CHAPTER IV
RESEARCH FINDING AND DISCUSSION

A. Description of Research Object

The object of this research is MTs Al-Hidayah Langon Jepara. In this section, the researcher presents an overview of MTs Al-Hidayah Langon Jepara whinch includes history of MTs Al-Hidayah Langon Jepara, school profiles of MTs Al-Hidayah Langon Jepara, geographical location of MTs Al-Hidayah Langon Jepara, vission and mission of MTs Al-Hidayah Langon Jepara, teachers data of MTs Al-Hidayah Langon Jepara, students data of MTs Al-Hidayah Langon Jepara, facilities and infrastructure of MTs Al-Hidayah Langon Jepara, and the organizational structure of MTs Al-Hidayah Langon Jepara. The researcher presents all the data as follows:

1. History of MTs Al-Hidayah Langon Jepara

MTs Al-Hidayah Langon Jepara was founded under the leadership of the Al-Hidayah Langon foundation in 1997. The building is located in Langon Village, Tahunan District, Jepara Regency. The beginning of the history of MTs Al-Hidayah Langon Jepara was when local community leaders realized the importance of religious education. Religious education is very important for prospective students, especially students who are in transitional phase from chilhood phase to adolescent phase. From there, Langon villagers vegan to entrust MTs Al-Hidayah Langon Jepara as a place for their children to study. Not long after, an islamic junior high school by the name MTs Al-Hidayah Langon Jepara began open due to the enthusiasm of the residents.

MTs Al-Hidayah Langon Jepara submitted an operational license to legalize the religion of Jepara in 1997 for reason of improving the quality of education at MTs Al-Hidayah Langon Jepara. The process of building the MTs Al-Hidayah Langon Jepara went smoothly with the help of the goverment and the full support of residents around Langon Village. Nowadays, MTs Al-Hidayah Langon Jepara stands in the same location as MI Al-Hidayah Langon Jepara and SMK Al-Hidayah Langon Jepara. This is a brief history of the founding of MTs Al-Hidayah Langon Jepara.[1]

---

[1] Documentation Data, history of MTs Al-Hidayah Langon Jepara, obtained on 24 November 2022

2. **Geographical Location of MTs Al-Hidayah Langon Jepara**

MTs Al-Hidayah Langon Jepara is located in Langon Village, Tahunan District, Jepara Regency. Jepara Reency if famous for its wood industry, as well as in Langon Village. There are several timber companies there. Menawhile, the overall condition of MTs Al-Hidayah Langon Jepara is good. This can be seen from the adequate facilities and infrastucture. There is a proper classroom for the implementation of the learning process, several clean toilets, and others.

The location of MTs Al-Hidayah Langon Jepara is quite strategic because it is in the middle between MI Al-Hidayah Langon Jepara and SMK AL-Hidayah Langon Jepara. MTs Al-Hidayah Langon Jepara is also located close to the mosque and far enough from the main road so that it does not endanger students. The location of MTs Al-Hidayah Langon Jepara also in the middle of Langon Village.[2]

3. **Profile of MTs Al-Hidayah Langon Jepara**
The identity of MTs Al Hidayah Langon is as follows:
The name of School : MTs Al Hidayah Langon
NSM : 121233200071
NPSN : 20364292
Accreditation : A
Address/ Village : Langon
District : Tahunan
District : Jepara
Province : Central Java
NPWP MTs : 65,212,473.6-516,000
The name of headmaster : Mizan Sya'roni, S.Ag., M.Pd.I
No. Tel./HP : 085292549915
The name of foundation : Al Hidayah Langon
Foundation Address : Langon RT 10 RW 05
MTs Operational Permit : MK.500/PP.00.6/3711/1997
Land Ownership
Land Status : Waqf Land
Land Area : 3531 M2
Building Status : Private
Building : 3264 M2[3]

---

[2] Documentation Data, geoghrapical location of MTs Al-Hidayah Langon Jepara, obtained on 24 November 2022

[3] Documentation Data, profile of MTs Al-Hidayah Langon Jepara, obtained on 24 November 2022

27

4. Vission and Mission of MTs Al-Hidayah Langon Jepara

Vision and Mission of MTs AL Hidayah Langon Jepara as follows:

a. Vision

"Superior in quality, advanced in achievement, skilledin masteringtechnology / life skills and have good moralsin accordance with Islamic "Ahli Sunnah Wal Jamaah".

b. Mission

Mission is an effort made to realize vision. The effortsare made to meet stakeholder needs (all interest groupsassociated with school). With the mission set out below is expected to be able to realize the goals of education in MTsAl Hidayah Langon:

1) Implement learning and guidance effectively andefficiently, so that each student develops optimally,according to their potential.
2) Encourage and help students to recognize theirpotential, so that they can be developed optimally.
3) Carry out education in the general and Islamic fieldsin an integrated and balanced way.
4) Carrying out skills education to equip students withlife skills as well as in mastering modern technology, especially information and communicationtechnology.
5) Encouraging all School citizens to actively participatein achieving quality and achievement for school.
6) Educate students to behave politely and courteously, have good morals in life in Madrasas, in families andcommunities.
7) Implement open and participatory management byi nvolving all Madrasah residents and all partiesrelated to Madrasah (Stakeholders)[4]

B. Research Finding

Researcher have conducted research at MTs Al-Hidayah Langon Jepara, especially in class IX C. Based on the results of observations and interviews, there is one important thing that needs to be discussed, namely regarding students' speaking anxiety after implementing online learning for almost 2 years some time ago.[5] This

---

[4] Documentation Data, vission and mission of MTs Al-Hidayah Langon Jepara, obtained on 24 November 2022

[5] Observation on 23 November 2022

is also supported by the documentation that has been collected by researchers. The researcher presents the research findings as follows:

1. **The Impact of Online Learning on Students' Speaking Ability**

   The emergence of the corona virus disease for the first time in 2020 forced schools to close. Face-to-face learning process transferred to online learning. This also happened at MTs Al-Hidayah Langon. MTs Al-Hidayah Langon implements online learning from March 2020 to June 2021. After entering the even semester in July, MTs Al-Hidayah begins conducting blended learning where the learning process is carried out by combining face-to-face learning and online learning.

   Blended learning carried out around July 2021 to January 2022 depending on the level and cases number of corona virus disease in Central Java. When the number of cases affected by the corona virus disease in the Central Java region increased, MTs Al-Hidayah Langon Jepara implemented more online learning, which are the students and teachers carried out face-to-face learning only 2 times a week. However, when the number of cases affected by the corona virus tends to decrease, MTs Al-Hidayah Langon implements face-to-face learning 5 times a week, as quoted in the following interview:

   > "Here, online learning is carried out from March 2020 to June 2021. Then, it is continued with blended learning which carried out from July 2021 to Januari 2022. The implementation of blended learning is adjusted to the number of corona virus cases in the Central Java region. If the number of cases increases, so we apply more online learning. Face-to-face learning is only implemented 2 times a week. However, if the number of corona virus cases decreases, then we implement face-to-face learning 5 times a week."[6]

   Based on the results of interviews between the author and the English teacher, the learning method used during online learning completely relies only on WhatsApp groups. The teacher provides learning material in the form of videos via the WhatsApp group. Assignments given to students are also announced via the WhatsApp group. There is no other method besides this method. Moreover, the learning methods used

---

[6]Interview with the English teacher on 23 November 2022

29

specifically to improve students' speaking skills did not exist at all. That's because of the lack of ability of teachers in using electronic media. Their technology tends to stutter so that their creativity cannot be channeled. The statement is based on the following interview:

> "The learning method that I use is by using the WhatApp group media. There, I send learning videos, learning materials, and assignments for students. Indeed, that's all I use because i'm a teacher who is technologically illirate. So, there is no any other method I can use. My creativity in teaching also seemed limited at the time."[7]

On the other hand, according to a student named Noorudin Sugeng Riyadi, this method was completely ineffective in improving students' speaking skills. The method used to improve students' speaking skills should be more interesting. Especially when implementing online learning where they are still carried away when they are in elementary school. They will only study diligently with interesting things. The statement is quoted in the interview below:

> "In my opinion, the method via WhatsApp group is not very effective for improving speaking skills because we still need interesting methods. Moreover, at that time I was still a new student here. I still carried away by habits in elementary school where I would only study diligently if the learning method was interesting."[8]

Other sources also said the same thing. They tend to like learning methods that make them interested in learning, as quoted in the following interview:

> "If the learning methods used were more interesting, I would definitely prefer learning English."[9]

Other student also explained the same explanation as his two friends. Students who are just starting to enter junior high school still need learning media that is interesting and not boring. The statement as quoted in the following interview:

---

[7]Interview with the English teacher on 23 November 2022
[8]Interview with student E on 23 November 2022
[9]Interview with student A on 23 November 2022

> "When I first entered this school, it was direct online learning, it was very boring. Meanwhile, we need learning methods that can make us more enthusiastic in learning and more interesting."[10]

Meanwhile, according to two other students, face-to-face learning cannot be replaced with online learning. Everything is clearly very different. As for high school students, they will feel effective because they are already independent. The statement as quoted in the following interview:

> "In my opinion, face-to-face learning cannot be replaced with anything, including online learning. Online learning is very different from face-to-face learning because online learning requires students to be more independent. Online learning for high school students can be more effective because they can learn independently. But, we as junior high school students are very difficult."[11]

They are not yet independent to learn on their own. Especially in learning that aims to improve English speaking skills. The statement as quoted in the following interview:

> "In my opinion, onine learning is not suitable for improving English speaking skills. We as junior high school students are not independent enough to learn and practice speaking English on our own without being taught by the teacher directly."[12]

