

ADVANCED STUDENTS' SPEAKING ANXIETY AND THEIR STRATEGIES TO REDUCE ANXIETY DURING ONLINE LEARNING

*Yuliana Ayu Pertiwi¹, Ika Hidayanti²

corresponding author's e-mail *22001073054@unisma.ac.id,

^{1,2}English Education Department, Faculty of Teacher Training and Education,
Universitas Islam Malang, Indonesia

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Abstract: Anxiety becomes one of obstacles which is probably experienced by advanced-level students when they are learning to speak. Nevertheless, the students should deal with this situation. This study examined the students' anxiety level and their solutions in online speaking classes. Descriptive quantitative and qualitative were used in this study. In collecting the data, a questionnaire consisting of fifteen statements and interview with five questions were employed. The subject was 33 English-speaking learners in the fourth semester at the Department of English Education, University of Islam Malang. They were required to fill out a questionnaire about speaking anxiety through Google Form. To analyze the data, descriptive analysis was used. The results were the fourth-semester students tended to feel confident during online learning without feeling significant anxiety; the students revealed their solutions to cope with their anxiety such as by applying memory, metacognitive, social, affective, compensation, and cognitive strategies so that they could feel confident practicing speaking during online learning. Furthermore, the most strategies utilized was the affective strategy. This strategy focused on the way the students learnt to speak and become more confident. It can be concluded that students could feel confident, and they needed to apply one of the speaking strategies to reduce speaking anxiety.

Keywords: *advanced level, online English speaking class, speaking anxiety*

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INTRODUCTION

English has become a progressive medium in all areas of local and global communication in this era of globalization. It is necessary to involve speakers to use English in all countries (Khamkhien, 2010). Wahyudin et al. (2021) state that worldwide people recognize that they need English to be part of global citizenship. English helps people collect, understand, convey and hand out information. Speaking is one of the skills in English that is necessary to learn for non-native speakers. Most people in some different countries use English to communicate in some aspects of

life such as politics, economics, culture, education, society, etc. Therefore, it has been considered the way to express ideas and other feelings of communicative expression such as oral or writing (Subandowo, 2017).

During online learning at the University of Islam Malang, learners faced many obstacles in the classroom environment and media when attending speaking classes. The obstacles were related to the differences in language, signal problems, limited access to information delivery, and so on. Also, Sinaga et al., (2020) mention that students' obstacles in speaking English consisted of non-linguistic and linguistic obstacles. Grammar and pronunciation are the examples of linguistic problems and mother tongue, anxiety, shyness, self-confidence, and low self-motivation are the examples of non-linguistic problems. O' Shea et al., (2015) state that learners perhaps wrestle with the online class situation. Also, technical skills are even more necessary in this context. It means that environment of the class also gives an impact during class.

One of the obstacles found is anxiety, and it is described as a fear type. Therefore, anxiety can be interpreted as a fear of expressing oneself verbally which is recognizable by the above physiological signs. These signs are very likely to interfere with and impeded speaking ability. Those feeling of anxiety would lead to minimum concentration on the speaking process (Basic, 2011). There is a statement from Horwitz et al., (1986) who argue that students might have anxiety reactions that prevented them from succeeding in a foreign language class. Anxiety is a subjective sensation of strain, fear, and anxiety associated with the autonomic nervous system. Besides, speaking anxiety also influence people who have speaking troubles. Horwitz et al., (1986) claim that students who normally have difficulty speaking in communities may have little control over their communication situations. They might even have more difficulty speaking in foreign language classes.

On the other hand, Daud et al., (2019) explain that speaking ability is often a key indicator of success for English learners in English education in Indonesia. If learners can communicate verbally, learners tend to think they are good English speakers. Also, speaking is found by many language learners in Indonesia as a difficult skill to master. This is reflected by some data showing that Indonesian learners' English proficiency is still at a very low level. According to English First English Proficiency Index in 2018, Indonesia was ranked 51st out of 88 countries. This means that Indonesia did not speak English and adults had "very low" English proficiency (Daud et al., 2019).

