Analysis of Students' Learning Anxiety Factors in Offline and Online Learning of English

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Abstract

This study aims to (1) identify the factors influencing students' anxiety in offline learning, and (2) identify the factors influencing students' anxiety in online learning. The subject of the research consists of 16 students, 8 of them are grade X and the rest are from grade XII in SMA Negeri 3 Barru. They were recruited using a purposive sampling technique. The results of this research indicate that (1) the factors influencing the students' anxiety in offline learning are communication apprehension, fear of negative social evaluation, test anxiety, and students' preparation; (2) the factors influencing the students' anxiety in online learning are fear of negative social evaluation, test anxiety, learning method, assignments, long-term use of technology, network, and learning environment. Therefore, it can be concluded that the most influencing factors of students' anxiety are test anxiety and fear of negative social evaluation.

Keywords: *English course, students' anxiety, offline, online.*

1. Introduction

Anxiety is a very vital thing in life since anxiety can affect a person's whole being (Bourne, 2010). According to Passer & Smith (2009), anxiety occurs when a person is in a situation that makes someone feel threatened and produces tension, anxiety, nervousness, and other negative emotions. Anxiety can arise in various cases (Connolly, Simpson, & Petty, 2006), which can cause many reactions, for example, rapid heartbeat; muscle tension; and so on (Bourne, 2010). Then, anxiety has no age limit means anxiety can be experienced by anyone, from children to adults (Connolly, Simpson, & Petty, 2006).

Students can face anxiety in the adolescent stage. Based on AlKandari (2021), students can find various difficulties and challenges that cause anxiety. Specifically, anxiety can also happen to students in an English class. When they learn a foreign language, they tend to feel anxious. According to Horwitz, Horwitz, & Cope (1986), language anxiety is a unique complex of self-perceptions, beliefs, feelings, and behaviors associated with classroom language learning. Furthermore, based on Brown H (1991) in Muhammad (2019), foreign language anxiety is a frightening feeling when students are not able to learn a foreign language.

In the last two years, the situation has changed. The learning process, which generally uses the offline learning method where students learn English in a class, must adjust to online learning since the COVID-19 virus has spread worldwide. The changing situation from offline to online learning affects students' anxiety. As Baloran (2020) found, during the COVID-19 pandemic, many students are anxious.

Anxiety, both in offline and online learning, is very crucial. The learning situations offline and online are completely different, which can produce anxiety and affect the students' performance in English class. As explained by Getie (2020), anxiety and other negative feelings affect the learning activity and the quality of the material. Anxiety can also have a bad influence, especially in the education field, since it is a place where students will socialize with other people (Archbell & Coplan, 2021). When students do not interact well with teachers and friends because of anxiety, it can become an obstacle in the learning process. Besides that, Trifoni & Shahini (2011) found that anxiety can affect students' motivation, concentration, and achievement in the learning process. Anxiety can also affect students' self-efficacy and motivation and decrease their self-regulated learning (Sun & Rueda, 2011). AlKandari (2021) explained that anxiety might negatively affect the students' mental health. On the other hand, anxiety can also influence students' confidence, satisfaction with academic performance, and optimism about the future (Lun, et al., 2018).

According to the explanation above, the researcher will deeply analyze the students' anxiety in offline and online learning since anxiety has many negative effects on the learning process. In this study, the researcher will mainly focus on the factors that cause students' anxiety in offline and online learning. It is necessary to identify the factors of students' anxiety because it can help the students and the teachers to make a strategy to prevent it.

Some previous studies have conducted the same topic as this research. However, the researcher found some gaps between this research and the previous research. First is the research conducted by Bashir & Mufida (2022). They found that the students' anxiety when learning offline and online is significantly different. When students learn online, their anxiety is higher than in offline learning. This study has similarities with the research that the researcher will conduct, but there is a significant difference between these two

studies. The difference is the previous research focused on the influence of online and offline learning models on the psychological effect. In contrast, this present study will only focus on the influence of offline and online learning on students' anxiety.

The second research was conducted by Harris (2019). This research found that from five levels of anxiety (very anxious, anxious, mildly anxious, relaxed, and very relaxed), there were only three levels of anxiety experienced by the students: anxiety, mildly anxious, and relaxed. Even though it has similarities to this research, it has a difference. The difference is the research conducted by Harris (2019) only focused on one skill in English, and that was speaking. In contrast, this present research will not be limited by the skills because it will focus on the students' anxiety in English learning.