Online learning has a considerable impact on students in learning English. Especially, it gives impact on students' English speaking ability. The researcher found several impacts of online learning on students' speaking skills in class IX C which included three components, namely pronounciation, grammar, and vocabulary. The three components are described by the researcher as follows:

a. Pronounciation

English pronounciation tends to be confusing for students because the spelling and pronounciation are mostly

---

[10]Interview with student C on 23 November 2022
[11]Interview with student B on 23 November 2022
[12]Interview with student D on 23 November 2022

not the same. Most sounds in English are absent in Indonesian. Therefore, students need frequent practice in order to be able to pronounce words in English according to the correct English pronounciation rules. However, during the implementation of online learning some time ago, students experienced problems in practicing English pronounciation. It happens because there is no one to teach and direct students. Students feel that they are not independent enough to learn and practice pronounciation independently. In addition, they also feel unenthusiastic if they don't practice with their friends. Moreover, the learning methods applied during online learning tend to be boring, namely the teacher sends learning videos and examples of English pronounciation via the Whatsapp group. As a result, it becomes a bad habit until face-to-face learning is enforced. It was as said by one of the students as follows:

"I really remember when I was a new student at MTs Al-Hidayah Langon, that was when the corona case was rampant, it was 2020. We were asked to study at home, even though we had never met our classmates at all. One of the the most influential in my speaking skills is pronounciation. I have never practiced pronounciation. Not only learning pronounciation, to obey the teacher's orders and just do assignments feels lazy and unenthusiastic."[13]

Others students also said the same. Online learning has created a bad habit of them. It was stated by them as follows:

"In my opinion, the application of online learning at that time took a very long time. And it has created bad habits in me. Before there was online learning, I was quite enthusiastic about learning English, including in pronounciation practice. But after implementing online learning, my tongue feels stiff because I'm not used to speaking English anymore. Even though I was still in elementary school, I should have been more diligent in practicing here. But I didn't."[14]

---

[13]Interview with student A on 23 November 2022
[14]Interview with student B on 23 November 2022

32

Meanwhile, the English teacher of IX C also said the same as follows:

> "Online learning has indeed had an extraordinary impact on students, especially grade 9. They entered this school when the corona virus disease pandemic was peaking. We were forced to provide online learning, which was actually not effective at all. Especially for pronounciation practice, I think almost all students experience a stiff tongue when pronouncing English vocabulary because of a lack of practice and habituation. To be honest, as a teacher who is clueless, I cannot apply a more creative and effective method other than through the WhatsApp group."[15]

The data above shows that online learning has a negative impact on one of the components of speaking skills, namely pronounciation. Students feel that online learning is not effective for pronounciation practice because it requires direct routine practice. Meanwhile, during online learning, students do not get it. The learning method used during online learning also does not support students practicing pronounciation. Meanwhile, the English teacher also said the same thing. Online learning is not very effective for students practicing pronunciation. Moreover, the teacher is a teacher who is fluent in technology so that he cannot create creative learning methods which can make students more interested and have high motivation for pronunciation exercises.

b. Grammar

Grammar is one of the keys to communicating in English. The students also realized that. Sentence structure in English is different from sentence structure in Indonesian. Some students are still confused in understanding the structure of sentences that tend to be turned back and forth. It was as said by one of students as follows:

> "I more often understand grammar material independently through material shared through the Whatsapp group, which I have downloaded. From there, I can practice on my own. However, there must be some obstacles. For example, when I was focusing on studying grammar, suddenly I was told by my mother to

---

[15]Intervieww with English teacher on 23 November 2022

wash the dishes. That made my mood to study go down."[16]

Meanwhile, the teacher of English said that some students can understand grammar materials. But, most of the student can not understand grammar materials. It said as follows:

"Online learning has more or less an effect on grammar. For students who easily understand the material, they will definitely be able to do it on their own, even though at that time I tended to not accompany them much. However, for students who are slow to understand the lesson, I feel that the impact is really felt on them. When it comes to learning face-to-face like this, I can accompany them in learning, but during online learning, my space for that is limited."[17]

Based on the data above, the researcher concludes that online learning also has an effect on grammar. Students who can quickly understand subject matter tend to be less motivated to learn grammar at home. In addition, there are still problems in applying grammar. On the other hand, students who are slow to understand the lesson feel even more confused because it is not explained directly by the teacher.

c. Vocabulary

English vocabulary is very closely related to pronunciation because when students learn English vocabulary, they also learn how to pronounce it automatically. The number of vocabulary students have also affects their speaking skills. Students who have little vocabulary, it is certain that they have low speaking skills. During online learning, most students are unable to memorize new vocabulary. As a result, they have low speaking skills. It was as said of the students as follows:

---

[16]Interview with student D on 23 November 2022
[17]Interview with English teacher on 23 November 2022

34

"I didn't know how to read, let alone memorize, I didn't feel capable of studying on my own at that time. I needed a teacher directly."[18]

Meanwhile, there were students that said they could not understand about the differences of kinds of verb. It said as follows:

"At that time, I thought it was too complicated to learn vocabulary. Moreover, verb vocabulary, there are verb 1, verb 2, and verb 3. I don't know how to tell the difference."[19]

The data above shows that online learning has a big impact on students' vocabulary. Most of them tend to be reluctant to memorize new vocabulary. They also have difficulties regarding how to pronounce the correct English vocabulary because they are not taught by the teachers during online learning. This impact even continues today because the bad habits of students during online learning are still attached.

