

AN ANALYSIS OF ANXIETY SPEAKING ENGLISH IN ONLINE LEARNING USING ZOOM CLOUD MEETING ON EFL STUDENTS

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ABSTRACT

Zoom Cloud Meeting is an application that is widely used for online learning, this application makes it easy to communicate directly virtually. When online learning is taking place using the Zoom Cloud Meeting application, many students feel anxious about speaking. This is because when lecturers ask students, many do not respond and they are afraid to speak. This study aims to find out the factors that influence students' anxiety when speaking through zoom meetings. In this study, researchers used a questionnaire adapted from McCroskey (1970). The respondents of this study consisted of 104 EFL students who were in around JABODETABEK. Then the data were analyzed using descriptive statistics through IBM SPSS Statistics 26. The results of this study are that more students experience feel anxiety and fear when speaking English through Zoom Meetings when learning online. The findings of this study are to encourage EFL students to speak English without anxiety and improve their speaking skills in public or online classes.

Keywords: Zoom Cloud Meeting, Online learning, Anxiety speaking

INTRODUCTION

Anxiety speaking English is one of the problems that arise while waiting for the online learning process, many students, especially EFL students, experience fear and anxiety when they are doing online learning. According to Horwitz et al (1986), most teachers and students strongly agree that anxiety is a major obstacle to speaking in other languages, and many approaches to foreign language teaching are recent. Liu (2007) stated that the reasons students experience speaking anxiety are fear of making mistakes, lack of vocabulary and practice, and low level of English proficiency among students.

During the COVID-19 pandemic in Indonesia, the government under education and culture made adjustments to deal with situations like this. In preventing the transmission of the COVID-19 virus, the government issued circular letter number 3 of 2020 regarding the prevention of COVID-19 in education units. The government implement a distance learning system where students do not need to physically come to school but can be done from home through various platforms to support the learning process. However, distance learning like this is felt to have many obstacles or weaknesses in its implementation. According to Fojtik (2018), there are several drawbacks related when it comes to distance learning, teachers and students have learning limitations and needs as well as overall safety and technicality. In addition, it also raises students' anxiety about foreign languages (Pichette, 2009). One of the foreign languages faced by students is students speaking skills. Speaking is a form of communicating with others, especially for students majoring in English education who learn to always speak English in every learning process.

Several researchers conducted research on the problems that exist in students speaking through face-to-face learning. AlNakhalah (2016) found several difficulties that students experienced when speaking English, lack of self-confidence, fear of being wrong, embarrassed, and anxious. El Naggar (2019) also found problems when practicing speaking, namely in expressing ideas, grammar, vocabulary, pronunciation, and influencing. Ratnasari (2020) saying that there are four challenges in speaking namely lack of vocabulary, nervousness, unsupportive environment, and lack of grammar. Wahyuningsih & Afandi (2020) there are problems experienced by foreign language students are a lack of vocabulary, lack of grammar, and incorrect pronunciation.

One of the media that supports the teaching and learning process during a pandemic is to use a video conference application, there is Zoom Cloud Meeting. Zoom Cloud Meeting is a video-conferencing application that helps students and teachers communicate with each other. Zoom cloud is a tool for audio and video communication over a geographically dispersed computer and telephone networks (Lawson, Comber-Hanshaw, 2010, p.295). In addition, communication through the Zoom Cloud Meeting also includes eye contact, gestures, and the others, this can increase positive attitudes and motivate students to learn the target language.

When learning is being carried out through Online Learning using Zoom Cloud Meeting, many students are afraid or have anxiety about speaking when deal by the lecturer indirectly, they do not immediately respond or answer when the lecturer asks a question. It made me wonder why students when talking via Zoom Cloud Meeting did not immediately respond or answer, whether it was due to signal problems, laziness to activate the un mute feature, or fear of speaking the wrong way. Therefore, this research tries to explore student problems in learning to speak using Zoom. The purpose of this study was to find out what factors caused students to experience anxiety in speaking English when online learning. Therefore, this research is motivated by the research question :

RQ 1 : What factors cause foreign language students to experience speaking anxiety when learning online through Zoom Cloud Meetings?

RQ 2 : What causes students to be anxious in responding to online learning through Zoom Cloud Meetings?

