

**STRATEGIES TO OVERCOME STUDENTS' ANXIETY IN SPEAKING
CLASS: AN INVESTIGATION IN ONLINE AND OFFLINE LEARNING
SYSTEM**

A Thesis

**Presented to the Department of English Language Education as Partial
Fulfillment of the Requirements to Obtain the *Sarjana Pendidikan* Degree in
English Language Education**



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APPROVAL SHEET

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Approved on January 21, 2023

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STATEMENTS OF WORK'S ORIGINALITY

I honestly declare that this thesis, which I have written, does not contain the work or parts of the work of other people, except those cited in the quotations and references, as a scientific paper should.

Yogyakarta, 07 Januari 2023

The writer



Regita Septyani Rahmi

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اجتازت در اولاد

MOTTO

“That which does not kill you, makes you stronger.”

-Friedrich Nietzsche-

“People out there are holding their breath to see you fail.

Make sure they suffocate.”

-unknown-



DEDICATION

I dedicate this undergraduate thesis to myself.

Thank you, me.

For not giving up, for always fighting and not trying to stop, and always trying the best to finish this thesis even with the obstacle.



ACKNOWLEDGEMENT

Alhamdu lillahi rabbil 'alamin all praises to Allah SWT, The Most Gracious and The Most Merciful, for the love, guidance, spirit, and strength He gives to me so that I am able to finish my thesis and also to our beloved prophet Muhammad SAW. In this chance, I am able to finish this thesis as a partial fulfillment of requirements to obtain the *Sarjana Pendidikan* degree in English Language Education. I would like to give countless thanks to my beloved mother, Hartiningtyas Sri Cahyani S.Pd. and my departed father Asep Endang Solihat S.Pd. who always supported me and loves me unconditionally. Another utterance of gratitude also delivered for:

1. The Dean of Faculty of Psychology and Socio-cultural Sciences, Universitas Islam Indonesia, Mr. Dr. H. Fuad Nashori, S.Psi., M.Psi., M. Ag. Psikolog
2. Head of English Language Education Department, Universitas Islam Indonesia, Mrs. Irma Windy Astuti, S.S., M.Hum.
3. My DPA, my lecturer, Mrs. Intan Pradita, S.S., M.Hum and Mr. Nizamuddin Sadiq S.Pd., M.Hum., Ph.D. who always takes care of me during my college life.
4. My lovely Supervisor Miss. Banatul Murtafi'ah S.Pd. M.Pd for helping me and always patiently guiding me through this thesis. Thank you so much, I could never have done this without you.
5. To all lecturers of English Department, Universitas Islam Indonesia, thank you for being my role model and guided me to be a productive learner.
6. My new family. My step father, my brother and sister and my lovely nephew, my best mood booster Elang.
7. I Putu Nathan. Thank you for everything, for your love and support, for always believing in me even when I'm doubting myself, for always being there during my hard and good times, for helping me and protecting me, for accompanying me during the process of this thesis, most of all for all the lessons you give me. Let's meet again in our next life.
8. My close and bestest friends, Tyas, Dinda, Elsa, Okta, Nita, Ani, Titi, Tino, Gilang, Febri, Putri, Adrian, Wisnu, Fatwa, Edel, Bira, Nandya, and many more

that I can't mention one by one. Thank you for everything. Thank you for giving me your time, ear, best advice to make me become a good person, to be the people who always hear my stories and make good times together. I hope we can meet again sooner in the better version of ourselves.

9. To the band that I always adore, BTS. Thank you for your beautiful songs. It gives me so much joy and motivation to finish this thesis.
10. To the fictional characters that I adore so much Eren Yeager, thank you for inspiring me and becoming my motivation to always move forward until I achieve my goals.
11. To both of my participants, thank you for your kind welcome and the sharing sessions. I hope for the very best things for your life.
12. To the academics that I cannot mention. Thank you for allowing me to do the research and giving me the very warm welcome.
13. To those who have not been mentioned, I would like to give the biggest thanks to all of you.

Yogyakarta, January 7th, 2023



Regita Septyani Rahmi

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STRATEGIES TO OVERCOME STUDENTS' ANXIETY IN SPEAKING CLASS: AN INVESTIGATION IN ONLINE AND OFFLINE LEARNING SYSTEM

ABSTRACT

This study aims to investigate English Education students speaking anxiety in both online and offline learning contexts. This study did a further investigation about the strategies they use to cope with their anxiety when doing public speaking in both online and offline contexts. Although, there is a lot of research regarding speaking anxiety has been done by the researchers both in Indonesia and other countries, there are still limited studies discussing speaking anxiety in education especially in both offline and online learning among English education students in Indonesia. This study employed a qualitative method. The data were collected through interviews with two students from a private university in Indonesia. The findings showed that both participants were less anxious when they do public speaking in the online context than in offline one. Furthermore, it was also found that these participants only used one strategy to overcome their anxiety (i.e., preparation) for online public speaking; and used more strategies (i.e., relaxation, preparation, positive thinking, audience depreciation, concentration, and resignation) to deal with offline speaking anxiety. Therefore, it is implied that through these coping strategies, students feel less anxious in online learning context rather than in offline learning.

Keywords: *online speaking anxiety, speaking anxiety, strategies to overcome speaking anxiety,*

CHAPTER I

INTRODUCTION

1.1 Background to the Study

Speaking is one of the most widely-used skills during the academic process (Syarif & Sunubi, 2019). As students that later become teachers, the ability to speak in front of others for English education students is crucial. However, becoming a good public speaker has never been easy for those who will later be English teachers. Several challenges might come as obstacles. One of them is the state of being anxious (Sakka & Naim 2019). The anxiety during speaking is a common problem that can happen to anyone including students in English education. Anxiety will have an impact towards the speaker's performance (Made, Santosa, & Mahendrayana, 2022).

Sandin (2016) divides the symptoms of speaking anxiety into three different categories: physiological, cognitive, and emotional symptoms. The physiological symptom covers hard breathing, strong pulse, and sweating a lot. Then, anxiety may also lead to some problems with the speaker's cognitive ability, such as blankness or forgetting what they wanted to say. Finally, the emotional symptom which is related to how we feel about something and how a situation or someone makes us feel, such as being nervous and afraid. These symptoms may lead to some problems when speaking, for example the listener finds it difficult to grasp the meaning or words that we are trying to explain. For students in English education who will teach later this will be a big problem if students cannot understand the material, they are taught and thus can obstruct our performance as teachers.

In addition, the current situation of COVID-19 pandemic has changed the offline speaking classes into online ones. This means that English Education students face new challenges where they not only have to be able to do public speaking in offline classes, but also have to do it in online classes. This present study also explored students' speaking anxiety level in online learning, and attempts to address issues such as whether speaking in front of people through online

learning affects their speaking anxiety, and whether their anxiety levels remain the same or change with offline context when they have to do public speaking online. Bashori (2020) proves that compared to speaking in front of colleagues or people, learners feel less nervous when they have to speak in a digital context. Although some people believe that doing public speaking in an online environment will be less anxious than those in offline condition, however research has found several students have more fear of talking in public in an online context. Baralt and Gurzynski-Weiss (2011) concluded that the environment has almost no effect on the anxiousness of English students, if they were anxious in offline classes, they will also feel the same in online conditions. However, it is suggested to investigate less skilled students, who may be more nervous. Therefore, the present study exploring how students in English education deal with their public speaking anxiety both in offline and online context is urgent to conduct.

Several studies have been conducted in relation to investigating the speaking anxiety among university students. For example, Nash et al (2015) has explored the anxiety among the first-year students in dealing with public speaking assessment. Nash et al found that the assessment task that was undertaken by students had a positive impact. The assessment task increased emotional state of pleasure and also reduced fear, also growth confidence, growth student's ability usage and preservation of eye contact. Next, Hamzaoglu and Kocoglu (2016) conducted research toward EFL students in Turkey exploring the use of podcasts to overcome EFL students' anxiety in speaking. The study showed a positive impact. EFL learners said that podcasts help them reduce their anxiety and increase their confidence level, other than that, podcasts also help them improve their performance such as pronunciation and also help them develop more vocabulary. Anxiety is a common problem in language learning. Therefore, it is very important for teachers to understand that every student has a different level of anxiety and that they need to help them to solve it. Other than that, if teachers want to solve speaking anxiety for their students, it has to start from the students themselves, they need to have motivation and strong intention to learn the foreign language (Fitriah & Muna, 2019).

