

**AN ANALYSIS OF EFL STUDENTS' SPEAKING ANXIETY IN DIGITAL
LEARNING ERA (A CASE STUDY AT THE FOURTH SEMESTER
STUDENTS' ENGLISH EDUCATION AT ONE ISLAMIC UNIVERSITY
IN JAMBI)**

A THESIS

**Submitted as a Partial Fulfillment of the Requirements to Obtain the
Magister Pendidikan Degree in English Education Program**



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2023

**AN ANALYSIS OF EFL STUDENTS' SPEAKING ANXIETY IN
DIGITAL LEARNING ERA (A CASE STUDY AT THE FOURTH
SEMESTER STUDENTS' ENGLISH EDUCATION AT ONE ISLAMIC
UNIVERSITY IN JAMBI)**

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LETTER OF RATIFICATION

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DECLARATION OF ORIGINALITY

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Hereby declares the originality of thesis; The writer has not presented anyone else's work to obtain the university degree nor has the writer presented anyone else's words, idea, or expression without acknowledgement. All quotations are cited and listed in the bibliography of the thesis. If in the future this thesis statement is proven false, the writer is willing to accept any sanctions complying with the determined regulation or its consequences.

This statement was made fully with awareness and responsibility.

Jambi, July 2023

The writer,

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MOTTO

وَلَا تَهِنُوا وَلَا تَحْزَنُوا وَأَنْتُمُ الْأَعْلَوْنَ إِنْ كُنْتُمْ مُؤْمِنِينَ

Meaning:

“Do not be weak and do not be sorrowful; if you’re people of faith, you are truly the highest.” [QS. Ali ‘Imran:139]

ACKNOWLEDGEMENT

First and foremost, special thanks to almighty god, Allah SWT, by saying Alhamdulillahirabbil'alamin for everything he has given to me. I would not be able to finish this thesis without his grace and blessing.

I have received a huge amount of beneficial help, support, guidance, and suggestion from others in accomplishing this thesis. Therefore, from the depth of my hearth, I would like to express my sincere gratitude to:

1. My deepest gratitude to my parents (Abd. Muiz and Siti Rofi'ah). Thank you so much the best motivator of mine in my life who always there for me, no matter who I am, no matter how bad I am, thank you for lifting me up, thank you for the love, care, best support, prays, and everything you have done for me. You always support and motive me on all occasions.
2. My supervisors, Prof. Hadiyanto, S.pd., M. Ed., Ph.D, and Dr. Mukhlash Abrar, S.S., M.Hum, thank you for all the advices, comments, encouragements, and time that you have given from the beginning until now so I can finish my thesis.
3. Dr. Dra. Rosinta Norawati, M.A, Bunga Ayu Wulandari, S.Pd., M.EIL., Ph.D, and Dr. Nunung Fajaryani, S.Pd., M.Pd as my examiners. Thank you for your valuable's advices, comments, and suggestions that very helpful for me to rectify my thesis.

4. Thanks to my friends Nur Adilah and Riri Zarmida thank you for providing your shoulder when I am down, thank you for helping, best support, it really help me.
5. Thanks to my classmates English member who can't be mentioned one by one thank you for your support, from the depth of my hearth may Allah ease everything and success for all of us.

ABSTRACT

Ulvianti, Mesy. 2023. An Analysis of EFL Students' Speaking Anxiety in Digital Learning era (A Case Study at the Fourth Semester Students' of English Education at One Islamic University in Jambi). Thesis. Master of English Education Study Program. Faculty of Teacher Training and Education of Universitas Jambi in Academic Year 2023. The First Supervisor is Prof. Hadiyanto, S.Pd., M. Ed., Ph.D. The Second Supervisor is Dr. Mukhlash Abrar, S.S., M.Hum.

This study investigated EFL students' speaking anxiety in digital learning era at the fourth semester students of English education at one Islamic university in Jambi. It emphasized on the symptoms of the students' anxiety, factors of the students' anxiety and the students' strategies to overcome speaking anxiety in digital learning era. In this research, the researcher used qualitative design with case study approach. The data were obtained through interview of ten participants. It was revealed that there are several symptoms that felt by the students, factors that primarily contribute to the learners' speaking anxiety and ways to overcome their speaking anxiety including trembling, squirming, staggering voice, avoid eyes contact and heart beats quickly. The factors primarily contributed to the students' speaking anxiety for example grammar, limited of vocabulary, self-perception, lecturer and classmates. The findings of study also indicated that the students employed some strategies to overcome their anxiety including (preparation/self-practice. Thus, the students used Youtube, Online Dictionary. Second strategies to overcome their anxiety namely think positively. Third, getting help strategies also one of the strategies that students used to overcome their anxiety. The students utilized some online platform such as Youtube, Online Dictionary, and Instagram. Based on the result, the students' lack of preparation, fear of comprehending the material or what the lecturer was saying incorrectly, fear of making mistakes, fear being laugh by their classmates and lack of confidence in speaking English cause the students to be uneasy when they speak English. To sum up, students experience anxiety when they are required to speak in front of their peers during speaking class activities. They fear saying the wrong thing because they are afraid to speak in front of their classmates who speak better and making the most frequent grammatical, vocabulary, and fluency errors.

Keywords: *Anxiety, English Foreign Language, Speaking, digital learning era*

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CHAPTER I

INTRODUCTION

1.1 Background of the Study

English is very important as a media of communication in several activities, such as teaching, learning activities, international conference, and particular conversation with foreigner. English is use in many fields such as politics, culture, art, trading, and business especially in education. In Indonesia, the awareness of mastering English as the first foreign language is quite high. Thus, students must enhance their speaking abilities and skills in order to communicate with people all over the world. The role of speaking ability is to express an idea, someone's feeling, or thought verbally and spontaneously. According to Brown (2003), speaking is the most important skill to master. It brings the ability to carry on a conversation. In addition, Rajita and Alamelu (2020) say that the most basic and successful way of people communication is speaking. As a result, speaking is an important skill to be learned by the students beside listening, reading, and writing, so the students should have a good command of communication skills in English to prepare their future carrier and lives.

In this modern era with digital learning era, people have led a new way of communication and to the way of spreading the information. Much information in this digital technology era is shared in English and communication that is also carried out through digital technology. Those make the need for the mastering English is important to improve its people's knowledge especially for English students with other people by relying sophisticated technology. The students may

study English through digital learning, such as Online Courses, Online dictionary, Grammarly, Youtube, Instagram and so on. Today's era of developing technology has impacted students in educational institutions or Universities, and it is used frequently for their study.

English speaking is an anxious triggering activity that causes students to become anxious when they speak English. Nida (2020) found the problems with the students' fluency in speaking, which were anxiety, nervousness, lack of confidence, pronunciation, and also limited vocabulary. Therefore, the students are not only required to use correctly or have a good pronunciation and vocabulary but they are also required to know how to use the language. The problems in learning speaking occur in classroom in learning process. Speaking as productive skills is heavily influenced by psychological elements such as anxiety, which is one the most influencing factors.

Anxiety is defined as a sensation of anxiety, or hesitancy when speaking. Some students suffer nervousness during the teaching and learning process when they are asked to share their ideas, answer questions, or give a presentation. According to Aydin (2017), anxiety is a particular state of emotion, with fear and anxiety that may or may not be associated with a distinguishable stimulus, normally expressed as a biological stimulus that prepares the individual to take action to respond to a potential threat to danger". It means that anxiety can be seen when students show a form of physical activity that looks doubtful and not confident about what they are facing. Thus anxiety is serious problems that disadvantages that make students unable to communicate well in discussing

English. When students are expected to speak in front of their peers, they are unable to reproduce the correct meaning, tone, or intonation in the target language, despite constant and regular practice. But when they are in public, everything seems to go wrong. They forget the words they prepared ahead of time. The source of all of this is the anxiety that students are experiencing.

Students' language anxiety may come from some components. Horwitz and Cope (1986) describe three components that cause students' language anxiety these are communication apprehension, test anxiety, fear of negative evaluation. Similar to Horwitz and Nessler (2018), they divide the symptoms of speaking anxiety into three different categories: psychological, cognitive, and emotional symptoms. The psychological symptom covers hard breathing, strong pulse, and sweating a lot. Then, anxiety may also lead to some problems with the speakers' cognitive ability, such as blankness or forgetting what they want to say. Finally, the emotional symptom which is related to what we feel about something and how a situation or someone makes us feel, such as being nervous and afraid. These symptoms may lead to some problems when speaking, for example the students finds it difficult to grasp the meaning of words that we are trying to explain. Lecturer should aware about students' anxiety and there are not close their eyes over this situation which always happens during the learning process to any English students. On the other hand, the students must find the best strategies to resolve their own problems in order to decrease their speaking anxiety.

In English as a foreign language (EFL) classroom context, English is used by students as an instructional language. For example, they use English to deliver an

oral presentation or participate in classroom discussions. Consequently, this situation naturally can provoke their anxiety. The researcher found that students of English department at one Islamic university in Jambi were not able to speak in English fluently. The students felt anxiety sometime can make them barely participate in classroom activities because they are worried about making mistakes, lack of confidence, etc. When the students cannot actively participate in a classroom, they will lack of English communication practice, which will affect their fluency in speaking, communication skills, and confidence. Thus, it will become a significant concern for lecturers in English language education because it can be a major obstacle to learning foreign languages, and learners need to accomplish it. It is supported by a research of Abrar et.al (2018), who found that in foreign language learning circumstances, some usual problems occur, such as lack of vocabulary, idiom, and feeling anxious when talking in front the class. Similarly, Tanveer (2007) ascertained that the feeling of anxiety is frequently expressed by English foreign language (EFL) learners in term of speaking a foreign language in a public places. The reason why in digital learning era students' anxiety still emerges in speaking English whereas they can learning English through using digital technology is because they have no enough time to express their mind, giving opinion, and so on. The foreign language is claimed by students as their most anxiety producing experience.

As a student at one Islamic University in Jambi especially for the students' English education, the researcher examined many cases in which some participants expressed nervousness when they speak English and discomfort when

they are trying to speak in English. This is evident when the lecturer encourages students to create questions, show performances, and express ideas in English class, but some of students had difficulties in speaking English, as well as when they making a presentation and answering the question. Their anxiousness can interfere with their explanation and performance, as well as their ability to grasp speaking English. Based on the problems above, the researcher is interested to do a research about “An analysis of EFL students’ speaking anxiety in digital learning era (a case study at the fourth semester students’ English education at one Islamic university in Jambi)”.

1.2 Research Question

Considering previous issues in the background, the problem in this research are as follows:

1. What are the symptoms of the students’ speaking anxiety in digital learning era?
2. What are the factors influence students’ speaking anxiety in digital learning era?
3. How do the students’ strategies to overcome speaking anxiety in digital learning era?

1.3 Objectives of the Research

- 1.3.1 To identify the symptom of the students’ speaking anxiety in digital learning era.
- 1.3.2 To identify the factors of students’ speaking anxiety in digital learning era.

1.3.3 To identify students strategies to overcome speaking anxiety in digital learning era.

1.4 Limitation of the Research

This research focuses on the discussion of EFL students' speaking anxiety in digital learning era at the fourth semester students' English education at one Islamic university in Jambi. The participants in this research were the English education students at one Islamic university in Jambi and also the location doing the research at one Islamic university in Jambi. It is identifying the symptoms of the students' speaking anxiety in digital learning era, the factors influence students' speaking anxiety in digital learning era, and students' strategies to overcome students' speaking anxiety in digital learning era.

1.5 Significance of the Study

This study was expected to give more contribution in students' ability in speaking area. The information could help educators or lecturers to understand more the symptoms of the students' speaking anxiety in digital learning era. They also can get more information about the factor influence that trigger students' anxiety when they in speaking English, and try to find strategies to overcome their speaking anxiety and creating more relax atmosphere in learning English. This study was also expected to help students to find out ways or strategies to overcome their anxiety problems when they speak English. Through this study, it was hoped that educators could also understand how anxiety affect students' speaking anxiety in digital learning era.

1.6 Definition of Key Term

There are some terms that are used in this research. To clarify the meaning of those terms, this research includes the clarification of those terms as following:

1.6.1 Anxiety: According to Horwitz, and Cope (1986) anxiety is the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system.

1.6.2 English as a foreign language (EFL) learners: those who are learning English in digital learning era where English is a still language as a foreign language. In this study the respondents are consider as a EFL students' anxiety in speaking

1.6.3 Speaking: refers to an interactive process of composing meaning which involves producing, receiving, and processing information.

1.6.4 Digital learning era: In digital learning era as it today the learners especially students they can learn English through anything like Instagram, Youtube, Online Dictionary, Online Course and there is a lot more.

