

## CHAPTER IV

### FINDINGS & DISCUSSION

This chapter presented the main point of this research. It included the result of the factors that affected speaking, and caused silence and anxiety during online learning and the strategies applied by students to overcome silent and anxiety phenomenon that happen during online learning.

#### A. Findings

This section reported the findings of the data analysis. The observation sheet and interview were used to find out what affected students speaking, and what caused silence and anxiety phenomenon during online learning. The data collected from English class of third semester students of Achmad Yani University majoring in counseling and guidance. The factors that affect speaking, silence and anxiety phenomenon during online learning in English class of third semester students of counseling and guidance major at Achmad Yani University as follows:

#### 1. Factors Affecting Speaking Performance During Online Learning.

Table 1.1 factors affecting students English speaking performance during online learning	
No.	Type of Factors
1	Performance Condition
2	Affective Factors
3	Topical Knowledge
4	Listening Ability
5	Learning Environment
6	Feedback During Speaking Activity

Based on the observation and interview with the students of counseling and guidance major, also with support by the data from the document, it was found that there are many factors that affect students speaking performance during online learning. The following are a few of the participants' respond that back up the above statement of the argument.

Performance condition become the factors that affected students speaking performance during online learning. The students felt that there are performance condition factors that affect him/her speaking performance such as time pressure, the students feel afraid that they were run out of time during the speaking activity which make them become panic and speak in a hurry. Another performance condition factors that affect the students is the standard of performance, the students said they saw their classmate gave a good speaking performance and it motivated them to give their best performance. The next performance condition factors that affect students speaking performance is the amount of support, the students received supports from their classmates and lecturer that encouraged them to perform well. Another performance condition factor is planning, most of the students usually make planning in what they wanted to say during speaking. Based on the statement above, researcher can conclude that performance condition were affected students speaking performance during online learning.

Affective factors also become the factors affected students speaking performance during online learning. The affective factors that affected students speaking performance is anxiety or shyness, the students felt anxious, afraid and shy during English online learning which made them

afraid to speak and voice their opinion. The next affective factors that affected students speaking performance is lack of confidence, the students said they didn't have the courage to speak in English even though they know the answer or they want to reply the lecturer. Another affective factor that affected students speaking performance is lack of motivation, the students in online learning class easily get distracted by another thing and lose focus because the lecturer didn't require them to open their camera and couldn't observe directly whether the students pay attention to the materials or not. The next affective factors that affected students speaking performance is fear of making mistakes, most of the students said that they were afraid if they did something wrong such as wrong pronunciation, grammatical errors, etc. they were afraid to be laughed by their classmates or judged by their lecturer. Based on the statement above, researcher can conclude that affective factors were affected students speaking performance during online learning.

Topical knowledge is also one of the factors that affected students speaking performance during online learning. Most of the students become more confident and fluent in speaking English when they mastered the topic or lesson that being studied. In contrary, the students who didn't master the topic or lesson chose to remain silent during the online teaching and learning activities. From the statement above, researcher can conclude that topical knowledge were affected students speaking performance during online learning.

Listening ability also become one of the factors that affected students speaking performance during online learning. Most of the students respond

that they chose to remain silent during online teaching and learning process because they didn't understand the lesson or materials that explained by the lecturer. They do listen to the lecturer but they can't translate some words and didn't understand the fully meaning. Based on the statement above, researcher can conclude that listening ability were affected students speaking performance during online learning.

Learning environment also plays role in affected students speaking performance. Most of the students said that they were followed the flows or the class condition. If the class is silent, the students followed the flows and the class become quiet. In contrary, if some students were allowed to actively ask and respond to the lecturer, some of the other students followed to speak and voice their opinions. From the statement above, researcher can conclude that learning environment is affected speaking performance during online learning.

The last factor that affected students speaking performance during online learning is feedback during speaking activities. The students expected feedback by their classmates and lecturer during their performance. If the feedback they got is good it can encourage them to speak English more but if the feedback they got is bad it can make them afraid to speak English and chose to stay silent during online teaching and learning process. Based on the statement above, researcher can conclude that feedback during speaking activities were affected students speaking performance during online learning.