Related to the feeling of anxiety, there are some studies investigating EFL learners' anxiety. A study conducted by Young (1990) discussed speaking and anxiety from students' perspectives. The author focused on EFL students who practiced a foreign language. Then the analysis revealed that speaking in a foreign language was not the only cause of student anxiety but speaking in front of the class was another one. It means, the anxiety factor also emerged from the class condition. Also, the author suggested reducing the speaking anxiety that students face. In addition to this, Maharani and Roslaini (2021) conducted another study which focused on the obstacles faced by UHAMKA EFL students. It was found that EFL students felt anxious. In addition, this study explored the strategies most students used to deal with their anxiety. This study revealed five strategies for dealing with speaking anxiety: positive thinking, relaxation, preparation, peer seeking, and resignation. Based on the results, most students used a preparatory strategy to

overcome their fear of speaking. Before the speaking class began, students would try to prepare and practice speaking.

Online Learning

Online learning media are considered as a necessary point for investigating the use of technology and design for the success of online learning and blended learning. Online learning provides more access to a more flexible learning experience in terms of location and time within the framework of distance learning (Anderson, 2004). Also, Ally and Mohamed (2004) stated that asynchronous online learning gave students access to online materials any time they wanted, and synchronous online learning enabled real-time interaction between learners and lecturers. Online learning is not an issue for students regardless time zones and locations.

In addition, Simamora (2020) said that online learning also offered teacher-led instruction. This class was conducted either synchronous (communication in which students interact simultaneously in the same room such as video conferencing) or asynchronous (communication at time intervals such as online discussion forums or email). Students and lecturers can access the online class everywhere and every time. Moreover, Mohammed and Mohammed (2021), stated that the 2019 pandemic outbreak provided the most important encouragement for the transition from physical study spaces to virtual worlds as another factor.

Online English-Speaking Class

In the pandemic era, universities or education institutions conducted online learning classes. The University of Islam Malang was one of the universities conducting online classes, especially online English-speaking classes—for example. The online speaking classes were conducted through Zoom meetings as the learning media. Video conferencing platforms such as Zoom, and Google Meet allowed students to hold virtual conferences in person during this process. In this online system, students did not need to go to campus or school (Ningias & Indriani, 2021).

Next, Ningias and Indriani (2021) described that many EFL students experienced anxiety when practicing English speaking in a public area. They were stressed out because of their lack of self-efficacy, so virtual meetings gave students a different atmosphere to increase their self-efficacy. Also, Wibowo and Khairunas (2020) stated that lecturers could start talking about exciting topics and were followed by students to complete the topic by improving it in detail. It seemed easy if learning is conducted in face-to-face classes, but what if it was conducted online?

Speaking Strategies

One of the ways to be good at speaking is to use some strategies. Students can choose what strategy to use. Learners learn to organize concepts, compose sentences, and state meaning in speaking language with good pronunciation and easy-to-understand language as they practice speaking. Students must learn how to convey their thoughts when they talk (Gani et al., 2015). Prabawa (2016) also stated that learners could choose several strategies based on their needs. Learners used learning strategies that helped them in the learning process, especially when speaking. Listening to English songs, watching English films, and practicing with friends are some strategies students can use to improve their speaking skills.

To cope with the anxiety, EFL students could select some learning strategies proposed by Wael et al. (2018) such as the use of memory strategies, metacognitive strategies, social strategies, affective strategies, compensation strategies, and cognitive strategies. First, memory strategies are how the way students remember some vocabulary to make students straightforward to speak. Second, metacognitive strategies consist of how students prepare and organize to practice speaking. Then social strategies are how the way students create a learning environment with their friends to try to practice speaking. Affective strategies include how the way students feel brave and confident to reduce speaking anxiety. In this stage, students try to control their motivation. Next, compensation strategies are how students try to understand the context of the specific topic. The last strategy is the cognitive strategy which is own self-prepared to have attention to understand pronunciation in speaking practice.

