

Investigating Secondary Students' Voice of Speaking Anxiety in Online Learning during Covid-19 Pandemic Through Zoom Application

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Abstrak

Situasi saat ini adalah situasi yang berbeda dari yang sebelumnya. Kecemasan berubah menjadi masalah dalam menyampaikan pesan. Oleh karena itu, tulisan ini berfokus pada investigasi kecemasan berbicara siswa dalam pembelajaran daring selama pandemi covid-19 dengan menggunakan aplikasi zoom. Penelitian ini menggunakan penelitian kualitatif dengan studi kasus. Peneliti menggunakan 20 siswa dan dua peserta di kelas dua sebagai subjek penelitian. Penelitian ini menggunakan analisis tematik untuk menginterpretasikan data yang dihasilkan dari hasil observasi, wawancara, dan dokumentasi. Hasilnya menunjukkan bahwa siswa merasa online learning membuatnya lebih malu, tidak percaya diri, dan takut melakukan kesalahan serta feeling insecure di pembelajaran speaking pada saat online learning.

Kata kunci: *Berbicara Bahasa Inggris, Pembelajaran Daring, Faktor Kecemasan Berbicara.*

Abstract

The current situation is a different situation from the previous one. Anxiety turns into a problem in delivering messages. Therefore, this paper focuses on investigating students' speaking anxiety in online learning during the covid-19 pandemic by using the zoom application. This research uses qualitative research with case studies. Researchers used 20 students and two participants in the second grade as study subjects. This study uses thematic analysis to interpret the data generated from observations, interviews, and documentation. The results show that students feel that online learning makes them more embarrassed, insecure, and afraid of making mistakes and feeling insecure in speaking learning during online learning.

Keywords : *Speaking English, Online Learning, Anxiety*

INTRODUCTION

In learning English, four skills are needed to be mastered by students. They are listening, speaking, reading, writing, and listening (Pratiwi, 2020). Speaking is the skill that the students will be judged upon most in real-life situations and speaking is considered the highest level (Diana et al., 2021). Therefore, speaking is an important part of everyday interaction, and most often the first impression of a person is based on the students' ability to speak fluently and comprehensively. However, speaking in front of the class is not easy to acquiring foreign or second language learning. Among the four key language skills, speaking is deemed to be the most important skill in learning a foreign or second language (Sutarsyah, 2017).

The current situation is a different situation than the previous one. Since the Covid-19 Pandemic affected the world many schools and universities have agreed to conduct online learning as a way to maintain education and minimize coronavirus transmission during the pandemic (Diana et al., 2021). One of the problems in online speaking is anxiety. Anxiety is a feeling of fear, anxiety, or hesitation in speaking. In the teaching and learning process, many

students experience anxiety when they give opinions, answer questions, and speak in learning English (Bourne, 2011). This can be seen in students when they are asked to speak in front of their fellow students, they are not able to reproduce the true meaning, sound, or intonation in the target language even after practicing constantly and regularly. But when they are in front, everything seems lost. They forget the words they have prepared beforehand. The cause of all this is none other than the feelings of anxiety experienced by students. Numerous in-depth studies on the origins and reasons for speaking anxiety have been conducted by educators and researchers. Anxiety can be caused by a variety of circumstances; language, grammar, and pronunciation factors, peer factor, lack of confidence, and shyness (Rajitha & Alamelu, 2020).

In addition, the study has been conducted by Wibowo & Khairunas, (2020) believes that online learning made students feel uncomfortable or inconvenient when studying. Students in online learning are encouraged to form a strong connection with their teachers. Apart from time management, which allows students to attend class at any time and from any location, the government is still required to have the well-maintained infrastructure to support its processes. Online learning is characterized as learning carried out from a separate helped by electronic gadgets for occurrence tablets, and computers which require an internet connection. Therefore, from the events that are currently happening - pandemic, the zoom application is a solution to keep learning going. It is strengthened by Annisa et al., (2021) that zoom has become an effective in online learning.

However, there is still limited research on students speaking anxiety in online learning. This present study concerns student speaking anxiety in an online classroom. It means this study has a contextual gap-face to face and online. Furthermore, as we already know that pandemics bring various kinds of impacts on students. Therefore, this paper is focused on the investigation of students' speaking anxiety in online learning during the covid-19 pandemic while using zoom meeting as a media in learning English.

METHOD

In this study, the researcher used qualitative research with a descriptive case study (Creswell, 2007). This research was conducted in one of the Senior High schools in Karawang. The data were obtained from sources using three instruments; observation, questionnaire, and interview. The purposive sampling technique is a common procedure used in qualitative research that identifies key informants or persons who have specific knowledge about the topic being studied. The researcher used two participants in the second grade as a subject of the research. It consists of one student who looks so well and confident at the time of presentation or giving an opinion in the English language and another participant who looks nervous at the time studying in an online class.