Foreign language anxiety is a feeling of tension or fear associated with a second language, including speaking, listening, and learning (MacIntyre and Gardner, 1994) cited in Harada, Eguchi, Moriya, and Suzuki (2017). It is important for students to be able to overcome feelings of tension in learning a second language. Wihastuti, Supriati & Jahriah (Widodo et al 2017) Anxiety is a mood or affective disorder which is often characterized by deep fear or worry. Communication problems play an important role in foreign language anxiety. According to McCroskey (1984) as cited in Indrianty (2016), when there is fear in a communication, it can be anticipated with other individuals because it is related to psychological constructs, that is, feelings of shame and silence. Horwitz, and Cope (1986) state that communication anxiety can be characterized by worry when communicating with others. As quoted in Tati & Golingi (2016), Tseng (2012) said that presentation activities such as public speaking are the most feared activities for students to speak. Kondo and Yang (2004) stated in (2017) to reduce students' speaking anxiety there are five categories, there are preparation, relaxation, positive thinking, peer thinking, and leaving. Withdrawal is when students do nothing to reduce their anxiety.

According to (Bawanti & Arifani, 2021) speaking is a productive skill aimed at communication by expressing thoughts and feelings orally. (Thornbury in Zyoud 2005) said that speaking requires the ability to collaborate in managing speaking turns because it is interactive. Speaking has an interactive nature, which means that productive collaboration is needed to have great courage and confidence in conveying messages to listeners and building good communication. (Munther Zyoud 2016), English learners are required to have great courage and confidence when speaking, because speaking is one of the productive skills that aims to convey messages to listeners. (Fitriah & Muna, 2019), The problem that most often occurs in foreign language classes is when students express what is most often felt, namely anxiety in speaking and communicating in the target language. Speaking skills are very important for language learners to communicate

(Srinivas 2019). Speaking skills are also important in academic and professional situations such as entering school, settling in a profession, and others. Productive speaking skills aim to express our thoughts and feelings orally (Bawanti Arifani 2021). Speaking is an interactive skill in conveying a meaning that can be clearly understood. This requires courage and confidence so that it can produce good communication. Brown (2021) an interactive process is one in which the process of speaking involves, produces, receives, and processes information into meaning. To build a meaning in communication between the speaker and the listener, the speaker produces the message and the listener becomes the recipient of the message. The communication process requires at least 2 people because it cannot be done individually. A good speaker must try to convey ideas clearly so that they can be well received as desired by listeners (Heriansyah, 2012). the most significant problem in foreign language classes is that students often express their anxiety when speaking the target language (Fitriah & Muna, 2019). This anxiety becomes an obstacle in speaking a foreign language.

According to (Mu'awanah et al., 2021) Zoom is the most widely used video conferencing platform in this pandemic era, to conduct online meeting or discussion conferences with video. Zoom is an application founded by Eric Yuan in April 2011. Zoom can be used through the website, Mac OS, Windows, IOS, and Android. According to Dinda Silviana Dewi (2020), a tool for communicating using video that can be used on mobile devices.

According to Kevin (2020) in Kompas.com, zoom as a video conference is commonly used during online learning because the video and audio quality can be maintain even though the internet connection is unstable. Zoom Cloud Meeting supports communication needs anywhere and anytime with many people without having to meet. The app can be easily installed on multiple devices such as; PC (Personal Computer) with webcam, Laptop with webcam, and Android/iOS Smartphone.

Media is something that can provide a source of information to its readers. Media plays a role in the learning process because as a technology that conveys information messages that are used for a learning purpose or physical means to convey content / subject matter. Learning media affect the success of teachers in carrying out learning activities. The choice of media will also greatly impact the results received by students, if the learning media makes it easy and students become interested in continuing to learn to understand the material presented.

METHODOLOGY

In this study data was collected through a questionnaire which was developed and disseminated online using Google Forms to facilitate distribution and target more participants to complete it (Ningsih et al. 2018). Researchers also posted questionnaire links on several social media

platforms, WhatsApp, Instagram, and Twitter. The target respondents by using probability sampling as the technique. There are 104 EFL students from the English department in Indonesia who have or are currently using the Zoom Meeting application in online learning from different areas, namely JABODETABEK (90%) and non JABODETABEK (10%). The most participants were female (N=78, 75.0%) and male (N=26, 25.0%).

