
The Post-Pandemic Reflection on Students' Speaking Anxiety: A Case in Higher Education

DESTY FEBRIA, MAYA MARSEVANI

Universitas Internasional Batam

Email: desty@uib.ac.id

DOI : <http://dx.doi.org/10.29300/ling.v10i1.4492>

Received: June 20th 2024

Accepted: July 21st 2024

Published: July 23rd 2024

Abstract

This research aims to find out students' perspectives and reflection regarding speaking skills in higher education. This research was conducted by involving 33 students from the batch of 2020 and 2021 in one of private universities in Batam. A case study design was employed by applying questionnaires and semi-structured interviews to collect the data. This research found that there were three categories which were the factors contributing to students' speaking anxiety in post-pandemic era. Those factors were communication apprehension, fear of negative evaluation, and test anxiety. In addition, to overcome their speaking anxiety, they used the methods of self-communication, self-healing, restarting the speech, and switching the language, while also learning and practicing in their effort to overcome their speaking anxiety. It is crucial to note that environment is also one of factors that affects students' motivation in speaking skills. Hence, the lecturers hopefully can choose appropriate strategies to enhance students' speaking skills, manage classroom environment well, and give positive reinforcement to students.

Keywords: students' speaking anxiety, higher education, post-pandemic era

INTRODUCTION

To prevent the spread of Covid-19, students were forced to study from home online for several years. They further learn English especially through online technology. By learning using adequate and appropriate technology, students and lecturers can engage in order to achieve learning objectives (Alchamdani et al., 2020). By achieving students' learning objectives, students are considered to have mastered the material arranged by lecturers.

In fact, students feel that online learning did not run optimally (Wahyudi et al., 2021). They feel that online learning has become more monotonous, especially learning that requires them to do direct exercises such as speaking skills. This results in them lacking motivation in learning speaking skills. This lack of motivation results in students being nervous when practicing speaking English. As it is identified as one of the language skills that causes anxiety the most (Miskam & Saidalvi, 2018). In other words, the pandemic has had a lot of impacts on students' learning process.

In the post-pandemic era, most educational institutions possess facilities that support face-to-face learning. However, it decreases the students' readiness during the English learning process especially on students' speaking skills (Ganiet et al., 2023). In classroom observation, it was found that most of the students were passive behaviour. There is no interaction between students and the lecturer. The lecturer had to be more effort to motivate the students in the learning process. Most of them was lack of concentration and focus, lack of material's understanding, and less interaction. This situation is caused by long-term online learning (Muthmainnah & Rohmah, 2022; Wulandari et al., 2022; Hakim et al., 2023). It

affects students' loss in their learning process that impacts their English-speaking performance. Moreover, this learning loss makes the students more anxious in having speaking performance.

Anxiety has long been a key factor influencing the learning of foreign languages (Aguila & Harjanto, 2016). In speaking, anxiety can hinder success in front of the class without students being aware of it. With feelings of anxiety and uncertainty, it is difficult for English students to express their viewpoints and partake in class discussions (Ahmad, 2021; England et al., 2019). Physical manifestations such as trembling hands and body further impede their ability to speak. Since they are afraid of "losing face" when they give incorrect answers, they tend to stay quiet (Ahmad, 2021). Thus, the fear of making mistakes eventually drives them to create or give the wrong answer.

Some researchers have conducted the students' anxiety in post-pandemic era (Afidawati et al., 2024; Fauziyah et al., 2023; Nuur et al., 2023; Sagir et al., 2022; Talib, 2023; Zulfa & Syafi'i, 2022). All previous studies focused on students' speaking anxiety in junior and senior high schools. Most of them focused on coping the problems when student faced anxious in speaking skills. However, researchers have not found how English-speaking performance towards higher education students in post-pandemic era. Hence, this research aims at investigating university students' speaking anxiety in post-pandemic era.

METHOD

Research Design

This research employed a case study design in collecting the data. Researchers generate an in-depth understanding of a unique issue or recently discovered phenomenon (Coombs, 2022). To provide in-depth information, researchers used variety of sources and generate multi-faceted understanding of cases happened. In this research, case study approach is particularly useful to gather more information regarding students' anxiety in speaking skills in post pandemic era.

Respondents

The questionnaires were distributed to two batches of English Language Students in one of private university in Batam. The questionnaire consisted of 29 statements adapted from the Foreign Language Class Anxiety Scale (FLCAS) by Horwitz et al. (1986). The interviews were conducted with 12 students in total with 6 students from each batch.

