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Investigating English Education Department Students' Speaking Anxiety during Outbreak COVID-19: A Case Study

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Abstract

As the outbreak of COVID-19 increases in Indonesia, the governor has taken emergency action in implementing the education policy during the outbreak and decided to switch teaching and learning into remote learning. It is important to consider how effective anxiety can hinder learning outcomes as many students are engaged in online learning due to COVID-19. Thus, a case study is conducted to identify the level, the causes, and the coping strategies of students' speaking anxiety during online learning. A questionnaire, interview, and classroom observation are used to gain the study's data. The findings revealed that most students in informal speaking classes showed moderate-highly speaking anxiety levels. Moreover, personal and interpersonal anxiety related to low English proficiency, fear of making mistakes, poor language learning experience, and low self-esteem (tend to compare themselves with their peers) are the most causes that trigger students' speaking anxiety. Anxiety related to classroom procedures (spontaneous performance) may also trigger students' speaking anxiety. However, the result did not find the significant causes of online learning that trigger students' speaking anxiety. The pedagogical implication includes several recommendations for both teachers and students. Preparation, relaxation, and positive thinking are suggested for students to help them be more relaxed during the speaking activity. Moreover, tailoring activities are also recommended for teachers to help students be less anxious about classroom procedures.

Keywords: Speaking Anxiety; Online Learning; Level; Causes; Coping Strategies

INTRODUCTION

Since the mid-80s, foreign language anxiety has become an issue and has been investigated by several experts. It is proven that foreign language anxiety can negatively affect students' achievement. As seen from Horwitz et al.'s (1986) study, they

investigated foreign language anxiety among Spanish university students. They found that students with high anxiety levels tend to have lower grades than their less anxious peers. Additionally, Aida's (1994) study found a negative correlation between Japanese students' foreign language anxiety and course grades. This study indicates that the higher students' foreign language anxiety level, the lower their grades. Besides, foreign language anxiety can also negatively affect students' performance (Philips, 1992; Steinberg & Horwitz et al., 1986;) and affect students' interest in learning a foreign language (Frantzen & Magnan, 2005).

Foreign language anxiety does not arise as some predictors will provoke it. For example, Bailey & Daley (2000) found several significant predictors that trigger foreign language anxiety among college students studying Spanish, French, and German: age, prior foreign language experience, expected overall course average, perceived academic competence, and perceived self-worth. Moreover, Vogley (1998) investigated listening comprehension anxiety among the first three semesters of college students studying Spanish and found several predictors that provoke listening comprehension anxiety: listening comprehension input (51%), process-related factors (30%), instructional factors (6%), personal and interpersonal factors (13%).

However, these studies are mostly held in an offline environment, and there are rarely studies that have examined foreign languages in online environments, especially during COVID-19. Thus, this study examines foreign language anxiety among online learners. In addition, this study sought to answer and investigate the following research questions:

1. What is the level of speaking anxiety students experience during the global pandemic?
2. What are the causes of speaking anxiety students experience during the global pandemic?
3. What are the coping strategies to reduce students' speaking anxiety during a global pandemic?

LITERATURE REVIEW

Foreign Language Anxiety

Psychologists Spielberger and Sarason (1978) defined anxiety as "the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the automatic nervous system." Research in psychology has highlighted three main types of anxiety: trait anxiety, state anxiety, and situation-specific anxiety (Ellis, 2008, p. 691). Foreign language anxiety itself is categorized as situation-specific anxiety. It is because language anxiety occurs systematically over time in a particular situation. Situation-specific anxiety occurs when the learners attempt to use the target language (Balemir, 2009).

In their well-known article, Horwitz et al. (1986) define foreign language anxiety as a distinct complex of beliefs, consciousness, behaviors, and thinking occurring from the uniqueness of the foreign language teaching and learning process. Their theoretical construct was the first that stated foreign language anxiety as a unique type of specific

anxiety in foreign language learning and has been commonly used in research concerning the same area of foreign language anxiety. Horwitz et al. (1986) identify three specific types of foreign language anxiety, namely: 1) communication apprehension, 2) fear of negative evaluation, and 3) test anxiety.

Foreign language anxiety does not arise itself as it has several causes that trigger it. Young (1991) highlighted six main causes of foreign language anxiety associated with the student, the teacher, and instructional practice. In classification, foreign language anxiety arises from 1) interpersonal and personal anxiety; 2) learners' beliefs about learning a foreign language; 3) teachers' beliefs about language teaching; 4) teacher-learners interaction; 5) classroom procedures; and 6) language examination. These causes may hinder and inhibit students' language learning outcomes.

