The Rapid Learning Shift In The Time Of Covid-19: Exploring The Efl Learners' Speaking Anxiety

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Abstract

The rapid learning shift due to the existence of Covid-19 was mandatory to be conducted at school. Due to this matter, the teaching and learning approach has been shifted from having face to face interaction in the classroom to distnace learning and to the mixture between face to face interaction and distance learning. The goal of ths research was to figure out the EFL learners' anxiety due to the rapid shift learning in this covid-19 pandemic. This study was conducted at second grade students of SMAN 8 Mataram. The finding shows that high level of anxiety of the EFL learners' contribute the students speaking performance. When building communication with others, the EFL learners speaking skill were not performed well due to their high speaking anxiety. The main causes of the EFL learnres' anxiety were lack of confidence, fear of making mistakes, lack of practice, and low speaking skill level.

Keywords*: Online Learning, Blended Learing. Speaking Anxiety; Covid-19;*

INTRODUCTION

Prior to the attacking of Covid 19 pandemic or under normal circumstances, the students came to school interacting with their friends and teacher to do discuss lesson. But soon after the existence of Covid-19 that hit Indonesia in March 2020, the educational learning approach system has changed from face to face interaction to the utility of internet or online learning. This Covid-19 pandemic forced colleges and students to postphone their face to face interaction at school and rapidly move to distance instruction (Mervosh & Swales, 2020). Moving from face-to-face interaction to remote (online) learning environment can be a difficult transition for teachers and students who may have never taken online courses. This condition insist the teacher to change his/her teaching approach form teacher-centered to a learner-centered role or as te faciitator (Sammons, 2003).

This Covid-19 pandemic has forced the students and teachers to be familiar with the utility of an online course to continue teaching and learning at a distance. In online learning, materials for eduactional purposes and other instructional delivery and management of program can be developed through the use of internet and other important technologies (Fry, 2001; Adedoyin and Soykan, 2020). Conducting teaching and learning process through online class will ease the lessons that normally delivered in lectures class, laboratories, discussions, or studios were necessarily replaced by online assignments (Carey, 2020, Means et al, 2021). Adedoyin and Soykan (2020) argue that flexibility, interactivity, self-pacing, and opportunities are the advantages of learning through online. The improvement of flexibility for both students and institutions through online coursework can be represented as indispensable strategy in postsecondary education (Xu and Jaggars in Salman and Haider, 2021).

In the implementation of online class, many medias can be used to share the teaching material to the students. E-learning, email, zoom meeting, WA, Google meet, Google form, you tube, etc. are the medias that can be considered to used during online class (Basilaia, 2020; Dhawan, 2020). Online learning is categorized into synchronous or asynchronous. The synchronous learning environment is giving the students opportnities to have live lectures, have interactions between teachers and students in real time, and have instant

feedback from the teachers. On the other hand, in asynchronous environtmnent, the interaction between students and teachers are not done in real time (Singh & Thurman, 2019; Dhawan (2020)

Technology device and internet for both students and the teachers are the keys for the the succesfully of the implementation of this online. The dependency of online learning on technological equipment and the provision of the equipment was a big challenge for any institutions, teachers, and learners. Online learning can run smoothly if infrastructure is robust. In conducting online learing strong infrastructure to have good service during and after the class is needed (Ayebi-Arthur, 2017: Dhawan, 2021). This dependency on technology equipment and internet sometimes make the teaching learning process or the interaction between the teachers and students were not effective as it should be. In online learning or e-learning, direct communication between the teachers and students or human touch are lost. Many technical difficulties can be found by the user that slow-down the teaching–learning process (Favale et al., 2020). In online learning besides learn the subject online, the students are also forced how to learn online (Lowes and Lin; 2015; Borup et al, 2019). These challages sometimes lead the interaction between the teacher and the students were working well. The opportunity to have interaction with other learners and the instructor through online class are viewed very limited (Bali & Liu, 2018; Horspool & Yang, 2010; Platt, Raile, & Yu, 2014, Means, 2021).

In order the teaching and learning process through online learning gives some more opportunities for both students and teachers discussing about the material. The combination between face to face interaction and online learning which is known as blended learning has also be implemented during the amid of Covid-19. Interacting with the students in the classroom is very important for both the teacher and the students. Blended learning is a learning method that supports the use of technology in face-to-face conventional learning. The combination or mixture of online and offline learning activities is called blended learning (Daulay in Yustina et al, 2020). Quevedo (2011) explains that blended learning can be seen as a combination of learning that combines web-based communication, video, audio, synchronous, and asynchronous with face-to-face learning. Gunawan, et al (2016) advocated that the learners self-directed learning and their research

skills, flexibility, and autonomous learning can be motivated enhanced through the usage of blended learning. The implemetation of blended learning through the use of interactive media such as laptops and smart phones can create learning patterns that are more effective, efficient, and attractive following the interests of pre-service teachers (Yustina, et al, 2020).

