

## **UNDERGRADUATE ELT STUDENTS' SPEAKING ANXIETY IN THE USE OF E-LEARNING IN INDONESIA**

**Wahyuddin<sup>1</sup>, Chairil Anwar Korompot<sup>2</sup> and Sultan Baa<sup>3\*</sup>**

<sup>123</sup>English Department, Faculty of Languages and Literature, Universitas Negeri  
Makassar, Jln. Dg Tata Mallengkeri, Makassar, Indonesia 90222

\*Corresponding author: Sultan Baa ([sultan7304@unm.ac.id](mailto:sultan7304@unm.ac.id))

### **ABSTRACT**

*The pandemic of COVID-19 has brought a heavy pressure to the world in early 2020. During this pandemic, many schools and universities from the entire world in order to decrease the outbreak of COVID-19, the learning process has moved to an efficient way or alternative methods of learning during this crisis through e-learning. There are many applications of e-learning used for online learning in Indonesian education setting to date, but one of the most frequently used by the teachers is Zoom application. Speaking in English via Zoom, students certainly experience various obstacles. Each student has different psychological condition, where some students can speak English via Zoom confidently and some students also cannot speak English via Zoom because they are shy or nervous. This study aimed to discover the level of students' speaking anxiety and identify factors to contribute the speaking anxiety in an EFL classroom via Zoom. This study used a mixed method research design to answer the problem of the study. Twenty seven (27) students of English Education Department of IAIN Kendari and purposive sampling was used in which the respondents that were being selected for the interview were seven students who study using e-learning, especially Zoom and students that have higher level of speaking anxiety. The instruments used for this study were FLCAS (Foreign Language Classroom Anxiety Scale) questionnaire and interview concerning speaking anxiety via Zoom. Due to the pandemic that is currently happening, the questionnaire was administrated online and interview was done through voice call and had been recorded under permission. From 33 items of FLCAS questionnaire answered by 27 students to find the speaking anxiety level, this study found that there were 4 students (14.81%) who were in "Very Anxious" level, 8 students (29.63%) were in "Anxious" level and most students in which 11 students (40.74%) experienced "Mildly Anxious" level of speaking anxiety in the use Zoom. After finding out seven students who have highest level of speaking anxiety, interview was conducted with six items to find out factors contribute speaking anxiety and there were four factors which were found in the study, they are; speaking in front of the class, being laughed at by friends, teacher's personality and attitude and students' beliefs about English.*

**Keywords:** *Speaking Anxiety, E-Learning, Zoom, Undergraduate Students*

## **INTRODUCTION**

The pandemic of COVID-19 has brought a heavy pressure to the world in early 2020, according to WHO (2020) cited in Liu, Kuo, and Shih (2020), COVID-19 is known as coronavirus disease 2019 in which caused by the newly discovered coronavirus. Also in the study of COVID-19, Perlman (2020) defined the cause of new discovered coronavirus that cause an outbreak is known as severe acute respiratory syndrome coronavirus 2 or in short SARS-CoV-2. In other words, COVID-19 is a new disease caused by a new discovered coronavirus called severe acute respiratory syndrome coronavirus 2. The pandemic has been giving difficult situation globally, not only in the aspect of economy, health and in other sector, this pandemic also has been giving difficult time in education sector around the world in 2020 in many ways. During this pandemic, many schools and universities from the entire world in order to decrease the outbreak of COVID-19, the learning process has moved to an efficient way or alternative methods of learning during this crisis through e-learning.

E-learning is an effective method in learning process because it is easily understood and implemented which only using desktop, laptop or smartphone with an internet connection and e-learning has rapidly grown as major method in learning process during this pandemic condition (Radha, Mahalakshmi, Kumar, & Saravanakumar, 2020).