Procedures

This research gathered data from two main sources: responses to the questionnaire and interviews result. The first data was obtained from interviews. Semi-structured interviews with open-ended questions to the participants were conducted. The second source of data was the questionnaire. The questionnaire aimed to identify the factors that affect students' anxiety, which were defined into three categories: communication apprehension, fear of negative evaluation, and test anxiety. The questionnaire used in this research was adapted from the Foreign Language Classroom Anxiety Scale (FLCAS) developed by Horwitz et al. (1986). There were 29 statements in this questionnaire, with negative statements modified to positive ones in order to ease the analysis of the results of the questionnaire. The data further was collected using semi-structured interviews and open-ended questions that were expected to give further and detailed information.

To ease the data collection and to make it easier for students to express their opinions, the interviews were conducted in Bahasa Indonesia as the first language of the students and researchers. The interviews focused on digging deeper into the factors contributing to students' speaking anxiety and how they attempted to overcome it. On the other hand, the questionnaires focused on factors that affect students' anxiety.

Data analysis

The data analysis was conducted in two stages, called data analysis of interview data, and data analysis of questionnaire data. The interview data was analyzed using descriptive qualitative analysis. Moreover, thematic analysis was used to analyze the interview data. Three steps in doing thematic analysis are open coding, axial coding, and selective coding (Williams & Moser, 2019). The questionnaire data was analyzed using quantitative analysis. The data gained from respondents was calculated using SPSS then presented either in the forms or graph or diagram. The data was further linked to existing research and conclusions were drawn to answer research questions.

FINDINGS AND DISCUSSION

Findings

Communication Apprehension

There were 29 statements in the questionnaires divided into three categories which were communication apprehension, fear of negative evaluation, and test anxiety as described below.

Table 1. Results of Communication Apprehension of the Questionnaire

No	Statement	SD		D		A		SA		Total		Mean
		TV	P	TV	P	TV	P	TV	P	D	A	
1	I feel quite confident when I am speaking in my foreign language class	2	6%	16	48%	15	45%	0	0%	55%	45%	2.39
2	It does not frighten me when I do not understand what the teacher is saying in a foreign language	6	18%	14	42%	12	36%	1	3%	61%	39%	2.24
3	I do not panic when I have to speak without preparation in language class	12	36%	15	45%	5	15%	1	3%	82%	18%	1.85
4	I would not be nervous speaking a foreign language with a native speaker	3	9%	13	39%	14	42%	3	9%	48%	52%	2.52
5	I do not get upset when I do not understand what the teacher is correcting	1	3%	6	18%	17	52%	9	27%	21%	79%	3.03
6	I feel confident when I speak in a foreign language class	4	12%	13	39%	12	36%	4	12%	52%	48%	2.48
7	I never feel very self-conscious about speaking a	7	21%	11	33%	15	45%	0	0%	55%	45%	2.24

	foreign language in front of other students											
8	I do not get nervous and confused when I am speaking in my language class	5	15%	18	55%	10	30%	0	0%	70%	30%	2.15
9	I do not get nervous when I don't understand every word the language teacher says	6	18%	13	39%	10	30%	4	12%	58%	42%	2.36
10	I never feel overwhelmed by the number of rules needed to be learned to speak a foreign language	4	12%	10	30%	16	48%	3	9%	42%	58%	2.55
11	I would probably feel comfortable around native speakers of the foreign language	2	6%	11	33%	17	52%	3	9%	39%	61%	2.64
Total												2.40

Interpretation:

TV means Total Votes

P means percentages

From the table above, students disagreed with the first statement regarding their confidence in speaking English. More than 50% of students were unsure of themselves when speaking in the language class. This is also in accordance with the third statement, where 82% of students said they more fear when asked to speak without any preparation. This statement is also in line with the results of the interviews. All 12 students interviewed by the researchers said that they had anxiety about speaking in class. They felt unconfident about their speaking ability since English is not their first language. They added that since covid attacked, they feel lazy to learn English especially speaking skills. It made them more anxious when they talk in front of class in post-pandemic era. The result of the interview can be seen in the following statement below.

Excerpt #1 (Student 1, January 21, 2024)

[...] when I was asked to speak in class, I was afraid because my speaking ability was initially low. I also never practice speaking English at home. It is because English is not our mother tongue, then along covid-19 spreads, I don't have any chance to practice English a lot.