Learning through blended learning can make the students learn more effectively in an integrated learning environment (Eryilmaz, 2015) as Mixed learning has contributed to building strong interactions between learners and teachers, as well as among fellow learners (Porter, Graham, Spring, and Welch; 2014). The teaching and learning process with blended learning will give any opportunity for students to show their performance in the classroom. The combination of face to-face learning and online learning optimally to improve the satisfaction of teachers and learners Uzur &Senturk (2010). In Indonesian higher education the use of blended learning is very relevant as it can support the students to learn independently outside the classroom, build the ability to discuss and collaborate with their peer (peer -interaction) to solve problems (Zainuddin, and Keumala, 2018).

The rapid change of learning approach from convetional approach to online learning and to blended learning during this Covid-19 is absolutely influence the students' speaking achievement and their learning psychology. Anxiety is a psychological construct that described state of apprehension, a vague fear that is only indirectly associated with an object (Scovel, 1991). Anxiety is clearly an issue that affect some students' speaking English (Woodrow; 2006). Students having speaking anxiety tend to show avoidance of involvement in tasks by staying silent, sitting in the back row, being afraid of having eye contact with the intructors (Ansari: 2015). It is line with what is stated by Pebriyana (2019) that anxiety has a significant correlation with speaking skills.

Concerning the explanation above, this study examines about the EFL learners' speaking anxiety in the amid of Covid-19 pandemic pertaining to the shift of learning approach. To direct this study, the research questions proposed are to know the EFL Learners' speaking anxiety influenced by the learning shift in this covid-19 pandemic and to ffind out the factors contribute the student anxiety during oral English lessons in the time of Covid -19?

Online Learning

Online learning is teaching and learning processs conducted by the teachers and students though internet to develop the teaching materials (Fry in Adedoyin and Soykan, 2020). In this covid-19 pandemic the teachers and learners are helped by online learning in running the teaching and learning process. Yet, in conducting the teaching and learning process through online learning, many factors that may cause the learning process will not run smoothly if the students and the teachers have some problems with their internet connection and their technology device. Quintana et al., (2005); Xu&Jaggars, (2014); Hart et al, (2021) stated that the students can explore more the material given by the teacher through online learning. With online learning students will be more directed as they can be more focus in self-motivation to explore the teaching material. In online learning class, the teachers and students skill are required to manage the learning sofware so that the teaching and learning process can be running well. One of the chalangges commonly faced by the students is that lack f experience in using sofware that focus in teaching and learning process (Jaggars, 2011; Bambara et al., 2009, Conklin, S. & Dikkers, A., 2021).

Nowadays, technological are more advances, some countries were applied paperless program in which everything can be done by online, the students become easier to submit their project, they only need to connect with internet to send it. Moreovere-learning is often a more efficient way to educate employees in a college, because it is; 1) Personalized: e-Learning allows all online software and website of study to be customized for college, school, university or individual learner, 2) Interactive: e-Learning involves simulations of real-world events that can make the learning process easier, 3) Current: eLearning allows teachers to have the up-to-date materials, 5) User-centric: e-Learning focused on the needs of learners (Bielawski and Metchalf:2003). According to Thorne (2003), there are some components of e-learning; 1) online learning can help teaching activities and get information related with teaching material in distance learning; 2) online learning can be a portalto access the information through a variety of online and offline provisions; 3) some Websites on internet that focused on specific product and service providing some features in the same way as a corporate offered in their

brochure; 4) online learning can help the students to download the material, either free or on a free trial.

Blended Learning

Mixed learning is an effective way to build interactions between learners and teachers or learners (Porter, et al, 2014). In implementing blended learning the students can be educated and motivated by the teachers through face to face learning in the classroom. Besides, the material can be explored by the students independetly outside the classroom (Halili & Zainuddin, 2015). In blended learning, virtual classrooms, sending material by email and conference calls for learning purposes can be done through multimedia technology (Thorne: 2003). According to Sun, et al., (2008) the teachers' role in the teaching and learning process can not be replaced eventhogh technological nowadays are getting more sophisticated with up to date software and website depending on the students' need.

