STUDENTS' ANXIETY IN ENGLISH SPEAKING DURING POST-DISTANCE LEARNING

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Abstract: This research discussed Students' Language Anxiety in English Speaking during post-distance learning. The present study used a questionnaire for the first research question, to investigate the factors that cause students' language anxiety in English speaking during post-distances learning. It was found that there were causal factors of students' language anxiety divided into 3 groups: communication anxiety, fear of negative evaluation, and test anxiety. Based on the result, of communication anxiety, most students tended to be anxious when communicating with others. In fear of negative evaluation, some students tend to be anxious and worried when speaking in front of the class. Test anxiety, all students have anxiety when taking the test in class after online learning through paper-based. The second research question was asked to find out the impacts on students' language anxiety in English speaking during post-distance learning. The results were divided into 3 groups: low, mid, and high levels of anxiety. The low anxiety impact was decreased learning skills and readjustment in active mode in the classroom. Then, lack of understanding of the material could be one of the causes that have an impact felt by mid-anxiety. High anxiety has an impact on the physical, one of which is excessive nervousness and worry in English communication interaction with others.

Keywords: *Language Anxiety; Speaking; Post-distances Learning.*

INTRODUCTION

Speaking is a productive skill in which speakers express and respond to their ideas by using language. It can be stated that the speaking course should be taken into account, because it‟s related to daily communication. Especially in this present time we have returned to the face-to-face learning process (offline) after distance learning (online), where there were changes in the systematics of the learning concept, but it cannot be denied that speaking still exists and it's used for conversation in the classroom. Learning to speak is one of the skills in English that connects the process of interaction in communicating between speakers and listeners. But in general, there are still problems that are often found faced by some of students, especially for

senior high school students in learning English, one of which is that students feel anxious in learning to speak a foreign language, especially English. Hasibuan & Irzawati (2019, p. 101) agreed that the ability to speak a foreign language is affected by one of the problems, namely speaking anxiety.

Speaking becomes the major effect of language learners' anxiety as an English language skill in senior high school. It is the problem in delivering a message and developing a communication environment. Language anxiety is an interesting variable that affects student achievement in language learning. Supported by Herwanto (2013, p. 2) students' language anxiety is a real problem that the majority of students face in learning English as a foreign language. It is in line with Melouah (2013, p. 65) states that the most significant factor in learning general and specific speaking is language anxiety which affects students' speaking skills that they must master. So, it influenced students' English speaking especially in classroom activity.

The influence of language anxiety in speaking has been the subject of many studies. The first previous study states that the causal factors that influence language learning activities are students feeling anxious when they are unable to comprehend communication in class, tests and speaking in front of the class, and fear of receiving bad comments from the teacher and the other students, it was found by Anggraeny, et al. (2020, p. 29). In the other study, lack of vocabulary and fear of negative evaluation were the major factors of anxiety in speaking the English language, it is concluded by Tati et al. (2016, p. 38). Then, in the third previous study, the factors are manifested in the students' responses towards anxious behaviors that are interpreted as the results of students' low self-esteem, inconvenient classroom atmosphere, and peer pressure, it was found by Sjaifullah (2019, p. 43).

As we know in the current normal era during post-distance learning, the shift from distance learning (online) to face-to-face learning (offline) is a new challenge in learning activity, especially for some students. Virtual learning activities can involuntarily decrease speaking skills. One of the factors is language anxiety. Anugrah et al. (2022, p. 27) explained that the side effect of the pandemic on education is that learning is carried out online so there is a lack of self-confidence which leads to nervousness and even anxiety when talking. It is also stated by Tumanggor et al. (2022, p. 8281), that the problem of changing online learning to offline learning is that students feel comfortable learning online. It causes students to feel anxious when face-to-face learning takes place, especially in English learning classes on speaking skills. Therefore, this study focused on the factors that cause students' language anxiety in English speaking during post-distance learning and the impacts of language anxiety in English speaking during post-distance learning for a student in senior high school.

Language Anxiety

Foreign Language Anxiety (FLA) is a general thing that comes up in English as a foreign language classroom. The FLA concept is associated with an individual's affective filter that concentrates on the second language (L2) acquisition process (Agata, et al. 2019). It is very influential for student's learning, especially in English speaking. Humaera and Pramustiara (2022) point out that language learners are faced with anxiety problems when they speak in front of the class without preparation. At the same time, Tóth (2010) also points out that language learners may feel anxious about using the L2 in and outside the classroom because they lack the skills and various competencies.

Language anxiety in speaking became one of the most important to know about the causal factors of anxiety. According to Anggraeny et al. (2020) in their research, the factors influencing students' language anxiety in the speaking class were communication apprehension, test anxiety, and fear of negative evaluation. Language anxiety is also one of the forms of social anxiety because it is mainly caused by the tau features of communication and social characteristics of language learning. Therefore, the common symptoms are the

Appearance of anxiety such as feelings of pressure and uneasiness (affective), negative self-evaluation (cognitive),and a hatred of others' presence (behavior).