CHAPTER II

REVIEW OF THE LITERATURE

2.1 The Symptoms of Anxiety

Anxiety is a survival characteristic that has evolved over millions of years to keep people safe. It is a set of reflexes and responses that affect mind and body as preparation to avoid or deal with situations that could be dangerous. When people feel terrified, the senses will be heightened. When people experience terrified, the following symptoms includes heightened emotions, sensitive vision or hearing, increased heart rate, breathless, feeling light and dizzy, vomiting, trembling and aiming to escape. This can block the students' performance in speaking inside and outside classroom.

Symptoms are occurred when people are afraid, feelings increase, vision and hearing become more sensitive, be able to show a little movement or sound, breathing and heart rate have become faster, feel like light and dizzy, want to go or vomit, limbs feel shaky and whole body is now filled with energy, full of anxiety, and ready to fight or escape. For students, they have to avoid anxiety so that they can acquire better improvement, especially in learning English.

There are several definitions of symptom which are found by the researcher. Ranchman (1993) claims that symptoms relate to a more sensitive vision and hearing, quick detection to sound and tiny and movement, increased your respiration and heart rate, lightheaded and dizzy, queasy, wobbly limbs, energetic, full of worry, and ready to fight or flee for your life. According to Bragg (2017), physical manifestations of speech anxiety are a racing heart, sweaty palms, and

shaking knees. Suleimenova (2013) asserted that worried student's exhibit visible signs such as squirming, playing with hair or clothing, nervously touching objects, stuttering or stammering. Students who were worried additionally shared sweating, throwing up, trembling, and perspiring. Furthermore, according to Nur (1993), symptoms are occurred when the students' conditions like losing face, and looking foolish. As result of anxious feeling of afraid at making mistakes may end in the situations where they do not want to speak anymore, particularly, by using English.

It can be concluded that the symptoms occur when a person experiences anxiety that might impact the body from increased heart rate and breathless and cause tightness in their chest. The next notion follows the feeling of being noticed by other people so that they would lose control or pretend themselves in front of others depending on what they find stressful. Other than that, they might begin to make reasons for not going out or doing certain things.

2.1.1 Symptoms Associated with Anxiety

Anxiety can cause a large range of symptoms that affect our body, mind and behavior.

2.1.1.1 Body

Defined as increased heart rate; shallower and faster breathing, this may cause emotions or tightness in the chest. We begin to feel shaky, disoriented, and light-headed; our legs turning to jelly, and sweaty, dry mouth, and having difficulties to swallow. We may feel ill with our stomach churning.

2.1.1.2 Mind

We may become fearful (for no apparent reason) and start to worry about things more and more. We start to believe that we are physically ill, having a heart attack or stroke, or going insane. Other than that, we may feel that other people are staring at us more and fear that we will lose control or make a fool of ourselves in front of them. There is often an overwhelming want to flee and find a secure haven.

2.1.1.3 Behavior

Depending on what we consider stressful, we may begin to give reasons for avoiding to go out or do particular activities or leaving situations that make us anxious. Furthermore, we frequently begin to avoid activities and situations that make us uncomfortable, and we may have a drink or take a medication before performing anything stressful.

Anxiety and symptoms concern are connected with a number of arousal or distress symptoms, at least some of which are present for more than six months or longer. Furthermore, pathological worry, as seen in generalized anxiety disorder, differs from normal worry in that the frequency, intensity, duration, and duration of the worry and associated anxiety are far in excess of the actual probability or impact of the feared event, and the worry is perceived as difficult to control. Shibley et.al (2002) estimate that the lifetime is prevalence rate for generalized anxiety disorder is around 5%.

Anxiety and symptoms seem to be similar, but each of them is actually different. Halgin and Whitbourne (2007) describe the difference between symptoms and anxiety, symptom is a natural alarm response to a dangerous situation while anxiety is more future oriented like a feeling of apprehension and uneasiness regarding the possibility of something terrible that might happen. Furthermore, relating to Barlow (2009), anxiety responses consist of emotional component, feeling of tension, cognitive component, worry, physiological responses, increased heart rate, blood pressure, behavioral responses, and avoidance of certain situations. In addition, according to Abrar et.al (2018), anxiety is thought to be a psychological construct generally defined as a state of apprehension or implicitly connected concern for an object. According to Didin et al (2022), “anxiety is discerned to be a natural response to a stressor, and it can help people cope with a problem by prompting them to deal with it.”

From the statement above, it can be concluded that the symptoms occur when a person experiences anxiety that might impact the body, such as the pace of our heart rate and breathing becoming faster and deeper while anxiety is survival instinct that has evolved over millions of years to protect us. It is a series of reflexes and responses that affect our minds and bodies as we prepare to avoid or face dangerous situations.

2.2 English Speaking Anxiety

There is certain for anxiety that linked to language performance. The term language anxiety and foreign language anxiety are commonly used interchangeably. Foreign language anxiety is a specific anxiety which is related to language learning and use. According to Brown (1991), foreign language anxiety is a feeling of intimidation and inadequacy over the prospect of learning language. In addition, as cited in Oxford (1999), it is fear of apprehension occurring when a learner is expected to perform in the target language. Furthermore, Horwitz and Cope (1986) propose the conceptual foundations of foreign language anxiety which appearing in the form of anxiety, and they consist of communication apprehension, test anxiety, and fear of negative evaluation.

According to McCrosky J.C (2014), communication apprehension is individual's fear of anxiety associated with either real or anticipated communication with another person or persons. Communication apprehension plays large role in foreign language anxiety since interpersonal interactions are the major emphasis in foreign language class. In foreign language class students are required to communicate with the target language by ways of speaking and listening. Their limited capabilities in the target language may derive students into a communication apprehension. Communication apprehension exists because students think that they will have difficulty understanding others in listening and making oneself understood in speaking.

Since performance evaluation is frequent in most foreign language classes, test anxiety is also closely related to a discussion of foreign language anxiety. As

cited in Oxford (2008), test anxiety is a tendency to become alarmed about the consequences of inadequate performance on a test or other evaluation. It means this kind of anxiety occurs in an evaluation situation. Students with test anxiety might have unpleasant experience on their previous tests which makes them fear of failing the upcoming test. These students may also have false belief about foreign language learning. They put unrealistic demand that they should feel that anything less than a perfect test is a failure. Anxiety related to foreign language learning is a fear of negative evaluation. Another anxiety related to foreign language is a fear of negative evaluation. Watson et.al (1986) define a fear of negative evaluation as “apprehension about others’ evaluations, avoidance of evaluative situations, and a thought on possible negative evaluation of others toward one-self.” In foreign language learning context, students are prone to have a fear of negative evaluation from both teacher as the only fluent speaker in the class and their peers.

However, Horwitz and Cope (1986) also believe that foreign language anxiety is not simply the combination of those performance anxiety related to foreign language learning context. They also proposed that foreign language anxiety as a distinct complex of self-perception, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process. Hence, it can be inferred that foreign language anxiety is a feeling of uneasiness, nervousness, worry and apprehension experienced when using the target language.

2.3 Factors of English Speaking Anxiety

There are two factors that contributing with students' anxiety as follow:

2.3.1 Internal Factors

2.3.1.1 Self-Perceptions

According to Horwitz et.al (1986), perhaps no others field of study poses as much of a threat to self-concept as language study does. They believe that any performance in English foreign language is likely to challenge an individual's self-concept as a competent communicator, which may lead to embarrassment.

One of the factors that provoke students' anxiety in speaking English in their own is self-concept. Some expert has opinion about the self-perception that makes students' anxiety. Laine (1987) defined that self-concept is the totality of an individual's thoughts, perceptions, beliefs, attitudes, and values having reference to himself as object. Besides, Horwitz et.al (1986) stated that this self-concept forms the basis of the distinction between language anxiety and others forms of academic anxieties. They posited the importance of the disparity between the true or actual self as known to the language learner and the more limited self as can be presented at any given moment in the foreign language would seem to distinguish foreign language anxiety from other academic anxieties such as those associated with mathematic or science. According to Abrar et.al (2022), language-related is one of the main factors in affecting EFL learners' anxiety to speak English verbally. Although they majored in English program study, they revealed their limitation in

verbal language competencies, which is a stumbling block for them to speak English actively and confidently. Four prominent language related issues include grammar, vocabulary, pronunciation, and fluency.

2.3.1.2 Learners' Belief About Language Learning

As language learning poses a threat to learners' self-concept, in response learners may generate some particular beliefs about language learning and its use. According to Horwitz et.al (1986), research on language anxiety suggests that certain beliefs about language learning also contribute to the students' tension and frustration in the class. It means teacher have details to teach English as foreign language because in speaking, students have to make sure before saying words in English.

2.3.2 External Factors

2.3.2.1 Instructor Belief about Language Teaching

Just like learners beliefs about language learning, some instructors' beliefs about language learning and teaching have also been found to be a source of anxiety. Brandl (1999) asserted those instructors' beliefs that their role is to correct rather than to facilitate students when they make mistakes exacerbates foreign language anxiety in students. Furthermore, he stated that the majority of lecturers considered their role to be less a counselor and friend, objected to be friendly, and in authoritative student-lecturers relationship. The researcher also reported that the students realize that some error corrections are necessary but they consistently report anxiety over responding incorrectly and looking or sounding dumb or inept. Koch and

Terrell (1988), Horwitz (1986), and Young (1990) realized this phenomenon, they stated that the problem for the students is not necessarily of error correction but the manner of error correction: when, how often, most importantly, and how errors are corrected. In addition, according to Young (1991), some lecturers have been reported not to promote pair or group work in fear that the class may get out of control, think that a lecturer should be doing most of the talking and teaching, and that their role is more like a trainer than a facilitators. These beliefs have been found to contribute to learners' language anxiety. Recognition or awareness of these beliefs by both the learners and the lecturer is essential for the effective alleviation of language anxiety in learners.

2.3.2.2 Classroom Procedure

Different activities in the classroom procedure, particularly ones that demand students to speak in front of the whole class have been found to be the most anxiety provoking. For instance, Koch and Terrell (2001:118) found that more than half of their subjects in their natural approach classes a language teaching method specifically design to reduce learners' anxiety express that giving a presentation in the class, oral skits and discussion in large groups are the most anxiety producing activities. They also found that the students get more anxious when called upon to respond individually, rather than if they are given choice to respond voluntarily. Thus, students were found to be more relaxed speaking the target language when paired with a classmate or put into a small group of three to six than into larger groups of

seven to fifteen students. Similarly, Young (1991) found that more than sixty eight percent of her subjects reported feeling comfortable when they did not have to get in front of the class to speak.

In addition, the factors that contributing with students' anxiety are explained by Abrar et.al (2022), which conclude three main themes regarding the factors affecting students' speaking anxiety, including 1) language related factors (Grammar, vocabulary, pronunciation, and fluency); 2) psychological factors (low motivation, and personality); and 3) learning proponents (lecturers, classmates, and unfamiliar topic). First is language-related factor. It is one of the main factors affecting EFL learners' anxiety to speak English verbally. Although they majored in English program study, they revealed that their limitation in verbal language competencies is a stumbling block for them to speak English actively and confidently. Four prominent language-related issues include grammar, vocabulary, pronunciation, and fluency. Another prominent language-related issue is vocabulary. Five EFL learners highlighted that vocabulary is one of the factors that contribute to their anxiety. The other two language-related issues that emerged from the interviews are pronunciation and fluency.

Second factor is psychological. The information collected from the interviews indicated that psychological turn out to be one of the factors that affect the participants' anxiety in speaking English. The first factor is low motivation. Another psychological factor that affects participants' anxiety to speak is personality. This sub-theme refers to individuals' traits. In addition, the learning proponents are the last emerging theme of factors affecting EFL student teachers',

participants, and speaking anxiety. The first learning proponent that affects EFL learners or speaking anxiety is the lecturer. Based on some of the perspectives expressed above,

In conclusion, there were some factors affecting students' anxiety, which are internal factors: self-perception and learners' belief about language learning, and external factors: instructor belief about language teaching and classroom procedures. Besides, the other factors of students' anxiety are language related factors, psychological factors, and learning proponent.

2.3 Learning English in Digital Technology Era

In modern technology has brought about great changes in education, evidenced by the changes in the teaching environment, teaching content, learning form, etc. many studies have shown the modern technology can improve the outcome of education. In history education, Edelstein et.al (2017) digital tools are actively used to conduct a variety of studies. According to (Chouchene (2019), Digital technology provides historians with quick access to the sources they need as the archives are digitized and presented on the websites of libraries or online learning platforms.

Technologies are used as tools in online learning such as Smartphone, computer, internet, camera and website which those can support teaching learning process through online. Technology has played a significant role in helping today's learners to acquire a language. The use of modern technology in English language learning has become indispensable, especially in the wake of unprecedented developments across numerous fields and disciplines. It is essential

that the education sector keep apace of the global technological revolution by adopting modern technological means such as computerization, multi-media devices, mobile phones, audio/visual effect application, social media, to optimize English language instruction and equip learners' to connect with classroom language learners in systematic and advanced ways. The internet provides easy, immediately, and virtually unlimited access to software, applications and a host of ancillary platforms and materials which can expedite English teaching and learning.