As mentioned earlier, speaking anxiety is a common problem for students, especially for foreign languages. A lot of research regarding speaking anxiety has been done by the researchers both in Indonesia and other countries (e.g. Sandin (2016); Beatty & Behnke (1991); Russell (2020), which was later mentioned in this thesis) However, there are still limited studies discussing speaking anxiety in education especially in both offline and online learning among English education students in Indonesia. Therefore, the present study which investigates learners' experiences in dealing with speaking anxiety is urgent to conduct. The present study is as important as the other studies because it explores speaking anxiety in learners that are very crucial for them. This current study is different and not just repeating those research that was already mentioned previously. Most of them did not conduct their research on students in English language education that will become foreign language teachers in the future. This research also occurs during the COVID-19 pandemic so the researcher can also investigate students in English language speaking anxiety in an online learning environment and answer the question whether or not their state of speaking anxiety remains the same.

1.2 Identification of the Problem

In relation to public speaking, based on the preliminary interview with three students' English teachers at one of private universities in Indonesia that have taken public speaking class, they often face these challenges and problems, such as: anxiety, blankness, fear, and shaky. From three students that have been interviewed, all of them say that speaking anxiety affects their performance in public speaking. Although they already practice and prepare the material very well, unfortunately when it is time for them to do a public speaking, they often forget what they wanted to say and what they have been practicing. Other than that, this anxiety makes their performance not go according to plan. One of them is also afraid that if she speaks the wrong word the whole audience will laugh at her. Trembling and worrying when going to do public speaking is actually a common thing for everyone, including students in English education. These three students of English education have their

own way to overcome their anxiety, for example, one of them said that if she mastered the material, it would reduce her anxiety. Therefore, she usually tries to understand the material. The second person says she will avoid making eye contact with the audience so that it will reduce her nervousness. The other one says that she will try to relax and imagine there is no one there, or if it does not help, she will ask a friend or lecturer to help her. As already mentioned before there are still limited studies discussing speaking anxiety in education especially in both offline and online learning among learners in Indonesia.

1.3 Formulation of the Problem

This study is conducted to analyze speaking anxiety issues in higher education levels. This present study attempts to answer this following question: How do undergraduate EFL students deal with speaking anxiety in online and offline contexts?

1.4 Objectives of the Study

This study attempts to examine learners' strategies to deal with their public speaking anxiety. The method that is used is thematic analysis so it will give a more detailed explanation and analysis both for the problem and the solutions.

1.5 Significances of the Study

Practically, the results of this study will bring benefits for:

1. For other learners in English Education.

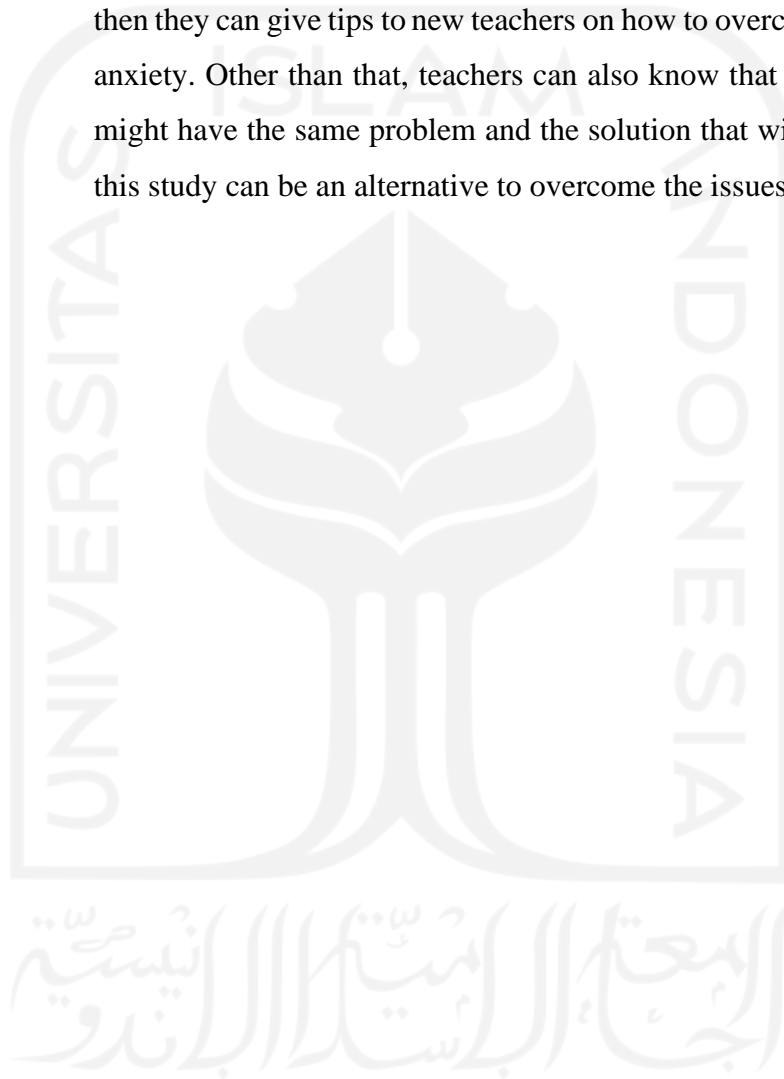
The findings will be useful for them to know about strategies on how to overcome their speaking anxiety as a foreign language learner. It also will help them to Self-reflect and improve their awareness related to speaking anxiety.

2. For other researchers.

To provide more data and examples about speaking anxiety that happened in Indonesia and students in English education.

3. For teachers.

This study might also be useful for teachers in Indonesia, they can learn and know the issues that happened in the education world and then they can give tips to new teachers on how to overcome speaking anxiety. Other than that, teachers can also know that their students might have the same problem and the solution that will be given in this study can be an alternative to overcome the issues.



CHAPTER II

LITERATURE REVIEW

This chapter explains the theory, previous study and conceptual framework related to this study. The literature review contains the theory of speaking anxiety, types of speaking anxiety, the audience impact, gender, language fluency, and how learners deal with speaking anxiety.

2.1 Public speaking anxiety

Speaking anxiety is the most common problem and the most researched variable in the Second Language Acquisition or in short SLA. The term anxiety in general has been defined as personality traits of a person that are relatively repeated when doing public speaking, Therefore, someone who has this natural anxious state will tend to feel anxious in various situations (Woodrow, 2006). In terms of language learning, anxiety is also connected to foreign language learning in this circumstance which results in the emergence of the term foreign language anxiety (Karatas et al., 2016). Foreign language anxiety or FLA is a complicated occurrence and is related to several aspects. FLA is an uncomfortable sensation of an individual and worries that are specifically related to the context of a foreign language, which includes speaking, listening, and learning (Young, 1990; MacIntyre & Gardner, 1993). Foreign language anxiety might also include speaking anxiety (Woodrow, 2006).

Spielberger (1983) stated that speaking anxiety is a particular sense of burden, concern, nervousness, and fear related to encouragement of sensory nerves in our body. Similarly, Horwitz (1986) has also described speaking anxiety as a person's subjective experience of tension, uncertainty, restlessness, and anxiety that occurs when the autonomic nervous system is stimulated.

Throughout this thesis, the term public speaking anxiety is defined as a treat that can affect performance during public speaking. Anxiety also will have a

negative impact towards the process of learning and teaching in the classroom both for students and the teacher. It will influence their ability to deliver or absorb the material.

Sandin (2016) divides the symptoms of speaking anxiety into three different categories: physiological, cognitive, and emotional symptoms. The physiological symptom covers hard breathing, strong pulse, and sweating a lot. Then, anxiety may also lead to some problems with the speaker's cognitive ability, such as blankness or forgetting what we wanted to say. Finally, the emotional symptom which is related to how we feel about something and how a situation or someone makes us feel, such as being nervous and afraid. In addition to those three aforementioned categories, Mladenka et al. (1998) also add that anxious people might be recognized from their physical symptoms.