2. **Factors that Cause Students' Anxiety in Speaking English After the Implementation of Online Leaning**

An effect must have a cause. Likewise students who have anxiety speaking in English class. They have factors that cause them to experience anxiety when speaking English. Based on the results of the interview with Mrs. Erli Tri Widyastutik, most of class IX C experienced anxiety in speaking English. The number of students who have anxiety in speaking English is more than students who do not have anxiety in speaking English. The factors that cause students' anxiety in speaking English are as follows:

a. Communication fear

The corona virus disease pandemic forces students to stay at home. This results in students having minimal communication with their friends, teachers, or other people. The order to stay at home meant that they could only communicate with their families. Even the students admit that they rarely communicate with their parents because they are too engrossed with their respective smartphones. As a

---

[18]Interview with student C on 23 November 2022
[19] Interview with student E on 23 November 2022

result, when online learning was held again, their communication skills were low. This happened because they were used to staying at home without communicating with other people during online learning, which took nearly 2 years to complete.

The students also felt afraid, nervous, and lacked confidence in communicating in English class. On average, they felt it a few months after the implementation of online learning which then continued until face-to-face learning was held again. Even though they have no experience or bad feedback when speaking English. However, they tend to be insecure, nervous, and afraid when they are asked to speak English with their friends. It was said as follows:

"I'm shy when I'm the center of attention. When I'm asked to speak English, my friends and teachers pay attention to me automatically. It makes my speaking skills lower because I lose focus and get nervous. I'm really not good at speaking, let alone speaking in front of class."[20]

The data shows that students have low communication skills. They also tend to be students who are shy and lack confidence in communicating in English. From the observations it was also seen that when they were asked to speak English with their friends, some of them stuttered because they were too nervous and worried. There were also those who spoke too fast because they were uncomfortable and pressured by the situation.

b. Fear of negative evaluation

Students have anxiety to speak because they are afraid of getting a negative assessment from the teacher or other people. They have low understanding of English, it makes them afraid of being wrong when speaking English. They also tend to overthink when speaking English for fear of being judged badly. Moreover, they have low vocabulary and bad English pronunciation. It makes them think they will get negative comments from others. It was said as follows:

"I always think about other people's opinions. Even when I do the right thing, I always think that other

---

[20] Interview with student D on 23 November 2022

people think badly of me. Especially when I speak English where I am very bad. Of course I'm afraid of getting a bad assessment from my teachers or friends."[21]

Other students also said that they are afraid get negative avaluation from teacher or friends. It was said as follows:

"When I speak English, my tongue seems to slip with the words I say. It makes me feel afraid of getting negative judgments from anyone because I realize that my English skills are low. Moreover, I am also unprepared."[22]

Meanwhile, English teacher said that the students feel nervous because they worry about speaking English. They also don't understand about English materials. It was said as follows:

"Students usually think negatively first so that their thoughts are scattered and out of control. That is what causes students to worry about speaking English. They are afraid that I will give them a bad assessment. Even though we as teachers cannot possibly make bad comments without any constructive reasons. Apart from that, I think they also don't understand the material so their performance isn't optimal."[23]

From the data above, the researcher concluded that one of the factors that causes students to feel anxious in speaking English is that they are afraid of getting a bad assessment from the teacher or their friends. They tend to overthinking about it because they realize their English speaking ability tends to be low. They don't have a lot of vocabulary, they don't understand how to pronounce it either. Based on the results of observations, students' gazes tend to look down. That's because they are afraid of how other people will look at their appearance when speaking English.[24]

c. Anxiety exam

---

[21]Interview with student B on 23 November 2022

[22]Interview with student D on 23 November 2022

[23]Interview with English teacher on 23 November 2022

[24] Observation on 23 November 2022

Another factor that causes students to feel anxious, nervous, worried, and afraid when speaking English is exam anxiety. They are afraid of failing the English exam which requires them to speak English in front of the class. Because of over negative thinking and fear of getting bad grades for suboptimal performance, they become anxious and nervous. It becomes their bad habit where when there is a speaking test, they are always afraid to fail. It was said as follows:

> "Everything related to speaking is my weakness. Especially speaking English. It's useless if I'm good at answering questions, but when it comes to speaking practice I always fail. It's useless if my grades are good in other aspects but bad in practice speaking. I always think like that, I'm afraid of getting bad grades."[25]

The data above shows that exam anxiety is one of the things that causes students' speaking anxiety in English class. They are afraid of failing and getting bad grades because in their heads speaking tests are a burden. The more they think negatively, the more it happens.