Observation is used to gain a more in-depth understanding of learning activities and stakeholders. The researcher used an observation checklist adapted and modified from Sari, (2016). While questionnaire was used to know about students' perceptions of the anxiety felt while speaking English in an online class. The English and Indonesian Horwitz Elaine K et al., (1986); Yaikhong & Usaha, (2012) versions of the questionnaire will give to 20 students in the class, and interview to know more detail about the student has been chosen in the questionnaire point, especially is about what are their feels and perception about speaking anxiety in online learning. In addition, semi-structured interviews were used in this study and used open-ended interviews. The interview consisted of 10 questions adapted and modified from (Kylén, 2021) and (Zetterkvist, 2021). The process of data analysis fell into six phases following the framework of thematic analysis developed by (Braun & Clarke, 2006) to help the researcher to analyze data from observation, questionnaires, and interviews.

FINDING AND DISCUSSION

After the researcher collected all of the data, the researcher got some results. This chapter consisted of findings and a discussion of the research. The finding of the research presented the result of the students' interviews, questionnaires, and observation of speaking

anxiety in online learning. The discussion of the research is a further explanation of the findings.

Online Platform – Zoom Creates Obstacles in Speaking Classroom

Online learning is a solution in dealing with the Covid-19 crisis situation. During the Covid-19 pandemic, learning in Indonesia or even almost all over the world has experienced disruptions. Starting from technical disturbances in learning, to psychological disorders of teacher and students. Of course, this disorder causes new problems in life. Many experiences were found at the time of the research that had been carried out by researcher.

In line with the research conducted by (Baa et al., 2021), that online learning has become widespread for many years as an integrated technology in education. As we can see in the before section that the students less motivated, and feeling unprepared for the learning that is done in online. It was supported by Emma Martina Pakpahan & Kaputama (2020) said that students preferred offline learning than online learning, because they liked to interact and spend time with their friends.

The current virtual learning environment has also experienced a transformation in terms of style and features that make the learning process easier for both teachers and students. Zoom meeting applications, which include interesting features that help the learning process operating efficiently and effectively, are among the most often used tools today. The Zoom Meeting application offers its own set of benefits. It is not comparable to other applications since it has a share screen function that allows users to easily display power points and the ability to record and save a meeting session (Archibald et al., 2019). Obviously, it provides a new experience for student to learning in online. It can be trace platform from interview, questionnaire, and result of observation finding below:

Nervous and Lack of Confidence

Online provide different atmosphere it may lead students to have problems in confidence during online learning. It can be seen from interview finding below:

- Researcher : Please tell me what disturbs you the most in learning and speaking English while in online and why?
- Participant 1 : I don't feel confident when I talk in online learning. Giving an opinion in an online class by speaking in face to face feels different. I can feel the difference, learn through online in person, I feel freer to talk in face to face than online.
- Participant 2 : The most disturbing me at the time of speaking English in online learning is when I mispronounce the word. So, I rushed over, and then it turned out to be wrong. That is makes me unfocused anymore.

Interview 1:17

Based on the result of interview above, students feel nervous when speaking through online platform. Meanwhile, with participant 2 feel that she is in hurry when speaking English in online learning. Another finding it can be seen from questionnaire below with the statement, "I want to speak less because I feel shy while speaking English."

Saya ingin sedikit berbicara karena saya merasa malu saat berbicara bahasa Inggris
20 jawaban

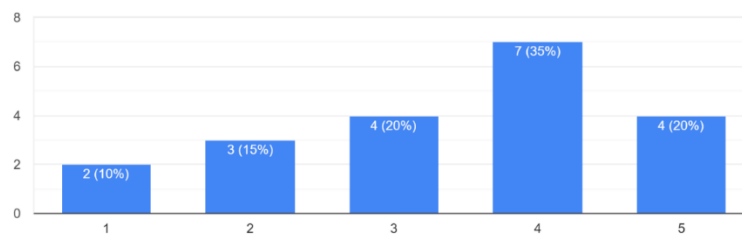


Figure 1 Questionnaire 1 I want to speak less because I feel shy while speaking English.

Based on the results of the questionnaire, the result showed that there are 7 students of 20 feel nervous and unconfident when speaking English especially in online learning.

Another finding it can be seen from observation that have been conducted with the statement "Students feel nervous and forget what will be conveyed when speaking English in front of the class during online learning in the learning media assisted by the zoom platform." This can be seen at 8.18 at the time of class.

Observation 1:18

As we can see in the before section that the students less motivated, and feeling unprepared for the learning that is done in online because it makes students feel nervous. It was supported by Emma Martina Pakpahan & Kaputama (2020) said that students preferred offline learning than online learning, because they liked to interact and spend time with their friends.

Shyness and Fear of Making Mistakes

Sometimes, people would like to start talking to other people expressing in face to face. It is quietly different when they have to speak their opinions or just asking questions in online learning. It can be trace in the findings of this below.