Conventional learning model with face to face meeting plays an important role where the teacher could interact with students physically and emotionally. Face to face and online learning have their advantages and disadvantages, then mix two ways of thoose teaching approaches is a great solution in this pandemic situation.

Blended learning is learning process that introduce online learning software or learning websites into a course of learning, while at the same time recognizing having face to face interaction in the class is needed to support the students need. According to Macdonald (2008) in online learning, synchronous technologies asynchronous online social media such as email, blogs or wikis and websites are used to provided learning material for the students.

Thorne (2003) explains that Blended learning is the natural evolution of learning agenda. Teaching material is flexible and develop as well as the technological advance. Through the implementation of blended learning teachers' role to motivate the students to interact physically and emotionally ith others will not be changed due materials that are alwys up to date. Blended learning is an opportunity to integrate the technological advances offered by online learning with the teachers' role offered in the best of traditional learning.

It can be supported and enhanced by using the wisdom and one-to-one contact of personal coaches.

Anxiety

Papamihiel in Marwan (2008) argues that hreats to self-efficacy and appraisals of situations as threatening is identified as anxiety. Anxiety is a psychological construct as a state of apprehension, a vague fear that is only indirectly associated with an object (Hilgard, Atkinson, & Atkinson, 1971 cited in Scovel, 1991: 18). According to Leibert and Morris in Wodrow (2006) worry or emotionality can be reflected as the reaction anxiety. Emotionality is a reaction showing blushing or racing heart, and behavioral reactions, such as, stammering and frightening. Meanwhile, worry may cause reaction such as self-deprecating thoughts or task irrelevant thoughts (Zeidner 1998; Naveh-Benjamin in woodwrow; 2006). Anxiety is devided into two two types: state anxiety and trait anxiety Pappamihiel in Marwan (2008). State anxiety is a type of anxiety which occurs because learners are exposed to particular conditions or situations. Horwitz and Cope (1986) explain that foreign language anxiety is devide into three components as follows; 1) shyness characterized by fear of anxiety about communicating with people refers to communication apprehension; 2) performance anxiety stemming from a fear of failure is defined as test anxiety refers; 3) apprehension about others evaluation, avoidance of evaluative situation and the exception that they would evaluate oneself negatively konown as fear of negative evaluation involves

RESEARCH METHOD

The method used in this study as it was a combination between quantitative and qualitative research approach known as mix method. The second language anxiety speaking scale was used as the sources as the quantitative data. Meanwhile, group discussion, interactions on situation-based spoken English and direct observation were used as the sources for the qualitative data. The subject of the study was at the second grade students of senior high school 8 Mataram. The instrument that was used to measure the students' language learning anxiety was adopted from Horwitz and Cope (1986). In the instruments, five-point Likert type scale was used in the questionnaire that consists of thirty three items for the questionnaires using. The items were measured by the extent to which the participants strongly agreed, agree, neither agree (nor disagree), disagreed, and strongly disagree with the statements. On the other side, the qualitative data, group discussion, interactions on situation-based spoken English and direct observation were used to triangulate the data. The instruments were delivered to the participants to figure out whether they experienced second language speaking anxiety and in what situations they felt anxious, and how they felt. Meanwhile, to support the result of the EFL learners' speaking anxiety questionnaire, open ended questions weas also addressed to students pertaining to their response or opinion about their anxiety towards the shift learning approach implemented during the amid of covid-19.

FINDING AND DISCUSSION

The instrument used to measure the students' foreign language speaking anxiety was taken from Horwitz and Cope (1986). The components of foreign language anxiety suggested are as; 1) Communication apprehension indicated shyness characterized by fear of anxiety about communicating with people; 2) Test anxiety dealing with performance anxiety stemming from a fear of failure.3) Fear of negative evaluation covers apprehension about others evaluation, avoidance of evaluative situation and the exception that they would evaluate oneself negatively.