A questionnaire adapted from McCroskey (1970). Personal Report of Public Speaking Anxiety framework was used to determine the factors that influence speaking anxiety when doing online learning through Zoom Meeting. The questionnaire was validated and has a Cronbach Alpha's Reliability score of 0.80. In this study data was collected through a questionnaire which was developed and disseminated online using Google Forms to facilitate distribution and target more participants to complete it (Ningsih et al. 2018). The questionnaire was considered reliable enough to be used in this study, from 34 items there were 8 items that were invalid when the validity test was carried out, therefore the researcher eliminated the invalid items and the valid items became 26 items that were recommended for use in this study.

FINDINGS AND DISCUSSIONS

The questionnaire is divided into 2 parts. The first part includes the respondent's personal information, such as the respondent's name, age, gender, and domicile, then the second part investigates the factors that influence speaking anxiety when online learning using Zoom Meeting.

Table 1.
Age of Respondents
(Source: Author)

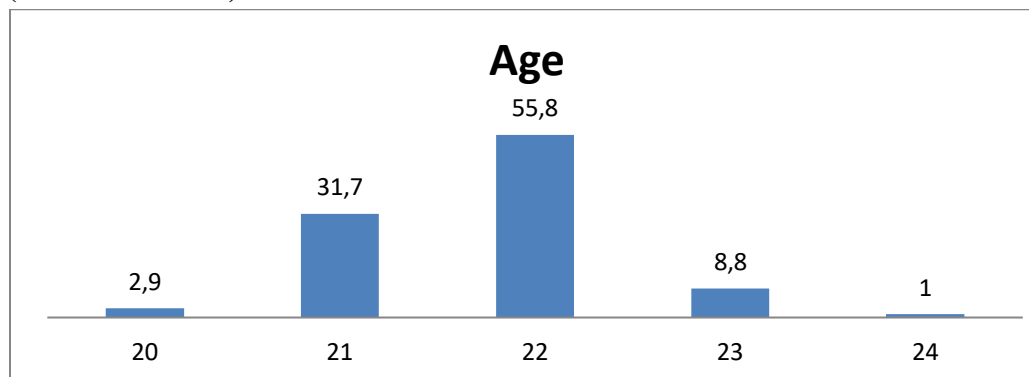


Table 2.

Gender of Respodents
(Source: Author)

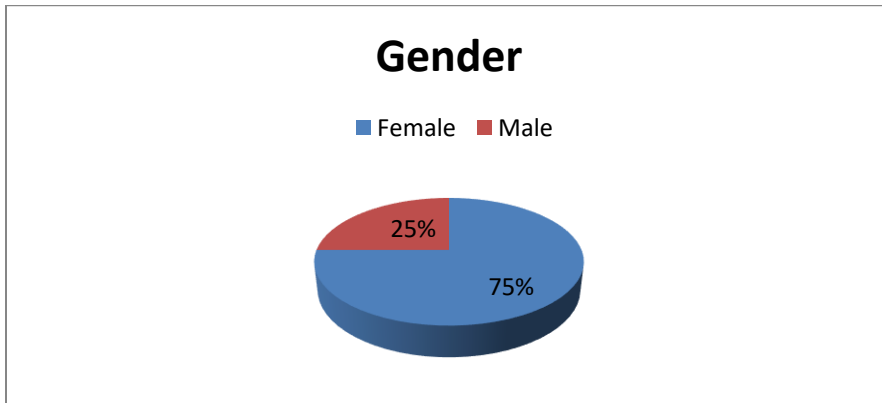


Table 3.
Region of Respodents
(Source: Author)