Excerpt #2 (Student 12, January 27, 2024)

[...] English is not our first language so if we make mistakes, it makes us panic and a bit worried when speaking in English.

However, 52% of students agreed that speaking with a native did not bother them at all as they did not feel nervous to speak with a native. Also, 61% of students agreed with the statement that they felt comfortable around native speakers. This statement was also supported by one of the students who was interviewed by the researchers. She said that she

liked to practice English with native speakers using an online platform that facilitated her to connect with foreigners all over the world. The result of the interview is as follows.

Excerpt #3 (Student 9, January 24, 2024)

Talking to foreigners is enjoyable because they don't pay attention to our mistakes; they just keep the conversation going. However, amidst Covid-19 pandemic, we don't get any chance to have experience talking to foreigners because of some concerns.

The excerpt from Student 9's interview above confirms that practicing speaking English with native speakers made her more confident to speak. She said that foreigners did not really care about her mistakes. The important thing was just to keep the conversation going. She also stated that practicing English with natives really helped her improve her speaking skills. However, since pandemic era, she cannot have that experience.

During the interview, the students were also asked about the factors that bothered them in speaking to gain more specific information. The results of the interviews can be seen below.

Excerpt #4 (Student 5, January 22, 2024)

[...] my speaking skills are still low, and I also lack vocabulary [...] my grammar is also still weak.

Excerpt #5 (Student 7, January 23, 2024)

[...] but it depends on how people look at me, because when in class, on Zoom, or on Ms. Teams, when I see people's gaze is like underestimating me, or maybe when the lecturer frowns, it makes me feel down immediately [...] Vocabulary-wise, there might not be a problem, but grammatically, there may be problems.

Excerpt #6 (Student 9, January 24, 2024)

I'm afraid of mispronouncing words. For example, sometimes I know how to say something, but because of anxiety, I suddenly mispronounce the words.

Students stated they experienced anxiety in speaking because they did not comprehend the communication apprehension. There are many factors affecting students' speaking anxiety such as a lack of English knowledge, lack of vocabulary, incomplete mastery of grammar, and mispronunciation. Additionally, several students also said that they felt shy and nervous to speak. Students had the tendency to make mistakes that reduced their confidence to speak. Furthermore, the reaction from their friends or lecturers also affected their anxiety. When friends or lecturers made a seemingly disapproving expression when the students were speaking, they suddenly got distracted and felt that they made mistakes. The most important point is most of them pointed out that amidst covid-19 pandemic, they don't feel lazy to learn English so they don't take any chance to practice outside or inside classrooms.

Fear of Negative Evaluation

Furthermore, the second category of the questionnaires is the fear of negative evaluation. The result of this category is shown below.

Table 2. Results of the Fear of Negative Evaluation of the Questionnaire

No	Statement	SD		D		A		SA		Total		Mean
		TV	P	TV	P	TV	P	TV	P	D	A	
1	I am not concerned about making mistakes in language class	4	12%	15	45%	11	33%	3	9%	58%	42%	2.39
2	I enjoy volunteering answers in my language class	2	6%	10	30%	15	45%	6	18%	36%	64%	2.76
3	I am not afraid that my language teacher will correct every	0	0%	0	0%	14	42%	19	58%	0%	100%	3.58

No	Statement	SD		D		A		SA		Total		Mean
		TV	P	TV	P	TV	P	TV	P	D	A	
	mistake I make											
4	I never feel that other students speak a foreign language better than I do	11	33%	11	33%	10	30%	1	3%	67%	33%	2.03
5	I am not afraid that other students will laugh at me when I speak the foreign language	5	15%	10	30%	12	36%	6	18%	45%	55%	2.58
6	I never get nervous when the language teacher asks questions that I haven't prepared in advance	13	39%	13	39%	7	21%	0	0%	79%	21%	1.82
Total												2,53

All students agreed with the statement that they were not afraid when teachers or lecturers corrected every mistake they made. However, in the interviews, there were 6 from 12 students who said that they felt afraid and shy when corrected by lecturers. The statements can be seen in the excerpt below.

Excerpt #7 (Student 4, January 22, 2024)

When corrected by the lecturer, the feeling of being down and fearful intensifies. It's like in my mind, "Oh, I made a mistake in this part," and I feel a sense of fear in their eyes.