There are many applications of e-learning used for online learning these days, but one of the most used applications these days is Zoom. According to Strauss (2020), in early 2020, the usage of the usage Zoom has grown significantly in response to prevent the outbreak of global pandemic. It means that, the usage of Zoom for distance learning also has grown significantly in global range. Budur (2020) also stated that Zoom has become the leader of online video and chat platform with an easy and reliable platform for video and audio conferencing, collaboration, chat and webinars across many devices such as mobile phone, desktop telephone and room systems. Budur (2020) also found that Zoom has become an essential technology in education to work, teach and learn where some its features for education allow them to conduct a learning process with additional features such as screen sharing, recording lessons and sharing materials such as videos, articles and presentations. Therefore, Zoom has been significantly grown as a technology of video conference for online learning classroom these days with its features that enables instructor and students hold a learning process in distance.

However, many scholars argued that the use of e-learning has several negative aspects. In the application in EFL context, for example, each student has different psychological condition, where some students can speak English confidently and some students also cannot speak English because they are shy or nervous. This type of condition can be categorized as anxiety, Horwitz, Horwitz, and Cope (1986) stated that the foreign language anxiety are essentially the same as for any specific anxiety. Foreign language learners may experience fear or worry, they also have difficulty in concentrating, become forgetful, sweating, and

they may show behavior such as skipping class and suspending homework. Furthermore, students may experience anxiety where they have difficulty in concentrating, becoming forgetful, sweating, or other negative behaviors. Due to speaking as an important aspect in learning process, the more possibility anxiety can occur in this skill. Öztürk and Gürbüz (2013) found that speaking is the greatest source of anxiety in language classroom. It means that, speaking is the most stressful skill for foreign language learner.

Speaking anxiety can come from many various sources. Horwitz et al. (1986), Von Worde (2003) and Price (1991) illustrated that factors causing speaking anxiety comes from teachers, material and students themselves. Classroom activities and method from teacher in instruction and tasks can be one of the factors. As stated by Horwitz et al. (1986) the most anxiety-producing experience comes from speaking in foreign language. In other words, classroom activities such speaking activities appears as one of speaking anxiety factor. Koch and Terrell (1991) cited in Oxford (1999) found that oral presentation in front of the class can cause anxiety and being called to respond orally can produce anxiety. Students also fear of negatively evaluated by the teacher and peer which expose their deficiency. They also fear of making mistake where students often laugh at their peers who make mistakes. As Price (1991) found that fear of being laughed at by others is one of speaking anxiety source. They fear of making fool of themselves in public so they prefer to stay quiet rather than to practice speaking foreign language. inappropriate method of teaching can also cause students' anxiety, as Von Worde (2003) stated that communication apprehension comes from inability to understand what is being said in the classroom. Threatening teaching method such calling students on after another in seating order generates students' anxiety. As Oxford (1999) noted that teacher's interaction such harsh correction, ridicule and inconvenient mistake handling can cause students' speaking anxiety. Therefore, factors of speaking anxiety can be caused by teacher's instruction such as in classroom activities where students are afraid of negatively evaluated by teacher or peers and being ridiculed, inappropriate teaching method such as teacher's threatening act, harsh correction and incomprehensible input.

Speaking anxiety also comes from students themselves. Some students find language is difficult because they believe that language is difficult where students believe that they should be able to speak perfectly. That state refers to students' beliefs about language learning. According to Horwitz et al. (1986) students' tension and frustration comes from certain beliefs about language learning. In other words, beliefs about language learning contribute to speaking anxiety.

Another study has proved that students who use e-learning as a learning method experience speaking anxiety. Such as a study entitled "An exploration of EFL learners' anxiety and e-learning environments" by Huang and Hwang (2013) discovered from 124 EFL university students that EFL students are anxious in front of their peers and teacher and afraid of making mistake. It means that, using

e-learning as a method in learning process in education proved that even EFL students may experience speaking anxiety such as the experience of anxious due to the new method of learning process which is using e-learning, feeling anxious in front of their peers and teacher and afraid of making mistake. There is a similarity to both studies in conducting their studies which is using Foreign Language Classroom Anxiety Scale or in short FLCAS designed by Horwitz et al. (1986) to measure students' speaking anxiety. Therefore, the FLCAS questionnaire can be used to measure students' speaking anxiety in online learning.