The third research is based on Kaisar & Chowdhury (2020), who found some points related to the sources of students' anxiety during online learning. For example, the students are not directly connected to their friends and teachers. The students use devices for a long time, they think the teacher might have negative assumptions about them. This research has a similarity, in that is, try to analyze the factors that cause the students' anxiety, but the research will only focus on the students' anxiety in online learning. In contrast, this present study will research both offline and online learning. The researcher will compare the results of the students' anxiety in offline and online learning.

2. Literature Review

2. 1. Offline

Ebner & Gegenfurtner (2019) explained that offline learning is a learning process that uses traditional methods and does not use technology as a learning medium. According to Pei & Wu (2019), offline learning means the teacher and students learn English simultaneously in the classroom. Ramdani (2021) said offline learning is a direct learning

process between teacher and students by presenting some stimulus for the material. In conclusion, offline learning usually uses the explanation method of delivering the material to the students. Offline learning means that students formally learn face-to-face in the classroom with the teacher.

2. 2. Online

According to Ebner & Gegenfurtne (2019), the online learning method uses technology in the learning process where students and teachers utilize the internet network and also devices such as cell phones and laptops. Based on Pei & Wu (2019), online learning allows students to learn anytime and anywhere without limitations using internet-based information delivery systems. According to Valentino, et al (2021), online learning is a learning method using online media that can be conducted remotely. In conclusion, online learning is a method that provides an opportunity for students to learn from home. They can study without meeting the teacher or their friends in the class, and some media support them in the learning process.

2. 3. Content of anxiety

According to Bourne (2010), anxiety is a crucial thing that can influence people's whole being. Anxiety can also be described as a psychological reaction like rapid heartbeat, muscle tension, etc. According to Passer & Smith (2009), anxiety is a response to a dangerous situation causing people to feel uncomfortable and stressed. Connolly, Simpson, & Petty (2006) explained that anxiety is an uncontrollable feeling that can happen every day during a different condition. Generally, anxiety is a response from a person in a particular situation because they perceive pressure that causes tension, fear, nervousness, etc.

2. 4. Foreign language anxiety

Foreign language anxiety is anxiety that emerges in a language. According to Horwitz,

Horwitz, & Cope (1986), language anxiety is a unique complex of self-perceptions, beliefs, feelings, and behaviors associated with classroom language learning. Based on Brown H (1991) in Muhammad (2019), foreign language anxiety is a frightening feeling when students are not able to learn a foreign language.

2. 5. The component of foreign language anxiety

a. Communication apprehension

Communication apprehension refers to students' ability to convey their thoughts and ideas. They hardly develop an excellent structure of information and share it with other people. People with communication apprehension find it difficult to communicate in the target language, that is English. They feel uncomfortable using English because they lack English knowledge. It happens especially when they speak English, but cannot speak fluently. Communication apprehension can occur in various situations. The first example is when someone communicates with other people, commonly called dialogue. The second is when someone talks to more than one person, for example, in a group discussion. Communication apprehension occurs when someone has to speak in front of many people using English. For example, students who present the result of group discussions in front of the class.

b. Fear of negative social evaluation

Fear of negative social evaluation means that the students are worried about getting an evaluation or judgment from others. They are afraid of negative reviews, so they tend to avoid situations that can lead to other people's evaluations. Fear of negative social evaluation is broader than test anxiety since it explains social evaluation and is not limited to test anxiety. The fear of negative social evaluation is caused by two things, teachers and friends. In language learning, the teacher will provide continuous feedback or comments on student

performance because they are the only fluent people who understand the language in class. Then, it makes the students cannot avoid the evaluation that the teacher will give. In addition, students also feel afraid of evaluation from other students. They think that their friends will give them a negative evaluation in class.

c. Test anxiety

Test anxiety is feeling anxious about an English test or evaluation. Students feel anxious and nervous because they fear they will get low scores and eventually fail the exam. Students sometimes set unrealistic standards for themselves and conclude that they will fail if they do not do perfectly on their exams. In addition, the oral test is also one of the causes of students feeling anxious when studying, especially for sensitive students.