As elaborated above, several causes may trigger foreign language anxiety. Thus, it is important to identify the coping strategies to help students decrease their foreign language anxiety to achieve successful learning outcomes. For example, Young (1991) highlighted six coping strategies to reduce foreign language anxiety that mainly cover the area of foreign language variables, from classroom practices and activities to instructor behavior. These include coping strategies related to 1) interpersonal and personal anxiety; 2) learners' beliefs about learning a foreign language; 3) teachers' beliefs about language teaching; 4) teacher-learners interaction; 5) classroom procedures; and 6) language examination. Moreover, Kondo and Ling (2004) added five strategies students can use to reduce their language anxiety: preparation, relaxation, positive thinking, peer seeking, and resignation.

Foreign Language Anxiety among Online Learners

Fry (2001) describes online learning as "the use of the internet and other important technologies to develop materials for educational purposes, instructional delivery and management of the program." Online learning is divided into asynchronous and synchronous (Hrastinski, 2008). Asynchronous online learning is flexible e-learning where the learners can access the e-learning platform at any time, such as e-mail and discussion board. Meanwhile, synchronous online learning is real-time online learning. Learners and teachers have to go online simultaneously to develop more social skills and avoid the isolative situation by asking and answering a question in an actual time.

With the transformation of the learning environment, Adedoyin and Soykan (2020) identify several challenges that students may experience during online learning, especially during the global pandemic that may provoke their foreign language anxiety. These include some challenges that are related to 1) technology, 2) socioeconomic factors, 3) human and pets' intrusion, 4) digital competence, and 5) assessment and supervision.

Speaking Anxiety

Brown (2004) defines speaking as an oral interaction between humans to deliver ideas, feelings, and information. Speaking is related to the way individuals think of what to say, pronouncing the words, choosing the right vocabulary, saying grammatically

correct sentences, expressing their feelings, and so on (Smith, 2003). Many classroom activities are applied to improve students' speaking skills. Unfortunately, some of these speaking activities may negatively influence the students and speak anxiety.

Gardner and Macintyre (as cited in Nimat, 2013) defined speaking anxiety as a fear arising when students are expected to perform orally in a foreign language. Another definition by a speech therapist, Lanerfeldt (1992), defines speaking anxiety as something that influences a person's self-confidence and makes them experience failure when not being able to speak up their minds. Students with a high level of speaking anxiety may experience some signs that can debilitate their language performance.

Szyszka (2017) classified speaking anxiety into several components, namely: 1) cognitive aspect; 2) physiological aspect; 3) behavioral aspect. The cognitive aspect is related to "cognitive concern about the consequences of failure." (Liebert & Morris, 1967). These anxious students may experience irrational thoughts generate the worst possible images and scenarios when facing a situation that provokes their speaking anxiety due to the lack of speaking comprehension (e.g., pronunciation, grammar, fluency). The physiological aspect as the affective component of speaking anxiety refers to an individual's worry and awareness of bodily arousal or tension (Tóth, 2010, p. 7). It means that an individual emotional state affects their physiological change as their body reacts to the situation that provokes speaking anxiety. These anxious students may experience shortness of breath, hyperventilation, dry mouth, instances of palpitations, sweating, dizziness, gastrointestinal problems, chills or cold, clammy hands, and muscle tension. The behavioral aspect of anxiety is related to an individual reaction to a situation that provokes speaking anxiety. These anxious students may experience disfluency of speech related to stuttering and difficulties in managing the flow and timing of speech (Bloodstein & Bernstein Ratner, 2008). The speaker also usually goes blank, forgetting the utterances they have prepared (Occhipinti, 2009). Moreover, they often hesitate and tend to use speech fillers (e.g., umm., uh...) in the process of oral production (Leary, 1985).

RESEARCH METHOD

This qualitative research was conducted to determine speaking anxiety level, causes, and coping strategies among first-year English education department students enrolling in informal speaking classes. A case study method was used as it is the most suitable approach for this study because it identifies and analyzes a group or individual phenomenon (Merriam, 2002).