## 2. Factors that caused silence during online learning

Table 1.2 factors caused silence during online learning	
No.	Type of Factors
1	Inadequate Language Input and Output
2	Different Personalities
3	Learning Motivation
4	Improper Learning Habit
5	The Importance of Face-Saving

Based on the observation and interview with the students of counseling and guidance major, also with support by the data from the document, it was found that there are many factors that caused silence during online learning. The following are a few of the participants' respond that back up the above statement of the argument.

Inadequate language input and output become one of the factors that caused silence during online learning. Most of the students answered that the reason they become silence was because they didn't understand what the lecturer said or the lecturer explanation. The students also said they were lack of vocabulary and grammatical knowledge, that is why sometime they can't translate and understand the lecturer explanation. From the statement above, researcher can conclude that inadequate learning input and output is one of the factors that caused silence during online learning.

Different personality is another factors that caused silence during online learning. Some of the extroverted students refuse to participate actively during teaching and learning process. They chose to stay silent because they were too shy to participate except they were asked by the

lecturer. Based the statement above, researcher can conclude that different personality is also the factors that caused silence during online learning.

Learning motivation also plays a role in what caused silence during online learning. Especially when lecturer didn't require the students to open their camera. The students tend to feel safe because their camera is off and they were distracted to do something else because the lecturer didn't guard and observe them directly. They become silent because they were not focus or they did something else. From on the statement above, researcher can conclude that learning motivation is one of the factors that caused silence during online learning.

Improper learning habit is another factor that caused silence during online learning. The students said they were used to speak Bahasa with their friends which make them hard to speak in English. The students also used to take notes and become passive during teaching and learning process since high school. They were too depended on their lecturer. Based on the statement above, researcher can conclude that improper learning habit is one of the factors that caused silence during online learning.

The importance of face saving is the last factors that caused silence during online learning. The students wanted to protect their image. They don't want to ruin the image that they have built. That is why most of the students chose to stay silence instead of said or pronounced something wrong in front of their classmates or lecturer. They didn't want to get laughed at because mispronounced or answer incorrect things. Based on the statement above, researcher can conclude that the importance of face saving is one of the factors that caused silence during online learning.

### 3. Factors That Caused Speaking Anxiety During Online Learning

Table 1.3 factors caused speaking anxiety during online learning	
No.	Type of Factors
1	Communication Apprehension
2	Test Anxiety
3	Fear of Negative Evaluation
4	Self-Perception
5	Classroom Environment

Based on the observation and interview with the students of counseling and guidance major, also with support by the data from the document, it was found that there are many factors that caused speaking anxiety during online learning. The following are a few of the participants' responses that back up the above statement of the argument.

Communication apprehension is one of the factors that caused speaking anxiety during online learning. Some of the introverted students feel this situation. They were refused to participate and speak actively in class because they were shy. They feel afraid and shy in voicing their opinion and thoughts. The other reason except shyness is their English speaking ability is not quite good. That is why they always feel anxious if they were asked to speak in English. Based on the statement above, researcher can conclude that communication apprehension is one of the factors that caused speaking anxiety during online learning.

Test anxiety is another factors that caused speaking anxiety during online learning. Most of the students feel anxious because this one. Especially when the students get tested or appointed by the lecturer to

answer or say something in English, their mind became blank and it made them feel anxious whether they can answer the questions right or wrong. From the statement above, researcher can conclude that test anxiety is one of the factors that caused silence during online learning.

Fear of negative evaluation is also the factors that caused speaking anxiety during online learning. The students said that they were afraid of receiving negative feedback from their lecturer or their classmates if they say the wrong answer. As a result, it makes the students feel anxious in speaking English during online learning. Based on the statement above, researcher can conclude that fear of negative evaluation is one of the factors that caused speaking anxiety during online learning.

Self-perception is the next factors that caused speaking anxiety during online learning. There are not much students that experience this but the student said that they worry about what would people thought about them when they speak English. It made the students feel anxious and doubt their own ability. From the statement above, researcher can conclude that self-perception is one of the factors that caused speaking anxiety during online learning.

Classroom environment is the last factors that caused speaking anxiety during online learning. The students respond that the terrified classroom atmosphere made them feel anxious. Especially when their speaking performance is continuously monitored and observed by both their lecturer and classmates. From statement above, researcher can conclude that classroom environment is one of the factors that caused speaking anxiety during online learning.