Related Previous studies

Related to speaking anxiety, these are the studies that have been implemented to find out the factors of speaking anxiety by learners in the class. The first study was carried out by Subandowo (2017), entitled "The Analysis of Causal Factor on Student Speaking Anxiety." The author focused on the causal factor of student's speaking anxiety. Then this study explained all the factors influencing the student's speaking anxiety which the data taken from the Muhammadiyah University of Metro. This research took the second-semester students of the English Education Study Program as the subject, and this research was conducted through documentation, interview, and observation to collect the data. It was found that the EFL students experienced both internal and external factors. The internal aspects involve lack of English vocabularies and speaking score, lack of practice, being ashamed to speaking English. The latter shows that they did not want to take risk of being mistaken and be the central of the class. Surrounding motivation and learning environment are the things that could decrease the students' anxiety in speaking class.

The second study was carried out by Liu (2018) who focused on the interactive effects on English-speaking anxiety. This study also delved Chinese university EFL students' strategy on test performance of high- and low-proficient. The findings showed that students who had low-proficient felt more restless related to negative assessment and speaking ability of high-proficient students. Also, low-proficient students utilized some strategies to solve it; for instance, they deployed social-affective, continuity-oriented, reduce-modify-reject messages. The last strategy utilized was students trying to interact with the high-proficient student more frequently.

Another related previous study was carried out by Namaziandost et al. (2022) which this study participated by Iranian EFL learners. This study was conducted by grouping the participants into a synchronous text chat group and a synchronous voice chat group. Then this study focused on finding out the effect of CMC by text chat and voice chat on Iranian EFL learners 'oral ability and anxiety in an experimental research design. The result was found that a synchronous text chat group had decreased anxiety levels. Also, using text chat groups positively affected EFL learners' speaking skills. By chatting, students could increase their speaking ability and skills, for chat rooms allowed features that combined writing and speaking

communication. So, students who have difficulty communicating face-to-face would be helped with text chat groups.

The fourth related previous study was carried out by Su (2021) who focused on non-English-major Taiwan students' oral communication strategy use and their anxiety, proficiency, and confidence in English speaking. This study found that non-English-major Taiwan students' ability and confidence in English speaking were low, and their speaking anxiety was high. Based on this result, students used passive communicative strategies and actions, so EFL learners often encounter language problems while communicating in English. It's show that students with higher speaking anxiety frequently used "non-verbal," "negotiation for meaning," and "message abandonment" instead of used "accuracy-oriented" in English.

A related previous study was also carried out by Zarrinabadi et al. (2021) who focused on investigating the effects of praise for intelligence and effort on Iranian EFL learners' language mindsets related to fear of speaking, perceived communication skills, and willingness to communicate (WTC). This study was participated by 63 junior high school students. There were different effects of praise for intelligence and effort, while there was no significant correlation between mindsets and WTC. This result showed that praise for intelligence and no praise diminished students' accretion mindsets. It further decreased students' WTC and enhanced their speaking anxiety. On the other hand, praise for effort improved learners' growth mindsets, communication skills, WTC, and reduced speaking anxiety. The learner's anxiety about the foreign language will be reduced by praising the effort. In addition, praising efforts encourages growth thinking.

Furthermore, a related previous study was also carried out by Pakpahan and Gultom (2021) who focused on the level of speaking anxiety. This study found several learners was at high up to low speaking anxiety levels. Based on the result, it meant learners didn't feel too much anxious, yet they just had a little fear of speaking in class. The result showed that most of the learners (63.3%) were in a moderate level of speaking anxiety during online learning. Also, one that made students felt anxious the most was worrying about the evaluation. Furthermore, the finding presented solutions to make blended learning, obtain teacher motivation, and create a comfortable environment.

