



Exploring The Factors and Strategies Used to Cope with Speaking Anxiety of EFL Students During Online Learning

Vita Andini¹, Aridah², Iwan Setiawan³

Mulawarman University, Indonesia

Email Vita.andini22@gmail.com; aridah27@yahoo.com; iwansetiawan@fkip.unmul.ac.id

Abstract

The research purpose is to know the factors about the students had several factors caused anxious in public speaking during online learning, which are lack of confidence, learner inhibition, lack of subject matter, excessive use mother tongue, lack of preparation, fear of making mistakes, and lack of vocabulary. In addition, the students have their strategies used to cope speaking anxiety which are preparation, relaxation, silent and improvisation. The conclusion of this study is most students had plans in place to reduce their nervousness before giving presentations or speaking in front of an audience. The research shows that several factors, including anxiety, are having an impact on students in second semesters.

Keywords: Factors; Strategies; Speaking Anxiety.

DOI : 10.24903/bej.v4i2.1093

Received	:	May 2022
Accepted	:	July 2022
Published	:	August 2022
Copyright and License	:	<p>Authors retain copyright and grant the journal right of first publication with the work simultaneously licensed under a Creative Commons Attribution 4.0 International License that allows others to share the work with an acknowledgement of the work's authorship and initial publication in this journal.</p> 

1. INTRODUCTION

Speaking is a type of the fundamental human urged to efficiently transmit all thoughts. A statement, a point of view, an opinion, and any other information are all communicated. Although speaking is one of the essential tools in delivering information efficiently, students do their best and improve their productive skills in various ways. Furthermore, developing good speaking skills represents a significant challenge for language learners (Marzban & Hashemi, 2013).

Although it is asserted that foreign language (FL) learning courses and programs are designed to achieve this aim, most EFL learners find it challenging to develop speaking skill to communicate effectively, speaking anxiety can be attributed to nervousness and uneasiness associated with speaking a foreign language (Hanifa, 2018). This psychological state is referred to as foreign language anxiety and has received much attention in linguistic or psychology study. Asif, (2017) stated that Language phobia is one of the symptoms of general anxiety. students' uneasiness when speaking in public.

In addition, foreign language anxiety is common anxiety experienced by students when learning a foreign language, but it has a negative but positive impact that can help students learn a foreign language ((Subaşı, 2010). Furthermore, anxiety in foreign languages is a psychological factor that includes feelings of terror that pupils may not be able to manage at times (Nosheeen et al., 2020). Moreover, this research conducted during online learning.

Because of the covid-19 pandemic, educational institutions and methodologies must quickly change by adding online learning (König & Rothland, 2012). Nonetheless, online learning programs at the university level are becoming more widespread (Ivanova et al., 2020) Because of the widespread availability of computer and internet media, online learning may appear to be similar to offline learning. Computer technology and the internet provide verbal and nonverbal communication, as well as face-to-face access online through video conferencing such as Skype, Zoom, Google Chat, Whatsapp, and others. Higher education institutions have used a number of content delivery approaches to fulfill the needs of their students, including traditional face-to-face classrooms, hybrid or web-facilitated courses, and full online teaching courses (Xin, 2014).

as Mosaddaq, (2013) stated, three factors influence students' speaking anxiety while speaking: test anxiety factors, communication anxiety factors, and fear of negative evaluation. Furthermore, Rafieyan (2016) said three factors influence the anxiety in language learning

during a foreign language speaking session: personal factors, teacher's factors, and classmate's factors. These factors are the most contributed to the learner's

In addition, from the study of Phoeun & Sengsri, (2021) found the Three elements—offline interactions on campus, learning motives, and the change in learning mode—are associated to students' apprehension about using the online learning mode during the COVID-19 pandemic. The most significant issue is that, despite their concerns about contracting COVID-19 on campus, students do not make a concerted effort to avoid their friends who approach them. The cultural ties among the pupils are the main cause of the lack of avoidance.