Excerpt #8 (Student 8, January 23, 2024)

[...] If the lecturer corrects it nicely, I don't think it has too much of an impact. I feel embarrassed for a while, and then that's it. However, if the lecturer gives a different reaction, it might really affect me emotionally. That's the difference when having online and face-to-face class. I feel more embarrassed when making mispronounce in face-to-face class.

Excerpt #9 (Student 11, January 25, 2024)

It's a different case with lecturers. If I make a mistake, I will definitely be corrected. The embarrassment comes from being corrected in front of friends, which is really embarrassing. The shame is quite intense, for sure. It of course just can happen in this post-pandemic era. I can see my friends' face directly when I make error pronunciation.

When corrected by lecturers, they felt inferior to the lecturers and their friends because of the mistakes they made. They felt ashamed in front of their friends and the lecturers, believing that they lacked capability, which led to their errors. Despite this, all of them said that they also felt happy and relieved because they knew that they learned from their mistakes and gained knowledge for further improvement.

In addition to being corrected by lecturers, students also experienced anxiety about being laughed at or judged by their friends. The reactions of their friends also affected their anxiety to speak. They claimed their friends correcting their mispronounce words directly is more embarrassed. it happened in post-pandemic era so that make them more anxious. In the interviews, students expressed their anxiety about their friends' reactions as shown in the excerpt below.

Excerpt #10 (Student 3, January 21, 2024)

If I asked whether I have been judged or not, I have never been judged. However, I tend to overthink. Actually, I don't really have to think about it and if I was asked whether my friends are kind, they are so kind but maybe it's because of overthinking that I feel like they are judging me [..]

Excerpt #11 (Student 4, January 24, 2024)

Yes, I'm afraid of being judged, it's like being laughed at [...] They laugh first and then they correct my grammar [...] At first, I felt frustrated but because of that correction, I knew where my mistakes were.

Excerpt #12 (Student 11, January 25, 2024)

Usually, it is because they are reluctant [...] There are times when they will tell me, they are going to fix my mistakes, but in a subtle way that does not hurt my feeling [...]

Yes, of course, I am a bit shy because my friends already know what I do not know.

Students experienced anxiety about being laughed at by their friends if they made mistakes, even though they did not get any reaction from their friends. Some students were laughed at by others, which affected them mentally and made them feel down. They believed that they lacked knowledge because others already knew about it. On the other hand, when students made mistakes, some friends helped them by correcting their mistakes. Although students still felt ashamed, knowing the correct answer became a valuable lesson for them.

Moreover, the survey found that 58% of students felt worried about making mistakes and 79% of students felt nervous when they were asked questions that they had not prepared for by their lecturers. This was also stated by students in the interviews that they feel panicked and worried about being suddenly asked by their lecturers about a topic or question they were not familiar with or had not prepared for. They also expressed concerns about making mistakes while speaking in class. The results of the interviews are shown in the excerpts below.

Excerpt #13 (Student 6, January 23, 2024)

Quite often, especially when asked for an opinion on something that the lecturers had asked and then I was suddenly called. I thought, "How do I answer?" I was panicked.

Excerpt #14 (Student 1, January 21, 2024)

If I am suddenly asked a question, I am not ready. I am confused about what to say. Thus, if I am asked a question, I must prepare first.

Excerpt #15 (Students 2, January 21, 2024).

I am afraid to make mistakes. Then if I'm not prepared, I'm a bit scared.

Test anxiety

The last category of the questionnaire is the test anxiety. The results of this category are described in the table below.

Table 3. Test Anxiety Result of Questionnaire

No	Statement	SD		D		A		SA		Total		Mean
		TV	P	TV	P	TV	P	TV	P	D	A	
1	I remain calm when I know that I am going to be called on in language class	6	18%	14	42%	10	30%	3	9%	61%	39%	2.30
2	Taking more foreign language classes wouldn't bother me at all to	4	12%	8	24%	11	33%	10	30%	36%	64%	2.82