Despite several studies have been conducted on the use of e-learning in EFL teaching and learning, there have not been studies of speaking anxiety in a specific application used for online learning classroom, especially using Zoom application as online learning classroom. Therefore, this study specifically investigated undergraduate ELT students' speaking anxiety in the use of e-learning, specifically Zoom application as online learning classroom by proposing the following research questions:

1. What are the levels of undergraduate ELT students' speaking anxiety in the use of e-learning?
2. What are the factors of undergraduate ELT students' speaking anxiety in the use of e-learning?

## **METHOD**

### **Participants / subject / population and sample**

This study used a mixed method design to answer the problem of the study. According to Leech and Onwuegbuzie (2009) mixed method study used both quantitative and qualitative study to collect, analysis and interpret in a single study that investigated one phenomenon. In other words, mixed method design is a study of using both quantitative and qualitative design in a single study to investigate one phenomenon. Therefore, this study used mixed method research design to reveal level and factor of speaking anxiety in the use of e-learning especially Zoom application as online learning classroom faced by undergraduate ELT students.

This study was conducted at Institute Agama Islam Negeri (IAIN) Kendari. This institute is located in Kendari Southeast Sulawesi. The population of this study was students of English Education Department in IAIN Kendari in 2018, 2019 and 2020 academic year.

According to Gay (1992) sample is number of individuals in a study that represents the larger group. In other words, sample is a set of individuals that is taken which represents the population. Furthermore, this study took one class from the population as the sample of the study. In this case, the samples were from students of year 2020 in Class A which consisted of 27 students. All of 27 students were given questionnaire to measure their level of speaking anxiety, and after measuring their level of speaking anxiety, the respondent with higher level of

speaking anxiety will be interviewed to find out the factor of speaking anxiety. In deciding respondents from 27 students that were going to be interviewed, this study applied purposive sampling. Fraenkel and Wallen (2008) stated that purposive sampling using researcher judgment in choosing the respondent on who will provide data needed based on previous information. The respondents that were being selected for the interview were students that have higher level of speaking anxiety. Therefore, 7 out of the 27 students that have answered the questionnaire and have higher level of speaking anxiety were selected as the respondent of the interview. There were two instruments of the study used in collecting the data from the samples, they were questionnaire and interview. Based on the result of questionnaire that have been given to 27 respondents and have been measured and sorted to seven respondents that have highest level of speaking anxiety, this study selected seven respondents who have highest level of speaking anxiety, the table of selected samples with their identity which is labeled with pseudonym in order to keep the respondents' privacy is on the following table below:

Table 1 Participants' profiles

No	Pseudonym	Gender
1	Ani	Female
2	Bunga	Female
3	Cinta	Female
4	Desi	Female
5	Eka	Female
6	Fani	Female
7	Gea	Female

## **Instrument**

### **a. Questionnaire**

To collect the data in questionnaire to measure students' speaking anxiety level, this study used FLCAS questionnaire developed by Horwitz et al. (1986) which this instrument is the most well-known tool to measure the level of student's speaking anxiety, the questionnaire for this study is a 33 items of questionnaire developed by Horwitz et al. (1986) called Foreign Language Classroom Anxiety Scale (FLCAS). The FLCAS questionnaire is used to get the data from the respondents and to discover student's level of anxiety in language class. The data collected from FLCAS questionnaire was used to analyze the level of students' speaking anxiety. The Likert's Scale table to calculate the score of student's speaking anxiety level from FLCAS is shown below:

Table 2 Likert's Scoring Table

Statement	Scoring				
	Strongly Agree	Agree	Neither Agree not Disagree	Disagree	Strongly Disagree
<b>Positive</b>	1	2	3	4	5
<b>Negative</b>	5	4	3	2	1

Adopted from Horwitz et al. (1986)

The range of calculated score of each student is started from 33 to 165. The calculated data result found in each student's anxiety level was categorized into some level started from "Very Relaxed", "Relaxed", "Mildly Relaxed", "Anxious" and "Very Anxious". The scoring table was based on Setting's Scale adopted from Mayangta (2013).