Overall, these previous studies elaborate on speaking anxiety casual factors and focused on the way to reduce speaking anxiety. Seeing the importance of knowing EFL learner's anxiety, thus, this research article is intended to analyze advanced students' speaking anxiety during online learning and how they find the solution regarding a suitable speaking strategy in the online class.

METHODOLOGY

Subjects

The research subjects of this study were chosen from speaking classes, English department students, University of Islam Malang. The sampling technique used was purposive sampling. Wahyudin et al. (2021) explain that purposive sampling is a sampling technique that selects a sample from a population depending on the purpose or research problem. Thus, 33 English-speaking learners were taken as participants, who filled out the questionnaire and answered the interview.

Design and Procedures

A survey was carried out in this research, descriptive quantitative and qualitative were used. The research was conducted to analyze fourth-semester students' speaking anxiety and find what kind of appropriate solutions suited to the problems. A questionnaire and an interview were the instrument used to collect the data. The questionnaire items, a total of 15 statements designed in Google Form, were taken, and adapted from Fauzia (2019) to observe students' anxiety levels in the EFL classroom. The Google Form was chosen as the access to filling out the questionnaire, for its excellence in adapting to the situation in the university environment where online media were used as a means of information. Meanwhile, the interview questions were adapted and modified from Isnaini (2018). The instrument has been validated by the Speaking 4 lecturer who guided the course of Speaking 4 at the University of Islam Malang. Also, this interview aimed to know learners' solutions to their English-speaking anxiety. Then the interview questions were modified by adjusting the items in the questionnaire that consisted of five questions; three were related to the highest mean obtained from statements and two about their self-identity, which were addressed to the 4th-semester students who conducted the online speaking class. The interview was given to five students who had the highest score from a data report of analysis speaking anxiety questionnaire.

Data Analysis

To analyze the data, SPSS 20 for descriptive analysis statistics was utilized. The descriptive analysis was used to determine the factors of English-speaking anxiety during online learning. Furthermore, SPSS 20 was used to show the mean score of each question in the questionnaire. The followings were the way to determine the anxiety levels: low, between 1.00 and 2.44; moderate, between 2.45 and 3.44; and high, between 3.45 and 5.00 (Oxford, 1990). The result showed the frequency of English-speaking anxiety factors. Then the interview data were processed to strengthen or explore more about the respondents' answers to the previous questionnaire showing the students' solutions to their speaking anxiety.

FINDINGS AND DISCUSSION

Findings

To what extent do the students feel anxious in online speaking class?

The following table shows the students' English-speaking anxiety results frequently faced by students during online learning. This finding was taken from a questionnaire consisting of 15 statements. The 15 statements comprise into two positive and negative sides which are presented in the following tables. The first part comprising the positive items is presented in Table 1.

Table 1. Speaking anxiety during online learning

No	Statement	N	Mean	Std. Deviation
Q1	I feel at an advanced level of English-speaking skills.	33	3.12	.650
Q2	I'm not afraid to try public speaking practice during class.	33	3.39	1.088
Q3	I am not afraid to speak in English	33	3.55	1.034

No	Statement	N	Mean	Std. Deviation
	during speaking class.			
Q4	I am not afraid to use both languages (mix languages – English and Indonesian) when I forget English vocabulary.	33	3.91	.843
Q5	I feel calm when I get an opportunity to speak English in a speaking class or any class.	33	3.21	.960
Q6	I feel confident speaking English, regardless of whether the grammar I used is correct or not.	33	3.21	1.023
Q7	I always feel like trying to speak English when I'm in class.	33	3.55	1.003
	Overall score	33	3.42	

Table 1 presents the frequency level of English-speaking anxiety faced by fourth-semester learners in English-speaking classes at the University of Islam Malang. The data showed that the highest means were in Q4 with the score of 3.91, and Q7 with the score of 3.55. However, the score between Q7 and Q3 were in the same score position which is 3.55. Next, Q4 showed that learners tended not to feel afraid to use both languages (mix languages – English and Indonesian) when they forgot English vocabulary while speaking. Q7 showed that they always felt like trying to speak English when they were in class. Q3 indicated that learners were not afraid to speak in English during speaking class. Overall, this table indicated the positive statements which the average total revealed the score of 3.42 in moderate level. This aspect showed that the students sometimes felt confident in their speaking class.