3. Research Methodology

This study used a qualitative method. The researcher focused on using a descriptive qualitative method to present the results of the research. In this research, the purpose of using the descriptive qualitative method was to analyze the factors that caused the students' anxiety in offline and online learning. After the researcher got the data, the researcher interpreted the result descriptively based on the data collected by the researcher. The researcher conducted this research in October 2022 at SMA NEGERI (SMAN) 3 BARRU. It is located on Jl. Poros Pekkae-Soppeng, Aroppoe, Tanete Rilau District, Barru. South Sulawesi. Since the COVID-19 pandemic is lower than before, this study was conducted face-to-face for one week. The subjects of the research were one of the classes in Grade X and grade XII. The subject was selected by using purposive sampling. Purposive sampling was a technique of choosing the sample based on the participants who had the same characteristics related to the objective of the study (Kusumastuti & Khoiron, 2019). Based on that, the research was conducted on the subject who had the same characteristics that was the students who experienced anxiety in

offline and online learning, especially in English. The researcher chose the subjects who claimed they were anxious when they learned English in offline and online learning. The total subjects are 16 students, 8 from Grade X and the rest are from Grade XII. In this study, the researcher used an interview as the instrument. It used a semi-structured interview method. A semi-structured interview is a technique of collecting data that allows the researcher to get any information by using a guided interview. It consisted of several main points related to the research that analyzed the factors that could cause students' English anxiety in offline and online learning. The researcher interviewed the subjects twice to get more valuable data. This research used some tools to support collecting data. First, a recorder is used to record question-and-answer sessions between the interviewer and the interviewee. The second was paper and pen to write essential points during the interview. The third was some documents collecting of photos. In addition, this interview used Bahasa Indonesia to help students understand the questions well. According to Miles, Huberman, & Saldana (2014), there are three steps of data analysis in the qualitative method, data reduction, data display, and conclusion. The researcher got many data, so it was necessary to reduce by selecting the required data and eliminating unnecessary data for the research. Next is data display. In this step, the researcher showed the result of the previous step to facilitate the interpretation of the data, which is presented in a table. After that, the researcher explained the table in narrative text. In the text, the researcher described the factors that caused the students' anxiety in offline and online learning. The last is a conclusion. In this step, the researcher explained the final result of the research. The final result came from re-checking the data reduction and data display to determine whether the result answered the research questions.

4. Findings and Discussions

The data were gathered through interviews. It showed the factors of students' anxiety in offline and online learning.

4. 1. The factors of students' anxiety in offline

a. Communication apprehension

Communication apprehension happens when they have to speak in public when they lack speaking aspects, for example, pronunciation and vocabulary. The students find it hard to speak to other people since they have difficulty pronouncing English words. Besides that, the students also explained that sometimes they could not understand the teacher's explanation. The students' ability to receive information from others who speak English is still low because they lack of vocabulary. It is by Horwitz, Horwitz, & Cope (1986) and Kumaeroh (2018), who stated that students' anxiety arises when they do not understand the teacher's explanation. It was also found by Zheng & Cheng (2018) that students with less vocabulary will find it difficult to communicate with others because they cannot give information clearly and get information well.

b. Fear of negative social evaluation

Some students felt anxious because the teacher called their names. Several fears were felt by students, for example, they were afraid when they had mispronunciation or gave the wrong answer when they were in public. In addition, they felt anxious when students were directed to stand in front of the class because they did not understand the material from the teacher. Besides that, the students also feel anxious when they do not know the answer to the question and they are also afraid when they give the wrong answer. As Hanifa (2018) explained, students' understanding of the topic affects anxiety because when students do not understand the material, they cannot provide feedback to the teacher makes them feel anxious. Some students felt anxious because they feared negative social evaluations from other students, for example, they were afraid when they had mispronunciation or they gave the wrong answer when they were in public. In addition, they felt anxious when students were

directed to stand in front of the class since they did not understand the material from the teacher. Students also feel embarrassed and never want to speak in front of the class since they get a negative evaluation. Getie (2020) said that the students are anxious because students are afraid when they make mistakes, it will make other people give negative judgments or even laugh at them.

c. Test anxiety

Sometimes, the teacher gives exams to students without telling them that it will be a test. Then, when the situation around students was noisy or not conducive, it would make students feel challenged to answer questions. They also feel unsure about whether the material is easy because sometimes the questions are different from the material they had learned. As Horwitz, Horwitz, & Cope (1986) explained test anxiety is anxiety about an English test or evaluation.

d. Students' preparation

Several students said that when they were directed to stand in front of the class, they felt anxious because they did not have good preparation to speak in public. Nevertheless, when they had good preparation, they sometimes felt anxious when standing in front of the class. As Usman & Yumru (2019) explained in their research, a lack of preparation in English learning, especially in communication, will become a factor in students' anxiety.