Table 3 FLCAS Setting's Scale

Range	Level
<b>124-265</b>	Very Anxious
<b>108-123</b>	Anxious
<b>87-107</b>	Mildly Anxious
<b>66-86</b>	Relaxed
<b>33-65</b>	Very Relaxed

adopted from Mayangta (2013)

#### b. Interview

The interview was essential to find out the cause of students' speaking anxiety. The data was selected through the collected data from FLCAS questionnaire that had been analyzed to find out the students who have higher level of speaking anxiety in which the higher the level the more anxious they are. Furthermore, the selected data, in this case, students who had higher level of speaking anxiety were being interviewed to find out the factor of speaking anxiety. The interview used in this study was a semi-structured interview which is an interview using an interview guide that comes from related topic, in this case, a semi-structured interview of students' experience in foreign language learning to meet the needs of this study to find out factors of students' speaking anxiety. The interview guide was adapted from Price (1991) focusing on foreign language anxiety. In this case, due to the pandemic that is currently happening, to prevent the outbreak, the interview was conducted through online system, the study used voice call to reach the respondent. The interview was administrated to selected students. During the initial of the process with students, they were getting a short brief of explanation of the nature of the study, the interview was conducted in

Bahasa Indonesia in order to avoid misunderstanding and the interview was recorded under respondent's permission. The data collected from interview was used to analyze the factor of students' speaking anxiety, The technique of data analysis was based on Miles, Huberman, and Saldana (2019) technique of data analysis that was divided into three major steps, they are data reduction, data display and conclusion drawing.

## FINDINGS AND DISCUSSION

### Findings

The study was done to identify students' level of speaking anxiety and factors that causing them experiencing speaking anxiety during online learning via Zoom. This study used a mixed method. Twenty-seven (27) undergraduate students of year 2020 in class A in IAIN Kendari were involved in this study. The data of this study was gained from questionnaire and interview where all 27 respondents were given the questionnaire to measure their level of speaking anxiety, after measuring all the respondents' level of speaking anxiety, purposive sampling method was applied to gain the selected respondent to be interviewed and 7 out of 27 respondents with higher level of speaking anxiety were interviewed in order to find out the factor of speaking anxiety.

### Students' Level of Speaking Anxiety

To figure out the level of students' speaking anxiety in the use of e-learning, especially via Zoom, the study has done the scoring and categorized each students' level of anxiety based on their responses in FLCAS questionnaire, as followed by the table below:

Table 4 Respondents' Scoring and Categorizing (Relaxed)

Respondent	Questionnaire Number (N=27)																	Test Score	Level of Anxiety
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17		
8	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	82	Relaxed
	2	3	2	4	3	1	3	2	4	3	4	2	1	4	3	2	1		
	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
	2	4	1	1	1	1	1	4	1	3	2	3	4	2	4	4			
11	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	85	Relaxed
	2	2	2	4	4	2	4	2	4	4	4	2	2	4	2	2	1		
	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
	2	2	2	2	2	4	2	2	2	2	2	4	2	2	4	2			
22	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	79	Relaxed
	2	2	2	2	2	1	2	2	2	5	4	2	2	4	2	2	1		
	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
	2	2	4	2	1	4	2	5	2	2	1	4	1	2	2	4			

27	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	76	Relaxed
	3	3	1	3	2	3	3	3	3	4	3	1	2	5	1	3	1		
	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	33		
	2	1	3	1	1	1	1	3	2	2	4	1	1	3	3	3	3		

The table above showed the result of students' answers from the questionnaire concerning speaking anxiety in the use of Zoom, which the table above showed the total score of their answer and the category of their speaking anxiety level based on the total score they got. The table above showed the result of respondents' scoring and categorized as Relaxed, this category is ranged from 66 to 86, based on the questionnaire given, the result showed that there are four students who are in Relaxed level of speaking anxiety in the use of Zoom, which means that there are students who are not worried or anxious to speak English via Zoom.