#### 4. Students Strategies to Overcome silence and Speaking Anxiety

Table 1.4 strategies to overcome silence and speaking anxiety during online learning	
No.	Type of Factors
1	Preparation
2	Relaxation
3	Positive Thinking
4	Peer Seeking

Based on the interview with 15 of the students of counseling and guidance major, also with support by the data from the document, it was found the strategies that applied by students to overcome their silence and speaking anxiety during online learning. The following are a few of the participants' respond that back up the above statement of the argument.

Preparation is one of the strategies that can be used to overcome silence and speaking anxiety during online learning. Most of the students used this strategy to overcome their silence and speaking anxiety during online learning. The students said if they were already make preparation and mastered the learning materials they felt less anxious because they know what to say and they can answer if the lecturer asked them. The kind of preparation done by students are: practicing their pronunciation, write notes and memorize it, improve their vocabulary and grammatical rules knowledge, etc. From statement above, researcher can conclude that preparation is one of the effective strategies that can be applied to overcome students silence and speaking anxiety during online learning.

Relaxation is also one of the strategies that can be applied to overcome

students silence and speaking anxiety during online learning. The students usually applied this strategy by calming themselves while taking deep breath. This strategy is very good to be applied to reduce anxiety symptoms like audience fear, trembling, afraidness, etc. Based on statement above, researcher can conclude that relaxation is one of the effective strategies that can be applied to overcome students silence and speaking anxiety during online learning.

Positive thinking also played a role as strategies that can be applied to overcome students silence and speaking anxiety during online learning. The students said this strategy helped to distract them from stressful condition and make them more believed with their own capability. This strategy really helped the students to feel more confident with themselves without thinking any consequences or feedback about happened next. From statement above, researcher can conclude that positive thinking is one of the effective strategies that can be applied to overcome students silence and speaking anxiety during online learning.

Peer seeking is the last strategies that can be applied to overcome students silence and speaking performance. The students find calmness and relaxation by seek out their classmates who also experience the same situation as they did. This strategy helps students regulate their emotions and feelings through social comparison. They can share their experiences and helped to calm each other. Based on statement above, researcher can conclude that peer seeking is one of the effective strategies that can be applied to overcome students silence and speaking anxiety during online learning.

## **B. Discussion**

The deadly and infectious disease covid-19 has shaken up the education sector. The Covid-19 pandemic outbreak forced many schools and colleges to remain close temporarily. To prevent the spread of Covid-19 the teaching and learning process is changed into online learning by the government. Conditions that forced students to be ready to switch into online learning caused some obstacles on its implementation.

This case study has discussed 2 findings: 1) Factors that affect speaking, and caused silence and anxiety phenomenon during online learning 2) Strategies that can be applied by the students to overcome silence and anxiety that happens to student during online learning.

### **1. Factors That Affect Speaking, Caused Silence and Anxiety Phenomenon During Online Learning**

In the first findings, all the participants had different factors that affected speaking, caused silence and speaking anxiety that happens to them during online learning. The findings of the data were obtained from the result of research through observation and interview.

The findings showed that there are 6 factors that affected students speaking performance. These factors are in line with the factors that were find by Tuan & Mai (2015). The first factor were performance condition, performance conditions can influence speaking performance, factors such as time pressure that made the students feel afraid that they were not having enough time during

speaking activity which made them become panic and speak in hurry, planning factors that were commonly used by the students by planned what they wanted to say during speaking activity, standard of performance factors that motivated students to give their best performance because their classmates gave a good speaking performance and the amount of support factors that encouraged the students to give a good speaking performance because the students received supports from their friends and lecturer, all of the factors that mentioned above affected students speaking performance whether in a good way or bad way. The second is affective factors, affective factors such as anxiety or shyness that made the students felt anxious, afraid and shy to talk English during online learning which made them afraid to speak and voice their opinion and thoughts, lack of confidence factors where the students didn't have the courage to speak in English even though the students know the answer or the students wanted to reply the lecturer, lack of motivation factors where the students have low learning motivation and easily get distracted by something else and lose focus on the lesson and the last were fear of making mistakes factors that made the students afraid to speak in English because the students afraid if they said something wrong and laughed by their classmates and lecturer such as wrong pronunciation, grammatical error, etc. Affective factors as mentioned above also took influence in students speaking performance either in good way or bad way. The third is topical knowledge, it is the most influential factors because most of the students who mastered the topic or lesson that

being studied did a great speaking performance. The fourth were listening ability, the researcher find out that some of the students have low listening ability and struggle to comprehend the lecturer explanation fully, that is why listening ability were also an important factor that influence students speaking performance. The fifth factor were learning environment, the environment influence students' activeness and passiveness because the students' flows with the environment condition. The last factors were feedback during speaking activity, the students speaking performance is influenced by what feedback that the students got.