When we have technologies are being integrated into our teaching and learning process, we will have already expecting that our students are becoming to be more interested in the subjects they are studying. Technology provides different opportunities to change the learning process becoming more fun, well different and enjoyable in terms of teaching same things in new ways. For instance, delivering teaching through games, taking students on virtual field trips and using other online learning resources. What is more, technology are also can be able to encourage a much way more active participation in the learning process which certainly can be hard to achieve through the traditional teaching & learning environment.

There is no one of the students learns in the same way because of different learning styles and different abilities. The technology provides a very big chance for making the learning activities becoming way more effective for everyone with their own different needs. For example, students can learn at their own speed, review difficult concepts or skip ahead if they need to. What is more, technology

can be able to provide more opportunities for some struggling or even disabled students. Access to the Internet gives students access to a broad range of so many different resources to conduct research in different ways, which in turn can increase the engagement. And of course the students can be able to practice the collaboration skills by getting their selves being involved in some different kind of online activities over the internet and technology. For instance, work different project by collaborating with others on forums or by sharing documents on their virtual learning environments. Technology can be able to encourage collaboration with students in the same classroom; same school and even with other classrooms around the world. By using technology in the classroom, both the teachers and the students can develop so many skills during their teaching & learning process.

There are several English learning applications like YouTube, Twitter, podcasting, Skype that can be used by the teachers and the students for their teaching & learning activity.

2.4.1 English Learning Apps

2.4.1.1 YouTube

YouTube is an online platform/application of variety videos. One of the technologies that can be used to improve students' speaking skill is Youtube. Almurashi (2016) cite that Youtube is an interesting media to use in teaching and learning English. Youtube provide many video that can be used by the students learning resources. Students can learn English through short English videos, Movies, and English tutorials and the important all of us can be able to access YouTube from our Personal Computer (PC), laptop

or even also through mobile phone. Aswardi (2021) found that Youtube can help students to improve their speaking skill. The teachers are usually using YouTube to display the material in English learning. YouTube videos can be used in English language teaching for various aspects of English to improve vocabulary, accents, pronunciation and many others, the teacher can be able to choose a part or show the students some of videos according to the students' needs. In the classroom the teachers use YouTube to select a video or maybe some videos, and then they will eventually ask the student to narrate by making video like in YouTube to improve their skills of speaking ability.

2.4.1.2 Zoom

The zoom application is a video conferencing application that has capabilities such as face to face online. According to Kusuma and Hamidah (2020), zoom is a virtual application that can host videos conferences can even do face to face in the media, so that educators and students can easily interact directly should meet. This is supported by Ismawati (2020) who claimed that learning with zoom replaces the usual learning face to face meeting in class become virtual face to face activities with internet network.

2.4.1.3 Online Course

Moore and Diehl (2019) say that distance learning or Online Course is teaching and learning process where the tutor and students' interactions are facilitated with electronic, mechanical or other device. Siemens et.al (2015) explained that the origin of distance learning was started 1960 at the

University of Tübingen and it has been evolved into online learning. The evolution of distance learning into online learning has affected by the advancement of Information and Communication Technology (ICT). This opportunity of online learning then has been used for educational systems in Indonesia during Covid-19. Teachers need to implement certain strategy to deliver English online course appropriately and attractively to students. Gonzalez and Louis. S. (2018) say that if the way to deliver the course in online learning is appropriate and attractive to students, it would be beneficial to motivate students to learn English. Therefore, this study is aimed at identifying strategies in teaching English through online learning.

Teachers have to make sure if their students are in a location with a stable internet connection, or if their students' internet provider has a stable connection. Another point that had been revealed that videoconferencing needs more internet quota. It is caused by audiovisual that consumes more internet quota. If teachers and students are capable to fill this requirement, it would be great opportunities for them to experience the benefits of video conferencing strategy. There are several applications that could be utilized, such as Zoom, Google Meet, and Skype.

2.4.1.4 Instagram

Social media could facilitate users to communicate and share the information with other people. Instagram is one of the popular social media to communicate with others by sharing a photos, videos or direct message. This popularity of Instagram can make it a potential media to develop

English skills. English language skill is the ability to communicate to understand and produce the information delivered in English.

Instagrams' features have their roles. Based on several experts Instagram has several advantages as a media to develop English language skills. First, Instagram help students to develop their listening skill. According to Khalitova and Gimaletdinova (2016), Instagram is one of the facilities for students to develop their listening comprehension skill. Students learn to understand the information or opinions by watch video on Instagram.

Second, Instagram also helps students to develop their speaking skill. Ali. A. (2014) argued that the role of Instagram as a Learning tool to develop students speaking skill. Students practice their speaking using many of Instagram's features. Third, Instagram is tool to develop students' reading skill. Students develop their reading skill by Instagram. Handayani (2016) stated that Instagram is a learning tool to develop students reading skill. Students use Instagram to communicate with others. So, students should understand the mean of the things that was delivered.

The other advantages is Instagram develop students' writing skill. Akhiar, A., Maydin, and Kusuma, S. (2017) stated that activities in Instagram can develop the ability to write in English. Students can become more thorough in matters that need to be considered when writing, such as grammar, sentence structure, writing style, and ideas. Instagram also increase students' vocabularies. Sirait and Marlina (2018) stated that

students can develop their vocabulary through Instagram. New vocabulary can be found in captions, videos, and photos uploaded by Instagram users. According to Tirani (2019), Instagram also can help students to learn grammar such as the structure of sentence or tenses. Thus, the students could develop their grammatical mastery by reading the posts on Instagram.

Instagram is a social media that is used by many people. Students can read the writings or postings of many people. This makes students more motivated to write. Sirait and Marlina (2018) said that Instagram helps to motivate students to write. Through posts and comments on the features on Instagram, students would want to write more and develop their skills. Students use Instagram to develop their pronunciations. According to Azlan, N. A., Zakaria, S. B., and Yunus M. M. (2019), Instagram helps students in developing their pronunciation. Some English account on Instagram show and share how to pronounce well. Instagram is one of media for students to learn grammar. Reading the captions is one of the activities that can develop students' grammatical mastery. According to Shazali, S. S., Shamsudin, Z. H., and Yunus M. M. (2019), students can learn to understand the correct language structure and grammar by reading posts on Instagram.

Besides the roles of Instagram as media for English learning, Instagram has many activities to develop English language skills. First is writing captions. Writing captions is one of the Instagram activities that can develop students' English skill. Sirait and Marlina (2018) said that writing captions on Instagram is one of the main activities to develop students'

writing skills. Students develop their writing skill by writing captions on Instagram.

2.5 Students Effort in Anticipating Speaking Anxiety

The strategies used by these learners in anticipate with their foreign language anxiety can be classified into five categories. The types of strategies used as a reference in this study are taken from Andini (2022), namely: preparation, relaxation, positive thinking, peer-seeking, and skipping difficult point.

2.5.1 Preparation

Accept the fact that there are choice solutions for students to reduce anxiety in learning process in a classroom. The students try to strengthen you to keep the spirit to do home learning activities. Students also pray to god to be strength and smoothness in face various challenge while doing learning activities. Ahmad and Ambotang (2020) said that spiritual abilities like accept the existing conditions and seek meaning from a problem can reduce the stress experienced. This point was also supported by Saifuddin (2019) in which pray or worship is considered to be one of the efforts that can be done to solve physical and psychological problems experienced.

2.5.2 Relaxation

Relaxation is distinguished by its affective quality, which tries to relieve bodily tension associated with emotional excitation. Relaxation is one of the most effective ways to assist students cope with fear and anxiety in the classroom. Students should do the same thing before giving their speeches to reduce their anxiousness. A few minutes of relaxation are beneficial for

worried students. Relaxing can be accomplished by taking a deep breath and closing their eyes for a few moments. Students can also feel more at ease by forgetting about anything that makes them feel uneasy or worried.

This strategy involves tactics that aims reducing somatic anxiety symptoms. The students can take a deep breath and trying to be calm down on the situation that they face. Cormier (1995) stated that relaxation training has been used with clients who have sleep disturbance, headache, hypertension, test anxiety, speech anxiety, asthma, excessive drinking, hyperactivity, and problems with anger control. In addition, he said that the muscles of the body, in relaxation exercises muscles, the individual is asked to tense the muscles with a certain tension and then asked to relax it. Before relaxing, it is important to feel the tension is so that the individual can distinguish between tense muscles and the limp. According to Santoso (2001), basically, relaxation exercises is giving the body the opportunity to do homework before the work is taken over by one's rational and cognitive mind for the sake of an ego that can't be controlled. Therefore, relaxation can be one of the ways to reduce the anxiety in speaking English.

2.5.3 Positive Thinking

Students should think positively, imagine positive results, and act out their fears. They might see themselves as fluent and confident speakers, ready to deliver the speech to the audience, because no one wants to waste time listening to an essential speech or engaging in a lousy conversation. When students make mistakes unintentionally, Students may mispronounce

anything or fumble over certain words as a speaker, but this does not disturb us. They can simply ignore such errors because the majority of the audience will not notice.

2.5.4 Peer Seeking

In an effort to overcome the anxiety that experienced, students try to learn independently in order to understand the material well. A task what is given is also immediately carried out according to ability not to accumulate. Other than that students also have discussions with the teacher and their friends to do assignments and study difficult material. Rusdiana and Nugroho (2020) explained that students' independence indeed plays a role in creating success online learning

2.5.5 Skipping the Difficult Point

Avoiding something that make students anxious is one the effort that students make when they are encounter a difficult problems. Zeidner (1998) explain that the behavioral aspects of test anxiety are behaviors that arise when students are faced with test or exam situations. Symptom of behavioral aspects usually occurs accompanied by psychological symptom of test anxiety behaviors such as delaying, avoiding, and running away.

Based on various opinions above, it can be concluded that preparation, relaxation, positive thinking, peer seeking, resignation is process of mental and physical liberation from various techniques thus resulting in a calmer state.

2.6 Characteristic of Anxiety

There are two categories for the characteristic of nervous students. The first category includes observable symptoms, whereas category two includes non-observable symptoms. Observable symptoms are those that people can see, whereas non observable symptoms are those that are only experienced by the anxious students. Suleimenova (2013) asserts that worried student's exhibit observable signs such as squirming, playing with hair or clothing, nervously touching objects, stuttering or stammering. He also claims also that worried student's experience fidgeting, headaches, tense muscles, and unexplained pain or tension in any part of body. Additionally, according to Ansari (2015), anxious students experience feelings such as nervous, worried, fearful, and heart beat quickly. Boyce, Alber, and Riley (2007) defined that students who were worried additionally shared sweating, throwing up, trembling, and perspiring. In addition, anxious students also experienced getting sweaty, vomiting, trembling, and perspiring. They confirmed that weak knees and dry mouth can be sign of anxiety. Thus, if the students show those symptoms when they speak English, it indicates that they undergo speaking anxiety. Moreover, when the students felt anxious they do not only show observable symptoms but they also experienced non observable symptoms.

2.7 Review of the Previous Studies

There are some previous studies that have discussed about students' anxiety, they are:

First previous study is An Analysis of Students' Speaking Anxiety Students of EFL at the Fifth Semester English Department of Uin Raden Intan Lampung by Isnaini (2018). Based on the data analysis, the researchers discovered the following conclusions about students' speaking anxiety at UIN Raden Intan Lampung's fifth semester English department: First, the researchers discovered that students' speaking anxiety factors in foreign language (EFL) were: perceived self-prediction about fear, illogical faith, over sensitivity toward threat, anxiety sensitivity, incorrect attribution bodily signal, and low self-efficacy. Second there are some kinds of anxiety can be concluded that the students had unconfident, fear of mistakes, shyness, worry, scared, panic while symptoms of anxiety are heart breathing, short breath, that hinder them from practicing their speaking in English. The similarity between previous study and this research is that has similarities in examining students' anxiety, the factors of anxiety and the difference between previous study and this research is that previous study using quantitative, the researcher focus on find out the correlation between students anxiety and speaking ability.

The second previous study is about Students' Anxiety on Speaking Performance at the Eighth Grade of MTS Negeri 5 Karang Anyar by Andriyani (2020). The researcher discovered that the most prominent reasons of students' anxiety are personal and interpersonal aspects, based on the findings of the study.

Meanwhile, relaxation is the most commonly employed coping strategy among students. The study makes a recommendation to the lecturer and students. The teacher should carefully organize the subject and assist the students in overcoming their fear of public speaking. Meanwhile, students should maintain their tactics for reducing speaking anxiety and rehearse their speaking performances. second previous study the similarity between previous study, the researcher focused more on the factors students' anxiety in learning class while in this research beside discuss about factors students' anxiety, the researcher also want to explore the symptoms of the students' anxiety in learning English in digital learning era and want to see how the students anticipate speaking anxiety in learning English.