**Table 5 Respondents' Scoring and Categorizing (Mildly Anxious)**

Respondent	Questionnaire Number (N=27)																	Test Score	Level of Anxiety
1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	93	Mildly Anxious
	2	3	3	2	2	2	3	3	2	4	3	4	2	4	2	4	4		
	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	33		
	2	4	4	2	2	3	3	2	2	2	2	3	3	3	3	4	4		
4	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	90	Mildly Anxious
	2	2	2	4	3	2	3	3	3	4	3	3	2	3	4	3	2		
	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	33		
	2	2	2	3	2	3	2	4	3	2	3	4	2	2	3	3	3		
5	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	101	Mildly Anxious
	4	2	4	4	1	2	4	3	4	4	2	4	4	2	3	4	2		
	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	33		
	3	4	4	2	1	4	2	4	2	4	2	4	2	2	4	4	4		
6	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	105	Mildly Anxious
	2	3	4	3	4	2	4	4	4	4	2	4	4	3	2	4	1		
	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	33		
	4	4	5	4	3	4	5	2	2	4	2	2	1	3	2	4	4		
7	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	95	Mildly Anxious
	4	4	3	3	1	3	4	3	4	4	4	2	1	3	3	2	3		
	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	33		
	3	3	3	1	2	4	2	5	3	2	2	2	3	2	3	4	4		
9	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	105	Mildly Anxious
	3	4	4	2	3	4	4	4	5	5	3	2	3	3	3	3	2		
	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	33		
	3	4	4	2	3	4	4	4	5	5	3	2	3	3	3	3	2		

	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
	3	4	3	3	4	4	3	3	2	3	2	2	3	3	2	4			
10	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	$\frac{1}{7}$	104	Mildly Anxious
	4	2	4	4	2	2	4	2	4	4	4	4	2	4	2	2	2		
	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
	4	2	4	2	2	4	4	2	2	4	2	4	4	4	4	4			
18	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	$\frac{1}{7}$	106	Mildly Anxious
	4	1	2	5	3	4	3	4	5	5	3	5	3	4	2	4	2		
	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
	3	2	3	4	2	4	5	4	2	2	2	4	2	2	1	5			
20	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	$\frac{1}{7}$	87	Mildly Anxious
	2	2	4	2	2	2	4	2	4	4	4	2	4	2	2	2	2		
	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
	3	2	2	2	2	4	2	2	2	2	3	4	2	3	2	4			
23	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	$\frac{1}{7}$	103	Mildly Anxious
	5	2	4	2	2	2	4	2	4	4	2	4	4	4	4	4	2		
	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
	3	3	4	4	2	4	4	2	2	4	2	4	2	2	2	4			
25	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	$\frac{1}{7}$	100	Mildly Anxious
	4	4	2	4	2	2	4	2	4	4	2	4	4	4	2	2	2		
	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
	3	4	4	3	2	4	4	4	2	4	2	2	2	2	2	4			

The table above showed the result of students' answers from the questionnaire concerning speaking anxiety in the use of Zoom, which the table above showed the total score of their answer and the category of their speaking anxiety level based on the total score they got. The second category of speaking anxiety is Mildly Anxious, where the range of scoring starts from 87-107, based on the respondents' answers there are eleven respondents that are in Mildly Anxious level of speaking anxiety via Zoom which means there are many students who are in the level of Mildly Anxious, this study also showed that based on the result students are dominantly in Mildly Anxious level of speaking anxiety via Zoom.