No	Statement	SD		D		A		SA		Total		Mean
		TV	P	TV	P	TV	P	TV	P	D	A	
3	I usually feel relaxed during tests in my language class	2	6%	12	36%	16	48%	3	9%	42%	58%	2.61
4	I don't understand why some people become so upset about foreign language classes	2	6%	10	30%	12	36%	9	27%	36%	64%	2.85
5	Forgetting things I know doesn't make me nervous in language class.	4	12%	10	30%	9	27%	10	30%	42%	58%	2.76
6	If I am well prepared, I do not feel anxious about language class.	2	6%	6	18%	14	42%	11	33%	24%	76%	3.03
7	I never feel like skipping my language class	4	12%	8	24%	13	39%	8	24%	36%	64%	2.76
8	My heart does not race when I am going to be called on in language class	7	21%	11	33%	12	36%	3	9%	55%	45%	2.33
9	I don't feel pressured to prepare very well for language class	2	6%	11	33%	14	42%	6	18%	39%	61%	2.73
10	Language class moves so quickly but I am not worried about getting left behind	4	12%	18	55%	10	30%	1	3%	67%	33%	2.24
11	I never feel more tense and nervous in my language class compared to my other classes	3	9%	13	39%	14	42%	3	9%	48%	52%	2.52
12	I feel very confident and relaxed when I am on my way to language class	4	12%	13	39%	11	33%	5	15%	52%	48%	2.52
Total												2.62

The table above explains that 61% of students trembled when they knew that they were going to be called on in the class. However, if they were well prepared, they did not feel anxious to speak. This is in line with the sixth statement that 76% of students agreed with the statement. In fact, there were more than 50% students who felt uncomfortable when they were on their way to their class.

How Students Attempt to Overcome Their Anxiety

Students were aware of their anxiety and they also tried to solve their anxiety problems. They have tried many ways to reduce their anxiety. According to the interviews, speaking and making mistakes automatically made them nervous and anxious about the

situation. The researchers tried to dig the information on how students attempt to solve the situation and got the following results:

Self-Communication

When students faced anxious situations, they tried to overcome them by talking to themselves to relax their minds. They tried to suggest to themselves to create a mental situation that made them feel relaxed and comfortable so they could speak English better. The students explained this in the interview excerpt below.

Excerpt #16 (Student 4 January 22, 2024)

I had a way to calm myself but it's hard to explain... Like when I wanted to reduce my nervousness, I would start by being silent, taking a deep breath, and then I started to talk. I would be a little nervous at first, but then I handled it as if it were just flowing naturally. I imagined that I was just speaking casually and thought of the crowd as my friends, like having an informal conversation. It's hard to explain.

Excerpt #17 (Student 3, January 21, 2024)

Actually, the environment does not support us to speak English especially when Covid-19 attacked. To have partner that wants to talk English very often is really hard, so I handle it by talking by myself in front of mirror. It is actually really helpful to reduce my nervousness after Covid-19 ends. I easily handle my mind to talk because I always practice when we are always at home.

Self-communication is one of students' speaking anxiety in this post-covid era. They know the environment did not support them when Covid-19 attacked, so, they practice by themselves. They claimed it is really helpful when they attend the speaking class in this post-pandemic era.

Self-Healing

Self-healing refers to the methods that students use to relax when they are in a situation that makes them panic or anxious. Students explained some ways they use to reduce their anxiety, such as regulating their breath or playing with their fingers or a pen. It is explained in the excerpt of the interview as follows.

Excerpt #18 (Student 8, January 23, 2024)

[...] There is difference before and after Covid-19 pandemic. I am just a little bit nervous when having speaking practice online. Although I feel nervous at that time, it is not really seen by my friends and lecturer. However, when having face-to-face speaking class, I feel it quit challenging to hold it. I like to play with my fingers to calm myself down or usually I will also bring a pen, so I like to play with the pen. It's like trying to calm down using that method.

Excerpt #19 (Student 1, January 21, 2024)

[...] I am quite shocked when I attend first meeting in speaking class onsite. The vibe is different, I barely can handle myself not to feel anxious. It is because my friends stares at me directly when I practice speaking English in front of class. The way I handle my anxiety is like I have to prepare what I should talk in front of class, I also somehow will not see their eyes because it makes me more nervous.

Excerpt #20 (Student 6, January 23, 2024)

Currently, no specific actions have been taken yet, but I have considered various approaches, like, I want to try maybe listening to podcasts and then trying to talk to myself about a topic in English. So, usually, what makes me unable to talk is that I don't know the topic, and I don't know the English vocabulary about the topic. So maybe I want to try to read a text and keep memorizing it like I'm trying to find out what it means so I can improve my vocabulary and practice speaking too.

Excerpt #21 (Student 3, January 21, 2024)

[...] I watch movies with English subtitles and then listen to songs (in English). I also watch people on YouTube, people teaching English on YouTube.

Excerpt #22 (Student 5, January 22, 2024)

Watching YouTube videos about materials or movies in English with the translation.