The third previous study is about EFL Students' Strategies to Overcome Speaking Anxiety and Fear of Negative Evaluation in Speaking Performance by Mazidah. L. (2020). The researcher discovered the conclusion EFL students' strategies to overcome speaking anxiety and fear of negative evaluation in speaking performance (A qualitative study at the third semester students of English department state of Ponorogo Institute of Islamic Studies). First, both the statistical and descriptive analyses of the FLCA and FNE scales revealed that participants suffer from language anxiety and fear of unfavorable judgment. Second, the researcher found that students have certain factors that contribute to their speaking anxiety and fear of bad evaluation, including classroom process, students' beliefs, teachers' beliefs, self-perception, social environment, societal errors, and topic comprehension. Third, the findings revealed that students used a variety of techniques to overcome their speaking anxiety and fear of unfavorable

evaluation. These strategies included memory tactics, cognitive strategies, compensating strategies, metacognitive strategies, emotional strategies, and social strategies. Third, the similarity between previous study discussed students' strategies to overcome speaking anxiety and the difference between previous study limited on students' anxiety in speaking performance while in this study the researcher discussed about the symptoms of anxiety in digital learning era and factors students' speaking anxiety in digital learning era.

The fourth previous study is about Exploring EFL Students' Speaking Anxiety of English Teacher Education Program at One Public University in Jambi by Abrar. M. et.al (2022). This study is aimed to explore the factors influencing EFL student teacher' speaking anxiety and identify strategies to overcome their anxiety. The finding of this study revealed that there are, at least, several factors that primarily contribute to learners' speaking anxiety, including 1) language barrier (grammar, vocabulary, pronunciation, fluency); 2) psychological issues (low motivation, and personality); 3) learning proponents (lecturers, classmates, and unfamiliar topic). Fourth, the similarity between previous Research and this research to explore students' speaking anxiety, but the previous study also discussed more about students teachers' anxiety, the factors influencing EFL student teacher' speaking anxiety and wants to see EFL students' strategies to overcome speaking anxiety while the difference between previous study in this study except discussed about factors of students' anxiety, the ways students' anticipate speaking anxiety, the researcher discussed about the symptoms of anxiety.

The fifth previous study is about anxiety barriers in joining digital online learning during covid19 pandemic outbreaks by Cahyadi. A. (2021). The purpose of this study is to assess the utilization of digital online learning hosted by an Islamic university in Indonesia. The findings of this study show that there are some items of students' anxieties that occurred while following the online learning, such as: 1) students said disagree (25.6%) if they are afraid of joining the online learning despite being familiar with various online learning platforms. On the other hand, students clearly concur (16.5%) that they were afraid to participate in online learning because they lacked any technological facilities or had very limited access. 2) Students stated that they disagreed if they felt confident in participating in online learning (33.1%), which is contradictory to the fact that they do not want to participate in online learning. 3) The majority of students (34.1%) said that they did not appreciate participating in online learning sessions led by lecturers at each subject meeting. Accordingly, they have the same opinion that they agree (24.6%) that they got the bad feeling while attending and joining the digital online learning. 4) Teaching and learning on campus were conducted using the digital online classroom during the pandemic, so that all students would be literate in using online media while attending and joining the remote classroom. The researcher concludes the study's findings, which included two key analyses. 1) Students' technical digital online learning items to support their distance classroom-students prefer having online classroom using smartphone android rather than laptop/computer pc. Some students might not have a laptop to assist their online study since they are prohibitively expensive to purchase. While

participating in online learning, the students encountered issues with their internet connection. This issue occurred as a result of the students' residence in a rural location. Students must make significant financial sacrifices to consume internet quotas in order to participate in online learning. Not all students can use and manage online learning platforms. The similarity between previous study and this study is the previous study discussed about students' anxiety in digital learning and the difference between previous study the researcher focused students' anxiety on digital online learning platform while this study discussed about students' anxiety in EFL classroom.

The sixth previous study is about Students' Anxiety Levels during Online Learning during the Covid-19 Pandemic by Dewantari. T. (2021). The purpose of this study was to describe the level of anxiety of students during online learning during the Covid-19 pandemic in senior high school students. The result of this research, it can be concluded that the level of anxiety of students during the Covid 19 pandemic for each student is different. This is due to the background factors, such as students' understanding of the material provided by the teacher, the availability of internet network use, adequate facilities and infrastructure in participating in online learning and the time for completing assignments which according to some students tends to be short. In anticipating students' anxiety during online learning during the Covid-19 pandemic, namely by using technology media such as google classrooms, WhatsApp groups, zoom and other online media. However, it needs to be evaluated and adjusted to existing conditions. Sixth, the similarity the previous study and this study discussed about

factors students anxiety and the ways in anticipating students' anxiety while the difference between previous study focused on exploring the level of anxiety of students during online learning during the Covid-19 pandemic in senior high school students while in my research the researcher explore the symptoms of the students' anxiety in learning English in digital learning era.

CHAPTER III

RESEARCH METHOD

3.1 Research Design

In this research, the researcher used qualitative design with case study approach to identify the symptoms of the students' speaking anxiety in digital learning era, factors contributing students' anxiety in digital learning era and how do the students' strategies to overcome speaking anxiety in digital learning era. Qualitative research is an inquiry process of understanding based on distinct methodological traditions of inquiry that explore social or human problems. Creswell, (2012) stated that qualitative research is aimed to explore the phenomenon of the problem from the perspective of the different students' education. He also explained that one of the characteristics of qualitative research is to explore the problem and to develop a detailed understanding of a central phenomenon.

Following qualitative design was case study. According to Creswell (2007), case study research is a qualitative approach in which the researcher explores a real-life, contemporary bounded system (a case) or multiple bounded systems (cases) overtime, through detailed, in-depth data collection involving multiple sources of information such as observations, interviews, audiovisual material, and documents and reports. This research design has used in this study in order to provide an insight into the case language anxiety at the fourth semester at one Islamic university in Jambi, specifically anxiety in English language. Fraenkel (2009) says that case study is a qualitative design that studies a single individual,

group, and important example to formulate interpretations to the specific case or to provide useful generalization. Therefore, case study approach allowed the researcher to study particular students in an attempt to understand the case of language anxiety.

3.2 Research Participants

In this research, the researcher used fourth semester of English department at one Islamic university in Jambi as a subject of the research, which consisted of two classes with the total number is 55 students. The researcher would choose A class and C class as a sample. The classes were chosen for a reason, which were the students have high anxiety compared to other classes, based on preliminary study before the researcher made sure to English lecturers at the fourth semester of English department at one Islamic university in Jambi is there any anxiety or not experienced by the students. The lecturers also said that anxiety was the problem faced by the students in speaking English. Therefore, those classes were chosen than other class for this research. Here, to get the participant based on the needs, the researcher administered close ended questioner consisting of some questions whether they feel anxious or not when they are studying English. Thus, the researcher analyzed the students' speaking anxiety in EFL of A and C classes. The researcher focused on students that have anxiety in speaking English foreign language.

In selecting the participants, the researcher used some procedures. First, the researcher sent close ended questionnaire consists of 55 students and 25 questions. Then, after the researcher has given close ended questionnaire to the students, the

researcher selects the students who have high anxiety. Students who select the response agree and strongly agree in the close ended questionnaire which consist of the 25 questions are those who exhibit significant levels of anxiety and are chosen by the researchers. The researcher found there were ten participants who really anxious which consist of 2 males and 8 females from those classes who have anxiety after giving close-ended questionnaire. Last, ten participants that selected by the researcher were interviewed. Each interviewed lasted approximately 2 hours, following the duration of a meeting. This is aimed to find out when the students likely to feel anxious and in what situations that might trigger their anxiety in English class.

The criteria for choosing these participants are based on characteristic of anxious students illustrated by Oxford (1999), such as:

3.2.1 General avoidance: showing carelessness, low levels of verbal production, lack of volunteering in class, seeming inability to answer even the simple questions.

3.2.2 Physical actions: squirming, stuttering or stammering, displaying jittery behavior, conversational withdrawal, lack of eye contact, image protection or masking behavior (exaggerated smiling, laughing, nodding, joking) and being unable to reproduce the sounds or intonation of the target language even after repeated.

3.3 Data Collection Techniques

3.3.1 In Depth Interview

The interview instrument has an important role in collecting the data. Interview is a data collection technique by way of interviewing selected individual as a respondent. In this research, the researcher used depth interview with 15 questions for the students to find out data. The researcher has chosen ten participants who were interviewed. Each interviewed lasted approximately 2 hours. Furthermore, it is a direct face to face attempt to obtain reliable a valid measures in the form of verbal responses from one or more respondents. According to Bungin (2007), in-depth interview is a process to obtain information for the purpose of research by face to face questioning between the interviewer and informant with or without the use of an interview guide. The purpose of this interview is to get information from another by asking some questions related to English learning anxiety at the fourth semester students of English education at one Islamic University in Jambi. Each interview spent for about 15 minutes every participant. All interviewers conducted mix bahasa and have been recorded with participants' permission. The researcher used depth interview, the note in interview as useful guiding for researcher to explore data systematically and to understand points that asked during interview which avoid out of topics. The researcher used this method to explore data deeper, valid and truthfulness.

3.4 Data Analysis

For the analysis data the research used three steps. Miles & Huberman (1995) stated that analysis consist of three concurrent flows of activity: data reduction,

data display and conclusion drawing/ verification. The steps of data analysis are as follow:

3.4.1 Data Reduction

The reduction of the data is referred to the process of selection, focusing, simplifying, abstracting, and transforming the data that happened in written note in the field. The reduction of the data occurred during interview when the data was collected. The phase of the interview for continuing reduction has occurred such as making conclusions, codification, investigation of theme, grouping and write a note.

The researcher has done some steps to reduce the data. The first step, the research makes the transcription of the interview result. After that, the researcher grouping the results of participants that have experienced anxiety factors at the fourth semester students in English education at one Islamic university in Jambi.

3.4.2 Data Display

The second step after reducing data is displaying the data. Data display is a set of information that is arranged and gives possibility to take a conclusion and treatment. Data display in qualitative research has been some technique such as table, graphic, descriptive ad draft.

In this step, the researcher displayed the data about the symptoms of students' speaking anxiety, the factors influence the students' speaking anxiety, and students' strategies to overcome speaking anxiety in digital learning era at the fourth semester English students in English speaking classroom at one Islamic university in Jambi.

3.4.3 Conclusion Drawing and Verification

Data verification and conclusion are aimed to look at the meaning, the relation, the similarities and the differences of the data. Concluding will do by comparing the conformity of the expressions from the research subjects with the meaning in the basic concept of the research. After the reducing display of the data, the researcher has been trying to conclude. This activity is aimed to conclude the anxiety factors at the fourth semester English students in English speaking classroom at one Islamic university in Jambi.

3.5 Ethical Consideration & Trustworthiness

According to Thomas (2006), trustworthiness is very important to take into account, because it determines the reliability and validity of the research conducted. To ensure trustworthiness (Lincoln & Guba, 1985) and to verify the accuracy of data, the researcher has employed the technique of member checking. As stated in Bill (2016), member checking also known as participant or respondent validation, is a technique for exploring the credibility. In its implementation, the researcher has returned the transcription of interview data (both languages) to all participants to get their feedback. Additionally, after the process of analysis, the researcher will share the analysis data among us to ensure the accuracy of the interpretation.

Besides trustworthiness, the researcher has applied research ethnics in the study. Silverman (2013) and Babbie & Mouton (2001) separately emphasized the important of applying research ethnics in a study. They further argued that research ethnics are pivotal to ensuring the appropriateness of the research and

protecting the dignity and safety of research participants. To comply with it, the researcher has asked all participants to sign the written consent form before the research. Furthermore, their identifiable information was removing and changing into pseudonyms in the final report.

CHAPTER 1V

RESEARCH FINDING AND DISCUSSION

The researcher got the data and information about symptoms of the students' speaking anxiety, the factors influence the students' speaking anxiety and the students' strategies to overcome speaking anxiety in digital learning era at the fourth semester students' English education at one Islamic university in Jambi. In this chapter, there are two main points being discussed. The first point presents the findings of the research. The second point elaborates the discussions of the research.

4.1 Research Findings

The interviews of the research were conducted by face to face. There were 10 participants, who were English students education study program at the fourth semester at one Islamic university in Jambi. The research findings consist of three main points which are based on the research question stated in chapter 1. The first research question focused on the symptoms of the students' speaking anxiety in digital learning era. The second question focused on the factors influence the students' speaking anxiety in digital learning era and the last focused on students' strategies to overcome speaking anxiety in digital learning era.