**Table 6 Respondents' Scoring and Categorizing (Anxious)**

Respondent	Questionnaire Number (N=27)																Test Score	Level of Anxiety		
	2	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15			16	17
		4	4	5	5	1	4	5	2	5	5	4	5	5	2	2			5	2
		18	19	20	21	22	23	24	25	26	27	28	29	30	31	32			33	
		4	2	5	5	1	5	5	4	2	5	2	4	1	4	5			4	

3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	121	Anxious
	5	4	4	5	2	1	4	2	5	5	2	4	5	2	4	5	1		
	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
	4	2	5	5	2	5	5	4	5	5	2	5	1	4	2	5			
12	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	117	Anxious
	5	2	5	3	2	3	5	3	5	4	3	5	4	3	2	4	3		
	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
	4	1	5	4	3	5	4	3	3	4	3	4	3	3	3	4			
13	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	115	Anxious
	5	4	4	5	2	4	4	2	4	5	4	4	4	4	2	4	2		
	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
	4	2	4	2	2	5	4	5	2	2	2	4	2	4	4	4			
16	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	123	Anxious
	4	4	4	5	2	2	4	4	5	5	2	5	5	4	4	4	2		
	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
	2	5	5	2	2	5	4	3	2	4	4	5	4	5	1	4			
19	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	120	Anxious
	4	4	4	4	2	4	5	2	5	5	2	4	5	4	2	4	2		
	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
	4	2	5	2	2	5	5	4	2	5	4	4	2	4	4	4			
21	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	108	Anxious
	5	2	4	4	2	2	4	4	4	4	2	3	4	4	2	4	4		
	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
	4	4	4	4	2	4	4	2	2	4	2	4	2	2	2	4			
24	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	110	Anxious
	4	4	4	4	2	4	4	4	5	4	2	4	4	4	2	4	4		
	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
	4	2	4	2	2	4	2	5	2	4	2	4	2	2	2	4			

The table above showed the result of students' answers from the questionnaire concerning speaking anxiety in the use of Zoom, which the table above showed the total score of their answer and the category of their speaking anxiety level based on the total score they got. The third category is Anxious, where the level of speaking anxiety scoring starts from 108 to 123. Based on the table above, there are eight respondents scored around 108 to 123, which indicates that they are Anxious to speak English via Zoom.

Table 7 Respondents' Scoring and Categorizing (Very Anxious)

Respondent	Questionnaire Number (N=27)																	Test Score	Level of Anxiety
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17		
14	4	4	4	4	2	3	5	4	5	4	3	4	4	4	5	4	4	132	Very Anxious
	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
	4	4	5	4	4	5	4	3	4	4	2	5	4	4	4	5			
	15	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16		
15	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	130	Very

	5	3	5	4	2	2	5	4	5	5	2	4	4	4	5	5	4		Anxious
	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
	4	2	4	4	2	5	4	4	2	5	2	5	4	5	5	5			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17		
17	4	3	5	5	1	3	5	3	5	5	2	5	5	3	5	5	3	133	Very Anxious
	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
	3	3	5	5	3	5	5	5	5	5	1	5	5	5	1	5			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17		
26	5	4	4	4	2	4	5	3	4	5	4	4	5	4	4	4	4	130	Very Anxious
	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
	4	4	4	5	4	4	4	4	4	4	4	4	2	5	2	5			

The table above showed the result of students' answers from the questionnaire concerning speaking anxiety in the use of Zoom, which the table above showed the total score of their answer and the category of their speaking anxiety level based on the total score they got. The last category found in this study is Very Anxious level anxiety of speaking via Zoom, the scoring range of this last category starts from 124 to 265. This study found there are four respondents who scored around 124 to 265 which indicate that they are in Very Anxious level of speaking anxiety via Zoom. Furthermore, the result above showed that there are students who experienced speaking anxiety in "Very Anxious", "Anxious", "Mildly Anxious" or "Relaxed" level. None of the students scored "Very Relaxed" level of speaking anxiety.

Six out of seven respondents responded that they were anxious to speak because they were afraid of making mistake to speak English via Zoom. They were afraid of making mistake via Zoom because some of them were lacking in grammar which increasing their speaking anxiety via Zoom, this was evidenced based on this statement:

*"Ya itu tadi, karena takut, takut salah, grammar saya tidak bagus, jadi rasa takut untuk berbicara karena grammar salah itu yang membuat saya rasa cemasnya makin tinggi begitu..."* (Cinta, interview response, May 30<sup>th</sup>, 2021)

Like I said, because I am afraid, afraid of making mistake, my grammar is not good, so I am afraid to speak because I am afraid making a grammar mistake which leads my anxiety increasing. (English translation)

