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INVESTIGATING STUDENTS' SPEAKING ANXIETY IN CLASSROOM INTERACTION THROUGH ZOOM MEETING

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Abstract

Anxiety is a strong influence that interferes with the learning process to run well. Zoom cloud meeting is a collaborative, cloud-based videoconferencing service offering features including meetings, group messaging services, and secure recording of sessions. This research implemented a qualitative approach. A case study was applied as a research design. Research data were online classroom observation (non-participants observation) and interviews (semi-structured). The data analysis of this research was transcribing data, coding, and concluding. The participant of this research was chosen purposively and it is an English teacher and third-grade students in Vocational high. The result from classroom observation determines 5 anxious students' and it showed that the teacher give an impact on anxious students especially when the teacher adds media such as PowerPoint during classroom interaction through Zoom cloud meetings. Base on the result of the interview concluded that Zoom cloud meetings as a platform give students positive impacts to reduce their speaking anxiety in classroom interaction. This study concludes that Zoom cloud meeting makes the students' felt easier and be confident to reduce their anxiety in classroom interaction. For further researchers, it is hoped that they will be able to explore more about the effectiveness of using Zoom cloud meeting to reduce students' speaking anxiety in classroom interaction.

Keywords: Speaking, Anxiety, Zoom Cloud Meeting

INTRODUCTION

The Covid – 19 pandemic significantly impacts the educational system in Indonesia. Education requires teachers to work from home and students to study at home which automatically changes teaching methods and learning media as well, especially in learning a foreign language. English is one of the important subjects, especially in Indonesia that encourage students to have four language skills such as listening, speaking, reading and writing.

Speaking is one of the basic competencies which should be mastered by students in the process of learning English as a foreign language. (Pratiwi , Suryani, & Suarnajaya, 2020, p. 48). According to Hammad and Ghali (2015) “speaking is a productive aural/ oral process that consists of using grammatical rules, cohesive devices, lexical items, phonological rules for expressing one’s thoughts and feelings in speech . Moreover, speaking is not the only tool for conducting communication, but it allows students to show their supporting competency in speaking (Saputra, 2015). Speaking is the process of delivering information, ideas, or opinion that can be understood by other people in communication.

Several studies have shown that among the many communicative skills, speaking is not only the most important but also the most anxiety-provoking communication skill (Melouah, 2013; Nazir, Shafi, Qun, Nazir, & Tran., 2014; Tsiplakides & Keramida, 2009 as cited in Badrasawi, Solihu, & Tunku Ahmad, 2020, p. 54). According to Aydin (2017) “anxiety is a particular state of emotion, with fear and anxiety that may or may not be associated with a distinguishable stimulus, normally expressed as a biological stimulus that prepares the individual to take action to respond to a potential threat to danger”. It means that anxiety can be seen when students show a form of physical activity that looks doubtful and not confident about what they are facing. Thus anxiety is a serious problem that

disadvantage that makes students unable to communicate well in discussing English.

Anxiety is a serious problem that disadvantage that makes students unable to communicate well in discussing English. Classroom setting, engagement, inappropriate teaching contents, and teaching methods adopted by teachers also cause students' anxiety (Alrabai, 2014 as cited in Aliyu, Korau, & Basiru, 2019, p. 38). Furthermore, in this pandemic covid 19, students can not communicate and interact as usual in the classroom. This condition currently requires a learning process to be able to use an online platform to have good performance in Speaking. Thus, Zoom cloud meeting is used as one application that can create an online-based classroom interaction.

“Zoom is a collaborative, cloud-based videoconferencing service offering features including online meetings, group messaging services, and secure recording of sessions (Zoom Video Communications Inc, 2016, cited in Archibald et al., 2019, p. 2). In general Zoom cloud meeting is a technology that can make it easier for users, especially in learning because by using Zoom meeting teachers and students carry out face-to-face learning using the application and make it easier for teachers to more pay attention to students when learning.

Zoom is a collaborative, cloud-based video conferencing service offering features including online meetings, group messaging services, and secure recording of sessions (Zoom Video Communications Inc, 2016, cited in Archibald, Ambagtsheer, Casey, & Lawless, 2019, p. 2). During this lockdown period, teachers are extensively using Zoom social media technology to reach students. Zoom meeting is needed because of the situation that forces teachers and students to do learning remotely.

This research is relevant to the previous research conducted by (Brilianti & Fauzi, 2020; Rini, Noorman, & Nafisah, 2021). The research conducted by Brilianti and Fauzi (2020) is about the effectiveness of making a video blog (Vlog)

to minimize students' anxiety in public speaking on descriptive Text material. The results showed that designing a video blog is effective to minimize students' anxiety in teaching spoken descriptive tests and it works to improve the students' speaking skills, so students felt enjoy and relax in speaking they have good performance in speaking too. In contrary, the results conducted by Rini, Noorman and Nafisah (2021) showed that zoom-storytelling can reduce students' level of anxiety can be reduced with the help of zoom-storytelling in speaking English because zoom-storytelling activity provides the students a face-to-face virtually learning.