Based on the preliminary study that the researcher takes for this thesis, the most common symptoms are sweating, blankness, shaky and also afraid. Students usually feel afraid that they will be laughed at by the audience or their performance did not go as planned. Students who experienced different types of anxiety would frequently have the same physiological signs, such as during the frequency speaking assignment (Beatty & Behnke 1991).

2.2 Factors affecting public speaking anxiety

There are so many factors that can affect public speaking anxiety such as fluency, audience impact, and preparation before doing public speaking. Hanifa (2018) stated that the potential components which lead to speaking anxiety are explained and explored in line with the primary themes that emerge from a review of relevant research. He also explains that the primary themes are: 1) cognitive factors, which relating with topics, genre, interlocutors, and processing demands; 2) affective factors, which relating with emotions towards the subject and/or audiences, as well as self-consciousness; and 3) performance factors, which having

dealt with mode, level of cooperation, discussion regulate, making plans and training session time, pressure, and environmental conditions. Dewaele et al., (2008) emphasizes that, as a psychological independent variable, emotional intelligence was substantially related to FLA. Other than that, Dewaele et al, (2008) also found that the audience and the environment in which verbal language occurs are found to be the elements that cause FLA. They also said that various social identities and communication platforms were also proven to induce varying amounts of anxiety. Furthermore, it was also discovered in a research (i.e. Aydin, 2008) that not preparing for learning in class was one of the reasons that induced speaking anxiety. Another study by Kessler (2010) states that the educational environment has an important influence on the language skills of learners because speaking, especially in a classroom setting, can cause foreign language learners to feel a source of discomfort and anxiety. Mak (2011) discovered when students being corrected by classmates and/or teachers when doing oral performance as well as utilizing student blunders to explain teaching points, also can cause anxiety. Several elements that contributed towards learners' nervousness included lack of emotional preparedness, understanding of vocabulary, pronunciation, grammar and prior knowledge of class activities, as well as worry over taking tests that can be called anxiety tests (Fitriah & Muna, 2019).

2.3 Strategies to overcome public speaking anxiety

To deal with speaking anxiety issues, learners must have strategies suitable for their needs. Liu (2018) stated that to be able to reduce speaking anxiety both the lecturer and the student must be aware of the causes of this anxiety. Nervousness, skill in Second language motivation, character, and learning style all influence strategy utilization. There are various strategies that learners can use. Kondo (1994) stated that whenever the concerned presenter is effectively educated to calm even while considering particular things. Kondo (1994) conducted a study to develop

strategies to reduce speaking anxiety, the findings show that there are six stages on how to overcome speaking anxiety.

1. Relaxation

The purpose of this step is to relieve the physical stress of nervous speakers.

2. Preparation

In this step, the speaker must prepare everything they need to do public speaking. Such as planning, writing a note, training, etc. The efficacy of this step is determined on how confident the speakers may be in their performance.

3. Positive thinking

Here, the speaker focuses on creating positive thoughts.

4. Audience depreciation

The attendance of the listener, which is accountable for the unpleasant connection, has to be disregarded.

5. Concentration

Preparation and concentration both are cognitive elements of public speaking that are connected to decent performance, thus they can be grouped together as skills training. In this step the speaker must fully concentrate on the goals and speak carefully.

6. Resignation

The public speaking scenario should be maintained out of the speaker's head so that no bad ideas linked with it that may haunt the speaker.

Most of the research that has already been mentioned is only focusing on offline learning conditions. This current study not only will show speaking anxiety that occurs during offline learning but also online learning. In the middle of COVID-19 pandemic conditions all of the learning and teaching process are held online. During this situation, the learning environment also can be different for each individual. Bashrori et al., (2020) discovered that learners experienced less discomfort while

presenting or talking in front of Automatic Speech Recognition (ASR) based websites than when presenting in front of classmates or individuals. Russell (2020), also stated that both linguistic learners and educators are likely experiencing a substantial portion of anxiety as a result of the recent disease (COVID-19) outbreak, implementing strategies and methodologies which can decrease anxiety level during online and distant study should provide learning with at least certain feeling of convenience throughout these difficult times. Cote (2018) discusses that several students reported having speaking anxiety in offline context, surprisingly there was no substantial decrease of FLA in the online environment. Due to this condition, Martin (2017) suggests that teachers must pay attention to their students' requirements in order to minimize their nervousness and help them to feel more relaxed when speaking a foreign language in virtual environments.

2.4 Review of Relevant Studies

As already mentioned in Chapter 1, there are a lot of studies that are already conducted related to this study.

Fitriah and Muna (2019) want to explore several elements that impact learners' nervousness as well as the forms of anxiety faced by students. Numerous learners felt frightened enough to exhibit their skills in front of their peers because they listened carefully to certain faults that they would make. As a result, a cooperative and collaborative activity between tutors and learners is strongly stressed in order to minimize students' fear. The findings showed that anxiety is a common problem at language learning. Therefore, it is very important for teachers to understand that every student has a different level of anxiety and help them to solve it. They also found that if we want to solve speaking anxiety in the student, we have to

start from the students themselves, they need to have motivation and strong intention to learn the foreign language.

Sadighi and Dastpak (2017) has explored the sources of foreign language speaking anxiety of Iranian English language learners. They stated that foreign language learning anxiety has become one of the affective elements that has a detrimental impact on language acquisition. The participants of this study were 154 EFL learners in Iran. The findings showed there are three most important factors of learners' nervousness when speaking; "fear of making mistakes," "fear of being harshly assessed," and "low grasp of language,".

Next, Zheng, Wang, and Chai (2021) conducted research investigating the effects of video-based formative practice on learners' English public speaking anxiety and performance. This research was conducted in China and had a total of 51 second year students (32 males and 19 females) aged 18-21 year. They are divided into 2 groups. The findings showed that the SAI (self-assessment first) group participants perceived much less nervousness and lower levels of anxiousness in the final speech than the PAI (peer-assessment first) group. The researchers confirmed the influence of different instructional methods or formative assessment processes on reducing students' public speaking fear and enhancing their linguistics ability. When compared to peer-assessment-initiated practice, the results demonstrated that video-based self-assessment-initiated practice can considerably aid to relieve learners' (Effective English public speaking) EPS anxiety.

Furthermore, Bashrori (2020) attempted to conduct research about the level of Foreign Language Speaking Anxiety (FLSA) that vocational high school students in Indonesia experience in the traditional classroom, and the effect of web-based language learning on students' FLSA. The findings revealed that, overall, trainees had a medium understanding of the

FLSA. Both anxious and non-anxious students favorably assessed the study webpages and appeared to adopt web-based language learning for speaking practice. The similarity between this study and the current thesis is that both of them use digital context.

Temouri, Goetze, and Plonsky (2019) intends to examine the relationship between anxiety and L2 achievement. The result of this study shows that anxiety has a moderately unfavorable relationship with achievement. This study's results supported the transition of anxiousness research from a characteristic variable towards a more situation-specific construct involving various language-skills.

This current study is different and not just repeating those research that was already mentioned above. The difference between this study and the research above is that the participant and the time setting. Most of them did not conduct their research on students in English language education that will become foreign language teachers in the future. This research also occurs during the COVID-19 pandemic so the researcher can also investigate students in English language speaking anxiety in an online learning environment and answer the question whether or not their state of speaking anxiety remains the same.

2.3 Theoretical Framework

There are four main English skills that learners have to master. All those skills have their own advantage in the use of the English language. Speaking is considered as an important skill among the other language skills because it requires learners to practice the theory that they absorb about the English language. Teaching English as a foreign language to students also requires this skill. Therefore, as a student, it is significant to overcome the issues due to these terms. Speaking anxiety is also one of the very common issues that have to be solved by students in English education. Strategies used also have to be effective for them.