Three out of seven respondents also felt that they experienced speaking anxiety even via Zoom because of their teacher, as stated from Ani:

*"... takut dikoreksi sama dosen, ..., sebenarnya sih bagus, untuk dikritik dan saran itu, tapi pasti down lah, pasti kita malu ..."* (Ani, interview response, May 30<sup>th</sup>, 2021)

Afraid of being corrected by the lecturer. Actually, getting criticized and suggestion is good, but it's still making me down and embarrassed.  
(English translation)

Based on the statement above from Ani, even though it gave good respond but it still made the respondent down and even embarrassed getting critics and suggestion from the teacher.

Unsupportive manner from friends such as being laughed at by friends also contributed to increase speaking anxiety. Four of seven respondents admitted that their friends would laugh at them if they make a mistake. This factor of speaking anxiety is evidenced by the interview from a respondent, with the following statement:

*“Yang pertama takut salah si, takut dikoreksi sama dosen takut ditertawai teman yang lain”* (Ani, interview response, May 30<sup>th</sup>, 2021)

First is afraid of making mistake, corrected from the lecturer and being laughed at by friends. (English translation)

The statement above illustrated that not only afraid of making mistake and getting corrected from the lecturer, but unsupportive manner from friends such as being laughed at would contribute to speaking anxiety via Zoom.

Student also believed not having good skill in English contributed to be bothered and embarrassed to speak via Zoom, as stated:

*“Kalau hal-hal yang mengganggu banyak ya, salah satunya itu malu, ... apalagi ya kurang dalam berbahasa inggris jadi itu yang membuat saya, apa ini, membuat saya terganggu karena kurangnya saya dalam berbahasa inggris”* (Eka, interview response, June 2<sup>nd</sup>, 2021)

There are many things that bother me, one of them is I am embarrassed, moreover I lack in English so yes that's what makes me bothered because I am lacking in speaking English. (English translation)

## **Discussion**

Based on the result above, similar result was found by Muhammad (2019) and Mariam (2018) where their findings were also students mostly were in “Mildly Anxious” level with the percentage consecutively 59% and 88%, but none were in “Very Anxious” level, meanwhile this study found that there were still few students who were in “Very Anxious” level in speaking via Zoom. Therefore, this study proved that students still felt speaking anxiety in the use of e-learning which have the same case from offline classroom where students' speaking anxiety were in “Mildly Anxious” level dominantly, but unfortunately there were students who have speaking anxiety in “Very Anxious” level, meanwhile previous studies' findings did not have students in “Very Anxious”

level. it can be concluded from the result of the questionnaire that there were still some respondents, specifically 4 respondents that had a very high speaking anxiety level in using Zoom as online learning classroom which they were still very anxious in speaking via Zoom, but the dominant level of speaking anxiety was mildly anxious where there were 11 respondents that felt mildly anxious in speaking via Zoom. Even though some most respondents felt anxious in speaking via Zoom, there were still respondents who did not have worry in speaking, were they felt relaxed in speaking via Zoom, specifically there were 4 respondents who felt relaxed in speaking via Zoom. Based on the previous studies explained above compared to this study, even though the result where students mostly were in "Mildly Anxious" level to speak were the same but none of the students who had "Very Anxious" level in offline class, this study found that there were few students who were in "Very Anxious" level to speak via Zoom. Therefore, this study found that there were students who were in "Very Anxious" level to speak via Zoom.

Based on the findings above, there are factors found that influence students' speaking anxiety in the use of e-learning, they are speaking in front of the class, being laughed at by friends, teacher's personality and attitude and students' beliefs about English. This study discovered that there's a difference from the previous study, where from previous studies incomprehensible input and lack of preparation contributed to students' speaking anxiety. Muhammad (2019) found that incomprehensible input contributed to students' speaking anxiety, from his interview he found that students felt uneasy when they do not understand the lesson or what the teacher said. Meanwhile, his study also found that lack of preparation contributed to students' speaking anxiety where the students felt that they did not prepare enough for speaking test or practice and less of time to study made them worried. In other words, incomprehensible input and lack of preparation are not found in students' factor of speaking anxiety via e-learning, it can be interpreted that they are able to understand the lesson and what the teacher said and they have prepared enough to speak English via Zoom.