4.1.1 The Symptoms of the Students' Speaking Anxiety in Digital Learning era.

Table 1. Theme and Sub Theme of the Students' Participants

The Symptoms of the Students' in Digital Learning era	Theme	Sub Theme
	Observable	Trembling
	Symptoms	Squirming
		Staggering Voice
		Avoiding Eyes Contact
	Non-Observable Symptoms	Heart Beats Quickly
Factors Contributing to Students' Anxiety in Digital Learning era	Linguistics	Grammar
	Factors	Limited Vocabulary
		Self-Perception
	Classroom Atmosphere	Lecturer and Classmates
The students' Strategies to Overcome Speaking Anxiety in Digital Learning era	Online Platform	Youtube
		Online Dictionary
		Instagram

4.1.1.1 Observable Symptoms

The first theme emerged is Observable symptoms. Observable symptoms are those that other people can observe or can be seen by other people. For example when students in a presentation she/he trembled. Within the theme, the researcher found that there were four related sub-theme such as trembling, squirming, staggering voice, and avoiding eyes contact.

4.1.1.1.1 Trembling

This part of study focus on students who have been interviewed. There were all of participants which are six students from two classes who admitted that they perceived trembling of experience anxiety and faced in speaking English. All of the participants explained that when they spoke English even in presentation or asked by the lecturer during the discussion, they trembled. For example #S10 stated:

"I don't know why even I have well prepared at home to do the presentation in classroom I felt trembled when my turn came I suddenly forgot what I am going to say and explain in front of my lecturer and classmates."

The responses above indicated that being the student have well preparation at home for the presentation and forgot what they are going to say was the reasons for students experienced anxiety. Thus, the student need to be well prepared more to speak English. Otherwise, they might end up making mistake and errors. Rather than the #S10' in case, other than that, participant #S5 stated:

“I am shy girl, I’m not good speaker and I am not used to speak in front of audience in public places, when it happened to me I started felt trembled”.

The comments reflected that speaking anxiety could also happen when the students face a lot of audience in a public place. Some research indicates that trembling has a negative impact on language teaching. This student admitted that she had the difficulties in speaking English. Therefore it is recommended for the student to practice more so a little bit strategy to overcome their anxiety in front of people.

Similar to #S10 and #S5 stated to have experienced difficulties in speaking English class. #S3 stated also admitted that:

“I tremble when I know that I am going to be called to speak in my English class for example my lecturer ask me suddenly a question and I don’t know how to answer it because unfamiliar topic”.

The responses or comment above reflected that being asked immediately and being unprepared were the reasons for student’s speaking anxiety. So the students need to be well prepared at home before they came to the class. It was a normal thing if the student got tremble when he asked to speak without preparation in class. They would not know what they want to speak; this student doesn’t get ideas in their mind. However, the output would be blank and could not think clearly. It could happen because the student unfamiliar with the topic used by the lecturer and also lack of vocabulary.

4.1.1.1.2 Squirming

There was a student who experienced squirms when she spoke English. The student who showed the symptom was a female student. For example #S4 stated:

“When I speak English in front of class even in presentation or there is someone speaks better than me who really master English, I felt like my body there was something uncomfortable in me usually I feel Squirm cold sweat”.

This student’s thought that she did not have ability to speak in a foreign language like their classmates. They underestimated their ability and felt lower than their classmates. It seemed that this made her un-relaxed in speaking English. #S6 he also confirms it can be seen from the following interview answers:

“When the lecturer asks for me to come forward, my body start to found as I am afraid if I forget the dialogues during the presentation and making a mistakes”.

The comment above reflected that student got anxious when having a speaking test. Some symptoms included cold sweat as stated based on interviewed. The phenomenon happened because of their worries about forgetting the given the dialogues of text or being the center of attention. The student admitted that he fear of making mistakes when in speaking English. #S4 and #S6 explained that both of them felt their body not good when spoke English. Concurring with #S4, and #S6, #S7 also claimed:

“I rarely practice at home no friend to practice so when I speak English in front of people speak better than me I feel squirm and uneasy and fear of making mistakes”.

It cannot be denied that anxiety can also affect student's physical responses. Some symptoms that often felt by the student included dry mouth, shaky voice, sweaty palm, and pounding heart etc. the result from the interview, this student showed that she rarely practice and uneasy speak in front people speak better and fear of making mistakes in speaking English. The result of interview also indicated that squirming is one frequently appeared symptoms of anxiety showed by the students.

4.1.1.1.3 Staggering Voice

There were three participants who admitted that perceived staggering voice of experience anxiety and face in speaking English. #S8 stated:

"I feel quite worried because I feel uneasy to explain the topic when I speak English in front of class, I started to felt panic and I don't know my voice not as usual looks like panic maybe because I am too worried and nervous."

According to the quotation above, this student felt nervous, worried, and uneasy when she explains the topic in front of the class. It could happen when the student can't being attention by others. The students also got anxious about speaking because their peers or lecturers/classmates' negatively reacted to their mistakes. she worried if their lecturers and classmates would laugh by others. #S5 confirms that the student also experienced:

"When I try to speak in English class asked by lecturer I afraid if I make mistakes then my lecturer usually correct me and my friend will laugh at me and make me as an object of

fun in the classroom. At the time my anxiousness starts to emerge with a staggering voice”

Staggering voice, also known as stammering and dysphonia, is speech disorder in which the flow of speech is disrupted by involuntary repetitions and prolongations of sounds, syllables, words or phrases as well as involuntary silent pauses or blocks in which the students who stutters is unable to produce the sounds. Being corrected is considered useful in language learning as it could improve students' language skills. However, not all the students accept it as a solution or not all the students find it effective. The above comments prove that correction somehow it will make the students anxious and is reluctant to speak.

4.1.1.1.4 Avoiding Eyes Contact

Four of participant from two classes stated that they perceived avoiding eyes contact of experience anxiety and faced in speaking English. Those who avoid eye contact with the lecturer and their classmate/audience could undergo anxiety. For example #S9 stated:

“Sometime there are type of lecturer teach us in a classroom who can create me feel anxiety, he/she is so serious in teaching and it made me felt afraid the ways they looked”.

The result of interview indicated that avoiding eyes contact became the most frequently appeared symptoms of anxiety show by the students when they in speaking English. This student's explicitly claimed that there were types of lecturers who can create their anxiety because of the lecturers teaching seriously in classroom. It could happen in the situation when the

lecturers ask a question suddenly and the students do not understand what the lecturer is talking about. The student also lack of vocabulary. #S5 also confirms that she experience in that time and stated:

“I’m so scared what I’m going to say is wrongs when I speak in English class and my classmates will laugh at me. I need time to think and it was difficult for me because I can’t being center of attention.

Student’s comments revealed that she was fearful of making mistakes and can’t being attention by others when speaking English and that their classmates will laugh. It means that anxiety also be influenced by their lecturers and classmates. The students admitted that they had difficulty explained the topic in presentation. The result of the interview indicated that the lecturer and classmates are also one of the cause’s symptoms of anxiety showed by the students.

4.1.1.2 Non Observable Symptoms

Non observable symptoms emerged as the second theme. Non observable symptoms are those that only felt by the anxious students and in it can’t be seen by other people. For example when student ask by the lecturer suddenly without any preparation the student could feel that his/her heart beats quickly. The researcher found that there was one related sub-theme such as heart beats quickly.

4.1.1.2.1 Heart Beats Quickly

There were five participants who admitted that their hearts were beating quickly when they spoke English of experience anxiety and faced in speaking English, it could be felt by the participant. For example, #S4 stated:

“I always feel it and I can felt my heart pounding when my name to be called in presentation in front of lecturers or in a discussion even I have prepared well before, but it doesn’t work”.

The responses above indicated that student got anxious when her name called by the lecturer asks her to come forward in a presentation. Moreover, the respondent shows over evaluation by having perception that classmates will laugh during the presentation, an example of physical effect of behavior changing are having elevated heart beat quickly and having sweaty palm. Some symptoms included heart beat quickly and cold sweat are often perceived by the students in English class. The phenomenon happened because of fear of making mistakes, forgetting the topic that should explained in front of lecturer and their classmates or can’t being the center of attention in that time. In conclusion, heart beat quickly one of the characteristic of anxious students when in speaking English. In similar with #S4, #S1 she also admitted:

“I don’t know why when I speak English in front of people then my heart become faster maybe because I’m afraid of being attention miss.”

The student responses above indicated that student got anxious when the students' presentation. Moreover, the respondent admitted that afraid of being attention because she not use to speak in front of people, an example of physical effect of behavior changing are having elevated heart beat quickly and having sweaty palm. The result of interview, this student indicated that heart beat quickly have experienced by the students when they in speaking English.

4.1.2 The Factors Influence of Students' Speaking Anxiety in Digital Learning era.

4.1.2.1 Grammar

Grammar is one of the most commonly found difficulties in the in interviews. The low proficiency of the language is one of the pivotal factors. Based on the result factors affecting students' anxiety to speak English verbally although they majored in English program study in digital learning era, they revealed that they have their limitation in speaking English actively and fluently. Four prominent language related issues include grammar, vocabulary and fluency. Ten participants, seven of them do not know how to synthesize the words into a sentence, which causes them anxiety while speaking English, for example #S10 stated:

"I don't know how the answer is question when lecturer ask me in discussion in class" "I not good English and unconfident."

Rather than the grammatical structure, #S10's case, the hassle was from not knowing when to use proper tenses. She admitted that she was still confused in determining tenses on a lot of occasions. She explained that she found the difficulties in speaking English because of grammatical errors. This student's don't understand the grammar. Almost of students answer if they fear of making mistakes in front people who speak better than theirs and who really master English. #S9 also confirm he also experienced it

"I afraid make a mistake in front people good English and what I say is wrong at all and I'm shy, I'm not good in understanding the grammar."

#S9 explicitly claimed that he felt fear of making mistakes in front of people who speak better. The student said that his knowledge about grammar is very limited and superficial. Hence, lack of understanding of grammar has become a huge challenge for him. The first factor is English proficiency level. Students' inferior English skills, such as pronunciation, vocabulary, and grammar, make them nervous about speaking in front of others. When the student's speak in front of their peers, the student often struggle to use English language correctly. The majority of the students have trouble with verb tenses and other grammar structures. The information below demonstrates their problems with how to use grammar. #S5 also stated:

"I always pay close attention to my grammar since I believe it is crucial when speaking in English and I don't want to talk in English class because of my poor grammar, too worried the lecturers couldn't understand and will evaluate me."

Similar with #S5, #S7 confirms:

” I occasionally want to speak English and participate in discussion but I am not confident in my ability to do so, and I am worried I will make mistakes. Grammar is very hard to understand and I can’t differentiate between the rules of grammar.”

According to the information above, the students now have the most trouble speaking English due to grammar issues. The student’s struggle in speaking English because she focused on grammar and she has experienced difficulties when she speaks English. The students have poor grammatical performance when they are trying to speak English. It may be concluded that students’ worried would better if they understanding the grammar. It will help them deal with their speaking anxiety. The students found it difficult to utilize the proper grammar structure when speak English. They weren’t sure how to use grammar or whether it was appropriate for the sentences they wanted to express orally.

4.2.2 Limited of Vocabulary

Another prominent language related issue is limited vocabulary. Vocabulary is one the factors that contribute to their anxiety, when I ask them to answer, they don’t know the meaning of my question and asks me to translate it. It is confirm by the student, for example #S6 stated:

“I have limited vocabulary that’s why obstructing me in speaking English” I’m not good in speaking English because I rarely practice” “lack of vocabulary prohibited me in speaking English confidently.”

The above comment confirms that the students have limited vocabulary and obstructing her when in speaking English. The student admitted that she rarely practices and forgetting the words when she speaks in front of people speaks well.

This student felt unconfident in speaking English because limited of vocabulary. The students should practice have lot vocabularies, they could understand what the lecturer going to say. Similar to #S6 has stated to have experienced difficulties in speaking English class. It also happen to #S3, he stated that:

“I don't have a friend with whom I can practice my English. I rarely speak English, I feel uneasy to speak English because lack of vocabulary.”

This student also confirms that he lack of vocabulary to speak English. The comments reflected that student's speaking anxiety could also be influenced by their lecturers. These students admitted that he had difficulty in speaking English and rarely practice. #S8 admitted that her experience difficulties in speaking English:

“I can't express my ideas in English, even though I always memorize vocabulary every day, but it is just 'easy come, easy go', I memorize them today I forget them tomorrow. Whenever I try to speak in English, I forget to use the vocabularies I memorized and I immediately feel anxious.”

This factor had a significant impact on the participants' speaking anxiety, becoming the most influential factors causing them anxiety when speaking in English. Due to limited of vocabulary, this student has difficulty and can't express the idea in composing the sentences when in speaking English, in this condition, they feel anxious to speak English. #S7 stated:

“I did not know the meaning of words, it made me scared, and then I was blank when I was answering the lecturer's questions.”

Vocabulary is one the factors that contribute to their anxiety, this students's rarely used English in daily life that's why when she speak English she felt blank

what they want to say. The result of the interview showed that the student's experienced limited of vocabulary and it made her uneasy in speaking English.

4.2.3 Self Perception

The other language related issues is self-perception. Another factor that affects participants' anxiety in speaking English is self-perception or personality. It means refers to the students itself or individuals' trait. Overthinking and shy contribute to the students' anxiety. Four participants has answered that they are felt shy in speaking English. For example #S2 stated:

"I don't know why I just feel shy when I speak English. "I am shy when I called to speak English in front of audience or classmate and I start too nervous for it because of this personality".