Table 2. Speaking anxiety during online learning

No	Statement	N	Mean	Std. Deviation
Q8	I feel my friends are more proficient in speaking English in the class.	33	4.06	1.059
Q9	I feel embarrassed when I make speaking English mistakes.	33	3.18	1.286
Q10	I feel awkward when speaking English in front of many people during an online class.	33	3.36	1.220
Q11	I feel uncomfortable when speaking English through online media (Zoom, Google Meet).	33	2.70	1.185
Q12	I get nervous when I stutter in response to the interlocutor while speaking in English.	33	3.27	1.126
Q13	I feel guilty if the lecturer corrects me when I make a mistake in speaking	33	3.00	1.199

No	Statement	N	Mean	Std. Deviation
	English.			
Q14	I feel afraid when I have to interact with foreign classmates using English.	33	3.27	1.153
Q15	I feel more nervous when I'm in the Speaking class than I'm in other classes.	33	3.03	1.185
	Overall score	33	3.23	

On the other hand, Table 2 shows the level of English-speaking anxiety frequently faced by fourth-semester learners in English-speaking classes at the University of Islam Malang with a highest mean on Q8 with the score of 4.06. Q8 indicates that most of the students feel others are more proficient in speaking English in the class. Next, there are 3 lowest means which are in Q11 with a score of 2.70, Q13 with a score of 3.00, and Q15 with a score of 3.13. The Q11 shows that learners feel uncomfortable when speaking English through online media (Zoom, Google Meet). Next, Q13 states that learners feel guilty if the lecturer corrects them when they make a mistake in speaking English. Q15 shows that learners feel more nervous when I'm in the Speaking class than I'm in other classes. Overall, Table 2 indicates negative statements with the average total in 3.23. The average means total score implies that students' speaking anxiety level was at a moderate level.

From the data on table 1 and 2, those show 3 highest means in Q8, Q4, and Q7. The means for Q8 indicates that the EFL learners often feel anxious when they feel that their friends are more proficient than herself/himself. Meanwhile, Q4 and Q7 indicate that the learners do not feel afraid of using mixed-switched languages and practice speaking English in class. The three statements present the two different sides, however, the most dominant factor causing their anxiety is they feel that they are not more proficient than their counterparts.

How do the students solve their anxiety in online speaking classes?

Based on the previously given data from the questionnaire, there were 3 highest means and 3 lowest means. After that, those statements were discussed again through interviews with participants. The interview consisting of 5 questions. It starts with "Do you agree that an English student's lack of confidence among classmates in speaking English is a problem in the classroom?" (Question 8/Q8)

The respondents' responses were varied as revealed in the excerpt below.

Agreed, I think the way to make it deal, through be more confidence, for confidence is important. If we're not confident, sometimes what we think and what we say is not in line with. (S1)

I agree. On the other hand, speaking in English helps to communicate among students like foreign classmates. (S2)

It's not a big deal for me. In my opinion, we as learners are still learning, so if we don't believe in ourselves, that's normal. Learners can practice building self-confidence. (S3)

Another question is “Based on your opinion, what makes EFL students always feel nervous when they must speak English or mix languages (Indonesian and English)? (Question 4/Q4)

I guess the factor are they do not understand grammar, afraid of being wrong in pronunciation, so students are hesitant to speak English. (S1)

I'm ashamed of making mistakes when speaking in English. Sometimes I feel not confident if there is a mispronunciation of words. (S2)

I feel embarrassed when talking to people who are more proficient in the language. (S3).