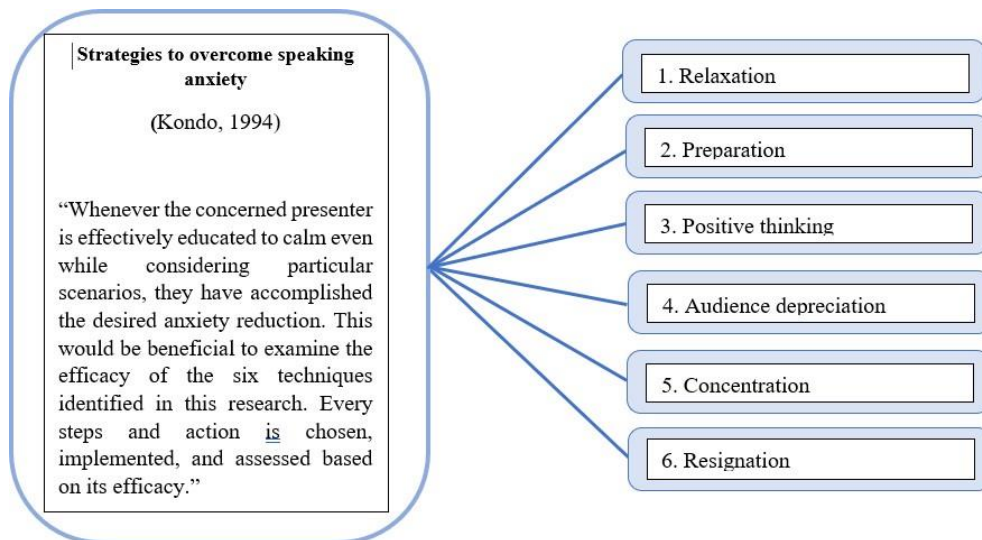
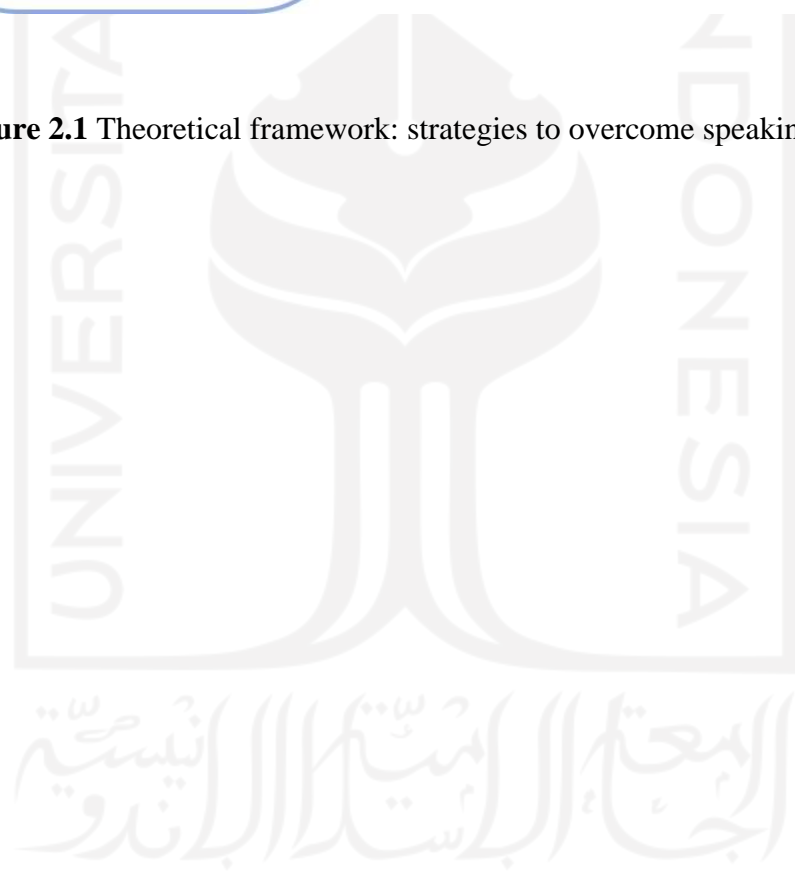


Figure 2.1 Theoretical framework: strategies to overcome speaking anxiety



CHAPTER III

RESEARCH METHODOLOGY

This chapter explains about the research methodology that the researcher uses for this thesis. This chapter contains research design, data preparation, research participant, data collecting technique, and data analysis.

3.1 RESEARCH DESIGN

This thesis aims to retell students about their foreign language speaking anxiety. This present study is designed as a qualitative study, specifically, a thematic analysis (TA) study. Thematic analysis is a technique for detecting, analyzing, and reporting patterns (themes) throughout information within qualitative data (Braun & Clarke, 2006). Clarke and Braun (2017) stated that the purpose of TA is not just to synthesize all of the information obtained, but to discover and evaluate the information substantially. However, not all elements of the information are relevant to the topic of the study, and it is important to highlight that in TA, the research questions are not fixed and might change along with code and design implementation progresses. Although Braun and Clarke (2006) argues that there seems to be no clear consensus on what thematic analysis is and how to use it properly, but, thematic analysis is widely employed by many of the researchers due to its versatility and ability to give many different types of qualitative research. Not simply theoretical flexibility, but flexibility in terms of research question, sample size and constitution, data collection method, and approaches to meaning generation.

3.2 PARTICIPANTS AND SETTING

In this thesis, the participants were two students from the English Education Department in one of University in Indonesia year class 2018 who have joined both online and offline classes, in which those classes require them to do English

public speaking. The example of the subject there are Academic Speaking (offline), Public Speaking and Interpreting (offline), Teaching Listening & Speaking (online), and Reflective Peer Microteaching (online). Those students aged between 22-23 when they were participated and both of them are females. They already experienced face to face (FTF) public speaking and online public speaking. These criteria of students are chosen because the researcher believe if the participant is already experiencing both situations, means that they experiencing a new kind of speaking anxiety. The samples of the study are chosen based on some characteristics for a competent English as foreign language student who are going to be an English teacher in the future.

3.3 DATA COLLECTION TECHNIQUE AND INSTRUMENTS

Polkinghorne (1995) discussed three ways of gathering the data, such as research, observation, and interview. Besides, Barkhuizen et al (2014) explained that interview is the most suitable data collecting technique that can be used in qualitative study. They added that there are three kinds of interviews in qualitative study; they are open interview, structured and semi-structured interview. This thesis uses the structured interview where participants are being asked about the exact same question that has been prepared by the researcher. According to the aims of this research the interview was focused on speaking anxiety that is elaborated by participants and how they managed to overcome it.

The data preparation contains examining of the constructs, creating the written consent, and assigning the research participant.

a. Informed consent form

Barkhuizen et al (2014) stated that one and most important of the ethical standards which must be implemented in a research is obtaining permission properly from the participants. Due to the same reason, this thesis gives informed consent that was delivered to the participant in order to obtain the subject's agreement for the upcoming interviews or data collection. Furthermore, this study

includes a permission letter out of its university as the formal document for conducting the interview.

b. Data Sources

The data was gathered by interviews as well as documentation. The details that were given by the participant would be used in this thesis. Furthermore, this study is made with the use of documentation such as pictures and/or recordings of the participants.

RESEARCH INSTRUMENTS

Table 3.1 Matrix of interview questions

Construct	Conceptual definition	Components	Questions
Strategies to overcome speaking anxiety	Kondo (1994) found that there are six steps to reducing speaking anxiety. Whenever the concerned presenter is effectively educated to calm even while considering particular scenarios, they have accomplished the desired anxiety reduction. This would be beneficial to examine the efficacy of the six techniques identified in this research. Every step	<ol style="list-style-type: none"> 1. Relaxation 2. Preparation 3. Positive thinking 4. Audience depreciation 5. Concentration 6. Resignation 	<ol style="list-style-type: none"> 1. Have you ever experienced speaking anxiety? 2. What are the symptoms that you experienced ? 3. In online learning where you have to do speaking anxiety online, does your

and action are chosen, implemented, and assessed based on its efficacy.

speaking anxiety remain the same as when you speak in an offline situation?

4. How do you manage your speaking anxiety?

5. How do you choose a strategy in managing your speaking anxiety?

3.4 DATA ANALYSIS TECHNIQUE

Thematic analysis is a technique to detect, evaluate, and report patterns (themes) in data. It arranges and explains the data collection in (great) precision at a high level (Braun & Clarke, 2006). In this Thesis, the Data that has been collected from the participants, were transcribed and analyzed using this thematic analysis. Braun and Clarke (2006) explained, there are six phases of analysis.