The researcher collects the data through questionnaires, interviews, documentation, and classroom observation. A classroom observation is conducted for six meetings through google meet and google classroom. Classroom observation allows the researcher to record information and study the actual behavior of individuals in the research settings, in this case, in informal speaking classes. Documentation is also needed through the classroom observation to provide additional information for this study. Afterward, a questionnaire consisting of 33 items on the 4-Likert scale was distributed to 36 participants. This questionnaire is adopted from Horwitz et al.'s (1986)

foreign language classroom anxiety scale (FLCAS). This questionnaire was utilized to determine students' speaking anxiety levels. The follow-up telephone interview was conducted with 6 participants to gain more in-depth data about the causes of students' speaking anxiety and the coping strategies to reduce students' speaking anxiety. After all the data were collected, the data was analyzed using Miles & Huberman's (2014) data analysis technique, as follows: 1) data condensation; 2) data display; and 3) drawing and verifying conclusion.

FINDINGS AND DISCUSSION

The Level of Speaking Anxiety Students Experiences during the Global Pandemic.

The result of data analysis showed that the overall mean foreign language anxiety score of the 36 participants was 88,1 (SD= 11,4). These students are categorized into three foreign language anxiety levels: low anxiety, medium anxiety, and high anxiety.

Table 1. Descriptive Statistics of Speaking Anxiety Levels

Anxiety Groups	N	Possible Range Minimum- Maximum	Mean	Mean (%)	Standard Deviation
Low Anxiety	7	55-79	72	14	8,32
Medium Anxiety	15	80-91	86,06	35,8	3,76
High Anxiety	14	92-112	98,35	38,2	6,86

N= Number of participants

Table 1 displays the range of students speaking anxiety levels. A total of 7 students are indicated as low with speaking anxiety scores ranging between 55-79, and 15 students are indicated as medium anxious students with speaking anxiety scores ranging between 80-91. Moreover, the rest of the 14 students are highly anxious students with speaking anxiety scores ranging between 92 and 112. The foreign language anxiety score classification is presented in the histogram below (see Graphic 1). Therefore, it can be concluded that most of the participants (41,6%) felt moderately anxious during speaking activities in the language classroom.

These anxious students may experience several signs of speaking anxiety. Szyszka (2017) classified behavioral aspects, including going blank, using speech fillers, making unnecessary movements, making excessive laughs, and avoiding eye contact (See table 2). These behaviors may occur when students have to produce difficult or complex phrases and speak spontaneously and individually in front of their peers, such as speaking in front of the class. Moreover, these anxious students prefer to wait for the last turn to perform unless the teacher appoints them to speak up in front of the class.

Table 2. Observation Grid of High Anxious Students

The symptoms can also be identified from how the students perform their speech.

Name: HS				
No.	Component of Speaking Anxiety		Yes/ No	Notes
1.	Cognitive aspect	Making grammar mistake	Yes	"I use Whatsapp for every time; I send audio is very fast."
		Making pronunciation mistake	Yes	Lesson become listen; event becomes even
2.	Behavioral aspect	Going blank	Yes	Pausing
		Using speech fillers	Yes	Um...
		Saying, "I'm so nervous."	No	
		Making excessive laugh	No	
		Making unnecessary movement	Yes	Too many hands gesture
		Not making eye contact.	Yes	She tends to look up or in her side and barely looks at the camera.
3.	Physiological Aspect	Faster heartbeat	Yes	
		Sweating	Yes	
		Feeling Cold	Yes	
		Dry Mouth	Yes	
		Feeling Dizzy	Yes	

They tend to speak quietly during the performance to make their speech unheard to avoid the public embarrassment caused by errors. Besides, the symptoms also can be seen from their stuttering voice, disorganized speech, short and blocked utterances. Furthermore, these anxious students usually speak in a shorter duration than their less anxious peers as they feel uncomfortable with the anxiety-provoking situation. Therefore, they like to end the speech as soon as possible. These findings can be linked with the component of foreign language anxiety, namely communication apprehension. As stated by Horwitz et al. (1986), these anxious students are unable to express themselves due to

some speaking difficulties such as in pairs or groups (oral communication anxiety) or public ("stage fright").