In addition, this study looks for factors that cause students to be anxious when speaking in online learning. It will look for strategies to reduce anxiety in online learning, which is what kind of applications are used to cope with speaking anxiety. The study instrument differs from previous studies: observation, questionnaires, and in-depth interviews. Studying the more diverse causes of anxiety in online learning is essential to finding the best predictors of negative impact.

A lot of the previous study examining foreign language anxiety has mainly focused on traditional classroom settings (Naudhani et al., 2018). More exploration is urgently needed to determine whether these students factors and strategies are used to cope with speaking anxiety. Furthermore, the use of various online teaching and learning systems has increased dramatically (Lalani, 2020). The COVID-19, on the other hand, has remarkable impacts on students who are learning English as a second language through various teaching platforms and educational technologies. Therefore, this study looks into the causes of speaking anxiety in EFL students as well as their coping mechanisms.

Responding to the problems and explanations. The research focused on the aspects related to the factors and strategies used to cope with students' speaking anxiety during the second semester in Widya Gama Mahakam Samarinda City. Based on the background and the focus of the research above, the problems of the study can be formulated as follows:

1. What are the factors of speaking anxiety in EFL students?
2. What are the EFL students' strategies to cope with their speaking anxiety?
3. How are the EFL students practicing the strategies used to cope with speaking anxiety in the online learning?

The research in this study aimed (1) To find out the factors of speaking anxiety in EFL Students, (2) To find out the strategies to cope with the speaking anxiety of EFL

Students, and (3) To describe the strategies used to cope the speaking anxiety by EFL students in online learning.

2. METHODOLOGY

This study used the case study design to apply a qualitative approach. The researcher applied this design to get the data to achieve facts concerning talking tension withinside the English training branch of Widya Gama Mahakam Samarinda University. Furthermore, with the qualitative approach, this study can explore the solution how and find out the factors that contribute to EFL students. This statement is in line with the theory from (Creswell, 2013). They started the qualitative approach as an effective model in a natural setting that enables the researcher to reach the actual experiences. Moreover, the qualitative study explores and understands the meaning individuals or groups describe to a social or human problem (Wisdom & Creswell, 2013).

According to Hollweck (2016), According to Taylor & Thomas-Gregory, (2015) case study helps the researcher to explain how or why the case happened in this study. Data evaluation is a method of systematically monitoring and organizing the statistics that have been accumulated the use of special strategies of statistics collection. This statistics evaluation used Creswell's (2013) theory, and there are six steps to analyze the data:

1. Preparing the data to be analyzed. After that, transcribing the audio (data). In this step, the data has various information.
2. General information from the interviewee. In this step, the result has various information that needs to be narrow to categorize the findings. Furthermore, taking note (about answer subjects from the interview session) of information from the subjects.
3. Coding the data. Taking the data in the form of text or pictures and labeling them into categories. Which are several steps:
 1. Read through your information to get a feel of what it seems like.
 2. Assign the primary set of codes.
 3. Go through the information line-by-line to code as tons as possible
 4. Codes have to emerge as greater special at this step.
 5. Categorize codes and parent out how theories in shape into the coding frame.
 6. Identify which topics arise the most. After coding the information, generate an outline of the setting, people, and classes or topics for analysis. In order words, taking the points used as a factor of speaking anxiety.

7. Representing the findings in the qualitative narrative after coding the data. Therefore, these results findings will be described in descriptive information. And interpreting the result.

3. FINDINGS

The interviews were about the real situation of learning process in public speaking online class, which is the researcher asked about the factors of speaking anxiety, strategy, and how they are implement the strategy used to cope the speaking anxiety that faced by the students.

3.1. *The Factors Speaking Anxiety*

The Zoom as the application in online learning. Furthermore, from some of the subject's answers that stated that the use of zoom is very easy, but some obstacles are still experienced by students such as quotas and unstable networks that cause obstacles when learning public speaking online. The use of the Zoom application helps students in learning public speaking online because they can be more flexible and have lower levels of anxiety because they do not interact directly. The speaking anxiety factors faced by students (Language Barriers, Negative Attitude, Intercultural communication, Poor nonverbal communication, Lack of Confidence, Lack of Subject Matter and Learner Inhibition) were dominated that influence students' anxiety in English speaking.