## **CONCLUSION**

Based on the data that had been analyzed then discussed, it can be concluded that the result showed that most of the students felt anxious to speak and only a few felt relaxed to speak via Zoom. Based on the level, there were 4 students (14.81%) who were in "Very Anxious" level, 8 students (29.63%) were in "Anxious" level and most students in which 11 students (40.74%) experienced "Mildly Anxious" level of speaking anxiety in the use of Zoom, meanwhile only 4 students (14.81%) who were in "Relaxed" level and none were in "Very Relaxed" level. Furthermore, most of the students were still experiencing speaking anxiety, dominantly in "Mildly Anxious" level in the use of Zoom even there were few students who were in "Very Anxious" level. So, it is important for the English instructors to be aware of anxiety among their students in the use of e-learning.

Based on the findings, there were various factors that increase students' speaking anxiety in the use of Zoom. There are four factors which were found in the study, they are; speaking in front of the class, being laughed at by friends, teacher's personality and attitude, and students' beliefs about English.

## REFERENCES

- Budur, T. (2020). The role of online teaching tools on the perception of the students during the lockdown of Covid-19. *International Journal of Social Sciences & Educational Studies*, 7(3), 178-190.
- Fraenkel, J. R., & Wallen, N. E. (2008). *How to design and evaluate research in education*. New York: Mc Graw Hill Companie, Inc.
- Gay. (1992). *Educational research competencies of analysis and application*. New York: Sage Publications, Inc.
- Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). Foreign language classroom anxiety. *The Modern language journal*, 70(2), 125-132.
- Huang, P., & Hwang, Y. (2013). An exploration of EFL learners' anxiety and e-learning environments. *Journal of Language Teaching and Research*, 4(1), 27-35.
- Koch, A. S., & Terrell, T. D. (1991). Affective reactions of foreign language students to natural approach activities and teaching techniques. *Language anxiety: From theory and research to classroom implications*, 3, 109-126.
- Leech, N. L., & Onwuegbuzie, A. J. (2009). A typology of mixed methods research designs. *Quality & quantity*, 43(2), 265-275.
- Liu, Y.-C., Kuo, R.-L., & Shih, S.-R. (2020). COVID-19: The first documented coronavirus pandemic in history. *Biomedical journal*, 43(4), 328-333.
- Mayangta, T. (2013). *Students' speaking anxiety in an EFL classroom*. (Unpublished Thesis), Universitas Pendidikan Indonesia, Indonesia.
- Miles, M. B., Huberman, A. M., & Saldana, J. (2019). *Qualitative data analysis a methods sourcebook*. New York: SAGE Publications, Inc.
- Oxford, R. L. (1999). Anxiety and the language learner: New insights. *Affect in language learning*, 58, 67-90.
- Öztürk, G., & Gürbüz, N. (2013). The impact of gender on foreign language speaking anxiety and motivation. *Procedia-social and behavioral Sciences*, 70, 654-665.
- Perlman, S. (2020). Another decade, another coronavirus. *The New England Journal of Medicine*, 382(8), 760-762.
- Price, M. L. (1991). The subjective experience of foreign language anxiety: Interviews with highly anxious students. *Language anxiety: From theory and research to classroom implications*, 4(1), 101-108.
- Radha, R., Mahalakshmi, K., Kumar, V. S., & Saravanakumar, A. (2020). E-Learning during lockdown of Covid-19 pandemic: A global perspective. *International journal of control and automation*, 13(4), 1088-1099.

- Strauss, V. (2020). As schooling rapidly moves online across the country, concerns rise about student data privacy. *The Washington post*, 31, 2020.
- Von Worde, R. (2003). Students' perspectives on foreign language anxiety. *Inquiry*, 8(1), 1-15.