1. The first phase is familiarizing yourself with the data: Transcribing data (if necessary), reading and re-reading the data, noting down initial ideas.
2. The second phase is generating initial codes: Coding important data characteristics in a methodical manner over the whole data collection, compiling data pertinent to each code.

3. The Third phase searching for themes: Organizing codes into prospective topics and collecting all information pertinent from each potential theme.
4. The fourth phase is reviewing themes. Analyzing to see whether the topics function in connection to the coded extracts (Level 1) and the complete data set (Level 2), and creating a thematic map of the analysis.
5. Next, Defining and naming themes: Continuous research to fine-tune the specifics from each topic as well as the overall story the analysis conveys, resulting in unambiguous classifications and titles for each theme.
6. The last phase is producing the report. The last attempt for analysis. Identification of vivid, engaging extracted samples, final analysis of selected extracts, connecting directly to the research topic and literature, and production of an academic report on the analysis

3.5 TRUSTWORTHINESS

Barkhuizen et al (2014) expresses trustworthiness at two levels. The first level is the link of the researcher and the participant in between. For instance, the researcher chooses what part of the stories to use in the research. On the other hand, the second level is the reliability of the story that the researcher tells which means the researcher needs to present the reality of the participant. Consequently, the story will likely represent as authentic as possible the participant's successful professional development.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the research finding followed by discussion of the research finding.

4.1 Findings

The data were collected through face-to-face interviews with a tight COVID-19 protocol and through Zoom meetings. Nam was interviewed face-to-face and Niki was interviewed via Zoom meeting due to the different city between the researcher and the participant at that time. The interviews were done in a session which ended around 15 Minutes for each session. There were a lot of statements as transcribed from the audio recording. The interview was conducted in the researcher's boarding house in Yogyakarta. The data were then analyzed by performing lexical coding. From the data analysis, the researcher found that the symptoms and strategies that are experienced by the participants are almost similar. Both participants stated that it is easier to do public speaking in digital context than in face-to-face situations, such as in the classroom. They also said that the audience is also one crucial factor that can cause their anxiety. Following the first analysis, certain expanded remarks were delivered to participants using whatsapp application to ask for further information and clarification.

From the results of the interview, both participants stated that they were less anxious when dealing with public speaking in an online environment. It can be seen from their ways to overcome the anxiety. When it comes to offline context, they are concerned about a lot of factors that can cause their speaking anxiety such as audience and their perception, their fluency, etc. Both participants used more strategies such as relaxation, preparation, positive thinking, audience depreciation, and resignation to overcome their speaking anxiety in offline settings, while in online settings they only focused on the preparations and themselves. This proved that online learning environments make students less anxious and online public

speaking are easier to do than offline. Other than that, participants also have to be more concentrated than when they are doing public speaking in online circumstances.

“Well of course it's different. Because when you're online like when you're doing a proposal seminar, it's a presentation, but you don't have to see the audience, you don't see their faces, so you don't have too much anxiety. But if you're offline, wow... the anxiety level is really... (I was) like being intimidated, especially in front of the lecturer.”

(EF/NAM/030)

From the transcript above, we can see that Nam was way less anxious in the online environment than in the offline environment. One of the reasons was the audience and the participants can see their faces during offline public speaking. Nam was like being intimidated, especially when she talked in front of the lecturer. The online environment is also way easier for the participant and the anxiety level they experienced are decreased compared to offline situation learning as already mentioned before.

Table 4.1 example of interview transcript from participant

Subject	Line	Transcription	Coding
R		Ooo I see I see. Ok next? On online learning process, where you have to do presentation or public speaking through <i>digital or online</i> context Is your anxiety remain the same with when you do it on <i>offline</i> context?	
P	030	<u>Oh yes of course it was different, because when in Online context like seminar proposal the other day, We are doing presentation but we can't see the audiences or their faces so I don't feel too anxious,</u>	SOSA/AUD/ NAM/030
	036	<u>But if its in offline context, wahhh, I felt so anxious I felt intimidated especially if we doing presentation with lecturer</u>	SOSA/AUD/ NAM/036

4.1.1. Thematizing

In this part the researchers classified six themes related to strategies to overcome speaking anxiety from Kondo (1994). Thematizing was used as the process to facilitate the researcher in analyzing data.

Table 4.2 table of thematizing

Construct	Theme	Code
Strategies to overcome speaking anxiety	Relaxation	SOSA/REL/NAM/001 SOSA/REL/NIKKI/001
	Preparation	SOSA/REP/NAM/001 SOSA/REP/NIKKI/001
	Positive Thinking	SOSA/POST/NAM/001 SOSA/POST/NIKKI/001
	Audience Depreciation	SOSA/AUD/NAM/001 SOSA/AUD/NIKKI/001
	Concentration	SOSA/CONC/NAM/001 SOSA/CONC/NIKKI/001
	Resignation	SOSA/RES/NAM/001 SOSA/RES/NIKKI/001
EF		Emergent findings

4.1.2. Coding

In this part, the researchers make codes to give labels-based themes that have been determined in this study. Giving codes is also part of analyzing data that help the researcher.

Table 4.3. Coding sample

Coding Sample	Meaning
SOSA/REL/NAM/001	<p>SOSA refers to Strategies to overcome speaking anxiety which is the construct in this thesis.</p> <p>REL means the theme. REL refers to Relaxation.</p> <p>NAM is the name of the first participant.</p> <p>001 means the line where the participant said it.</p>
SOSA/REL/NIKKI/001	<p>SOSA refers to Strategies to overcome speaking anxiety which is the construct in this thesis.</p> <p>REL means the theme. REL refers to Relaxation.</p> <p>NIKKI is the name of the second participant.</p> <p>001 means the line where the participant said it.</p>

4.2. Discussions

4.2.1 Students were less anxious when dealing with public speaking in an online context than in offline context

Various social identities and communication platforms have also been shown to cause varied levels of anxiety (Dewaele et al, 2008). However, in this study, the researcher found that both participants were less anxious when dealing with public speaking in an online context than in offline context.

“Since we started online learning, it's actually a bit different. Because I think there's only me there, so I speak, but the people are virtual and usually when we have to do presentations they are mostly off cam, so I don't have to see their faces and it's a bit more relaxed to explain the slides”

(EF/NIKKI/030)

This finding confirms a statement from Bashrori (2020) that stated digital contexts are less anxious when compared to face-to-face contexts. The findings confirm those studies because there are similarities in the research results. As already mentioned earlier both participants agree that they are less anxious when doing public speaking in an online context. There are many factors they have to consider when doing public speaking offline such as audience, negative thought, symptoms, etc. Meanwhile, in online public speaking they can be more focused on themselves and the material that they deliver. The most likely reason for this is that these students do not need to face real people when doing online public speaking. The moment when they get eye contact with people in offline environments puts them in more nervousness and leads them to anxiety as they feel intimidated by those eyes. Meanwhile, they only need to look at the camera when speaking in online environments.

4.2.2. Strategies to overcome speaking anxiety in online context

When it comes to online speaking anxiety, the strategy that is used by the participants in this study was only preparation where participants can be more focused on themselves than any other factors. Preparation is the most basic and important thing before we do any presentation. Actually, preparation would always be done by participants both in online and offline public speaking, however in an online context they can be more focused on doing this step than in the offline context.

“The strategies I use online are more focusing on the presentation and we don't have to see the audience's faces on the screen but still have to look at the camera so the audience still thinks we are making eye contact with them.”

(SOSA/PREP/NAM/074)

“The online speaking strategies that I use are different from the offline one. In my opinion online speaking is more relaxed so I only prepare the material such as reading and memorizing the material so that the presentation goes well.”

(SOSA/PREP/NIKKI/076)

From the statements above, we can conclude that it is easier for them to overcome online speaking anxiety than the offline one. They only needed to focus on the preparation and themselves. This statement is supported by Fitriah and Muna (2019) who said that solving public speaking anxiety has to start from the speakers themselves first. They have to know themselves and what can cause their speaking anxiety in order to overcome it. It is proven in Menzel and Carrell (1994) finding that time spent preparing for speaking in all aspects, such as visual support for the speech, was shown to be substantially connected with speech delivery, thought content, and speech and thought total score. More preparation time is also said to contribute to improved speaking delivery.