Besides, the cognitive aspect seems to be the most anxious students experience as they tend to worry about their ability to speak English. They are worried about not speaking correctly due to speaking comprehension. Therefore, they will create irrational thoughts of failure and generate the worst possible images and scenarios when facing a situation that provokes their speaking anxiety. This can be seen from the following transcripts:

"My English skills are not good enough, and I am also not used to speaking English." (AF/I.03)

"The way I spoke is not good enough. I am still confused with what the English phrases of a word and my vocabulary size is still small." (PO/I.01)

"I am still lacking in pronunciation. Sometimes, it is still twisted between words because if we speak wrongly, it could lead to miscommunication." (IT/I.02)

In conclusion, moderate and highly anxious students will show some symptoms during the speaking performance. Meanwhile, the low, anxious students will show fewer speaking anxiety symptoms as they are more relaxed during the speaking performance.

Causes of Students' Speaking Anxiety during Outbreak COVID-19

The findings were obtained from telephone interviews of the 9 participants. The findings showed that most students feel self-conscious about their language proficiency and tend to compare themselves with their peers. They also perceive their English ability as low. It is related to the lack of English speaking proficiency in grammar, vocabulary, and pronunciation. In line with this statement, these anxious students with perfectionists' mindsets tend to worry about others' opinions of themselves, afraid of their peers' judgment, and afraid of appearing foolish in front of others (Gregersen & Horwitz, 2002). As a result, classroom competitiveness seems low as they are afraid to participate more in the speaking activity. This can be seen from the following transcript.

"When I see my friend performing, I become unmotivated to speak English. Because they will still be better than me at anyhow. I become self-conscious and afraid of being seen as low if my friend is better and more talk active during the class." (IT/I.02)

"I am still lacking in pronunciation. Sometimes, it is still twisted between words because it could lead to miscommunication if we speak wrongly. Moreover, it is hard to make sentences in the correct order." (IT/I.02)

The above findings can be linked with Hurd et al.'s (2010) study. He showed some factors that provoke students' anxiety, such as the inability to apply basic knowledge using a foreign language in this case, related to the inability to produce correct grammar, pronunciation, and the lack of vocabulary size. As a result, these anxious students are more nervous during speaking as they are worried about making mistakes. This can be linked with Liu's (2006) study that there is a negative correlation between anxiety and language proficiency. In other words, the lower the language proficiency, the more anxious students will be, and vice versa. It can be seen in the

previous study that the low, anxious students were more proficient than the moderate and high anxious students.

Furthermore, the highly anxious students also mentioned their familiarity with using English during the interview session. She stated that she is not familiar with speaking English and was surprised by how she got the English lesson from high school and university. It can be seen from the following excerpts.

"In high school, the English teacher still uses Indonesian in teaching English. It is completely different in university that I have to use English as daily communication." (HS/I.06)

The above statement is similar to moderate anxious students who are unfamiliar with speaking English. It can be seen in the following excerpts.

"I am still lacking in speaking English as I am not used to it. Therefore, I become so nervous if I were asked to speak in front of the class." (AF/I.03)

The above findings align with Donahoe's (2010) study that describes students' language learning experiences as crucial in affecting foreign language anxiety. Moreover, the above findings can also be linked to Pichette's (2009) study concerning foreign language anxiety in both learning environments, namely traditional and online classrooms. The study shows that students' prior experience and mental readiness affect their anxiety during speaking performance. Students' familiarity with the new system in learning English may influence their anxiety. Similarities between the L1 and L2 also contribute to anxiety-producing factors. The more differences between L1 and L2 may provoke learners' anxiety.

In addition, speaking spontaneously is stated from the interviewee with a high level of speaking anxiety as the factor that most provoke their anxiety. As stated from the following excerpts:

"I forget the word that I want to say if I were asked to speak spontaneously, especially when I was asked to talk about a random topic." (MH/I.04)

"I become so nervous when I was asked to speak spontaneously because I am not yet familiar in speaking English. I am afraid that I put the sentence not in the right order." (HS/I.06)

The above statement is related to classroom procedures, as most students seem to have difficulties speaking spontaneously. Doing a presentation, being asked by the lecturer during the class, and being called to speak on a particular topic can provoke their speaking anxiety. These students will feel pressured and frustrated as they have limited speaking comprehension. Additionally, students also feel pressured when speaking in front of many people. This can trigger their anxiety as they become the center of attention.

Furthermore, the researcher found several challenges students' may experience during online learning. Technology seems to be the most affecting factor that disturbs the learning process. The poor internet signal can be a problem and interfere with speaking activity. It can be seen from the following excerpts:

"The problem is when the internet signal is bad. Automatically it will hinder the speaking activity during the class." (SP/I.05)

Moreover, technology proficiency does not seem to be a problem during online classes. The students are already familiar with the technological tools and have been

switched to the new learning style since high school. These findings align with Donahoe's (2010) study, as technical proficiency does not influence students' online learning experience.