Speaking

Speaking is the most important skill for learning a foreign language or a second language among the four main language skills for high school students. Pratiwi et al., (2020, p. 48) define "speaking as one of the basic competencies that must be mastered by students in the English learning process as a foreign language." Meanwhile, according to Susanto et al. (2017, p. 79), "speaking is one way to communicate ideas and thoughts, a feeling and expression verbally." It is one of the four English skills in which people exchange ideas, opinions, beliefs, and other things. Unfortunately, there were some problems for students in learning English, especially in speaking ability. It can be seen from Wahyuningsih and Afandi (2020) state in their study that the students' problems in English speaking are, a lack of appropriate vocabulary, lack of grammar mastery, lack of correct pronunciation, lack of input of English outside the class, lack of confidence and lack of English-speaking curriculum development. In terms of speaking performance, language anxiety in speaking must be taken into consideration.

Post-distances Learning

Since the COVID-19 outbreak appeared in Indonesia, education has been one of the impacts affected by presenting distance learning. Limbong & Simarmata (2020, p.371) state that students can have a large impact, including the inefficiency of the learning carried out, such as the online system, students will find it more difficult to understand the material provided by the speaker, the lack of interaction between the presenter and the recipient of the material makes it difficult to understand the material provided, students will find it more difficult to ask about material that they do not understand and lack concentration students if done brave learning.

After students got accustomed to the learning system within about two years, students were required to re-adapt to the face-to-face learning system. Through this face-to-face learning system, learning is again carried out in schools as post-distance learning (Carolina et al., 2022). So, students need to adjust, such as schedule adjustments of daily student routine, student communications among school friends and teachers, and learning processes that are not similar to virtual ones. The study by Cedar & Sinai (2021) states that the continued face-to-face learning after more than a year of distance learning due to the covid-19 pandemic, made some students feel anxious. In line with this statement, Rizwari & Kemala (2022, p. 155) state that anxiety symptoms were felt when they wanted to or had returned to participate in face-to-face learning activities. The four sources of anxiety reported include social interaction, The process of adaptation from online to offline activities, Health and safety, and Time Management when returning to school.

METHOD

This study was designed as qualitative descriptive, which aimed to discover some factors that cause students' language anxiety in English-speaking activities during post-distance learning, and the impacts on students' language anxiety in English-speaking activities during post-distance learning. This method was used due to describe the conditions that will be observed in the field more specifically, transparently, and in depth. The research participants of this study were 24 students in a class of ten grade of Islamic senior high school in Tasikmalaya, but the writer took 9 students who had been selected from an open-ended questionnaire session to conduct an interview instrument. To collect the data, the writer used to questionnaire and interview. In data analysis of this study, the writer applied coding capital letters

for questionnaire. There were 7 questions in this questionnaire session, to answer the first research question. In this questionnaire session, the first question is about Students‟ Feelings in learning English after distance learning. Question number two introduces C, which implies Communication in the English language during post-distance learning. In question number three introduces IT as Interaction with the teacher during post-distance learning. Question number four introduces SE, it represents Speaking English in front of the class during post-distance learning. Question number five introduces SR, it points to Students' responses to people's criticism when they make a mistake in English speaking. Question number six introduces AT, it conveys Anxiety in taking the test during post-distance learning. Question number seven introduces DE, which symbolizes Difficulty in English learning during post-distance learning. The second instrument analyzed all the words from the audio written into the transcript for the interview.

RESULTS AND DISCUSSION

In this study, the writer created a questionnaire to answer the first research question about the factors that cause students' language anxiety in English speaking during post-distance learning. An Interview was conducted to answer the second research question about the impacts on students‟ language anxiety in English-speaking activities during post-distance learning. The data result is elaborated as follows;

Factors of students' language anxiety in English speaking activities during post-distance learning

To answer the first research question, the writer used a questionnaire to obtain the factors of students' language anxiety in English speaking during post-distance learning. This factor is grouped into 3, namely; communication apprehension, fear of worse evaluation, and test anxiety.

a. Communication apprehension

One of the factors that affects students' language anxiety is communication apprehension. So, this factor is in question number 2 and question number 3. The writer formulated respondents' answers in Table 1.

Table 1. Communication in English language during post-distance learning

Indicator of the result	Coding	The result of questionnaire	Students contributing
Communication in English language during post-distance learning	C1	Fear of being wrong in speak	9
	C2	Worried about not being used to speak English	2
	C3	Worried about not understanding the use of vocabulary in speaking English	10
	C4	Less confidence	1
	C5	Enjoy communication with friend	1
	C6	Enjoy can improve confidence in speaking	1

English

From Table 1, the result shows that students' ability to communicate with others is largely influenced by the communication apprehension factor of language anxiety. This is relevant to Anggraeny et al. (2020) that students felt anxious when they were unable to comprehend communication in class. Most of the students said that they fear being wrong, worry about English speaking, and have less confidence. However, there are a few students who enjoy or are happy to be able to communicate in English while learning to speak.