3. **The Ways of the Students to Control their Speaking Anxiety in English Class**

There are several ways that students can overcome their speaking anxiety when the teacher asks them to speak English. They are also still looking for the right way to control their anxiety so far. Some of them made preparations before speaking English, some of them tried to stay calm while speaking English, the rest they tried to think positively.

a. Preparation

Amelia Fieta and Fitriyani Khoirunnisa revealed that they prepared their vocabulary and pronunciation as much as possible before practicing speaking English. But, if they are suddenly asked by the teacher to speak English, they have difficulty controlling their anxiety. It was said as follows:

> "If for example the teacher tells me there will be a speaking test or I have to speak English, I always try to memorize vocabulary related to the material, I also check how it is pronounced in the dictionary first before practicing. But, if the teacher suddenly asks me to speak

---

[25]Interview with student B on 23 November 2022

38

English when That too, I had a hard time preparing for it."[26]

There were one of the students that feel the same. It was said as follows:

"As much as possible I prepare myself before practicing speaking by practicing speaking English in front of the mirror. I also try to memorize the vocabulary that I use when practicing speaking English."[27]

They also admit that trying to think positively is too difficult because female students tend to always think negatively even for small things. Based on the observations, they also read and tried to memorize the vocabulary according to the material before being asked to speak English. It took them about 1 minute after their name was called, before coming to the front of the class to speak English.

b. Relaxation

Another way students do to try to overcome their speaking anxiety is by relaxation. It is usually done by inhale and exhale before practicing speaking English. In addition, they also try to stay calm while speaking English. It was said as follows:

"I searched on Google about how to control anxiety when speaking. And I found one way, namely by taking a deep breath and then holding it for 3 seconds, then releasing it slowly through the mouth. At first I was searching for it when there was a speaking practice on the subject. Indonesian because I am a person who can't even speak my native language."

Based on the results of observations, students tend to stroke their chests first to calm their hearts. There were also those who smiled and laughed to hide their anxiety even though their hands were trembling from nervousness.[28]

---

[26]Interview with student B on 23 November 2022

[27] Interview with student D on 23 November 2022

[28] Observation on 23 November 2022

c. Positive thinking

There was one student who said that the strategy used by him to overcome speaking anxiety was positive thinking. He tried to apply in his mind that he could do it.

"The way that I use so that students who experience anxiety can reduce anxiety, for example, by convincing them that they can do it. I try to make them think positively so that when they speak English, they are sure of their abilities."[29]

Based on the results of observations, Mrs. Erli Tri Widyastutik provides support to students before students who are asked to speak English come to the front of the class. He is also seen giving motivational words that students can definitely do it. In fact, he also said that he would help the students if they were really having a hard time.[30]

C. Discussion

In this section, the researcher discusses the results of the study. The researcher discussed students' speaking anxiety in English class, especially in class IX C of MTs Al-Hidayah Langon Jepara. Three research questions have been answered based on interviews with students and teachers, as well as observation.

Online learning is the only alternative solution during the corona virus disease pandemic. However, it raises various problems faced by students. Students have problems regarding speaking ability caused by the implementation of online learning. The problems faced by students include poor pronunciation, bad grammar, and lack of vocabulary.[31] Students of MTs Al-Hidayah Langon Jepara also have the same problems. In addition, there are several factors that cause students to have speaking anxiety. These factors include communication fear, fear of negative evaluation, and anxiety exam. The ways to overcome the anxiety are carried out by students so that their anxiety in speaking English can subside sufficietly including preparation, relaxation, and positive thinking.

---

[29]Interview with English teacher on 23 November 2022

[30] Observation on 23 November 2022

[31]Musleh Fajri and Rohmani Nur Indah, "Students' Speaking Problems in Online Learning: Systematic Research Review", *TELL: Teaching of English Language and Literature* 10, no. 2 (2022): 103, diakses 2022 <http://dx.doi.org/10.30651/tell.v10i2.13559>

1. **The Impacts of Online Learning on Students' Speaking Ability**

    Online learning is different with face-to-face learning. Online learning is learning that is carried out using the internet network with accessibility, flexibility, connectivity, and the ability to bring up various learning interactions. Meanwhile, face-to-face learning uses the traditional method, while the delivery of material in online learning uses the internet and multimedia technology.[32] Therefore, online learning has impacts on students, especially on students' speaking skills. These impacts include:

    a. Pronunciation

    Speaking skills can be learned so that they can speak well and not carelessly. It can be started with consistent pronunciation practice until finally someone has good speaking skills. Conversely, if the pronunciation practice is not done consistently, the ability to speak is weakened.[33] Most students feel that online learning has an impact on their pronunciation. Since the beginning they studied at MTs Al-Hidayah Langon Jepara, the school has carried out online learning because of government demands to stay at home. They never practice pronunciation either with the teacher or independently. They tend to be lazy and have no motivation to practice pronunciation. Moreover, the learning method used during online learning does not support pronunciation practice. The English teacher also justifies this because she is a teacher who is illiterate about technology so she is unable to create learning methods that are more attractive to students which makes students more eager to learn.