I feel doubtful for I rarely practice public speaking and rarely speak English in front of friends. (S4)

The students were also asked “How do you adapt when interacting with interlocutors (classmates or lecturer) when speaking in class? (Question 7/Q7).

I try to interact by focusing on the person I'm talking to. That's the key for me to understand the interlocutors. (S1)

I try to speak with pronunciation, and I used mixed language when I forget some words. (S2)

The following are students' responses to “How do you deal with fear and panic when speaking English?”

I try to be confident, and I usually use the 4-7-8 breathing technique. (S1)

I try to be calmer and understand what my friend said. Also, I try to be more focus on the context while speaking English. (S2)

I convince myself that I could, and I silently read dhikr or sholawat. (S3)

I try to learn and practice by my own, so I can be more confident when I have to practice public speaking. (S4)

The last question given to the interviewee is “What are effective ways that can increase interest and willingness to keep trying to speak English?”

Of course, we have goals and objectives that we want to achieve. If we have the will, we can achieve our goals. Having a goal will continue challenging us and grow a willingness to speak English. (S1).

I think to increase the interest in speaking English is through listening to music, watching movies, and reading English books. (S2)

The interview results showed that answer of Q8 confirming that most of the learners agreed that lack of confidence in English speaking was one of the problems

in class. In addition, learners thought without self-confidence everything would be complicated. It means that self-confidence can show a comforting sense to the Interlocutor. Next, the answers for Q4 showed that the students felt nervous when their speaking was hindered by their lack of vocabulary knowledge and the lack of practice in speaking all the time. Another student stated that she/he felt insecure when anyone corrected or judged their grammatical errors and pronunciation errors. Next, Q7 claimed that learners tried to listen carefully while speaking with the interlocutors. Also, other ways to be confident were practice, listen, focus, and brave. Another learner tried to understand the situation before starting a conversation and speaking with mixed language. Then the answers of two self-identity questions indicated that the participants tried to convince themselves by trusting their idea and comforting themselves by keeping in their mind that making mistakes were common. Others said they read *dhikr* or *sholawat* (Islamic prayer) before speaking, and learners tried to breathe slowly to feel calm. Also, learners believed that the effective ways to increase it was through daily activities. This means that they spent a lot of activities related to English like singing, reading, and listening. Also, another said that one of the keys was motivation.

DISCUSSION

As presented in the previous section, this research discusses the analyses on advanced students' speaking anxiety and identifies their solution during online learning. From the data on the questionnaire, the findings indicated the 3 highest means and that most of the students felt their counterpart were more confident and proficient to speak in English during speaking class. Also, it was found out that the students were not worried about using mixed languages (English and mother tongue – Indonesian), and they tried to practice it when they had lack of vocabulary. In opposite, the finding at the lowest mean 2.70, stated that the learners felt uncomfortable when speaking English through online media (Zoom, Google Meet). It means that students' level of speaking anxiety while they used online media in online speaking class was in the moderate level. This result was confirmed by previous study (Subandowo, 2017) with the subject of that research conducted on the second-semester students of English education study program. The research stated that there were two factors affecting the students' speaking anxiety, namely the internal and external factors. The internal factors were limited vocabulary and low English proficiency, less practice and preparation, fear of losing face, and inability to express the idea. While the external factors were being afraid of making mistakes and focus attention. Nevertheless, the result of this study opposed the current study by (Young, 1990) that students were afraid to speak in the foreign language class in front of each other and their instructor. On the other hand, according to Simamora (2020), learners and lecturer could build up interaction anytime and anywhere during online learning. Online class is supported by online forum like discussion forum, video, etc. Thus, an online speaking class at the University of Islam Malang can work because it is analysed through students' speaking anxiety level which means they tend to feel comfort at a moderate level while using speaking online media.

According to Liu (2018), students who had low-proficient felt more restless related to the negative assessment. Nevertheless, the result of this study revealed that learners felt embarrassed when talking to people who were more proficient in the language, yet they solved it with affective strategies. Then Namaziandost et al.