In term of overthinking, two of students argued that their personality influences their anxiety in speaking English. I really agree overthinking is one of the factors which lead me to the feeling of excessive. The student felt nervous and shy when the lecturers called to speak English and not confident because of personality. #S5 also stated:

"Unfamiliar topic also makes me overthinking if I can't answer when I to be called."

These data showed that this student' anxiety can be a result of individuals' trait. The students felt difficulties in speaking English when they asked to answer the question with unfamiliar topic in classroom.

4.2.4 Lecturer and Classmates

The last factors that affecting to student's anxious feeling is unsupportive behavior (lecturer and classmate), such as ridicule by peers. When the students speaking in front of class for example in a presentation or give opinion by the lecturers suddenly, they feel be observe directly by the lecturer and watching by the her/his classmate, fear of mistakes and laugh by others. For example #S9 stated:

"I feel not confidence when I speak English in front of people who speak better than I do."

This students reported that she got anxious when speak English in front of her classmates who speak better and also it could happen the lecturer overly criticized students' mistakes. The student's confessed that she felt uneasy because all the classmates pay attention to her. she felt fear of being negatively evaluated by both lecturers and peers which can expose their inadequacies. The student's felt intimidated because is the one can correct the students. #S7 also claimed:

"It made me feel very intimidated when I speak in front people who really good and master English."

#S10 also commented that she started to felt uncomfortable and worried when suddenly the lecturer asks to answered without any preparation or ask question. This student's felt intimidated by their lecturers and classmates who speak better than her. In similar #S8 also claimed that:

"I felt uncomfortable and felt uneasy when the lecturer ask me to give opinion suddenly."

This student similar experience with the student before, she claimed that also felt uneasy in speaking English when the lecturers ask a question suddenly and fear can't answer the question that gave by the lecturers. #S3 also confirms that:

"I feel anxious to speak English especially when I am asked to speak in front of the students because there are students who better than me. I feel embarrassed in speaking English because of my bad language and this makes me to feel afraid of negative judgment from the lecturers."

According to the data presented above, the student's fear of making mistakes, he worried will laughed at by their peers. The students also were not only afraid of being laughed at by their peers for making mistakes, but also of lecturers' assumptions.

4.1.3 Students' Strategies to Overcome Speaking Anxiety in Digital Learning era.

In the modern era, this study believes that technology and learning support the strategies to overcome the feeling of anxiety, from the participants' interviews, the researcher found the students' ways for anticipating anxiety. Hutabarat (2019) defined that perspective to overcome speaking anxiety: media invention and learning support. Moreover presentation skill is not an easy task because are a lot of efforts to achieve it. And each student has different background knowledge in English speaking. Therefore, each student has a unique way to achieve it.

4.3.1 Preparation

The first strategy is preparation; the students try to strengthen to keep the spirit to do home learning activities. The students also pray to god to be strength and smoothness. For example #S1 confirms:

"I am not confidence, the first things I should do is practice a lot the material, so I used online dictionary when I don't know the meaning of words in it" and I also open Youtube looking for the material because the book that we use sometime difficult to understand."

The students who have been interviewed said that this was a source of concern. They acknowledged that when they didn't fully prepare for the topics of the materials, they got highly concerned. There is a lot benefits while using online dictionary. This student's is unable to comprehend the meaning of a term, she used online dictionary to help them understand the meaning. Online dictionary also can check the correct pronunciation when the student's don't know how to pronounce it. #S3, he also commented that:

"To overcome my anxiety I always prepare the material should discuss for tomorrow at home; I use Youtube looking for the material that will be discussed in my group. Looking for what I need."

Student's with low English proficiency levels mostly have difficulties participating in speaking English. Student's lack of preparation should struggle for their English language ability. This student to overcome his anxiety with tries his best in good preparation. He believes that Youtube is one strategy to reduce speaking anxiety. This strategy offers an innovative approach to achieve better English speaking than conventional strategies. This strategy promises easy access

with great benefits inside. The student's used the internet to access for it and he will get tons of resources of English speaking easily. #S3 similar to #S4 also confirms that:

"When I don't know the meaning of sentence I have online dictionary to check the meaning and also learn English with follow some of account in Instagram to learn Grammar by reading post."

Similar with the previous students, this student has also prepared the topic before coming to the classroom, and has used digital learning effectively to overcome her anxiety. The student used U- dictionary as media in digital learning era to learn English to check the meaning of words in paragraph. The student's also learn English in Instagram. The result from interview showed that preparation is one ways of the strategy to reduce the anxiety.

4.3.2 Think Positively

Beside self-practice, think positively is another strategy for reduce their anxiety. It was found that being overthinking contributes to learners' anxiety. There are several activities found the data of interview transcriptions, including being confident, relaxation, and being good prepared. Related to being confident, eight participants mentioned that being confident is one of the keys in overcome their anxiety. For example #S10 stated:

"To overcome my anxiety, I should being confident, I talking by myself in front of mirror because here I learn so I will try my best in speaking English."

The students confessed with a little an effort in speaking English, this student can face the problems. It indicated that having positive thought could help the

anxious student's to overcome her speaking anxiety. In digital learning era the students can learn English in in different ways to achieve it. In similar vein, #S9 also stated:

"When I feel nervous and panic in a presentation I try to relax and take a deep breath, with positive thinking and take a deep breath, because I should keep trying to become more confident in speaking English."

The student confirmed that when he felt the anxiety in speaking English, the student trying to relax and take a deep breath to overcome the anxiety it-self and it work for him based on his experience. There are some tactics that he used in overcome speaking anxiety such as take a deep breath, try to be calm, and do the best, and keep trying to become more confidently in speaking English. Then, #S1 she commented that:

"I felt relax; calm down and take a deep breath when I feel nervous in speak English in front of class."

The student confirms that she try to reduce their speaking anxiety with take a deep breath, relax, and calm down. Better preparation could help the students handling her speaking anxiety as it could help her when she forgot what they want to say and kept in track. These data of the transcriptions indicated that having positive activities such as being confident, relaxation, and well prepared will help EFL students' strategies to alleviate their anxiety in learning a language, particularly in speaking activities.

4.3.3 Getting Help Strategy

Getting help strategy is the transcriptions of data indicated that getting help turn out to be one of the tactics for the students to alleviate their speaking anxiety. Ten participants, two of them said that share their anxiety with their friend and asking for help to reduce the anxiety. Discuss with their friend also can help their low motivation. For example, #S7 stated:

"I shared my experience to my classmate because I'm not confidence in English then she said that here we are study so don't afraid of making mistakes" and I also learning English by myself at home in Instagram, Youtube, and really like listening a music."

The student share experience for getting help to overcome his anxiety. The student utilizes Youtube, Instagram, as a media that familiar in digital learning for English and it is used frequently for their study. #S5, she also stated that:

"Yes I do share my experience to my friend then I got suggest I should learn more, practice more. Beside that I also improve my English use some app that we have in digital learning era like open Youtube learning grammar because my grammar not good."

The student's confirm that she shared her experience to overcome the anxiety with her classmates. Beside that she also confirms that the student open Youtube to learn grammar to improve English speaking. The student admitted that she also learning English used Youtube. "Actually I use my smartphone too when I face a problems in learning English". In similar #S8 also stated:

"I am a lucky to have a friend who always supports me" but other than that I also reduce my anxiety, it means fix my problem sometime with learning English in Instagram, instagram can add my vocabulary."

The student confirms that she proud of her best friends who always being supporter as a good friend. In addition, the student also learning English in Instagram by reading post, by a post, the students can improve their English. The student can add a ton of knowledge by using Instagram.

4.4 Discussion

After having presented the finding of the research, the researcher discussed the research discussion. The purposes of this research were to identify the symptoms of the students' anxiety in digital learning era, to identify the factors influence of students' anxiety in digital learning era and to identify the students' strategies to overcome speaking anxiety in digital learning era. Ten EFL students participated in this study. In this chapter, the discussion is based upon the research question given: 1.What are the symptoms of the students' speaking anxiety in digital learning era? 2. What are the factors influence students' speaking anxiety in digital learning era? 3. How do the students' strategies to overcome speaking anxiety in digital learning era? In this section of research, the researcher discusses the findings and correlates them with related theories from previous studies. There are three part of this section, the first section of the discussion focuses on a symptom of the students' speaking anxiety in digital learning era, factors in digital learning era, and the students' anticipate speaking anxiety in digital learning era.

4.4.1 The Symptoms of the Students' Speaking Anxiety in Digital Learning era.

Based on the data above it was previously stated that there were five influencing the symptoms of students' speaking anxiety. The symptoms in this

research has sub theme which divided into observable symptoms such as trembling, squirming, staggering voice, and avoiding eyes contact while non-observable symptoms included staggering voice. Six of ten participants found that that they perceived trembling of experienced anxiety and faced in speaking English. Some participants said that when they spoke English even in presentation or asked by the lecturer to give opinion in the discussion, they trembled. The students' also responses above indicated that being the student have well preparation at home for the presentation and being forgot what they are going to say also the reasons for students' experience anxiety. Thus, the students need to be well prepared more to speak English. Otherwise, they might end up making mistake and errors. A similar finding was found in a study by Suhaimi (2022), claimed that lack of preparation often leads to speaking anxiety. In addition, the students felt tremble when face a lot of audience in a public place. Chisti et.al (2018) stated that trembling is significantly and negatively associated with English speaking and academic achievement.

While three of ten students from two classes admitted that they perceived squirm. There was a student who squirmed when they speaking English. The student who showed the symptom most of the students were female students. The students thought that they did not have ability to speak English as a foreign language like their classmates. They underestimated their ability and felt lower than their classmates. It seemed that this made them un-relaxed in speaking English. The comments above reflected that student got anxious when having a speaking test. Sari (2017) found that the students always thought that their English

language was not as good as the ability of their classmates. Then the students did not relax to speak in front of other students. Some symptoms that have been experienced by the students included cold sweat, dry mouth, shaky voice, sweaty palm, and pounding heart as stated in the interview. The phenomenon happened because of their worries about forgetting the given dialogues of text or being the center of attention. In addition, according to Yalcin, O. and Incecay, V. (2014), anxiety brings problems to the process of learning, speaking, and students' performance. Based on the interview the students showed that some of the participants started to squirm when her/his name was being called while waiting for her/his turn in the speaking test. The result of the interview also indicated that squirming is one frequently appeared symptom of anxiety shown by the students.

Then, there were three participants who also admitted that they perceived a staggering voice of experience anxiety and face in speaking English. These students were nervous and uneasy about explaining the topic above in front of the class. Maybe it could happen because of their lecturer's negative evaluations and classmates. It could also happen because the students rarely speak English in public places and can't be the center of attention. When they were trying to speak English, they worried if their peers and lecturers would laugh at them. A study conducted by Daud et.al (2019) found that the students got anxious about speaking because their peers or lecturers and also classmates negatively reacted to their mistakes. As the result, the students who felt anxious when they spoke English often avoided

speaking tasks and saw these as anxiety provoking factors instead of a chance to improve their speaking ability.

Last, four of participant from two classes stated that they perceived avoiding eyes contact of experience anxiety and faced in speaking English. Those who avoid eye contact with the lecturer and their classmate/audience could undergo anxiety. The result of interview indicated that avoiding eye contact became the most frequently appeared symptoms of anxiety showed by the students when they in speaking English. The students confirmed that they felt anxious when the lecturers teaching very seriously and the ways the lecturers looked them also caused the student felt anxiety. The students explicitly claimed that lecturer also the reason who can create their anxiety. It could happen in the situation when the lecturers ask a question suddenly and the students do not understand what the lecturer is talking about. According to Ansari (2015), students with debilitating speaking anxiety tend to display avoidance of involvement in task by remaining silent, in the back row, avoiding eyes contact. In addition, Rodrigues and Vethamani (2015), when the students are given opinion by the lecturers, they need time to think and process of information before they speak to make sure if what they are going to says is not wrong. It means the students fear of making mistakes and laughed by their classmates as an object of fun.

Moreover, the researcher found that there was one related sub-theme such as heart beats quickly at the fourth semester students' English education at one Islamic university in Jambi. There were five participants who admitted that their hearts were beating quickly when they spoke English. The responses above

indicated that student got anxious when the lecturer asks her to come forward in a presentation. Indrianty (2016) stated that state or situational anxiety can affect the students' presentation. Moreover, the respondent shows over evaluation by having perception that classmates will laugh during the presentation, an example of physical effect of behavior changing are having elevated heart beat quickly and having sweaty palm. According to Istiqomah (2019), study emphasized that test anxiety mostly happen when the teacher calls the students' name. Some symptoms included heart beat quickly and cold sweat are often perceived by the students in English class. The phenomenon happened because of their worries about afraid of making mistakes, forgetting what they are going to explain the topic in front of lecturer and their classmates or being the center of attention in that time. All the symptoms that influenced students' speaking anxiety in digital learning era which consist of such as trembling, squirming, staggering voice, and avoiding eyes contact (Observable Symptoms) while staggering voice included (non-observable symptoms).