Hal ini membuat saya malu ketika saya diminta untuk menjadi sukarelawan dan maju terlebih dahulu untuk berbicara bahasa Inggris
20 jawaban

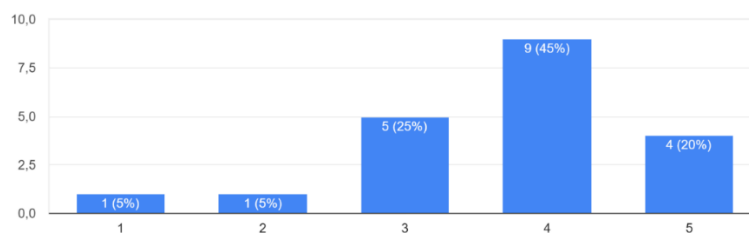


Figure 2 Questionnaire 2 It embarrasses me to volunteer to go out first to speak English.

If students are asked to become a volunteer when speaking English, it will make they feel shy and fear of making mistakes. It can be found above that 45% who stated that they are afraid of making mistakes in speaking English especially in online learning.

Researcher : What if the teacher corrects you when you speak English?

Participant 1 : Shame, but I am glad if it turns out that what we're saying is being noticed. And if it turns out that is wrong and corrected or if my friends have a different point of view. We cannot insist the opinions of others should be the same as ours.

Participant 2 : I always talk to myself and always think I am

afraid of being wrong. But my teacher always says don't be afraid of making mistake. Because my teacher will be correct me if I make a mistake.
Interview 2:19

Based on interview 2, it can be seen that participant one felt he was okay if corrected by his teacher even though it was embarrassing himself when speaking English. While for the second participant, she always thought that she did wrong but she thought it was okay to do something wrong because her teacher would correct her. In addition, another factor associated with communication anxiety is the fear of being constantly monitored during speaking activities in online classes claimed by highly anxious students. Researchers said she was shy to turn on the webcam, assuming teachers and other students were constantly monitoring her behavior (Nugroho et al., 2021).

Feeling Insecure

Apart from above, the researcher found in the questionnaire 3 in the point "I always feel and keep thinking that other students are better at speaking English than me."

Saya selalu merasa dan terus berpikir bahwa siswa lain lebih baik dalam berbicara bahasa Inggris daripada saya
20 jawaban

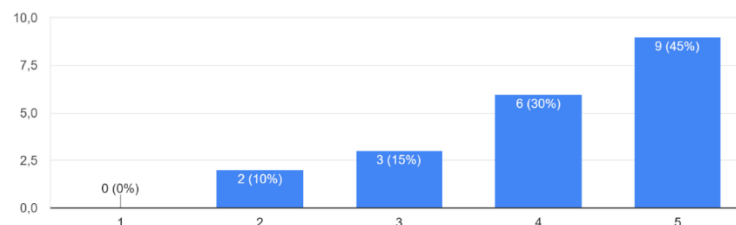


Figure 3 Questionnaire 3

It can be seen in the figure 3 that there were 9 students who answered strongly agree with that statement. But the researcher found something else in the interview statement below.

- Researcher : What if anyone is better than you? Do you feel insecure and how do you respond?
- Participant 1 : I don't feel insecure, just happy because if I don't know I can ask my friend. I will make a rival in learning; in fact, I will make him ask me.
- Participant 2 : No sis, quite the opposite. It's a challenge how to at least be the same or better if I can be better. Don't because there is anything better, we become slumped but we should have explored our potential.
Interview 3: 20

Based on the research findings of interview above, as humans, of course, we need to continue to improve ourselves for the better quality of ourselves. Because basically everyone has their own advantages and disadvantages.

Another finding it can be seen from observation that have been conducted with the statement, "Students feel anxious when their friends correct mistakes they make while speaking English in the learning media assisted by the zoom platform." This can be seen at 8.18 at the time of class.

Observation 2: 21

Students who in fact like to overthink and feel that others are better than themselves especially at that time students were studying online. This will greatly make his/her learning motivation decrease. In addition, students and teacher argue that many obstacles faced by students and teacher at the time of online learning, especially regarding students lack motivation. They think that online learning is learning that is not serious because it is only through a smartphone. Compared with Nugroho et al., (2021); Pichette, (2009) which stated that anxious students were benefited from anonymity in online learning. the participants from Kaiser & Chowdhury, (2020) continuously stated that considering the fact that online learning decreased their opportunities for interaction, feel bored, unbeneficial, and uncomfortable. therefore, they were afraid if their language learning achievements would decrease. In addition, students will be more confidence and more motivated in speaking skill if they are aware of their own learning needs and goals (Yulianti et al., 2021).

CONCLUSION

Based on the research findings and discussion presented in the previous chapter, this study aims to investigate the students' speaking anxiety and possible strategies used for students to reduce speaking anxiety in online learning during covid-19 pandemic.

The researcher conducted case study research in senior high school in Karawang with thematic analysis. In collecting the data, the researcher used three instruments; observation checklist, questionnaire, and interview. In observation checklist has ten items, questionnaire has ten items, and interview for a teacher and students has ten items. Based on the research findings, it can be concluded in the previous section that online learning makes students feel nervous, shyness, feeling insecure and fear of making mistakes.

The results cannot be generalized beyond and under the age of the study population. There may be differences in the understanding of the experiences in speaking English anxiety during covid-19 pandemic, also the strategies used to reduce their anxiety. In addition, this study did not consider the gender differences of participants. Therefore, other English skills are needed to be analyzed using different methods.

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