(2022) stated that a synchronous text chat group had decreased speaking anxiety levels which the finding was the opposite of this study result. Based on the result, there was no student using text chat groups to reduce their anxiety. Students made their own selves calmer and tried to focus on the context while speaking English. Also, they tend to use their interests, for instance, listening to music, watching movies, and reading books in English to build up their speaking skills. Moreover, a study by Su (2021) and Zarrinabadi et al. (2021) opposed the result of this study. Based on this result, students tend to try suggesting themselves to be more confident instead of they act "message abandonment" while speaking English. In addition, a study by Zarrinabadi et al. (2021) showed that students' anxiety would be reduced by praising the effort. When a teacher gave praises for their effort, it could improve learners' mind-set growth and communication skills. It was stated that praise was not one factor in improving speaking skills. On the other side, the current study by Wibowo and Khairunas (2020) also supported the current situation in speaking online class at UNISMA, like one way of learning could work through lecturer start talking about an existing situation that students can follow to improve the detail.

Furthermore, based on the result, most of the students felt not afraid to speak in English during speaking class, and they could reduce their English-speaking anxiety. Besides, Table 1 showed speaking anxiety during online learning at Q8 that students felt others, or their classmates were more proficient in speaking English in the class. As a result, the interview session suggested that the solution to cope with such situation was the learners needed to build their self-confidence by practicing the language as much as possible and set target to be native-like speaker. Also, when the student missed the grammar and missed the pronunciation, they solved it by trying to convince themselves like by trusting a concept that making mistakes is common. They also tried to be relaxed by, for example, silently reading *dhikr* (remembering to God) or *sholawat* and trying to breathe slowly to feel calm. The current theory by Prabawa (2016) stated that students could find their learning way based on their needs through some learning strategies. Also, according to the current theory by Wael et al. (2018), students could use 5 strategies in learning. Furthermore, this research resulted in implication that learners used one of the learning strategies which was affective strategy. This strategy referred to students' way to feel brave with their manner while in speaking online class.

Also, the result indicated that online speaking classes created a different atmosphere for students to improve their speaking abilities. Students and lecturers made Zoom for the platform to assist online learning, and it caused the students' speaking anxiety. Based on the interview, to cope with the speaking anxiety, the students utilized affective strategy. This strategy focused on the way students learn to speak and become more confident. To sum up, the EFL students felt anxious when they did not have positive thinking and good self-confidence as well as self-target. The improvement on doing more practices of speaking English and be native-like speaker were also the ways to solve the problems.

CONCLUSION AND SUGGESTION

This study is aimed at analyzing advanced students' speaking anxiety and their solutions during online learning. The findings indicated that sometimes the students felt anxious and calmer in some other situations in speaking class on the other side. This study showed that most of the fourth-semester English Education students felt

that others were more confident and proficient to speak in English during speaking class and this was the main factor causing their anxiety in online speaking class. Based on the result, the students did affective strategy to deal with their speaking anxiety. The students focused on their own ways to reduce their anxiety, such as trying to relax, praying, and regulating their breath while practicing speaking. Most of the learners focused on the person that they were talking to. They focused to get the point of the context while they spoke with others. Also, they emphasized on praying and trying 4-7-8 breathing to make them calmer.

However, this research only implicated few respondents in the fourth semester of English Education Department, so it is recommended for future researchers to involve more participants regarding their anxiety and investigate the ways they cope with English speaking anxiety during online classes. For pedagogical implication, EFL speaking teachers could see the levels of the students' anxiety and use the strategy-based approach. In addition, to reduce the anxiety, students should learn and develop speaking skills through supporting activities, such as listening, reading, and watching English videos, talk shows, or news.

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About the Author(s):

Yuliana Ayu Pertiwi is a student of the English Education Department, Universitas Islam Malang, East Java, Indonesia.

Ika Hidayanti is a lecturer in English Education Department, Universitas Islam Malang, East Java, Indonesia.