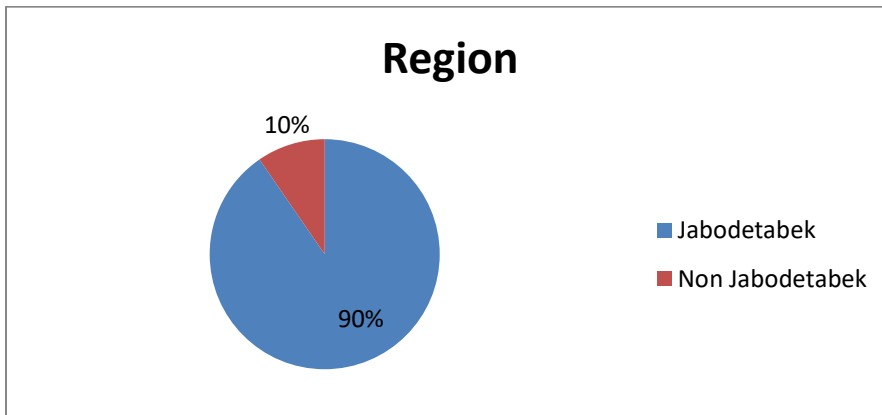


Table 4.

Items	An Analysis of Anxiety Speaking English in Online Learning Using Zoom Cloud Meeting on EFL Students'	Strongly Disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly Agree (%)
1	While preparing to speak English in online learning through Zoom Cloud Meeting, I feel tense and nervous	3.8	13.5	23.1	40.4	19.2
2	I feel tense when I see the words "speaking English" through Zoom Cloud Meeting when online learning.	4.8	18.3	30.8	31.7	14.4
3	My thoughts become confused and jumbled when I speaking English in online learning through Zoom Cloud Meeting.	2.9	19.2	19.2	45.2	13.5
4	Right after speaking English in online learning, I feel that I have had a pleasant experience.	1.0	6.7	21.2	47.1	24.0
5	I get anxious when I think about my speaking English coming up in online learning	3.8	15.4	20.2	44.2	16.3

	through Zoom Cloud Meeting.					
6	I have no fear for speaking English in online learning through Zoom Cloud Meeting.	2.9	26.0	32.7	25.0	13.5
7	When the lecturer announces for speak English in online learning through Zoom Cloud Meeting, I am feel myself getting tense.	3.8	15.4	23.1	36.5	21.2
8	My hands tremble when I am speaking English trough Zoom Cloud Meeting.	7.7	24.0	23.1	33.7	11.5
9	I feel relaxed while speaking English through Zoom Cloud Meeting.	3.8	26.0	31.7	26.0	12.5
10	I get anxious if someone speaks English to me in online learning that I don't know.	4.8	18.3	28.8	31.7	16.3
11	I face the prospect of speaking English in online learning through Zoom Cloud Meeting with confidence.	1.0	10.6	37.5	37.5	13.5
12	I feel that I am in complete possession of myself while speaking English through Zoom Cloud Meeting.	1.0	13.5	38.5	37.5	9.6
13	My mind is clear when I speaking English through Zoom Cloud Meeting.	4.9	22.3	32.0	31.1	9.7

14	My heart beats very fast just as I start speaking English through Zoom Cloud Meeting.	3.8	14.4	27.9	26.9	26.9
15	I experience considerable anxiety while speaking English in online learning through Zoom Cloud Meeting.	3.8	9.6	26.9	39.4	20.2
16	Some parts of my body feel tense and stiff when speaking English through Zoom Cloud Meeting.	5.8	13.5	26.9	39.4	14.4
17	Realizing that only a little time remains in speaking English through Zoom Cloud Meeting make me very tense and anxious.	3.8	12.5	34.6	32.7	16.3
18	While speaking English through Zoom Cloud Meeting, I know I can control my feelings of tension and stress.	1.0	6.7	31.7	44.2	16.3
19	I feel comfortable and relaxed in the hour or so just before speaking English through Zoom Cloud Meeting.	3.8	16.3	33.7	26.0	20.2
20	When I make a mistake while speaking English, I find it hard to concentrate on the parts that follow.	2.9	13.5	23.1	43.3	17.3

21	I feel anxious when the lecturer announces the date and time for speaking English in online learning through Zoom Cloud Meeting.	5.8	19.2	26.0	33.7	15.4
22	During critical speaking English in online learning through Zoom Cloud Meeting, I experience a feeling of helplessness building up inside me.	2.9	13.5	27.9	40.4	15.4
23	I have trouble falling asleep the night before speaking English through Zoom Cloud Meeting.	14.4	26.9	26.0	19.2	13.5
24	My heart beats very fast while I present my speaking English in online learning through Zoom Cloud Meeting.	6.7	12.5	24.0	39.4	17.3
25	I feel anxious while waiting to speaking English through Zoom Cloud Meeting.	4.8	11.5	25.0	45.2	13.5
26	While speaking English via Zoom Cloud Meeting, I became so nervous that I forgot what I wanted to talk about next.	9.6	11.5	29.8	29.8	19.2