On the other hand, students acknowledged that they experienced anxiety in speaking English. The most common answer gained from the interviews was the lack of speaking ability, including issues with grammar, vocabulary, pronunciation, and also a lack of confidence to speak in front of others. For this reason, the researchers also tried to find out the efforts made by students to overcome them. The results of the interviews are described in the excerpt below.

In addition to reducing anxiety, students make several efforts to increase their self-confidence. One of the most common actions they took was to enrich their knowledge about English by doing autonomous learning such as learning other materials from YouTube or Google. They also watched movies with English subtitles, listened to English songs and podcasts, and also read English novels to gain more vocabulary. Some students also practiced speaking English by themselves in front of a mirror, while some students tried to speak with natives using some online websites or applications that gave them access to connect with people from other countries.

Restarting the Speech or Switch the Language

Excerpt #23 (Student 9, January 24, 2024)

I inhale and then repeat from the beginning.

Excerpt #24 (Students 5, January 22, 2024)

I used Bahasa Indonesia and mixed the language.

Another action taken by some students is to re-explain what they want to say. After calming themselves down, students restarted their speech again from the first. Another result found from the interviews showed that some students tried to explain with Bahasa Indonesia when they could not explain it in English.

Discussion

Based on the findings, there are many factors that contribute to students' anxiety. These factors come from students themselves as well as from others, such as being suddenly called by lecturers, fear of negative evaluation by lecturers and friends, worries about making mistakes in grammar or pronunciation, and a lack of vocabulary. The students' speaking anxiety can be categorized into three categories, which are communication apprehension, fear of negative evaluation, and test anxiety.

Communication Apprehension

Activities happened in the language classroom has a great role on the ability of students' proficiency (Nadesan & Parilah, 2020; Hakim et al, 2020). Communication apprehension refers to the fear of communicating with others. It was discovered that factors contributing to this factor included a lack of vocabulary, a lack of grammar, mispronunciation, and a lack of knowledge of English. In line with the findings of Rumiati and Seftika (2018), the elements that caused them anxiety while speaking English were a lack of knowledge in English, a lack of vocabulary and grammar, mispronunciation, shyness, a racing heart, and a feeling of nervousness. Concerns about grammatical and pronunciation mistakes became the cause of anxiety (Awan et al., 2010). Students' perception of their English ability as bad and their belief that they cannot speak English well contributed to their lack of confidence in speaking (Al Nakhalah, 2016).

Moreover, the result shows most of students get nervous when they did not well-prepared in speaking class. It makes the students face unpleasant situations. This unpleasant experience directly makes them poor pronunciation in practicing English speaking. It psychologically causes students' lack of motivation. Syahfutra and Wibowo (2021) add this unpleasant moment affects students' aspects such as aspects of mood, cognitive aspects, somatic aspects, and motoric aspects. It worsens the development of students' speaking skills.

Fear of Negative Evaluation

The capability of mastering speaking skills is not only affected by individual factors but it can also be affected by social or cultural factors of learners (Chand, 2021). The second cause of anxiety is fear of negative evaluation. Students experienced anxiety about being laughed at by others when they make mistakes in class. When they were corrected by lecturers in front of the class, they felt more tense, shy, and afraid. They felt inferior when they made mistakes and were corrected in front of their friends. They felt shy because all their friends knew they had done something wrong. Students feared being corrected in public, especially if it was followed by critical remarks from lecturers, and they were overly concerned with other people's opinions and were fearful of being judged by others (Zhiping & Paramasivam, 2013). In line with the research by Abdillah (2018), students got anxious when lecturers overly criticized their mistakes and were afraid of being laughed at by others.

The lecturers' role is important in this situation. They need to make students' more confidence although they have a number of mispronounced words. The application of positive reinforcement from the lecturers is one way to make students feel more appreciated for their effort. The effect of this positive reinforcement changes students' behavior. Lack of motivation in English-speaking performance slowly changes to positive sides (Nurdiana et al., 2021).

Test Anxiety

The third source is test anxiety (fear of tests, quizzes, and other assignments used to evaluate student performance), which occurs when students are forced to perform in front of a class without prior preparation. The students contended that if they were to perform in front of the class, they needed to prepare. The goal of the preparation is to reduce their anxiety. However, it contrasts with the findings of Zheng and Cheng (2018), who found foreign language anxiety to be a non-significant predictor of test performance.