SL1 said that she lacks vocabulary because she always confused how to tell or translate the words and she feel embarrassed or shy when did presentation or speaking English. SL2, she argued that she lack of confidence when she did presentation or speaking. S3 she stated the reason she has anxiety because she always mispronunciation and has grammatical error in speaking. Furthermore, most factor students' speaking anxiety were affected by Lack of vocabulary and learner inhibition. Lack of vocabulary is very influential on anxiety. Some students who have been interviewed stated that they did not know much vocabulary thus when presentation in front of the class, they were confused in choosing words to say because of limited vocabulary.

Lack of grammar is one aspect that contributes to college students' tension in study room presentation. several the scholars had been interviewed stated once they spoke in elegance, they had been greater centered to use accurate grammar they need to say. So, they might select to be silence and consider accurate grammar. Thus, tension will rise due to the fact maximum college students choose to be silent than conveyed critiques that they know.

It way that Lack of grammar is certainly considered one among poor effect purpose college students sense traumatic whilst displays in the front of the elegance. Furthermore, Poor pronunciation making college students communicate much less clear. This situation will purpose miscommunication among college students who're supplying with different buddies as audience. Moreover, this will disrupt studying processes, specifically in elegance displays. The tension comes due to the scholars are seldom to exercise speak English, due to the fact their English is hard language. Form this case the scholars felt uncomfortable with their buddies and the lecturer in the event that they did errors in spoken., in spite of the scholars additionally loss of concern count number and now no longer put together nicely earlier than did public speak in online studying. Other elements that confirmed from the end result interview whilst college students are fearful of making errors, they may now no longer need to be lively in elegance. Therefore, a few college students are fearful of making errors to talk English in the front of sophistication and cause them to feel traumatic.

The element's talking tension has effect on their talking skill. Furthermore, Latha (2012) said that learner inhibition is publicity or stares from the target market or audiences have made college students fearful and sense concerned approximately making errors and being criticized, which makes college students fearful, and has talking tension. These elements are the maximum contributed to the learner's tension. Leaners are trap to have a worry of creating errors. Moreover, Most the scholars on this examine confirmed had a worry of creating errors on their presentation or in talking English, because of this that the scholar confirmed their learner inhibition because the end result on interviewed.

The college students regularly make errors and sense annoying while talking in public situations. However, on this examine the scholars continually confirmed learner inhibition elements of talking tension. This end result become in step with concept Latha (2012) said learner inhibition become publicity or stares from the target market or audiences have made college students fearful and sense concerned approximately making errors and being criticized, which makes college students fearful, and has talking tension and this announcement additionally help with concept Hammad & Abu Ghali (2015) argued that poor mind-set are college students' lack of ability to apply only-English in English classes, college students' worry of poor evaluation, and college students' sensitivity to teachers' correcting comments. Therefore, the scholars continually sense and confirmed tension, particularly learner inhibition.

Furthermore, the outcomes become confirmed aspect contributes to college students' tension in school room presentation become Lack of vocabulary. Students are hard to prepare

and construct thoughts due to the fact vocabulary that they recognize only a little. Some of them do now no longer grasp the sentence due to the fact hard to talk with vocabulary that they now no longer recognize. So Lack of vocabulary can makes college students annoying once they need to mention something in presentation. A comparable result become discovered through Sadighi & Dastpak (2017) lack vocabularies have additionally poor have an impact on make contributions to college students' tension.

3.2. The Strategies Used to Cope Speaking Anxiety

Foreign language anxiety regarded as a factor that can be reduced or that can cope with. In this research, the researcher investigates the foreign language speaking anxiety coping strategies from the students' perspective. The result here appears to lead to 4 main strategies: Preparation, Relaxation, Silent, and Improvisation. In addition, the lecturer also gives the trick and strategy used to cope speaking anxiety in online public speaking class. The lecturer gives some tips and trick to reduce their anxiety before presentation. The trick and the affirmation words were reduced less of their anxiety in public speaking because the students still have speaking anxiety when they presentation in online class. In addition, the several strategies that used in this study; relaxation, preparation, practice, and used affirmation word as the motivation.

