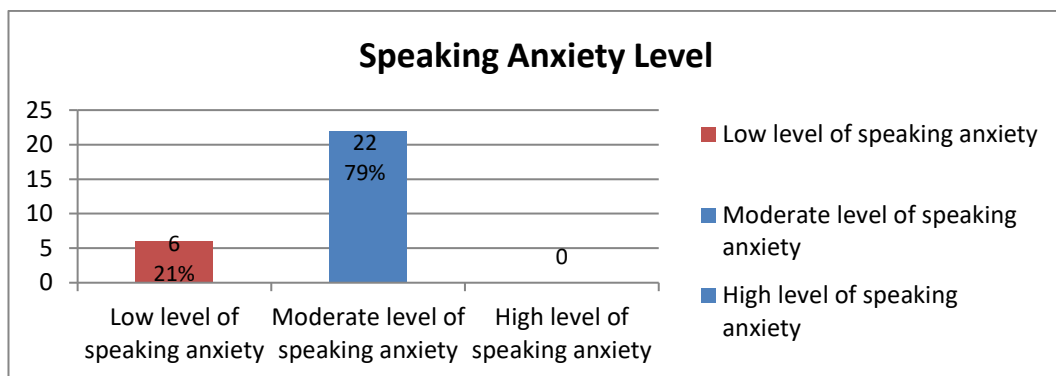


Figure 2. Students' speaking anxiety level during the offline learning

Based on the figure 2, it is known that the moderate level of speaking anxiety was still being the majority than the others. In this level, there were 22 students with the percentage was 79%. Followed by the low level, there were 6 students and the percentage was 21%. Meanwhile, in the high level of speaking anxiety, it was found that there was no student who included in this level.

Discussion

This research was aimed to find out the students' speaking foreign language anxiety level during the online learning, and also to find out the students' speaking foreign language anxiety level during the offline learning after the pandemic situation. Based on the results of pre-questionnaire, it was found that the majority of students during the online learning was in the moderate level of speaking anxiety with the total students was 20 students. It was also found that in the low level there were 6 students, and only 2 students who have the high level of speaking anxiety. This implied that the online learning may be one of the factors which influenced the

students' anxiety level particularly in speaking the foreign language. Since in the online learning, there is no real interaction between the communicators, thus the teacher should think the way to keep running the learning in a distance situation. As the most preferable platform, zoom meeting became the main media in teaching and learning process. However, there were also some barriers during the online learning. Particularly in the foreign language speaking class, students might feel nervous when the teacher pointed at him or her to present the performance of his or her speaking. Besides, most of learners were not interested in online learning due to limited interactions, unstable sound and visual quality due to dependence on internet quality, and technological equipment (Pham, 2021). These might be the big problem faced by most of teacher and student during the online class. Thus most of the students were on the moderate level of anxiety and there were also a few of students who categorized in the high anxiety level. This result was similar to the finding from previous researches; Miskam and Saidalvi (2019), Balemir (2009), Pakpahan and Gultom (2020).

Based on the situation recently, where the teaching and learning process become normal progressively, students are allowed to come back to their school, although in a limited time. Then the researcher had distributed the second questionnaire. Referred to the result of second questionnaire, it was found that the students' speaking anxiety mostly was still on the moderate level, in contrast to the low level, which was found that there was no difference between pre and post questionnaire. Interestingly, based on the result of post questionnaire, it was found that there was no student classified in the high level of speaking anxiety. It meant there was a difference between the pre and post questionnaire in terms of high level of students speaking anxiety. However, even though the students were in the moderate level, it is still being the consideration that it will enervate the students' performance,

particularly about their ability to utter their idea (Cagatay, 2015) and their willingness to communicate (Wu & Lin, 2014).

D. CONCLUSION AND SUGGESTION

Conclusion

Speaking anxiety has become one of the most interesting cases to be investigated more. Students who have the high level of anxiety tend to be more passive when they are asked to use the language orally. On the other side, students who are in the lower level of anxiety may have the bigger chance to perform better, and also they are well motivated enough to follow the learning in language class. Since the learning process nowadays has changed from face to face to the online learning, thus it may give the different effect on the students. Hence, the discussion about this case was needed to be explored more.

The present research was aimed to identify at what level of students' speaking anxiety during the pandemic era (online learning) and also after the pandemic era (offline learning) by portraying the results in the chart form. Based on the result it was found that both the online and offline learning showed that the students were on the moderate level of speaking anxiety. Moreover, in the offline learning it was found that there was no student categorized in the high level of anxiety. It may happen because the students already felt bored and tired with the online learning, then when they were allowed to get back the offline learning, they felt so excited since they can meet with their friends and also the teachers directly.

Suggestion

This present research only got the data from the questionnaire. It will be better and more accurate when the researcher used the other instrument to collect the data; interview and observation. Therefore, it is suggested for the further research to

solve the limitation of the present research by adding more instruments in obtaining the data.

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