4. 2. The factors of students' anxiety in online

a. Learning method

Using WhatsApp and Google Classroom with these learning methods caused students anxiety. The teacher only sends the material and assignments without giving any explanation. As Hanafie, Santosa, & Mahendrayana (2022) explained, anxiety can arise in students when the teacher does not explain the material. In

addition, the teacher does not provide opportunities for students to ask questions about the material in online learning. They are also afraid if they learn offline, the teacher will ask them about the material in online learning. Akyıldız (2020) explained that the disadvantage of online learning is they do not get the opportunity to ask questions in online learning.

b. Test anxiety

They explained that they were worried during the exam because they did not understand the material explained by the teacher, which can make them give a wrong answer. As explained by Yaniafari & Rihardini (2021) the students are unsure about what they have learned during online learning, and it affects their confidence in whether they can pass the English exam. However, in online learning, they could search for the answers quickly on the internet because they learned from home. Nevertheless, even though they could get the answers, sometimes there were no answers to the questions. When they did not find the answer, they would feel anxious and worried because it made them fail the exam.

c. Fear of negative social evaluation

They worried that when other students sent assignments faster or more competent than them, the teacher would respond positively to them, and then give a negative evaluation. They imagined that the teacher thought other students' performance was better than theirs in English subjects, while they also put much effort into the learning process. Kaisar & Chowdhury (2020) also explained that the students feel anxious because they think the teacher might have a negative assumption about them.

d. Assignment

The students felt anxious because the teacher gave them many assignments. Besides many assignments, the deadline also caused them to feel worried when learning English. Students who had to complete assignments quickly made them feel worried because they did not know whether they could complete them before the deadline. As Azizah (2021) explained students feel anxious when they give a wrong answer to the questions because the time is short.

e. Long-term use of technology

Using cell phones in the online learning process makes students anxious because using a cell phone for a long time could negatively impact their physique and emotions. They felt worried about their eyes and back because they stared at the cell phone screen for too long, which might affect the function of the eyes. As Kaisar & Chowdhury (2020) said using technology for a long time can affect students' anxiety. Students felt anxious that it would impact their physical and psychological health when they always use these media in the learning process.

f. Network

Some students experience anxiety because of the bad connections when studying from home. They were worried they could not follow the lessons well when they had a bad connection. Besides studying the material, it also affected when the students wanted to send their assignments. The unstable network could make the assignment fail to send, which could cause anxiety for the students. It is also explained by Tan, et al (2022), who stated that the network is one of the factors that make students feel anxious and uncomfortable using online learning methods.

g. Learning environment

When they studied or did the assignments, their families often asked them to do something. It made them anxious because when they were bothered by other people, they could not focus or even forget about their material, which would eventually make them anxious in the learning process. As said by Yaniafari & Rihardini (2021) their attention is distracted by something that can disturb their concentration when studying online.

5. Conclusion

Based on the results of data analysis on the factors of students' anxiety in offline and online learning at SMA Negeri 3 Barru, it can be concluded that: Firstly, the factors that influenced students' anxiety in offline learning are communication apprehension, fear of negative social evaluation, test anxiety, and students' preparation. Secondly, the factors influencing students' anxiety in online learning include test anxiety, fear of negative social evaluation, learning methods, assignments, long-term use of technology, networks, and learning environment. In addition, it can be concluded that both offline and online learning can affect students' anxiety in English subjects. Then, the most influencing factors of students' anxiety in offline and online learning are test anxiety and fear of negative social evaluation since these factors include offline and online learning as the factors of students' anxiety. Based on this research, several implications of this study can help the learning process in the classroom. First, when students know the factors that affect their anxiety in offline and online learning, it can help them to prevent anxiety before the learning process by preparing some anticipations. Then, when students can reduce or overcome their anxiety in English learning, it will make it easier to receive material from the teacher. Then, the learning process will be more efficient and optimal.

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