3.3 The Implementation of Strategies Used to Cope Speaking Anxiety

The preparation in question is that the students prepare all the needs in the public speaking class, for example before making a presentation they have discussed some of the material to be presented. Relaxation is when students calm down before their public speaking presentation begins in several ways, such as taking a breath and then looking at the audience as stones and not focusing on the audience more. Silent is the attitude of students when they experience anxiety when presenting online public speaking, so when they make mistakes at the time of presentation students will be silent and think about answers to questions or words that were forgotten at the time of the presentation. Improvisation is the attitude of students who add to the material according to the needs at the time of presentation.

4. DISCUSSION

In this study, because of contributors' communique apprehension, they had been now no longer best quiet withinside the study room, however additionally they may in no way communicate English outdoor the study room with their instructors and friends. Another element that averted contributors from speak me in English the study room turned into worry

of poor responses from others that's in keeping with preceding literature that shows that one of the reasons of tension is worry of poor evaluation.

Furthermore, the strategy was applied by students were five. The result here appears to lead to 5 main strategies by (Kondo & Ying-Ling, 2004). The strategies are (a) Preparation, (b) Relaxation, (c) Positive Thinking, (d) Peer Seeking, and (e) Resignation. Based on the interview, they can reduce their anxiety when performing in front of the class by preparing the material and studying it. They were worried they could not talk well because they did not plan the material and lost their idea, and it is going to give them another bad situation. Indeed, the participants admitted that if they were preparing more, they would not get anxious.

The preparation techniques were very general, subjects mention several specific techniques about the preparation that they use to overcome with their speaking anxiety; a) Understand the topic, b) Prepare well, c) Practice more, d) Record their own voice, e) Remember the text, f) Make a keyword. e, the participants preparing to reduce their anxiety, and both also doing combining with another preparation technique. They thought that by doing preparation can make them safer than any other way. Preparation is an essential technique and the most useful way to reduce speaking anxiety.

Furthermore, the outcomes become confirmed component contributes to college students' tension in public talking presentation become loss of vocabulary. Students are hard to prepare and construct thoughts due to the fact vocabulary that they understand only a little. Some of them do now no longer grasp the sentence due to the fact hard to talk with vocabulary that they now no longer understand. So loss of vocabulary can makes college students traumatic after they need to mention something in presentation. A comparable end result become discovered by Sadighi & Dastpak, (2017) lack vocabularies have additionally poor impact make contributions to college students' tension.

5. CONCLUSION

In summary, this has a look at has qualitatively investigated EFL college students amongst 5 college students in English Department, displaying that each one college students skilled tension and confirmed their elements of speakme tension. According to the scholars there had been different factors that contribute to their tension. The most important elements had been associated with college students' learner inhibition, Lack of vocabulary, and Excessive use Mother Tongue elements. Some elements of speakme tension are Negative Evaluation, Improper listening skill, Lack of situation matter, Lack of self-assurance and Intercultural communication. Moreover, the scholars' techniques used to manage speakme

tension had been Preparation, Relaxation, Silent, and Improvisation. In different words, college students have various factors tension in English public speaking skills. Therefore, nearly college students had their techniques to reduce their tension once they confronted in presentation or public speaking. It is clear from the studies that different factors tension are affecting the scholars in 2nd semesters.