From the elaboration above, it can be concluded that various situations can trigger students' speaking anxiety related to the students themselves and classroom procedures. However, the new learning environment related to online learning can interfere with students speaking activity, but it does not provoke speaking anxiety. On the contrary, it facilitates students to make them more confident in speaking.

Coping Strategy to reduce Student' Speaking Anxiety during Outbreak COVID-19

Speaking anxiety should not be avoided, and it is important to find coping strategies to reduce anxiety. The present study showed several strategies to reduce speaking anxiety during foreign language learning. As stated by the interviewees, preparation seems to be the most effective coping strategy that students do in dealing with their speaking anxiety. They reported that preparation helps them be more ready and avoid going blank during speaking. In addition, some students use the repetition method in preparing their speaking performance. Repetition allows students to improve their memory when encountering a new word or phrase (Harmer, 2007).

Additionally, studying and improving their speaking ability during the preparation was also mentioned by some students. They reported that they could improve their speaking ability and self-confidence during the speaking performance by studying more. Going online through google translate, watching movies, listening to songs are some attempts students make to enhance their speaking ability. This proves that students can utilize learning media other than the campus learning sources, which are more engaging than the basic one. However, some of them were also searching for English books, studying through the dictionary and materials provided by the lecturer. These findings can be seen in the following transcripts:

"I usually write down the points of my performance, so I do not forget what I will say and go blank during the performance. I also study the vocabulary through the dictionary and the materials given by the lecturer." (SP/I.05)

"I usually search for English books, watching movies to discover new vocabularies. Because informal speaking mostly use daily vocabularies." (MH/I.04)

"I also study from the internet by watching videos with English content as well as listening to English music." (HS/I.06)

The speaking practice is also effective in reducing speaking anxiety. The interviewees (I.01 & I.04) mentioned that they practice speaking to improve their speaking skills to prepare their speaking performance. I.01 found to be practicing her speaking performance by recording herself. Thus afterward, she can evaluate her speaking performance. I.04 was found to be talking to himself in front of the mirror to practice speaking. I.06 practiced her speech with her friend through a video call. Although these students have their way of practicing speaking, it is still considered an effective way to make them less anxious during the speaking performance. This can be seen from the following transcripts:

"I must have the material and prepare what I will say. I also record myself, and then when I listen to it 'is the pronunciation correct? Oh, it is wrong,' and then I immediately go to google translate to find the correct pronunciation." (PO/I.01)

"Before performing, I usually write down the points that I am going to discuss, and then I also practice by talking to myself in front of the mirror." (MH/I.04)

"I usually practice long before the day of the performance, so I do not go blank when I perform speaking. Like the previous meeting, I invited my friend to practice speaking together through video call." (HS/I.06)

Furthermore, the students also mentioned relaxation as their coping strategy to reduce speaking anxiety. Taking a deep breath and trying to calm down are several ways students can relax and reduce their nervousness before the speaking performance. Relaxation helps students to reduce somatic anxiety symptoms. Somatic anxiety symptoms are associated with emotional and brain function, such as dizziness, chest pain, sweating, and shortness of breath (Zheng et al., 2019). This can be seen from the following transcript:

"I usually calm myself down and catch my breath before performing. Moreover, I also try not to make eye contact with the audience during the speaking performance." (IT/I.02)

Having a positive mindset is also considered helpful to reduce speaking anxiety. During the interview, the students mentioned that they like to encourage and convince themselves that they are capable and will succeed in speaking performance. Moreover, they mentioned that getting rid of their negative thoughts and focusing on their performance also helps them reduce their nervousness during speaking. Kondo and Ling (2004) elaborated that a positive mindset helps students divert their attention from a negative situation to a positive one that is more pleasant and anxiety-reducing. Furthermore, self-talk is also considered as an anxiety-reducing strategy. Self-talk allows learners to boost their confidence by making encouraging words to themselves. This can be seen in the following transcripts:

"I usually remind myself that it is okay to make mistakes because we are learning together. I also not going to overthink too much to reduce my nervousness." (PO/I.01)

"Do not think what others think, so I only focus on my performance." (HS/I.06)