How Students Attempt to Overcome Their Anxiety

Self-Communication

Students had their own ways to overcome their anxiety in the moment they felt anxious. One of the strategies used by students was to create a situation in their minds where the audience was only their friends, allowing them to feel less worried and confident in their ability to perform well. Furthermore, Kondo & Ying-Ling (2004) categorized this as positive thinking that intended to divert attention from the stressful situation to positive and pleasant cues, providing relief to anxious students. However, research by Hussain et al., (2021) explained that students tried to avoid the audience by creating a situation in their mind where there was no audience in front of them.

Self-Healing

Students explained that the first thing they did was regulate their breathing to calm down, take deep breaths, and relax their minds. Some students also had a habit of reducing anxiety or panic by playing with their fingers or a pen. The findings obtained by the researchers also support the research by Hussain et al., (2021) about strategies adopted by students to deal with speaking anxiety. Hussain and friends elaborated that there are eleven strategies used by students to deal with their anxiety, with two strategies mentioned above categorized as taking deep breaths and physical movement. Additionally, Kondo & Ying-Ling (2004) categorized these methods as relaxation in their finding about strategies for coping with language anxiety.

In addition to enriching students' knowledge of English, students stated that they tried to find more sources from the internet about their subject material and learn autonomously. Improving students' learning strategies during class and independent study outside the

classroom individually or in groups are strategies for overcoming students' anxiety (Sembodo, 2018). Additionally, students also attempted to practice speaking more such as speaking in front of a mirror about a topic in English or trying to find foreigners to help them practice their English. This strategy is also in line with Deswarni (2015) who stated that developing personal skills helps students navigate their studies and minimize anxiety and its effects.

Restarting the Speech or Switching the Language

The term 'ELF' refers to students' communication in English with different languages. It can be said students who share L1 and choose English for contextual purposes (Bukhari, 2021). Thus, learners' exposure to the English language exclusively plays a significant role in enhancing learning.

However, the use of cross-lingual can be one of strategies to support students' speaking ability. First language can promote students' motivation in English language classrooms (Manel et al., 2019). It can be seen from the result, most of students chose to switch to Bahasa Indonesia as their last resort to finish their speech because they could not explain it in English. This is also in line with Hussain et al., (2021) who found that students tried to restart their sentences from the first and finished the speech.

The result also shows that students tried to restart their sentences from the beginning. They still attempted to finish their speech even if they had already made mistakes. Repetition matter is one of students' method of reducing their nervousness in speaking performance. The students were found to repeat important lexical will reduce their negative impression of a lack of confidence (Kurniawan, 2023).

CONCLUSION

Based on the findings and discussion, it can be concluded that there are many factors contributing to students' anxiety to speak in the post-pandemic era. Communication apprehension, fear of negative evaluation, and test anxiety Moreover, the lack of knowledge about grammar, vocabulary, pronunciation, and preparation became one of the factors that also contributed to students' speaking anxiety. In this post-pandemic era, students were more afraid of making mistakes while speaking due to their lack of knowledge. Furthermore, students were aware of their anxiety to speak, and they attempted to overcome it. When they felt anxious, they had some strategies to overcome the situation. They tried to calm down by regulating their breathing, playing with their fingers or a pen, trying to start their speech from the beginning, and creating an imagination about a situation that made them comfortable speaking. Besides, to increase their knowledge, they tried to speak in front of the mirror about a topic in English, watch movies with English subtitles, listen to English songs, find foreigners to practice English with, and watch educational videos about English online. It is crucial to note that environment is also one of the factors that affects students' motivation to speak. Hence, the lecturers can hopefully choose appropriate strategies to enhance students' speaking skills, manage the classroom environment well, and give positive reinforcement to students.

REFERENCES

- Afidawati, H., Arrasyid, F. I., & Ikawati, L. (2024). Minimizing EFL learners' speaking anxiety in the post-pandemic era. *JEELS (Journal of English Education and Linguistics Studies)*, 11(1), 107–130. <https://doi.org/10.30762/jeels.v11i1.1886>
- Aguila, K. B., & Harjanto, I. (2016). Foreign language anxiety and its impacts on students' speaking competency. *ANIMA Indonesian Psychological Journal*, 32(1), 29–40. <https://doi.org/10.24123/aipj.v32i1.582>
- Ahmad, C. V. (2021). Causes of students' reluctance to participate in classroom discussions. *ASEAN*