4.2.3 Strategies to overcome speaking anxiety in offline context

Meanwhile, the offline speaking situation is more complicated to overcome, and both participants agree they need more strategies to overcome their speaking anxiety in offline context, such as: 1) preparation, 2) relaxation, 3) positive thinking, 4) audience depreciation, and 5) resignation. Therefore, this state of participants can be said to be normal because as already mentioned before people with a natural anxious state will tend to feel anxious in various situations (Woodrow, 2006). Martin and Valdivia (2017) advise that educators should pay close attention to their learners' needs in order to decrease learner's anxiety and make them feel more at ease when speaking a foreign language in virtual settings. Furthermore, participants felt more anxious and burdened by many factors

when doing offline speaking anxiety, that's why they need more strategies to overcome their anxiety.

4.2.3.1 Preparation

As already mentioned before, preparation is the basic strategy that a person must do before presenting. Aydin (2008) stated that not preparing for learning in class was one of the reasons that induced speaking anxiety. Same with online strategies, in offline context, participants also have to prepare themselves and the material that they are going to deliver.

“Oh yeah, usually, if I was going to do a presentation it's like the most important thing is that it's preparation, practice repeatedly is very important...”

(SOSA/PREP/NAM/041)

“Usually, before speaking in front of the class, I have to prepare notes, so I already memorize what I am going to say.”

(SOSA/PREP/NIKKI/042)

The statements above are proven findings from Aydin (2008). Other than that, the statements also proved that whether in online or offline context, participants will always do preparation before speaking in public or presenting something.

4.2.3.2 Relaxation

The goal of this strategy is to minimize the physical tension experienced by apprehensive speakers. This entails techniques aimed at relieving the worried speaker's body stress. They include deep breathing, stroking the lap, yawning, and snaking the speaker's physique (Kondo, 1994).

“But when you have already done the presentation, when you're nervous, it's usually like pausing for a second and taking a deep breath.”

(SOSA/REL/NAM/043)

“Then before starting to do public speaking in front of the class, i will controlling my breath or listen to music first so it will help me relax”

(SOSA/REL/NIKKI/048)

Those statements proved that relaxation is an important step to overcome anxiety. Fitriah and Muna (2019) support this statement by saying that to cope with students' anxiety of public speaking, it must begin with each individual learner themselves. Learners should have strong motivation to increase their speaking ability and try the best strategies they think work for them to overcome their foreign language public speaking anxiety.

4.2.3.3 Positive Thinking

There are two types of positive thinking. The first entails focusing on good features of the public speaking circumstance, while the second involves thinking on something enjoyable that has nothing to do with public speaking. In both circumstances, the speaker seeks to divert their attention away from unpleasant ideas that may be impeding performance (Kondo, 1994). Students who believe they have poor skills compared to other students in terms of performance do not have a positive self-image, and this perception may lead to language pressure (Fitriah & Muna, 2019). That is why positive thinking is needed to helping students cope with their anxiety.

“Yes, and the most important thing is positive thinking, uhm not positive thinking, it's like you're really ignorant, you know, because I really am an overthinking person, if I want to do presentation, I'm afraid, I'm worried, but in the end I'm like I'm really ignorant again...”

(SOSA/POST/NAM/046)

4.2.3.4 Audience Depreciation

The statement below will show that the audience and their perceptions towards the speaker also have an impact towards anxiousness level. This finding justified by Dewaele et al, (2008) that said the audience and the environment in which verbal language occurs are found to be the elements that cause FLA. Students usually feel afraid that they will be laughed at by the audience or their performance did not go as planned Beatty and Behnke, (1991).

“If it's just making conversation with people, I don't feel anxious, but if presenting in front of a lot of people, I will be nervous. Because I was like... thinking about the way people look at me, I'm afraid it's like what if I make a mistake or something like that. especially if there are a lot of people who watch me, it feels like... I'm afraid to be judged by them.”

(SOSA/AUD/NIKKI/020)

“When it's offline, wow... so much anxiety is like being intimidated, especially in front of lecturers”

(SOSA/AUD/NAM/036)

4.2.3.5 Resignation

Resignation is the strategy which makes the public speaking scenario should be kept out of the speaker's mind so that no negative thoughts are associated with it that may come back to haunt the speaker. One of the most popular strategies to overcome speaking anxiety are trying to change the negative and unconscious relationship among an aversive stimulus (eg. public speaking) and anxiety. The treatment begins with the instruction of relaxation techniques, participants are instructed to picture a gradual set of successful presentations of public speaking scenarios once they have relaxed (Bodie, 2009).

“...It's really like...I became ignorant, Ah whatsoever how it will be in the end. what's important is that I got to do the presentation first.”

(SOSA/RES/NAM/050)

“The day before, I will do a little research about what kind of people in the class I am, so I can choose what language is right when it's delivered later.”

(SOSA/RES/NIKKI/044)



CHAPTER V

CONCLUSION AND SUGGESTIONS

5.1 Conclusion

Based on the discussion this study highlights the strategies that students use to overcome their public speaking anxiety in both offline and online contexts. The finding showed that students felt less anxious and used less strategies while doing public speaking in the online context. Both participants agreed that they were more anxious when they had to speak in public in the offline context. When it comes to offline context, they are concerned about a lot of factors that can cause their speaking anxiety such as audience and their perception, their fluency, etc. Both participants used more strategies such as relaxation, preparation, positive thinking, audience depreciation, and resignation to overcome their speaking anxiety in offline settings, while in online settings they only focused on the preparations and themselves.

5.2 Suggestions and Recommendations

For the students, it is suggested to increase their speaking ability and mastery of the material that is going to be delivered. Strategies that are recommended to use based on the findings are preparation and relaxation.

Due to limitations of this study, future research is necessary to be conducted to investigate the symptoms that are experiences in online and offline context, what lectures can do to help students overcome their anxiety, and online learning issues such as problem related to device to find out is it influences students' anxiety, confidence, and their way to face their speaking anxiety.

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APENDICES

Appendix 1. Consent Forms

Appendix 1.1 Consent Form Participant 1

INFORMED CONSENT

(SURAT PERNYATAAN PERSETUJUAN)

Yang bertanda tangan dibawah ini:

Nama : Nur Apriani

Umur : 22 tahun

Jenis Kelamin : Perempuan

Pekerjaan : Mahasiswa

Menyatakan kesediaan untuk menjadi informan dalam penelitian yang berjudul **“An Analysis of English Students Experiences In Dealing With Speaking Anxiety In Online and Offline Learning”** dan bersedia untuk:

1. Diwawancarai terkait dengan topik penelitian
2. Direkam selama proses wawancara dari awal sampai akhir wawancara
3. Dihubungi lebih lanjut apabila ada data yang perlu ditanyakan kembali

Semua nama, tempat, dan informasi akan dijaga kerahasiaannya.

Demikian pernyataan ini saya buat dengan sebenar-benarnya tanpa paksaan dari pihak manapun.

Yogyakarta, 8 Januari 2022

Peneliti



Regita Septyani Rahmi

Partisipan



Nur Apriani

Appendix 1.2 Consent Form Participant 2

INFORMED CONSENT
(SURAT PERNYATAAN PERSETUJUAN)

Yang bertanda tangan dibawah ini:

Nama : Monica Fajarini Hanzra

Umur : 23 tahun

Jenis Kelamin : Perempuan

Pekerjaan : Mahasiswa

Menyatakan kesediaan untuk menjadi informan dalam penelitian yang berjudul **“An Analysis of English Students Experiences In Dealing With Speaking Anxiety In Online and Offline Learning”** dan bersedia untuk:

1. Diwawancarai terkait dengan topik penelitian
2. Direkam selama proses wawancara dari awal sampai akhir wawancara
3. Dihubungi lebih lanjut apabila ada data yang perlu ditanyakan kembali

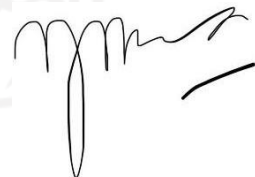
Semua nama, tempat, dan informasi akan dijaga kerahasiaannya.

Demikian pernyataan ini saya buat dengan sebenar-benarnya tanpa paksaan dari pihak manapun.