4.4.2 The Factors Influence Students' Speaking Anxiety in Digital Learning era.

Second, it was previously stated that there were four factors influencing the students' speaking anxiety in digital learning era namely grammar, limited of vocabulary, self- perception and lecturers/classmates. Seven of ten participants found that do not know how to synthesize the words into a sentence, which cause they felt anxiety in speaking English. Grammar was the greatest factor that influenced students' anxiety in speaking English problem in C class at the fourth

semester students' English education at one Islamic university in Jambi. The students confused in determining tenses on a lot of occasions. They found the difficulties in speaking English. Miskam, N. N., and Saidavi, A. (2019) stated that many parts of speaking foreign language that needs to be learned by the students consists of spelling, pronunciation, word recognition, meaning and grammar rules also being frustrated. The students also confirmed that they fear of making mistakes in front of people speak English better. The students explained that their knowledge about grammar very limited. Hutabarat (2019) also stated that the students have poor grammatical performance and it comes when they are expressing their grammar in trying to speak English. It may be concluded that students with better grammatical understanding will help them deal with their speaking anxiety.

The second factor that influences the students' speaking anxiety is limited of vocabulary. Limited of vocabulary was the second highest score that influenced students' anxiety in speaking English in A class and C class at the fourth semester students' English education at one Islamic university in Jambi. Nine of ten participants don't know the meaning of a sentence; they also don't know the meaning of my question and ask me to translate into bahasa. Limited of vocabulary was the second higher score after grammar. The students admitted that they rarely practices and easy forgetting the words when they speak English in front of people speak better. The students also confirmed that they lack of vocabulary in speak English and experienced the difficulties in understanding their lecturers due to the fast speech. According to Hutabarat (2019), students

showed the speech was hard to understand by the audience because the students lack of vocabulary. He also stated that lack of vocabulary means the students has limited access to expression and it makes the students felt anxious in speaking English.

Another factor that affects students' anxiety in speaking English is self-perception or personality. It means refers to the students itself or individuals' traits. Overthinking and shy contribute to the students' anxiety. Four of ten participants has answered that they are shy in speaking English. In term of overthinking, two of students argued that their personality influenced their anxiety in speaking English. Yuliana (2017) stated that some noticeable affects the students anxiety are shyness in speaking English. Based on the interview, self-perception also the factors influence the students' anxiety in speaking English in A class and C class at the fourth semester students' English education at one Islamic university in Jambi.

The last factor that affecting students' speaking anxiety in digital learning era is lecturers and classmates. When the students spoke English in front of class for example students' performance or asked by the lecturers, they felt observed directly by their lecturers and watched by their classmates. It could happen because fear of making mistakes and laughed by others. Abrar et.al (2022) stated that the factors affecting EFL learners speaking anxiety is the lecturer. It means the students felt intimidated because the lecturer is the one who can correct the students' mistakes. Some of students reported that they got anxious when they speak English in front of people speak better and the lecturers overly criticized

students' mistakes. The students confessed that they felt uneasy because their classmates also pay attention to them. The students' worried could be evaluated by both lecturers and peers which can expose their inadequacies. The students confirmed they felt uncomfortable and worried when the lecturers asked to answer the question with unfamiliar topic without any preparation. The students felt uneasy, intimidated, and can't bring attention by others. All the factors that influenced students' speaking anxiety in digital learning era which consist of grammar, limited vocabulary, self-perception and lecturers/classmates.

4.4.3 Students' Strategies to Overcome Speaking Anxiety in Digital Learning era.

Third, it was previously stated that there were three strategies to alleviate their anxiety in digital learning era including (preparation/self-practice, think positively, and getting help strategies). This study believes that technology and learning support the strategies to overcome the feeling of anxiety, from the participants' interviews, the researcher found the students' ways for anticipating anxiety. The first strategy is preparation; the students try to strengthen to keep the spirit to do home learning activities. Similar findings are made by Lizuka (2018) who finds that anxiety is usually caused by participation in class without enough preparation. There is a lot of benefits while using online dictionary. When the student is unable to comprehend the meaning of a term, they can use it to help them understand the meaning. Online dictionary also can check the correct pronunciation when the students don't know how to pronounce it. The students try to overcome the anxiety with the best preparation. The students believe that

beside Online Dictionary, Youtube is also one strategy to reduce speaking anxiety. This strategy offers an innovative approach to achieve better English speaking than conventional strategies. This strategy promises easy access with great benefits inside. The students will use the internet to access for it and they will get tons of resources of English speaking easily. According to Hutabarat et al (2019), claimed that Youtube can improve speaking skills. In addition, the students also learn English in Instagram. According to Yunus (2019), student can learn to understand the correct language structure and grammar by reading post in Instagram.

Beside self-practice, think positively is another strategy for reduce their anxiety. It was found that being overthinking contributes to learners' anxiety. There are several activities found the data of interview transcriptions, including being confident, relaxation, and being good prepared. The students confirmed that when they felt anxiety in speaking English, the students trying to relax and take a deep breath and it work for them based on their experience. Sakka, E. (2016) defined that self-talk strategy could help the students to overcome their speaking anxiety. Related to being confident, eight participants mentioned that being confident is one of the keys in overcome their anxiety. The students confessed with a little an effort in speaking English, this student can face the problems. It indicated that having positive thought could help the anxious students to reduce their speaking anxiety. In addition, Demir (2015) stated that there were some tactics such as take a deep breath, try to be calm, relax, do the best to participate

in classroom, and be a part of team. In digital learning era the students can learn English in in different ways to achieve it.

The student confirms that when they felt the anxiety in speaking English, the students trying to relax and take a deep breath to overcome the anxiety it-self and it work for them based on their experience. According to El Sakka (2016), self-talk strategy could help the students to reduce their anxiety. In addition, Demir (2015), stated that relaxation could help anxious students reduce their speaking anxiety. These data of the transcriptions indicated that having positive activities such as being confident, relaxation, and well prepared ma help EFL students to alleviate their anxiety in learning a language, particularly in speaking activities.

Last, getting help strategy is the transcriptions of data indicated that getting help turn out to be one of the tactics for the students' strategies to alleviate their speaking anxiety. Ten participants, two of them said that share their anxiety with their friend and asking for help to reduce the anxiety. Discuss with their friend also can help their low motivation. The students share experience for getting help to overcome his anxiety. The student utilizes Youtube, Instagram, as a media that familiar in digital learning for English and it is used frequently for their study. The students confirm that she shared her experience to overcome the anxiety with her classmates. Beside that she also confirms that the student open Youtube to learn grammar to improve English speaking. The student admitted that she also learning English used Youtube. Hutabarat (2019) stated that Youtube could improve speaking skill. They believed that Youtube is one strategy to overcome speaking anxiety. The students also confirm that she proud of her best friends who

always being supporter as a good friend. But the student also learning English in Instagram by reading post, by a post, the students can improve their English and could added a ton of knowledge by using Instagram. Sirait and Marlina (2018) stated that students can improve their English especially their vocabulary through Instagram. In addition, Tirani (2019) defined that instagram also could help the students to learn grammar such as the structure of sentence or tenses. Thus the students could develop their grammatical by reading posts on Instagram. All the strategies to alleviate their anxiety in digital learning era from the participants' interviews, the researcher found the students' strategies to overcome speaking anxiety. The first strategy is preparation; the second is think positively and the last is getting help strategy.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This section provides conclusion and recommendation related to the study on EFL students' speaking anxiety in digital learning era experienced by fourth semester students' English education at one Islamic university in Jambi, regarding the symptoms of the students' speaking anxiety in digital learning era, factors influence of the students' speaking anxiety in digital learning era, and the students' strategies to overcome students' speaking anxiety in digital learning era.

5.1 Conclusion

Anxiety is obviously a problem in language learning and it has a devastating impact on some students' ability in speaking English. However, it is essential to be able to deal with negative feelings so that they do not interfere with one's learning and performance. The purpose of this study was to identify the symptoms of the students' speaking anxiety in learning English in digital learning era, to identify the factors of students' speaking anxiety in digital learning era and to identify students' strategies to overcome speaking anxiety in digital learning era. Based on the data displayed in the previous section, lining back to the research question, in a qualitative descriptive study using a close ended questioner which is used for choosing the students' anxiety whether they feel anxious or not and an interview as the instrument.

Based on data analysis and the result of the study revealed that there were five of symptoms that felt by the students such as (trembling, squirming,

staggering voice, avoid eyes contact, heart beats quickly). The factors that influence students' speaking anxiety in digital learning era are (grammar, lack of vocabulary, self-perception, and lecturer/classmates). The findings of study also indicated that the students employed some strategies to alleviate their anxiety including (preparation/self-practice, think positively, and getting help strategies).

Concerning the result of the data, the interview was given to 10 participants who felt the anxiety after has been obtained using a close ended questioner. The students' English education at the fourth semester at one Islamic university in Jambi, the students felt frightened and uneasy when they in speaking English. Additionally, the majority of students lacked of confidence and was terrified to speak English incorrectly. The students had a variety of issues speaking English. The findings from the interview that students have trouble in speaking English. It was difficult for the students to communicate in English due to a lack of vocabulary, grammatical errors, and lack of preparation, or content that made them anxious, frightened, panicky, and unsure of what to say when the lecturer asked them about it. According to the findings, the students were hesitant when they in speaking English due to a lack of preparation, concerned about understanding the material or what the lecturer was saying, fear about making mistakes, the students' were concerned about being criticized by their peers, and lacked confidence in their ability to communicate in English. In conclusion, students experience anxiety when they are expected to speak in front of their peers during speaking class activity;

5.2 Suggestion

Based on the mentioned conclusions, the researcher offers some practical advice as the researcher would like propose to the students especially EFL students' speaking anxiety and educators can utilize to improve the quality of instruction, improve learning, and reduce anxiety. First, the students must be able to evaluate their speaking performance, identify their issues, and come up with simple solutions. They also seek opinion on their speaking abilities from their peers. For students to assess their own performance, feedback is crucial. The students should seeking help strategies to overcome their speaking performance. They can use some online platform in digital learning era to improve their speaking skill through Youtube, Online Dictionmrary, and Instagram. Second, in order to assess the causes of the students' worry and come up with a solution, the lecturer must be able to comprehend their characteristics. Different techniques to working with students are required due to their various qualities. In order to alleviate anxiety, the lecturers must also provide a relaxed classroom environment that encourages students to talk freely and stress-free. Third, the students should show respect for one another by helping out peers who struggle with their English. They should also not be scared to makes mistakes rather they should be more confident than before. Fourth, the lecturers need to encourage students to become more active, and confident in speaking English, and help them to share their anxiety about learning English. Thus, the lecturer must be aware of their students' progress in classroom and try to alleviate students' anxiety as a result of reluctances to speak in class. Last, better topic understanding of the topic and

better preparation reduce the students' mistakes which enables them to talk confidently in participating in speaking activity.

Finally, more research is needed to examine the students' anxiety in learning English because of the limitations of this study. Further research involving departments and students will be helpful in developing a deeper understanding of the factors that contribute to the language anxiety. Many strategies must be devised in order to improve students' speaking anxiety. Creating a suitable learning environment in the classroom is also essential for supporting the effort of reducing anxiety. The following researchers should be able to identify the best educational atmosphere in the classroom.