    b. Grammar

    Online learning also affects students' grammar. One of the obstacles to online learning in English classes is grammar. Grammar in English has a very important role because a speech or writing will hve mening if the word order and grammar are correct. On the other hand, if the grammar in a written or spoken word is wrong, the written or spoken sentences has no meaning and it is cannot be

---

[32] Ali Sadikin and Afreni Hamidah, "Pembelajaran Daring di Tengah Wabah Covid-19", *BIODIK* 6, no. 2 (2020)): 218, diakses pada 2022 <https://doi.org/10.22437/bio.v6i2.9759>

[33] Agus Setyonegoro dkk, *Bahan Ajar Keterampilan Berbicara* (Jambi: Indonesian Gelumun Community, 2020) , 7, <https://repository.unja.ac.id/19217/>

understood by other people.[34] For students who easily understand English material, they can usually study independently without being explained in detail by the teacher directly.

However, they also experience some problems, for example when applying grammar. They usually understand the grammar of the material, but when they tackle it head-on, they get confused. Their motivation also tends to go up and down, moreover they don't have friends to study with. For students who cannot understand grammar material independently, it is also very difficult during online learning. They couldn't understand anything. Even now they are still having trouble. The English teacher also confirmed this. For students who easily understand grammar material, they still have problems and difficulties. Moreover, students who do not understand grammar material, they are confused about the sentence structure.

c. Vocabulary

The purposes of human speech include delivering information, infuence others, entertaining others, responding to other people's conversations, and expressing thoughts, imagination, ideas, feelings, and opinion. Therefore, people must have a broad vocabulary so that they achieve these purpose of speech.[35] Vocabulary owned by students tends to be small due to online learning. Moreover, vocabulary is related to pronunciation. Students with low pronunciation skills automatically also have a low number of vocabulary words. They need to be forced to be able to memorize vocabulary because they don't have the awareness to memorize vocabulary independently.

Moreover, they have difficulty with the pronunciation of vocabulary. There were also students who felt confused and too complicated to distinguish between verb 1, verb 2, and verb 3. Even the English teacher said that the number of vocabularies in the students' heads was still small until now.

---

[34] Vebiyanti Nasir and Sariwati Muhammad, "Kendala Guru Bahasa Inggris dalam Pembelajaran Daring pada Masa Pandemi Covid-19 (Studi Kasus pada SMA Se Kecamatan Oba Utara T.A 2020/2021", Jurnal Ilmiah Wahana Pendidikan, 7(8), (2021): 7, diakses pada 2022 <10:5281/zenodo.5746160>

[35] Agus Setyonegoro and others, *Bahan Ajar Keterampilan Berbicara* (Jambi: Indonesian Gelumun Community, 2020) ,13, <https://repository.unja.ac.id/19217/>

Bad habits when online learning have a tremendous impact on students to date.

2. **Factors that Cause Students' Anxiety in Speaking English after the Implementation of Online Leaning**

Anxiety is a psychological problem that can hinder a person's activities. People who experience anxiety will become nervous and have difficulty speaking.[36] English anxiety is a feeling of nervousness and worry in learning English related to speaking, listening, and the learning process in class. In this regard, anxiety is a major problem that must be overcome in learning English because it hampers the student learning process.[37] There are three factors that cause students to experience anxiety in speaking English, namely communication fear, fear of negative evaluation, and exam anxiety.

a. Communication fear

Communication fear is a fear caused by feelings of shame mixed with nervousness when meeting and communicating with other people.[38] Communication fear is fear about actual or anticipated communication with other people or individuals, and it is a behavioral system associated with the psychological construction of shame and reserve. It is a kind of shyness that is indicated by the anxiety of communicating with many people.[39]

---

[36] Frade and Seth J, *The Anxiety Workbook A7 – Week Plan to Overcome Anxiety, Stop Worrying, and End Panic*, (United States: Althea Press, 2017) 3, dikutip dalam Muhammad Alauddin Nur, "Students' Speaking Anxiety During Online Learning: Causes and Overcoming Strategies", *Journal of Art, Humanities, and Social Studies* 1, no. 4 (2021): 73, diakses pada 2022 <https://ojs.unm.ac.id/PJAHSS/article/view/24142>

[37] Tulgar, "Speaking Anxiety of Foreign Learners of Turkish in Target Context", *Online Journal of Education and Teaching* 5, no2 (2018): 43< http://iojet.org/index.php/IOJET/article/view/362/237> dikutip dalam Titis Pahargyan, "Students' Anxiety in Speaking English During Distance Learning", *UC Journal: ELT, Linguistics and Literature Journal* 2, no. 1 (2021): 11, diakses pada 2022 <https://doi.org/10.24071/uc.v2i1.3240>.