6. REFERENCES

- Asif, F. (2017). The Anxiety Factors among Saudi EFL Learners: A Study from English Language Teachers' Perspective. *English Language Teaching*, 10(6), 160. <https://doi.org/10.5539/elt.v10n6p160>
- Creswell, J. W. (2013). Qualitative, quantitative, and mixed methods approaches. In *Research design*.
- Hanifa, R. (2018). Factors generating anxiety when learning EFL speaking skills. *Studies in English Language and Education*, 5(2), 230–239. <https://doi.org/10.24815/siele.v5i2.10932>
- Hollweck, T. (2016). Robert K. Yin. (2014). Case Study Research Design and Methods (5th ed.). Thousand Oaks, CA: Sage. 282 pages. *The Canadian Journal of Program Evaluation*. <https://doi.org/10.3138/cjpe.30.1.108>
- Ivanova, T., Gubanova, N., Shakirova, I., & Masitoh, F. (2020). Educational technology as one of the terms for enhancing public speaking skills. *Universidad y Sociedad*, 12(2), 154–159.
- Kondo, D. S., & Ying-Ling, Y. (2004). Strategies for Coping with Language Anxiety: The Case of Students of English in Japan. *ELT Journal*, 58(3), 258–265.
- König, J., & Rothland, M. (2012). Motivations for Choosing Teaching as A Career: Effects on General Pedagogical Knowledge during Initial Teacher Education. 40(3), 289–315. <https://doi.org/10.1080/1359866X.2012.700045>
- Lalani, C. L. & F. (2020). The COVID-19 pandemic has changed education forever. This is how. *World Economic Forum*, 12(4), 207–217. <https://www.weforum.org/agenda/2020/04/coronavirus-education-global-covid19-online-digital-learning/>
- Marzban, A., & Hashemi, M. (2013). The Impact of Opinion-gap Tasks on the Speaking of Iranian Intermediate EFL Learners. *Procedia - Social and Behavioral Sciences*, 70, 943–948. <https://doi.org/10.1016/j.sbspro.2013.01.142>
- Mosaddaq, B. (2013). Measuring Speaking Anxiety Among Speech Communication Course Students At The Arab American University [of Jenin (AAUJ)]. *European Social Sciences Research Journal*, 1(3), 229–248. <https://www.aaup.edu/publication/mosaddaq.barahmeh/article/measuring-speaking-anxiety-among-speech-communication-course-students-arab-american-university-jenin-aaup>
- Naudhani, M., Wu, Z., & Naudhani, S. (2018). Exploring the Factors of Foreign Language Anxiety Among Chinese Undergraduate English Majors and Non-English Majors. *International Journal of English Linguistics*, 8(5), 142. <https://doi.org/10.5539/ijel.v8n5p142>
- Nosheen, S. S., Javed, M., & Akhtar, H. (2020). Analyzing Strategies for Developing Students Speaking Skills in Public Universities of Pakistan. *Global Regional Review*, V(I). [https://doi.org/10.31703/grr.2020\(v-i\).12](https://doi.org/10.31703/grr.2020(v-i).12)

- Phoeun, M., & Sengsri, S. (2021). The effect of a flipped classroom with communicative language teaching approach on undergraduate students' English speaking ability. *International Journal of Instruction*, 14(3). <https://doi.org/10.29333/iji.2021.14360a>
- Rafieyan, V. (2016). Discovering Factors of Foreign Language Speaking Anxiety and Coping Strategies. *Journal for the Study of English Linguistics*, 4(1), 111. <https://doi.org/10.5296/jsel.v4i1.9668>
- Sadighi, F., & Dastpak, M. (2017). The Sources of Foreign Language Speaking Anxiety of Iranian English Language Learners. *International Journal of Education and Literacy Studies*, 5(4), 111. <https://doi.org/10.7575/aiac.ijels.v.5n.4p.111>
- Subaşı, G. (2010). What are the Main Sources of Turkish EFL Students' Anxiety in Oral Practice? *Turkish Online Journal of Qualitative Inquiry*, 1(2), 1. <https://eric.ed.gov/?id=ED537842>
- Taylor, R., & Thomas-Gregory, A. (2015). Case Study Research. *Nursing Standard (Royal College of Nursing (Great Britain) : 1987)*. <https://doi.org/10.7748/ns.29.41.36.e8856>
- Wisdom, J., & Creswell, J. W. (2013). Integrating Quantitative and Qualitative Data Collection and Analysis While Studying Patient-Centered Medical Home Models. *Agency for Healthcare Research and Quality*. <https://doi.org/No.13-0028-EF>.
- Xin, H. (2014). Adaptability and replicability of web-facilitated, hybrid, and online learning in an undergraduate exercise psychology course. *Turkish Online Journal of Educational Technology*, 14(1), 19–30.