Table 1

FLCAS Items of Students Selecting Each Alternative

No	Item	N	SA	A	NA	D	SD
1	I never feel quite sure of myself when I am speaking in my foreign language class.	22	0	14	6	2	0
2	I don't worry about making mistakes in language class.	22	0	6	8	8	0
3	I tremble when I know that I'm going to be called on in language class.	22	1	7	7	6	1
4	It frightens me when I don't understand what the teacher is saying in the foreign language.	22	2	13	3	4	0
5	It wouldn't bother me at all to take more foreign language classes.	22	0	13	5	4	0
6	During language class, I find myself thinking about things that have nothing to do with the course.	22	2	12	6	2	0
7	I keep thinking that the other students are better at languages than I am.	22	2	12	6	2	0
8	I am usually at ease during tests in my language class.	22	0	12	6	3	1
9	I start to panic when I have to speak without preparation in language class.	22	4	13	5	0	0
10	I worry about the consequences of failing my foreign language class	22	1	14	3	4	0
11	I don't understand why some people get so upset over foreign language classes.	22	2	12	5	3	0

12	In language class, I can get so nervous I for get things I Know	22	1	11	5	5	0
13	It embarrasses me to volunteer answers in my language class.	22	1	11	5	5	0
14	I would not be nervous speaking the foreign language with native speakers.	22	0	2	14	5	1
15	I get upset when I don't understand what the teacher is correcting.	22	2	12	5	3	
16	Even if I am well prepared for language class, I feel anxious about it	22	1	11	6	4	0
17	I often feel like not going to my language class.	22	0	2	4	15	1
18	I feel confident when I speak in foreign language class.	22	1	4	13	3	1
19	I am afraid that my language teacher is ready to correct every mistake I make	22	0	3	3	12	4
20	I can feel my heart pounding when I'm going to be called on in language class	22	4	10	2	5	1
21	The more I study for a language test, the more con- fused I get	22	2	6	3	11	0
22	I don't feel pressure to prepare very well for language class.	22	2	9	8	3	0
23	I always feel that the other students speak the foreign language better than I do	22	6	12	4	0	0

24	I feel very self-conscious about speaking the foreign language in front of other students	22	0	8	13	1	0
25	Language class moves so quickly I worry about getting left behind	22	4	12	3	3	0
26	I feel more tense and nervous in my language class than in my other classes.	22	1	6	8	6	1
27	I get nervous and confused when I am speaking in my language class.	22	3	5	10	4	0
28	When I'm on my way to language class, I feel very sure and relaxed	22	1	8	9	3	1
29	I get nervous when I don't understand every word the language teacher says.	22	2	7	10	3	0
30	I feel overwhelmed by the number of rules you have to learn to speak a foreign language.	22	0	15	5	2	0
31	I am afraid that the other students will laugh at me when I speak the foreign language	22	4	9	3	5	1
32	I would probably feel comfortable around native speakers of the foreign language	22	1	5	15	1	0
33	I get nervous when the language teacher asks questions which I haven't prepared in advance	22	7	11	3	1	0

Note:

SA=Strongly Agree   A=Agree   NA=Neither Agree

D=Disagree   SD=Strongly Disagree

The results of the students' response dealing with their speaking anxiety are displayed on the table above. The students' response towards the FLCAS items iregarding the students' communication apprehension in speaking class shows that most of the students demonstrate that they were not confident to

show their ability to speak in their English class. Marwan (2007) advocated that the lack conidence of the learners is caused by their limitation in foreign language mastery. Communication apprehension and fear of negative evaluation like fear of being in public, shyness, and inaccuracy when speaking are causes of the students anxiety in speaking Zhiping and Paramasivam (2013). When talking with others, the students began to panic, tremble, nervous, and afraid of making mistake. Marwan (2008) revealed that students with high level of anxiety will have a problem with their self confidence.

Some other students also reported that that they were confused to what say when communicating in English due to their low speaking skill. Liu (2007) also discovered that lack of practice and low English proficiency of the students led them be more anxious even when they got prepared. In speaking class, the students were still anxious when expressing their speaking skill even though they have had well preparation. This is in line with Marwan (2008) who found that students anxiety is cuased by their that lack of preparation. In contrast, the majority of the students also showing their anxiety in responding the statement whether or not they were feeling confident and very self conscious when speak in English class. In conclusion, the student' anxiety led the students to be afraid and nervous to speak in English in front people. Suadiyatno,et.al., (2020) found students' oral performance is affected by their speaking anxiety.

Pertaining to the students' fear of failure in English class, almost all of the students revealed that their anxiety made the students were fear of making failure and being laugh at when showing their speaking performance in the classroom. It is clear that foreign language anxiety existed in the classroom, and could become a learning obstacle for English-major students. As a result, if the the students level of aniety is high, they may not be able to learn efficiently and may even shy away from learning (Kao and Craigie, 2010).

The data on the table above shows that a number of students felt worried and frighten if they didn't understand with teachers talk, Besides, the students were also afraid for the punishment given by the teacher if they fail in their language class. Riasati (2011) discovered on her study that the primary causes of students' anxiety are fear of negative evaluation by teachers as well peers, the types of activities being implemented in the classroom, and the lack of preparation.