[38] Horwitz and others, "Foreign Language Classroom Anxiety", *Willey Black Well,* 70 (2), (2012): 87 <http/www.jstor.org/stable/327317> dikutip dalam Muhammad Alauddin Nur, "Students' Speaking Anxiety During Online Learning: Causes and Overcoming Strategies", *Journal of Art, Humanities, and Social Studies* 1, no. 4 (2021): 73, diakses pada 2022 <https://ojs.unm.ac.id/PJAHSS/article/view/24142>

[39] Kondo and Yang, "Strategies for Coping with Language Anxiety: The Case of Students of English in Japan", *ELT Journal,* 58(4), *(*2004) dikutip dalam

Orders from the government to stay at home weaken students' communication skills. For almost 2 years, they only talked to their families. As a result, when students return to face-to-face learning, they feel afraid, nervous, and lack confidence in communicating in English class. On average, they felt it for several months after the implementation of online learning which then continued until face-to-face learning was held again. Moreover, their English skills are low, it makes them even more afraid to communicate in English.

There are also those who tend to be shy and not confident. Moreover, they are basically not good at communicating. The English teacher also said that they had low communication skills. They also tend to be quiet, shy, and insecure students. Meanwhile, based on observations it was also seen that when they were asked to speak English with their friends, some of them stuttered because they were too nervous and worried. There were also those who spoke too fast because they were uncomfortable and pressured by the situation.

b. Fear of negative evaluation

Another factor that causes students to experience speaking anxiety is the fear of negative evaluation. Fear of negative evaluation is a concern about the poor evaluation of others, the act of avoiding evaluative situations, and the notion that others will judge him/herself negatively. It means people are fear of getting bad judgment from others so that they tend to avoid evaluative situations when communicating.[40]

Students that fear of negative evaluation are afraid of getting negative judgment from the people around them. They are too overthinking with other people's judgments, moreover they are aware of their low English skills. They are afraid that the pronunciation and word structure are wrong so that other

Titis Pahargyan, "Students' Anxiety in Speaking English During Distance Learning", *UC Journal: ELT, Linguistics and Literature Journal* 2 , no. 1 (2021): 5, diakses pada 2022 <https://doi.org/10.24071/uc.v2i1.3240>.

[40] Horwitz and others, "Foreign Language Classroom Anxiety", *Willey Black Well,* 70 (2), (2012): 87 <http/www.jstor.org/stable/327317> dikutip dalam Muhammad Alauddin Nur, "Students' Speaking Anxiety During Online Learning: Causes and Overcoming Strategies", *Journal of Art, Humanities, and Social Studies* 1, no. 4 (2021): 73, diakses pada 2022 <https://ojs.unm.ac.id/PJAHSS/article/view/24142>

44

people will comment badly. They are not confident in their ability. The English teacher also said that they did not have a lot of vocabulary, they also did not understand how to pronounce it. Based on the results of observations, students' gazes tend to look down. That's because they are afraid of how other people will look at their appearance when speaking English.

c. Anxiety exam

Examination anxiety is a fear that starts with the fear of failure. Especially,the students are fear of getting bad score. That fear caused by over negative thinking.[41] In fact, exam anxiety causes students to have speaking anxiety. Exam anxiety where students are afraid of failing when there is an English speaking exam. They had already thought bad things about their performance during the speaking test so when they did they were filled with anxiety and nervousness. They regard the speaking test as an enemy. They are afraid of not being able to speak properly and correctly so that they will get bad grades.

The English teacher also said that speaking is one thing that is most feared by students. They afraid of not being able to speak properly and correctly in front of the class. It makes them not confident and not firm in pronouncing English words. Students have their own strategies to reduce their speaking anxiety. For them, speaking English is not easy especially they have speaking anxiety.

3. **The Ways of the Students to Control their Speaking Anxiety in English Class**

There are five things that can be implemented in reducing English anxiety in students, namely preparation, relaxation, positive thinking, peer thinking, and resignation. Resignation means students seem to have done nothing to reduce their anxiety.[42] The students of IX C have three ways to reduce their anxiety, include:

---

[41] Horwitz and others, "Foreign Language Classroom Anxiety", *Willey Black Well,* 70 (2), (2012): 87 <http/www.jstor.org/stable/327317> dikutip dalam Muhammad Alauddin Nur, "Students' Speaking Anxiety During Online Learning: Causes and Overcoming Strategies", *Journal of Art, Humanities, and Social Studies* 1, no. 4 (2021): 73, diakses pada 2022 <https://ojs.unm.ac.id/PJAHSS/article/view/24142>