The previous research only used video blog and zoom-storytelling to minimize students anxiety in the classroom ((Brilianti & Fauzi, 2020; Rini, Noorman, & Nafisah, 2021) . In particular, students were asked to record and make their video blog as the performance test to get more results of the treatment that have done (Brilianti & Fauzi, 2020). To fill the gap, the present research investigates the impact of the online platform by the teacher in classroom interaction in students speaking anxiety. The researcher thought that the students are afraid, shy, and not interested in the online learning process in this pandemic situation because it makes students feel annoyed, less motivated, and also make students more anxious to speak English. For that reason, students need a variety in online learning and classroom interaction to lowering their anxiety and participation and more confidence in the online classroom interaction. So, the researcher chose the Zoom cloud meeting as an online platform to do classroom interaction, because the use of this online can make students do interact with teacher although it is not facing to face.

Furthermore, the researcher is interested in conduct the research entitled "Investigating Students' Speaking Anxiety In Classroom Interaction Through Zoom Cloud Meeting". This research has two research questions, first "How does the zoom cloud meeting used by the teacher impact the students' anxiety in

speaking class??" and second "How do the students perceive the use of zoom cloud meeting in speaking class toward their anxiety" .

METHOD

This study used the qualitative case study method because the data were analyzed using sentences. According to Yin (2003) a case study is an empirical inquiry to investigate a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are not evident (p. 13). The research participant consisted of eight students of the third grade and an English teacher of vocational high school in Cikongeng. This study collected the data using online observation, and semi-structured interviews. The data analysis of the study from online observation was used coding and summarizing, then to analyze the data from the interview the researcher transcribed the important point, translated it into English, analyzed the data-interpreted the data and drew the conclusion.

FINDINGS AND DISCUSSION

The observation was conducted on March 4th and 27th, 2021. The interview was conducted on June 22nd, 2021. The questionnaire was distributed on April 6th, 2021. The data are collected from the results of the observation, and interviews. The researcher discusses whether the students have positive or negative perceptions on the used Zoom cloud meeting by teacher in classroom interaction impacts students speaking anxiety.

In the summary, the results of the observation had been determined, 5 anxious students. The findings showed that additional media like Powerpoint during classroom interaction by the teacher impacts anxious students in Zoom cloud meeting . The classroom interaction observation showed that when the

teacher used Zoom cloud meeting as an online platform and also give additional media, it gave good impacts on anxious students.

The majority of the students enjoyed the use of an online platform namely Zoom cloud meeting. They became more understand the material, and more confident toward their learning in classroom interaction through Zoom cloud meeting. It can be seen that the impacts of online platforms using Zoom cloud meeting in the online classroom interaction process was successful to make the anxious students have more confidence to speak English and participate in learning. Through this platform, it is hoped that students can speak English fluency, and handle their speaking anxiety.

Based on the results of interviews, it showed that most of the students felt enjoy when the teacher used Zoom cloud meeting in classroom interaction. Meanwhile, these results from the students perceive on the used of Zoom cloud meeting showed that perceptions or responses from the students about the use of Zoom cloud meeting get the positive response because the purpose of this interview is to know how do the students perceive the use of zoom cloud meeting in speaking class toward their anxiety. Although it gets some obstacles can be overcome so that students can continue learning. Students' can be more confident to speak English with used Zoom, moreover, they can reduce their speaking anxiety.

From the research findings, the use of Zoom cloud meeting by the teacher impacts students' anxiety in speaking class. Zoom cloud meetings as a platform give students positive impacts to reduce their speaking anxiety in English class. Online classroom observation data showed that the use of Zoom cloud meeting by the teacher give positive impacts on students' speaking anxiety. In addition, the students still can increase their speaking and also reduced their anxiety.

Their learning process in an online classroom makes students still learn to speak English although in this pandemic situation. When students' can reduce their

anxiety, so the learning process can run well, and also it makes a good atmosphere in classroom interaction through Zoom cloud meeting it is hoped that students can reduce their anxiety when learning process. Because there are some students' have a bad internet connection whiles the classroom interaction, then when the teacher can not give additional media like PowerPoint to share the screen with students'. It means that the teacher has to encourage the students to find out a good connection before they join the online classroom, and also for the teacher have to check again the additional media.

Zoom cloud meeting is a useful platform for teacher and also students' in classroom interaction especially in this pandemic situation and also can reduce students' speaking anxiety. Students feel lucky because they can learn about speaking material, students can add their vocabulary, control their anxiety. It supported the previous study from Brilianti & Fauzi (2020) that, Video blog also helped students to enrich their fluency, pronunciation, content, and vocabulary. Their teacher also always gives a joke to students, so students can feel free, enjoy, comfortable, especially it can make anxious students more confident to speak in classroom interaction through Zoom cloud meeting.

CONCLUSIONS

The result of the analyzing data shows that it is clear enough that classroom interaction through Zoom cloud meeting by the teacher has been impacted in reduces anxious students' in pandemic situations. To answer the research questions, the researcher used two instruments, such as classroom observation, and semi-structural interview. Meanwhile, the interview was on the 6th of April, 2021 by the researcher and used Bahasa Indonesia when interviewed the students'.The question consists of seven questions.

This study has analyzed student's perception of the use of Zoom cloud meeting in speaking class toward their anxiety at the third-grade students of one of

the Vocational high schools in Cikoneng. While several students feel fear and ashamed because they can not understand the sentence if the teacher does not give additional media and when their connection was unstable. However, Zoom cloud meeting makes the students' felt easier be confident and reduced their anxiety. The majority of the students enjoyed the classroom interaction used Zoom cloud meeting because they can more relax.

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