The findings showed that there are 5 factors that caused silence during online learning. These factors were in line with Min (2016) findings. The first factors were inadequate language input and output, most of the students have problem in grammar, vocabulary, translation, etc. that makes them didn't understand the lecturer explanation and remain silence. The second factors were different personalities, introverted students mostly chose to stay silent during online class because they were too shy to participate except they were asked by the lecturer. The third factors were learning motivation, the students were lack of learning motivation especially in online learning teaching process where students get distracted easily because the lecturer were not directly monitored them. The fourth were improper learning habit, the students were too depending with the lecturer and most of the students used to take notes and become passive during teaching and learning process. The fifth factors were the importance

of face-saving, most of the student don't want to ruin the image that they have built by made or said something wrong and get laughed at because they mispronounced or answer incorrect things that is why they chose to remain silence.

The findings showed that there are 5 factors that caused speaking anxiety during online learning. These factors were in line with Horwitz (2001) findings. The first factors were communication apprehension, some of the students refused to participate in class because they were shy and afraid in voicing their opinion and thoughts, some of the students also felt that their English speaking ability is not quite good that is why they always feel anxious if they were asked to speak in English or respond to the lecturer. The second were test anxiety, most of the students felt anxious when tested or appointed by lecturer to say something in English. The third factors were fear of negative evaluation, the students feel anxious about negative feedback from audience after their speaking performance. The fourth were self-perspective, the students feel anxious and doubt their speaking ability whether they gave a good speaking performance or not, the students worry about what would people thought about when they speak English. The fifth were classroom environment, the students thought that terrified classroom atmosphere made them feel anxious, especially when their speaking performance were continuously monitored and observed by both their lecturer and classmates.

It is necessary for the lecturer to find out the factors that

slowed down and affected students speaking performance during the teaching and learning process. In fact, silence and anxiety has bad impact both for the lecturer and the students. The lecturer can't get the students answer when expected and students can't improve their speaking abilities. Anxiety also has a significant impact on the student's mental health. Anxious students may have trouble with online learning activities, academic performance or achievement at work and social connections with other people. Therefore, silence and anxiety has a bad impact for the students learning result in English learning.

## **2. Strategies Can Be Used by The Students to Overcome Silence and Anxiety That Happens to Student During Online Learning.**

The second findings revealed that there are some good strategies that can be applied to overcome silence and speaking anxiety phenomenon that happen during online learning. The strategies were in line with Yasin (2014) findings, but the researcher found something different in peer seeking strategy. The first strategies that can be applied were preparation, this strategy is almost used by all the students and it's proved that this strategy is effective to be applied to overcome silence and speaking anxiety because with great preparation students can reduce their anxiousness. The second strategies were relaxing, this strategy is also effective to be applied to overcome students silence and speaking anxiety during online

learning especially, to clear students mind and reduce anxiety symptoms. The third strategies were positive thinking, this is also one of the most effective strategy used by the students to overcome students silence and speaking anxiety during online learning because positive thinking will distract students from stressful condition, bring positive result and made them believe more in their own capability. The fourth strategies were peer seeking, the researcher found that half of the students used this strategy and the other half didn't used this strategy for them to be applied to overcome silence and speaking anxiety during online learning, this strategy can be seen from both ways negative and positive. According to the researcher, peer seeking strategy can be used depends on the students' perception whether it can be in a positive way or a negative way. Therefore, every student has a strategy that they found fit with them and can be applied to reduce their silence and speaking anxiety during online learning.

After observation and interview with Counseling and Guidance students of Achmad Yani University, the researcher found that somehow the strategy that the students applied to overcome their silence and speaking anxiety during online learning is contradicted with the problem that caused students silence and speaking anxiety during online learning. Therefore, the researcher assumed that all of the strategies were effective and can be applied to overcome students silence and speaking anxiety during online learning.