Concerning teacher-related strategy, teacher attitudes and behavior are important in determining the success of language learning and affecting students' speaking anxiety. The teacher's correction manner and personality determine whether or not students will feel anxious. The present study showed that students agree that the lecturer is used to correcting them gently, making students feel more at ease without harshly admonishing them. These findings align with Young's (1991) study as the gentle correction will make the students feel more at ease as the teacher did not severely correct them and overreact at every mistake the students make. It can be seen from the following excerpt:

"She is not the type of scary lecturer. She does not use a harsh manner when correcting us. She will explain carefully if there is an error. 'Oh, the grammar is incorrect. We will discuss this together.'" (PA/I.01)

Additionally, teachers' positive reinforcement helps students to boost their self-esteem. For example, the previous classroom observation showed that the teacher likes to encourage students to speak in front of the class.

Moreover, teacher image also matters in influencing students' anxiety. A humorous, patient, and relaxed teacher is the figure students want to meet in class. This kind of teacher can reduce the tension during the classroom and make students feel less anxious and more at ease. The lecturer in the present study is known as an easygoing and kind lecturer among the students. As stated by the interviewees, the lecturer has an approachable personality, always listens to students' concerns, is very encouraging, and is creative. It can be seen from the following transcripts:

"The lecturer is a good listener and kind." (PO/I.01)

"The lecturer is very easygoing." (MH/I.04)

"She is a creative lecturer." (SP/I.05)

Several points about the coping strategy are highlighted in the present study concerning classroom procedures. First, spontaneous performance can trigger students' speaking anxiety, therefore the lecturer needs to give sufficient time for students to prepare. Besides, implementing cooperative learning by permitting students to work in pairs could make them feel at ease and create less-anxious situations during the speaking performance. Cooperative learning can encourage students to talk and increase their comprehensible input. As reported from the previous study, cooperative learning can make students feel the most comfortable and less anxious (Horwitz, 2001; Suwantarathip et al., 2010; Young, 1990). Lastly, the teacher can implement tailoring activities to help students reduce their anxiety related to classroom procedures. As spontaneous performance triggers the most anxiety, the teacher can allow students to practice their dialogue before performing it in front of the class. From the elaboration above, it can be concluded that students can make various attempts to reduce their speaking anxiety. Besides, the teacher's role is also important to help students reduce their anxiety concerning classroom procedure, attitude, and behavior.

CONCLUSION AND SUGGESTION

The research findings and conclusions showed that most first-year English education department students enrolling in informal speaking class felt moderately-highly anxious during the speaking class in an online environment. These anxious students may experience several speaking anxiety symptoms related to cognitive, physiological, and behavioral aspects. Several causes of speaking anxiety that most affect students can also be highlighted related to personal and interpersonal causes: students' low English proficiency, fear of making mistakes, poor language learning experience, and low self-esteem. Besides, classroom procedures also affect students' speaking anxiety as spontaneous and individual performance with no preparation makes students anxious, nervous, and uneasy during the speaking performance. Moreover, concerning the online environment, although the participants mentioned several challenges of online learning during the interview, this issue did not significantly affect students' speaking anxiety as the students are already familiar with the new learning environment.

Several coping strategies are also suggested for the students and teacher concerning personal and interpersonal aspects and classroom procedures. These two aspects are the most causes that affect students' speaking anxiety in the research. Students are suggested to implement these several coping strategies such as preparation, relaxation, and positive thinking. As elaborated in the previous chapter, taking notes, studying more, and practicing speaking are the most activities that students do to be more prepared during the speaking performance and improve their speaking comprehension.

Moreover, they also try some attempts to calm their mind. Self-talk, encouraging themselves, focusing on their performance, getting rid of negative thoughts are some activities students do to be more relaxed during the speaking performance. Meanwhile, as spontaneous and individual performance provokes the most anxiety, it is suggested that the teacher give students sufficient time to prepare their speaking performance and work in pairs to reduce students' speaking anxiety. Furthermore, A more in-depth investigation is suggested as the present study did not find the significant effect of the online environment on students' speaking anxiety. Therefore, future researchers can investigate the effect of a new learning environment, in this case, online learning, on students' speaking anxiety. It is also suggested for future research to investigate this issue among different participants, such as junior or senior high school students, since it might yield different results and enrich various insights. Additionally, as this issue is related to human behavior, a collaboration with a physiologist is suggested to achieve more detailed and precise information.

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