Table 2. Interaction with the teacher during post-distance learning

Indicator of the result	Coding	The result of questionnaire	Students contributing
Interaction with the teacher during post-distances learning	IT1	Active	1
	IT2	Passive	23

From Table 2, the writer analyzed that most interactions of student teachers' interactions are dominantly passive. It can be seen from Table 2, that the results show that 1 student stated active and 23 stated passive. This is also a kind of communication apprehension factor of language anxiety where it still relates to communication with others in the class.

b. Fear of negative evaluation

Table 3. Speaking English in front of the class during post-distance learning

Indicator of the result	Coding	The result of questionnaire	Students contributing
Speaking English in front of the class during post-distances learning	SE1	Have feelings of nervousness, shame, lack of confidence, fear of being wrong	21
	SE2	Ordinary	2
	SE3	Self-confident	1

Based on table 3, shows that speaking in front of the class during post-distances learning is largely influenced by the fear of negative evaluation factors of language anxiety. Most students stated that they were nervous, shame, lack of confidence, and fear of being wrong. The other responses were feeling ordinary and self-confident. It was like Humaera & Pramustiara (2022), language learners are faced with anxiety problems when they speak in front of the class without preparation

Table 4. Students' response to people's criticism when they make a mistake in English-speaking

Indicator of the result	Coding	The result of questionnaire	Students contributing
Students' response to people's criticism when you make a mistake in English-speaking	SR1	Motivated	17
	SR2	Down	2
	SR3	Ordinary	1
	SR4	Receiving criticism	3
	SR5	Not accepted	1

The writer summarized that there is no anxiety in fear of negative evaluation causal factor in language anxiety. It can be seen from Table 4, that the results show that most of the students are motivated, ordinary, and receiving criticism from others. But Agata, et al. (2019) said that fear of negative evaluation can lead to students' anxiety in English. So, it can be different from the result of the study.

c. Test anxiety

Table 5. Anxiety in taking the test during post-distance learning

Indicator of the result	Coding	The result of questionnaire	Students contributing
Anxiety in taking the test during post-distances learning	AT1	A bit of anxiety in the test performance	2
	AT2	A bit of anxiety about the testperformance	13
	AT3	Enjoy	5
	AT4	Surrender	1
	AT5	Believe in the abilities	3

The writer concluded that most of the students tended to worry about their ability to take the test during post-distance learning. Their concerns were not passed or remedied. So, the category of' test anxiety' still has a lot of anxious students.

Table 6. Difficulty in English learning during post-distance learning

Indicator of the result	Coding	The result of questionnaire	Students contributing
Difficulty in English learning during post-distances learning	DE1	Yes	2
	DE2	No	13
	DE3	Standard	5
	DE4	Kind of tricky	1

The writer analyzed that many students felt difficulties in learning English during post-distance learning.

The impacts on students' language anxiety in English speaking activities during post-distance learning

To answer the second research question, the writer interviewed to find out the impacts on students' language anxiety in English speaking during post-distance learning. The writer divided into 3 groups: student's low, mid, and high levels of anxiety.

a) Low level of anxiety

The impact of language anxiety in speaking during the classes for a low anxiety student is being a little bit nervous when asked to speak without warning, but so far there is no big impact for a low anxiety student in this language learning. Then, a student just feels like she is losing the opportunity to learn more. Adjustments to learning in the class after online learning make a student not used to being active.

b) Mid-level of anxiety

The impacts of language anxiety in speaking during classes for mid-anxiety students are uncontrolled anxiety and still feeling suddenly forgotten or blank when asked by the teacher, one of the main causes of a lack of comprehension of thematerial. Sometimes it was a little bit of a worry, nervous, feeling not uncomfortable and

anxious during English learning activity in the class post-distance learning. The findings show that it falls into affective in the impact of language anxiety for students.

c) High level of anxiety

The impacts of language anxiety in speaking during the classes for high anxiety students are increased heartbeats and sometimes some students swearing when the teacher asks students, either in answering or speaking practice, in front of all students, and difficulty concentrating because they are very nervous in the class learning activity. Furthermore, it relates to seeing the explanation of the impact of language anxiety on students.

CONCLUSION

The present study aimed to answer the research questions about the causal factors of language anxiety in English speaking during post-distance learning and the impact of language anxiety in English speaking during post-distance learning. The writer used a qualitative descriptive as a research design with 2 instruments: a questionnaire and an interview. The result of this study revealed that includes 3 parts which are the factor of communication apprehension, the factor of fear of negative evaluation, and the factor of test anxiety. The result from the interview added that students had a negative impact of language anxiety in English learning activities during post-distance learning.

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