The first category is speech anxiety. Most students agree (40.4%) feel tense and nervous when preparing to speak English in line learning While preparing to speak English in online learning through Zoom Cloud Meeting, I feel tense and nervous. After that, (31.7%) students agree that they feel tense when they see the word must be in English when learning online. Even when it comes to speaking English in online learning, (45.2%) students agree, their minds become confused and jumbled. However, (47.1%) of students after speaking English in online learning felt that they had a pleasant experience. Students feel anxious about their English speaking skills in online learning (44.2%). Meanwhile, (32.7%) students have no fear when speaking English in online learning. However, (44.2%) students expect to be able to speak English in online learning. There are as many as (36.5%) students who agree that when the lecturer announces to speak English in online learning they feel afraid and tense which causes them not to respond to what the lecturer says. Although in online learning, (33.7%) students agree that their hands are shaking when they are about to speak English and (31.7%) choose neutral when they feel relaxed when speaking English via Zoom.

Feeling anxious when someone speaks English in online learning, students feel neutral and agree to be in the same score (37.5%). Confident when speaking English in online learning, students choose neutral (38.5%). Think clearly when speaking English in online learning (31.7%) students choose neutral. As for those who feel their heart beating faster when speaking English in online learning, the most are neutral (27.9%), while agree and strongly agree (26.9%). Experiencing considerable anxiety when speaking English (39.4%). When speaking English, some parts of the body are tense and stiff (39.4%). The limited time when speaking English via Zoom makes them very tense and anxious, students choose neutral (34.6%). (44.2%) students agree that they can overcome tension and stress when speaking English. (33.7%) students choose neutral because not all feel comfortable and relaxed when speaking English via Zoom.

Students feel anxious when the lecturer announces the date and time to speak English via zoom (33.7%). The thing that scares me when speaking English is when I make mistakes and it's hard to concentrate on the next sections (43.3%). When speaking critically in English, (40.4) students agree because they experience feelings of helplessness within themselves. Having trouble sleeping the night before the next day they will speak English in online learning, (26.9%) choose less agree and (26.0%) choose neutral, which means that speaking English has no effect on their sleep quality. His heart beats fast when he is speaking English in online learning (39.4%). Feeling anxious when waiting for their turn to speak English in online learning (45.25%). Speaking English via Zoom makes you nervous so you forget what you want to talk about next, have the same score, namely neutral and agree (29.8%).

From the questionnaire, it can be seen that oral English proficiency is a source of anxiety for students (Yaikhong & Usaha, 2012), even for many teachers (Liu & Wu, 2021). It was found that English speaking anxiety in students was mostly associated with spoken English ability. As for the anxiety for students is the fear of mistakes spoken in English, also afraid of the response of friends and lecturers who hear it.

Other factors can also influence, namely students are afraid of being wrong and embarrass themselves in front of other students. The need to be right without fault as well as fear are elements of anxiety that are influenced by several characteristics of eastern culture (Cheng, 2000). Another reason is that they feel other students are superior and compare themselves with other students which causes students to feel anxious when asked to speak in online learning, especially English. (Bekleyen, 2004; Young, 1991) found students to be more nervous when comparing themselves to others. This study was also found in previous research (Rattine-Flaherty, 2014) which found that students lack confidence in their own skills to conveying messages well in public speaking situations because they were afraid that their peers would judge them negatively, and they feel alienated.

CONCLUSION

Based on the results of research on a number of JABODETABEK and NON JABODETABEK students, especially in speaking English in online learning using Zoom. It was found that students had anxiety and fear when required to speak English in online learning. But there are also those who feel relaxed when they are required to speak English in online learning. English speaking skills in students should be trained frequently in order to gain self-confidence. Through this research, this research is expected to motivate EFL students to be able to practice speaking English a lot in order to be able to speak in public or in online classes. Lecturers can also encourage them to be willing to speak in online learning using Zoom, such as asking about the learning material being discussed or giving assignments that can improve their English speaking skills.

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