Yogyakarta, 12 Januari 2022

Peneliti

Partisipan



Regita Septyani Rahmi

Monica Fajarini Hanzra

Appendix 2. Permit Letter



FAKULTAS
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Tanggal : 24 Desember 2021
Nomor : 4223/DPS/70/DURT/XII/2021
Hal : Permohonan Izin Pengambilan Data Skripsi

Kepada :

Yth. Dekan Fakultas Psikologi & Ilmu Sosial Budaya
Universitas Islam Indonesia
Yogyakarta

AssalamualaikumWr. Wb

Dalam rangka mengantarkan mahasiswa untuk menjadi sarjana, maka setiap mahasiswa diwajibkan membuat skripsi/tugas akhir.

Sehubungan dengan hal tersebut di atas diperlukan data, baik dari Instansi Pemerintah, Badan Usaha Milik Negara, Perusahaan Swasta dan Lembaga maupun individu. Selanjutnya kami mohon izin penelitian/pengambilan data mahasiswa Fakultas Psikologi dan Ilmu Sosial Budaya Universitas Islam Indonesia tersebut di bawah ini :

Nama Mahasiswa : REGITA SEPTYANI RAHMI
Nomor Induk Mahasiswa : 18322055
Program Studi : Pendidikan Bahasa Inggris
Pembimbing Skripsi : Banatul Murtafi'ah S.Pd., M.Pd.
Judul Skripsi :

"EXPLORING UNDERGRADUATE EFL STUDENTS' EXPERIENCES IN DEALING WITH SPEAKING ANXIETY."

Demikian permohonan kami, atas perhatian dan bantuan Bapak/Ibu/Saudara/i kami ucapkan terimakasih.

WassalamualaikumWr. Wb

Dosen Pembimbing Skripsi

Banutul Murtafi'ah S.Pd., M.Pd.

Appendix 3

Appendix 3.1 Coding sample

Coding Sample	Meaning
SOSA/REL/NAM/001	<p>SOSA refers to Strategies to overcome speaking anxiety which is the construct in this thesis.</p> <p>REL means the theme. REL refers to Relaxation.</p> <p>NAM is the name of the first participant.</p> <p>001 means the line where the participant said it.</p>
SOSA/REL/NIKKI/001	<p>SOSA refers to Strategies to overcome speaking anxiety which is the construct in this thesis.</p> <p>REL means the theme. REL refers to Relaxation.</p> <p>NIKKI is the name of the second participant.</p> <p>001 means the line where the participant said it.</p>

Appendix 3.2 Thematizing

In this part the researchers classified six themes related to strategies to overcome speaking anxiety from Kondo (1994). Thematizing was used as the process to facilitate the researcher in analysing data.

Construct	Theme	Codes
Strategies to overcome speaking anxiety	Relaxation	SOSA/REL/NAM/001 SOSA/REL/NIKKI/001
	Preparation	SOSA/REP/NAM/001 SOSA/REP/NIKKI/001
	Positive Thinking	SOSA/POST/NAM/001 SOSA/POST/NIKKI/001
	Audience Depreciation	SOSA/AUD/NAM/001 SOSA/AUD/NIKKI/001
	Concentration	SOSA/CONC/NAM/001 SOSA/CONC/NIKKI/001
	Resignation	SOSA/RES/NAM/001 SOSA/RES/NIKKI/001
EF		Emergent findings

Appendix 4. Interview Transcription

Appendix 4.1 Interview Transcription Participant 1

Construct	Theme	Codes
Strategies to overcome speaking anxiety	Relaxation <i>The purpose of this step is to relieve the physical stress of nervous speakers.</i>	SOSA/REL/NAM/001 SOSA/REL/NIKKI/001
	Preparation <i>In this step the speaker must prepare everything they need to do public speaking. Such as planning, writing a note, training, etc. The efficacy of this step is determined on how confident the speakers may be in their performance.</i>	SOSA/REP/NAM/001 SOSA/REP/NIKKI/001
	Positive Thinking <i>the speaker focuses on creating positive thoughts.</i>	SOSA/POST/NAM/001 SOSA/POST/NIKKI/001
	Audience Depreciation <i>The attendance of the listener, which is accountable for the unpleasant connection, has to be disregarded.</i>	SOSA/AUD/NAM/001 SOSA/AUD/NIKKI/001
	Concentration <i>Preparation and concentration both are cognitive elements of public speaking that are connected to decent performance, thus they can be grouped together as skills training. In this step the speaker must fully concentrate on the goals and speak carefully.</i>	SOSA/CONC/NAM/001 SOSA/CONC/NIKKI/001
	Resignation <i>The public speaking scenario should be maintained out of the speaker head so that no bad ideas linked with it that may haunt the speaker.</i>	SOSA/RES/NAM/001 SOSA/RES/NIKKI/001
EF		Emergent findings

Coding Sample	Meaning
SOSA/REL/NAM/001	<p>SOSA refers to Strategies to overcome speaking anxiety which is the construct in this thesis.</p> <p>REL means the theme. REL refers to Relaxation.</p> <p>NAM is the name of the first participant.</p> <p>001 means the line where the participant said it.</p>
SOSA/REL/NIKKI/001	<p>SOSA refers to Strategies to overcome speaking anxiety which is the construct in this thesis.</p> <p>REL means the theme. REL refers to Relaxation.</p> <p>NIKKI is the name of the second participant.</p> <p>001 means the line where the participant said it.</p>

TRANSCRIPTION 1

Participant : Nam (not a real name)

Time : 16.00 – 16.15

Date : 8 January 2022

Place : Researcher's Boarding house

R : Researcher

P : Participant

Subject	Line	Transcription	Codes
R	001	Pernahkah kamu mengalami kecemasan atau kegugupan saat berbicara didepan umum saat menggunakan Bahasa Inggris?	
P	002	Dalam menggunakan Bahasa Inggris?	
R	003	Iya, ini kita konteksnya gugupnya kalau pakai Bahasa Inggris ya.	
P	006	Oh iya, sangat, sangat itu ya sangat pernah. Soalnya saya tu orangnya <i>introvert</i> jadi kalau ngomong didepan semua orang tu kaya apa...deg deg an, <i>anxietynya</i> itu tambah gitu. Apalagi kalau pakai Bahasa Inggris soalnya kan Bahasa kedua, kemudian	SYMPTOM

		harus mikir lagi ini Bahasa Inggrisnya apa kalau ga tau kadang kan nge-blank juga e ya Bahasa Inggrisnya gitu	
R		Jadi apa...kecemasannya ini tuh pas ngobrol didepan orang banyak atau pas ngobrol berdua saja juga bisa <i>anxiety</i> ?	
P		Ya ngobrol berdua juga bisa kalau ga di... kalau ga kenal kenal banget gitu loh. Soalnya kan apalagi ini yae e aku tu <i>intervert</i> banget dan udah jarang banget ketemu sama orang jadi kalau mau ngomong lagi tuh kayak susah	
R		Ok. Trus apa saja sih gejala yang kamu alami saat kamu cemas gitu?	
P	013	Biasanya sih kalau <i>anxiety</i> ya itu tu kalau mau ngomong itu biasanya yang saya rasakan itu kaya suara saya tu shaky gitu getar gitu. Nah itu tu yang paling kek aku sadari gitu dan aku tau banget kalau aku lagi ngomong terus suara saya getar gitu wah itu berarti aku lagi <i>anxiety</i> nih	SYMPTOM
R		Tapi gemeter gitu ga?	
P	018	Iya kek gemeter gitu tapi kadang juga tangan juga soalnya...tapi kalau tangan mah biasanya kalau aku ngapalannya tu ya goyang goyang aja lah gitu	SYMPTOM
R		Oh iya iya jadi <i>gesture</i> gitu ya?	
P	020	Iya	
R		Untuk mengurangi itu ya?	
P		Kalau duduk pun paling kalau deg deg an itu apa... pasti kaki aku goyang goyang gitu	SYMPTOM
R		Ooo iya iya faham faham. Ok lanjut ya? Pada kegiatan belajar <i>online</i> , dimana kamu tu harus melakukan presentasi atau berbicara didepan umum secara <i>online</i> , apakah kecemasanmu itu tetap sama dengan pada saat kamu melakukannya di konteks <i>offline</i> ?	
P	030	<u>Oh ya itu jelas beda si soalnya kan</u> apa kalau <i>online offline</i> itu beda	