In addition, another causes of the students anxiety came from the students worried and afraid for being corrected by their teacher for the utterence they delivered in communication. Another report from the students shows that feeling nervous also became the source of their aniety. The students feel anxious when they don't understand every word delivered by their English teacher. This condition made the students got nervous of being questioned by the teacher for the questions they haven't prepared in advanced. Pappamihiel in Marwan (2007) revealed on their study that the EFL anxiety was contributed by limited competence in using vocabulary. The students report also revealed that if they understand any single word spoken by the teacher, they will understand what the teacher message of the target language.

Feeling afraid and worred of being Negative evaluated or feeling less competent than other students was also reported by the students as one the causes of EFL anxiety. About two third of the students claim that other students speak English better than them and assumed that their English speaking skill was poor. The finding also revealed that being volunteer in English class is embarrassing for almost over half of the students.

This finding is inline with was found by Riasati (2011) that the EFL anxiety is occured when the students believed that other students are better than them. Feeling afraid of being laughed by other students in front of the class was also claimed by the students as theirs source of their anxiety. Conversely, most of the students did not agree that making mistakes is nothing to worry about. Yet, some of the students agree not to be given feedback or corrected on every single mistake they make. When the teacher corrected the students' mistake, the students preferred not speaking due to their anxiety (Riasati, 2011). The number of rules the students have to learn to speak English drag the students of overwhelmed. Furthermore, the students start feeling anxious soon after English class is started. This anxiety is incated by their feeling more tense and nervous in their English class than in their other classes.

The result and the description of the students' foreign language anxiety from the table 1 shows that the EFL learners anxiety was concluded into into high level of anxiety. This finding was further in line with the interview result with the students. The interview was about exploring the students' anxiety in relation to the learning shift implemented during the covid-19 pandemic. Most of the

students reveal that they still felt worried and afraid to speak in English during the English class as they have to deliver their speech via online. Online learning is teaching learning process that relies on technological devices and internet. The online learning class will not be able to access by the teacher and students with bad internet connection (Adedoyin and Soykan, 2020). The material discuused was not able to get the real time feedback from the teacher and students if they have internet connection.

Another response from the students also shows that the learning approaches implemented during covid-19 pandemic both on line learning and blended learning were not really effective in enhancing the students speaking skill as the teacher and the students had little opportunity to have interactions in person (face to face interaction). Sun, et al, (2008) argues that Face-to-face learning model plays an important role where the instructor or teacher could interact with students physically and emotionally. The teaching and learning process which conducted most through distance learning lead the students find the material difficult to understand by the students. Low English proficiency, lack of practice, competition, and task dificulty that may vary from context to context contributed the EFL anxiety (Liu, 2007).

The students' speaking skill was also not well improved during the teaching and learning process in during the covid-19 pandemic as the material is given or delivered through text book and video. Little opportunity to have face to face interaction and do the practice were also believed to be the causes why the students' speaking skill was not well enhanced. Woodrow (2006) on her finding stated that students felt anxiety due to due to lack of practice thus relating to a skills deficit type of anxiety. Implementing Distance learning is depending on the electronic device and the internet. The teaching and learning process would not work effectively if both of the students and the teacher got some troubles getting the signal or the electronic device is in trouble. This inadequate infrasructure restricted the teachers and students digital literacy and their opportunities to communicate in the online learning class (Bao, 2020; Trust & Whalen, 2020; Padilla, R, et al, 2021). In sum, the students reported that some problems encountered during the teaching learning process in the time of covid-19 such as bad signal or limited connection. The finding is in line with Padilla (2021) who argues that most of the teaching challenges in the time

of Covid-19 pandemic are most of the students do not have an adequate internet connection, electronic devices, or the required skills to learn online.

CONCLUSION

Learning shifting from face to face interaction to online learning, and to the combination of face to face interaction and the online learning was madatory to be done due to the existence of Covid-19. This condition made the teacher and the students had little opportunity to have interactions in person (face to face interaction) to practice their speaking skill. As a result, this quick learning shift contributed significantly on students speaking performance and their speaking anxiety. The dependency on the technological device and internet when conducting online learning and blended learning sometimes made the material given was not able to get the real time feedback from the teacher. The students' speaking anxiety in relation to the shift learning at the time of covid-19 was categorized into high level anxiety as most of the students reveal that they were anxious when interacting with others. Lack of confidence, fear of making mistakes, lack of practice, and low speaking skill level were reported to be the main causes of their anxiety.

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