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APPENDIX 1

SAMPLE OF ANALYSIS

No	Name	Age	Class	Gender
1	Student 1	19	A	Female
2	Student 2	19	A	Female
3	Student 3	19	A	Male
4	Student 4	19	A	Female
5	Student 5	19	C	Female
6	Student 6	19	C	Female
7	Student 7	19	C	Female
8	Student 8	19	A	Female
9	Student 9	19	C	Male
10	Student 10	19	C	Female

APPENDIX 2

CODING STRUCTURE IN QUALITATIVE ANALYSIS

Sample responses	Initial coding	Final code
<ul style="list-style-type: none"> • <i>I don't know why even I have well prepared at home to do the presentation in classroom when my turn came I suddenly forgot what I am going to say and explain in front of my lecturer and classmates. (#S10)</i> • <i>I am shy girl, I'm not good speaker and I am not used to speak in front of audience in public places, when it happened to me I started felt trembled. (#S5)</i> • <i>I tremble when I know that I am going to be called to speak in my English class for example my lecturer ask me suddenly a question and I don't know how to answer it because unfamiliar topic. (#S3)</i> 	Trembling	Observable Symptoms
<ul style="list-style-type: none"> • <i>When I speak English in front of class even in presentation or there is someone speaks better than me who really master English, I felt like my body there was something uncomfortable in me usually I feel Squirm cold sweat. (#S4)</i> • <i>When the lecturer asks for me to come forward, my body start to found as I am afraid if I forget the dialogues during the presentation and making a mistakes. (#S6)</i> • <i>I rarely practice at home no friend to practice so when I speak English in front of people speak better than me I feel squirm and uneasy and fear of making mistakes. (#S7)</i> 	Squirming	

<ul style="list-style-type: none"> • <i>I feel quite worried because I feel uneasy to explain the topic when I speak English in front of class, I started to felt panic and I don't know my voice not as usual looks like panic maybe because I am too worried and nervous. (#S8)</i> • <i>When I try to speak in English class asked by lecturer I afraid if I make mistakes then my lecturer usually correct me and my friend will laugh at me and make me as an object of fun in the classroom. At the time my anxiousness starts to emerge with a staggering voice. (#S5)</i> 	Staggering Voice	
<ul style="list-style-type: none"> • <i>Sometime there are type of lecturer teach us in a classroom who can create me feel anxiety, he/she is so serious in teaching and it made me felt afraid the ways they looked. (#S9)</i> • <i>I'm so scared what I'm going to say is wrongs when I speak in English class and my classmates will laugh at me. I need time to think and it was difficult for me because I can't being center of attention. (#S5)</i> 	Avoiding eyes Contact	
<ul style="list-style-type: none"> • <i>I always feel it and I can felt my heart pounding when my name to be called in presentation in front of lecturers or in a discussion even I have prepared well before, but it doesn't work. (#S4)</i> • <i>I don't know why when I speak English in front of people then my heart become faster maybe because I'm afraid of being attention miss. (#S1)</i> 	Heart Beat Quickly	Non- Observable Symptoms

Sample Responses	Initial Coding	Final Code
<ul style="list-style-type: none"> • <i>I don't know how the answer is question when lecturer ask me in discussion in class" "I not good English and unconfident.(#S10)</i> • <i>I afraid make a mistake in front people good English and what I say is wrong at all and I'm shy, I'm not good in understanding the grammar.(#S9)</i> • <i>I always pay close attention to my grammar since I believe it is crucial when speaking in English and I don't want to talk in English class because of my poor grammar, too worried the lecturers couldn't understand and will evaluate me.(#S5)</i> • <i>I occasionally want to speak English and participate in discussion but I am not confident in my ability to do so, and I am worried I will make mistakes. Grammar is very hard to understand and I can't differentiate between the rules of grammar.(#S7)</i> 	Grammar	Linguistics factors
<ul style="list-style-type: none"> • <i>I have limited vocabulary that's why obstructing me in speaking English" I'm not good in speaking English because I rarely practice" "lack of vocabulary prohibited me in speaking English confidently.(#S6)</i> • <i>I don't have a friend with whom I can practice my English. I rarely speak English, I feel uneasy to speak English because lack of vocabulary.(#S3)</i> • <i>I can't express my ideas in English, even though I always memorize vocabulary every day, but it is just 'easy come, easy go', I memorize them today I forget them tomorrow.</i> 	Limited of vocabulary	

<p><i>Whenever I try to speak in English, I forget to use the vocabularies I memorized and I immediately feel anxious. (#S8)</i></p> <ul style="list-style-type: none"> <i>I did not know the meaning of words, it made me scared, and then I was blank when I was answering the lecturer's questions. (#S7)</i> 		
<ul style="list-style-type: none"> <i>I don't know why I just feel shy when I speak English. "I am shy when I called to speak English in front of audience or classmate and I start too nervous for it because of this personality. (#S2)</i> Unfamiliar topic also makes me overthinking if I can't answer when I to be called. (#S5) 	Self-Perception	Environment speaking
<ul style="list-style-type: none"> <i>I feel not confidence when I speak English in front of people who speak better than I do. (#S9)</i> <i>It made me feel very intimidated when I speak in front of people who really good and master English. (#S7)</i> <i>I felt uncomfortable and uneasy when the lecturer asks me to give opinion suddenly. (#S8)</i> <i>I feel anxious to speak English especially when I asked to speak in front of my classmates because in a class there are classmates who speak better than me. I feel embarrassed in speaking English because of my bad language and these make me fear of negative judgment from the lecturers. (#S3)</i> 	Lecturer and classmates	Classroom Atmosphere

Sample Responses	Initial Coding	Final Code
<ul style="list-style-type: none"> <i>I am not confidence, the first things I should do is practice a lot the material, so I used online dictionary when I don't know the meaning of words in it" and I also open Youtube looking for the material because the book that we use sometime difficult to understand. (#S1)</i> <i>To overcome my anxiety I always prepare the material should discuss for tomorrow at home; I use Youtube looking for the material that will be discussed in my group. Looking for what I need. (#S3)</i> <i>When I don't know the meaning of sentence I have online dictionary to check the meaning and also learn English with follow some of account in Instagram to learn Grammar by reading post. (#S4)</i> 	Youtube Online Dictionary Instagram	Preparation
<ul style="list-style-type: none"> <i>To overcome my anxiety, I should being confident, I talking by myself in front of mirror because here I learn so I will try my best in speaking English. (#S10)</i> <i>When I feel nervous and panic in a presentation I try to relax and take a deep breath, I should keep trying to become more confident in speaking English. (#S9)</i> <i>I feel relax; calm down and take a deep breath when I feel nervous in speak English in front of class. (#S1)</i> 	Think positively	
<ul style="list-style-type: none"> <i>I shared my experience to my classmate because I'm not confidence in English then she said that here we are study so don't afraid of making mistakes" and I also learning English by myself at home in Instagram, Youtube, and really like listening a music. (#S7)</i> <i>Yes I do share my experience to my friend then I got suggest</i> 	Youtube Online Dictionary Instagram	Getting Help Strategy

<p><i>I should learn more, practice more. Beside that I also improve my English use some app that we have in digital learning era like open Youtube learning grammar because my grammar not good. (#S5)</i></p> <ul style="list-style-type: none"> • <i>I am a lucky to have a friend who always supports me” but other than that I also reduce my anxiety, it means fix my problem sometime with learning English in Instagram, instagram can add my vocabulary. (#S8)</i> 		
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APPENDIX 3

CLOSE-ENDED QUESTIONNAIRE

Instruction: the following items are helpful to indicate the anxiety level students have in oral online classes. Select and circle item that best describes your reaction.

To answer each item uses the following ranking key.

1. Strongly Disagree
2. Disagree
3. Undecided
4. Agree
5. Strongly Agree

No	Items	1	2	3	4	5
1	I never Feel quite sure of myself while I am speaking English.					
2	I tremble when knowing that I am going to be called on to speak English.					
3	I start to panic when I have to speak English without a preparation in advance.					
4	In a speaking class, when I get can nervous I forget things I know.					
5	I feel unconfident while I am speaking English.					
6	I get nervous and confused when I am speaking English.					
7	I am afraid that my classmate will laugh at me while I am speaking English.					
8	I got so nervous when the teachers ask me to speak English directly without any preparation.					
9	I would probably feel not comfortable around the students who speak English better than I do.					

10	I can feel my heart pounding when I am going to be call on.					
11	I feel relaxed while speaking English.					
12	It embarrasses to volunteer to go out first to speak English.					
13	I face the prospect of speaking English with confidence.					
14	I enjoy the experience of speaking English.					
15	The more speaking tests I have, the confused I got.					
16	Certain parts of my body very tense and rigid while speaking English.					
17	I feel anxious while waiting to speak English.					
18	I want to speak less because I feel shy while speak English.					
19	I dislike using my voice and body expressively while speaking English.					
20	I find it hard to look the audience in my eyes while speaking English.					
21	I have trouble to coordinate my movement while speaking English.					
22	Even if I very well prepared I also feel anxious when speaking English.					
23	I do not have a lot vocabulary.					
24	I am lazy to memorize new vocabulary and rarely use it					
25	I am not confident when I am stand in front of the audience.					

APPENDIX 4

INTERVIEW GUIDELINE

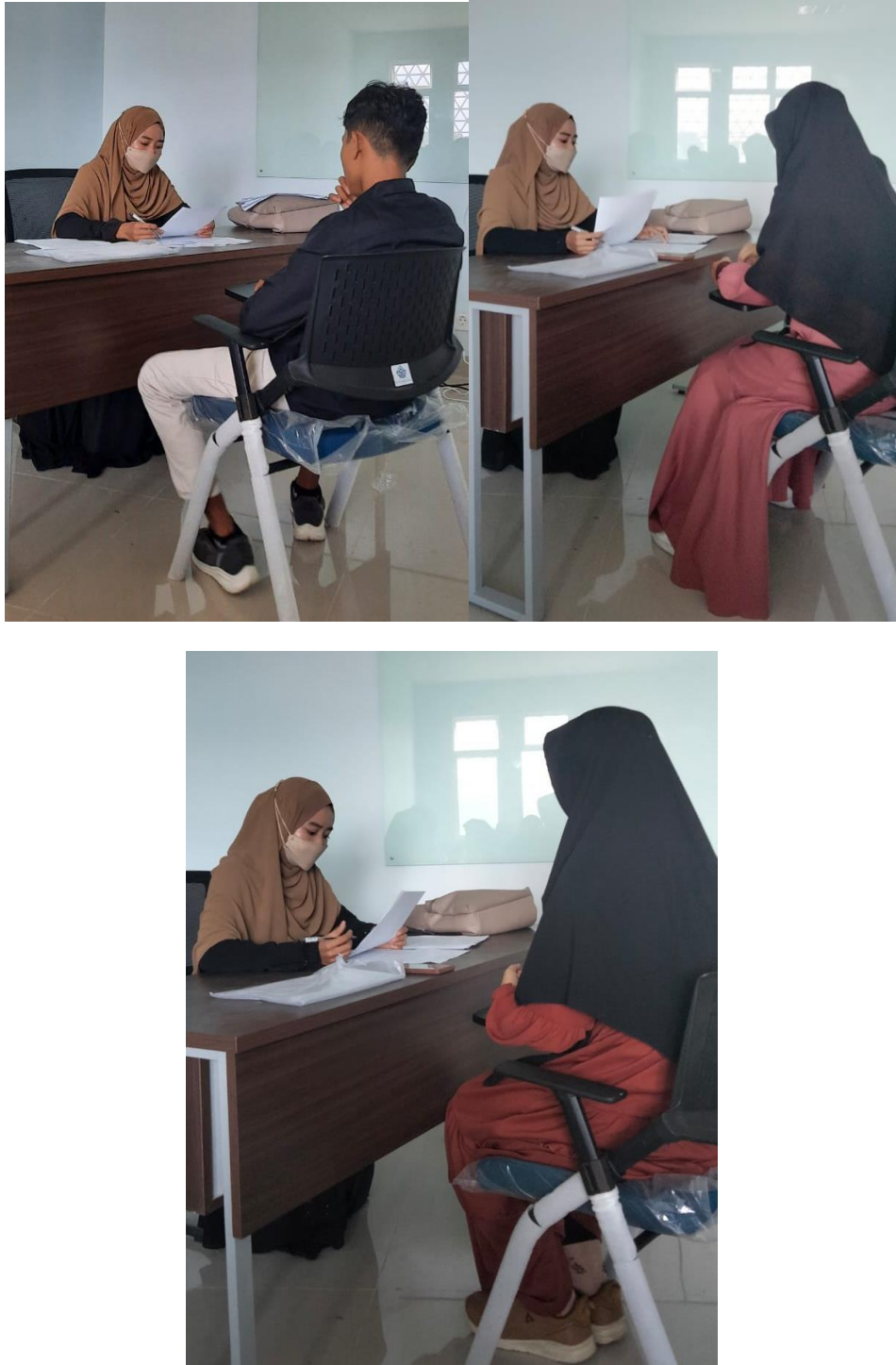
1. Do you Feel worry and shy when the teacher asking you to give opinion in speaking English? Why?
2. When you have a presentation in front of your classmate during learning in classroom, do you feel fear and tremble?
3. Do you feel panic and nervous when you speak English? why?
4. Do you ever feel heart breathing and blood pressure when you speak English?
5. Do you feel heart beat quickly when you speak English?
6. What factors are making you anxious in speaking English?
7. Do you feel unconfident when you in speaking English? why?
8. Do you think that your lecturers also the reason that make you anxious? why?
9. Do you agree unfamiliar topic can make you anxious in speaking English? why
10. Do you think self-perception is one of the factors that make you anxious? why?
11. How do you Anticipate Anxiety in Speaking English?
12. Do you think practice a lot have a good preparation is the strategy to anticipate the anxiety?
13. Do you agree Relaxation and Positive Thinking are the Two Ways in Reducing the Anxiety in Speaking English? why?
14. Do you share your experience to your friend and ask your friends' help in reducing anxiety? why?
15. Do you think skipping the difficult point also the ways in reducing anxiety? Why?

APPENDIX 5

DOCUMENTATION



Picture 1. The researcher distributed close-ended questionnaires



Picture 2. Interview A class students which revealed experiencing anxiety



Picture 3. Interview C class students which revealed experiencing anxiety