	036	banget soalnya pas <i>online</i> kaya kemarin sempro kan <i>online</i> nah itu kan presentasi tapi ga ngeliat audiencenya ga ngeliat mukanya itu jadi ga terlalu <i>anxiety</i> juga, tapi kalau <i>offline</i> tu wahh... <i>anxiety</i> banget itu kaya terintimidasi apalagi didepan dosen dosen gitu ya	SOSA/AUD/ NAM/030 SOSA/AUD/NAM/036
R		Iya iya apalagi dosennya ga Cuma satu kan. Ok terus Bagaimana caramu untuk menangani kecemasan itu pada saat <i>speaking anxiety</i> itu?	
P	041 043	Oh ya biasanya sih kalau mau kek presentasi gitu kek yang paling paling it itu kek persiapan kayak diulang ulang latihaaaaan terus pokoknya. Tapi pas udah presentasi kalau gugup itu biasanya kaya tahan dulu terus Tarik nafas	SOSA/REP/NAM/041 SOSA/REL/NAM/043
R		Jadi berusaha bikin diri sendiri tuh <i>relax</i> gitu ya?	
P	046 050	Iya dan yang paling penting sih kayak positif bukan <i>positif thinking</i> sih kaya bodo amat gitu lo soalnya aku tu kaya <i>overthinking</i> banget kalau mau kaya gini mau presentasi gitu kaya takut ini takut itu tapi pada ujungnya aku tu kaya udah bodo amat lagi. Bodo amat lah nanti gimana jalannya yang penting kek presentasi aja dulu	SOSA/POST/NAM/046 SOSA/RES/NAM/050
R		Jadi itu strategi kamu gitu ya, trus Apakah menurutmu strategi itu efektif untukmu?	
P	055	Cukup efektif sih. Soalnya kan kalau aku ngomong kan kadang geter nih trus yauda berhenti dulu Tarik nafas nah kadang tuh setelah itu bisa naikin volume. Aku kalau naikin volume tu jadi suaranya ga geter lagi soalnya kek suaraku kan udah kecil nah kalau naikin volume otomatis kaya teriak itu jadi disini (<i>sambal menunjuk tenggorokan</i>) tu kaya ga nge ganjel gitu loh	SOSA/REL/NAM/055
R		Tegas gitu ya jadi bisa mengurangi deg deg an juga jadi lancar gitu ya	

P	065 066	Iya dan apa kayak persiapan sebelumnya tu juga karna kadang kan yang perlu dihafal atau bisa di <i>note</i> gitu kan bisa dilihat dan bisa ngurangi kecemasan juga karna kan tau ya apa yang mau diomongin	SOSA/PREP/NAM/065 SOSA/PREP/NAM/066 SOSA/RES/NAM/068
R		Dan udah menguasai lah materinya	
P		Ya betul.	
R		Oh iya, itu tadi kan untuk strategi offline ya, kalau untuk strategi online ada sendiri atau sama atau gimana?	
P	074	Kalau online strateginya lebih fokus ke presentasi dan tidak liat muka <i>audience</i> yg di layar tp tetep liat ke kamera biar dikira masih ada <i>eye contact</i> dengan <i>audience</i>	SOSA/PREP/NAM/074



Appendix 4.2 Interview Transcription Participant 2

TRANSCRIPTION 2

Participant : Nikki (not a real name)

Time : 19.06 – 19.15

Date : 12 January 2022

Place : Zoom meeting

R : Researcher

P : Participant

Subject	Line	Transcription	Codes
R	001	Pernahkah kamu mengalami kecemasan atau kegugupan saat berbicara didepan umum saat menggunakan Bahasa Inggris?	
P		Iya pernah itu biasanya saat kalau disuruh maju ke depan	
R		Pas di kelas gitu ya?	
P		He eh	
R		Yang kedua tu gejala apa saya yang kamu alami pas gugup gitu?	
	010	Biasanya itu deg deg an trus kaya agak apa... kaya nafasnya tu jadi ga beraturan gitu itu si sama kaya langsung dingin aja	SYMPTOM
R		Trus gemeteran gitu ga?	
P	014	Eee iya kalau ngomong jadi kaya gemeter gitu suaranya	SYMPTOM
R		Suaranya, ok. Kamu tu bisa gugup pas presentasi doang atau kalau misalnya ngobrol berdua juga bisa gugup gitu kalau pake Bahasa Inggris?	
P	020	Ngga ngobrol berdua aja engga tapi kalau misal presentasi di depan banyak orang gitu gugup. Karna saya kaya mikirnya pandangan orang ke saya, saya takut kaya pembawaanya saya jelek atau gimana gitu. Apalagi kaya banyak yang nontonin rasanya kaya gimana...	SOSA/AUD/NIKKI/020

R		Trus pada kegiatan belajar <i>online</i> , dimana kamu harus melakukan presentasi atau berbicara didepan umum secara <i>online</i> , apakah kecemasanmu itu tetap sama dengan pds saat kamu melakukannya di konteks <i>offline</i> ?	
P	030	<u>Semenjak <i>online</i> ini sebenarnya agak berbeda. Karena saya menganggap kaya hanya ada ya saya berbicara tapi hanya orang-orangnya tu secara virtual gitu. Dan biasanya juga saat presentasi kita kebanyakan <i>off cam</i> jadi kaya agak lebih santai untuk menjelaskan <i>slide-slidenya</i> gitu</u>	EF (emergent findings)
R		Jadi engga se deg deg an waktu <i>offline</i> ya?	
P	037	Iya ga se deg-deg an waktu <i>offline</i> soalnya kaya orang beneran terus langsung tatap tatapan gitu	SOSA/AUD/NIKKI/037
R	040	Ok terus Bagaimana si caramu untuk menangani kecemasan berbicaramu saat kamu lagi ngomong tu?	
P	042 044 048	Eh biasanya sih kalau di kelas ya, biasanya itu sebelum ngomong didepan kelas tu kan udah nyiapin catetan gitu tu bakal ngomong apa jadi kaya udah di apalin dulu mau ngomong apa. Terus kaya sehari sebelumnya tuh kaya udah ngehafalin dulu nih ee orang orang di kelasnya tuh orangnya kaya gimana jadi biar kita bisa ngegunain Bahasa apa yang pas saat disampaikan nanti gitu. Trus kaya sebelum mulai maju kedepannya kaya atur nafas atau dengerin musik dulu sih gitu paling	SOSA/REP/NIKKI/042 SOSA/RES/NIKKI/044 SOSA/REL/NIKKI/048 SOSA/RES/NIKKI/050
R		Jadi <i>relaxation</i> dulu ya?	
P		Nah iya nge- <i>relax</i> dulu he eh	
R		Nah itu kan strateginya ni jadi Apakah menurutmu strategi yang	

		sudah kamu gunakan tadi itu efektif untukmu?	
P		Cukup efektif sih tapi ga efektif banget	
R		Jadi tetep ada gemeter gemeternya gitu?	
P	060	Iya tetep pada <i>anxiety</i> nya pas udah didepannya gitu, pas udah maju kedepan itu tetep deg deg an. Soalnya pandangan orang kaya saya <i>insecure</i> saya takut apa yang saya bawa tu kaya orang mikirnya apa sih ga jelas gitu	SYMPTOM SOSA/AUD/NIKKI/060
R		Jadi takut di <i>judge</i> sama <i>audience</i> ?	
P		Iya takut.	
R		Jadi kedepannya kamu ada yang mau dirubah ga dari strateginya atau tetep mau gitu aja? Kan <i>online</i> nih kalau <i>online</i> kan kita... ah ga gitu kayanya atau gimana?	
P	070	Kalau strategi sih engga sih mungkin kaya lebih banyak ini aja mungkin harus lebih banyak latihan <i>speaking</i> gitu kaya banyak banyak ngobrol didepan kaca atau ngobrol sendiri gitu.	SOSA/PREP/NIKKI/070
R		itu untuk strategi offline ya, kalau untuk strategi online ada sendiri atau sama atau gimana?	
P	076	kalau online sih engga ya , karna menurut saya lumayan santai jadi mungkin persiapannya cuma baca materi atau hafalin materi aja biar lancar.	SOSA/PREP/NIKKI/076