[42] Kondo and Yang, "Strategies for Coping with Language Anxiety: The Case of Students of English in Japan", *ELT Journal,* 58(4), *(*2004) dikutip dalam

a. Preparation

Anxiety is a feeling based on tension, nervousness, fear, worry through the awakening of the autonomic nervous system.[43] Therefore, students who experience speaking anxiety make preparations before speaking practice to reduce their anxiety. Language anxiety is a complex form of self-perception, feeling, behavior, and assumptions about a foreign language in a foreign language classroom Some of them admit that they make as much preparation as possible before practicing speaking English if the situation allows it. They prepare themselves by memorizing the vocabulary related to the material and studying the pronunciation. From the results of observations, they were also seen getting ready after their names were called to practice speaking in front of the class.

b. Relaxation

English acts as a lingua franca, which is used as a communication tool by people from different countries, so English has a big role in the world.[44] This is inseparable from the position of English which is an international language. Among the four language skills, the most important and main skill in language skills is the ability to speak. Therefore, students who experience speaking anxiety must have efforts to overcome their anxiety. One of the ways to overcome it is by relaxation.

Several students revealed that their way of dealing with their anxiety was by inhaling and exhaling. They take a deep breath through their nose and then hold it for three seconds, then release it slowly through their mouth. In this way, it can make them more calm. From the results of observations they were also seen holding their chest, it made

Titis Pahargyan, "Students' Anxiety in Speaking English During Distance Learning", *UC Journal: ELT, Linguistics and Literature Journal* 2 , no. 1 (2021): 5, diakses pada 2022 <https://doi.org/10.24071/uc.v2i1.3240>.

[43] Horwitz and others, "Foreign Language Classroom Anxiety", *Willey Black Well* 70, no. 2 (2012): 93 diakses pada 2022 <http/www.jstor.org/stable/327317> dikutip dalam Listyani Listyani and others, "An Analysis of Students' Speaking Anxiety in Academic Speaking", ELTR 4, no. 2 (2020): 9, diakses pada 2022 <https://doi.org/10.37147/eltr.2020.040206>.
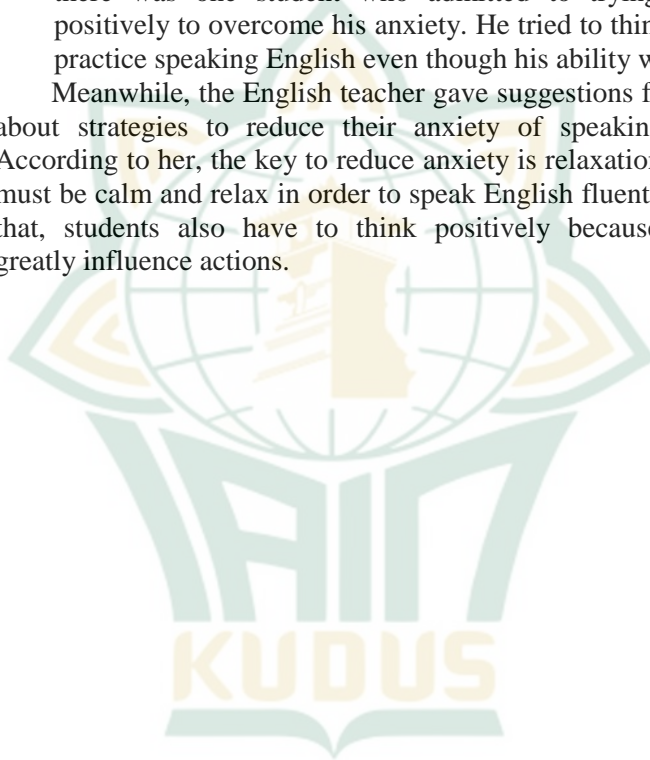
[44] Parupalli Srinivas Rao, "The Role of English as a Global Language", *Research Journal of English* 4, no. 1 (2019): 71, diakses pada 2022 <http://www.doi.org/10.36993/rjoe>

them a little more relaxed. There were also those who smiled and laughed to hide their anxiety even though their hands were trembling from nervousness.

c. Positive thinking

Anxiety is a psychological problem that can hinder a person's activities. People who experience anxiety will become nervous and have difficulty speakin.[45] Positive thinking is very difficult to do in a state of anxiety. However, there was one student who admitted to trying to think positively to overcome his anxiety. He tried to think he could practice speaking English even though his ability was low.

Meanwhile, the English teacher gave suggestions for students about strategies to reduce their anxiety of speaking English. According to her, the key to reduce anxiety is relaxation. Students must be calm and relax in order to speak English fluently. Besides that, students also have to think positively because thoughts greatly influence actions.

---

[45] Muhammad Alauddin Nur, "Students' Speaking Anxiety During Online Learning: Causes and Overcoming Strategies", *Journal of Art, Humanities, and Social Studies* 1, no. 4 (2021): 73, diakses pada 2022 <https://ojs.unm.ac.id/PJAHSS/article/view/24142>