- Al Nakhalah, A. M. M. (2016). Problems and difficulties of speaking that encounter English language students at Al Quds open university. *International Journal of Humanities and Social Science Invention*, 5(12), 96–101.
- Alchamdani, A., Fatmasari, Rahmadani Anugrah, E., Putri Sari, N., Putri, F., & Astina, A. (2020). The impact of Covid19 pandemic on online learning process in the college at southeast Sulawesi. *Jurnal Kesehatan Lingkungan*, 12(1), 129–136.
<https://doi.org/10.20473/jkl.v12i1si.2020.129-136>
- Awan, R.-N., Azher, M., Anwar, M. N., & Naz, A. (2010). An investigation of foreign language classroom anxiety and its relationship with students achievement. *Journal of College Teaching & Learning (TLC)*, 7(11), 33–40. <https://doi.org/10.19030/tlc.v7i11.249>
- Bukhari, S. A. (2021). Challenges of the Sudden switch from mother tongue instruction to English as a medium of instruction. *International Journal of English Linguistics*, 12(1), 76–85.
<https://doi.org/10.5539/ijel.v12n1p76>
- Chand, G. B. (2021). Challenges faced by bachelor level students while speaking English. *IJELTAL (Indonesian Journal of English Language Teaching and Applied Linguistics)*, 6(1), 45–60.
<https://doi.org/10.21093/ijeltal.v6i1.853>
- Coombs, H. (2022). Case study research: single or multiple [White Paper]. In *Psychoanalysis Online* 4. <https://doi.org/10.5281/zenodo.7604301>
- England, B. J., Brigati, J. R., Schussler, E. E., & Chen, M. M. (2019). Student anxiety and perception of difficulty impact performance and persistence in introductory biology courses. *CBE Life Sciences Education*, 18(2), 1–13. <https://doi.org/10.1187/cbe.17-12-0284>
- Fauziyah, H., Gozali, A., & Degeng, P. D. D. (2023). Teacher's Perspective towards EFL Students' Speaking Performance in Post Covid-19 Pandemic Era. *Journal of Languages and Language Teaching*, 11(2), 338. <https://doi.org/10.33394/jollt.v11i2.7497>
- Ganiet, J. F., Nurkamo, J., & Sumardi, S. (2023). The impact of pandemic on students' social Skills: Teachers' reflection towards English speaking class. *Lingua Cultura*, 17(1), 9–16.
<https://doi.org/10.21512/lc.v17i1.8852>
- Hakim, M. A. R., Susanti, T. N., Asiyah, M. J. Z. A., & Abidin, M. J. Z. (2020). The utilization of picture and picture strategy: An effective way to improve EFL students' writing ability in Madrasah Tsanawiyah. *Madania: Jurnal Kajian Keislaman*, 24(1), 31–38
- Hakim, M. A. R., Serasi, R., Revola, Y., Adnan, N. I., & Astari, A. R. N. (2023). The reconstruction of blended learning: Teaching model for full online learning system: A study on English Education Department in Islamic universities in Indonesia. *International Journal of Learning, Teaching and Educational Research*, 22(4), 1–20
- Hussain, S. Q., Akhtar, N., Shabbir, N., Aslam, N., & Arshad, S. (2021). Causes and strategies to cope English language speaking anxiety in Pakistani university students. *Humanities & Social Sciences Reviews*, 9(3), 579–597. <https://doi.org/10.18510/hssr.2021.9358>
- Kondo, D. S., & Ying-Ling, Y. (2004). Strategies for coping with language anxiety: The case of students of English in Japan. *ELT Journal*, 58(3), 258–265. <https://doi.org/10.1093/elt/58.3.258>
- Kurniawan, A. B. (2023). Non-EFL students' spontaneous technique to reduce anxiety in ELT speaking practice class. *Journal of English Teaching Adi Buana*, 8(01), 29–41.
<https://doi.org/10.36456/jet.v8.n01.2023.7084>

- Manel, M., Hassan, A., & Buriro, H. A. (2019). Learners' attitudes towards teachers' switching to the mother tongue (The case of secondary school learners in Algeria). *Indonesian Tesol Journal*, 1(1), 9–25.
- Miskam, N. N., & Saidalvi, A. (2018). Investigating English language speaking anxiety among Malaysian undergraduate learners. *Asian Social Science*, 15(1), 1–7. <https://doi.org/10.5539/ass.v15n1p1>
- Muthmainnah, A., & Rohmah, S. (2022). Learning loss: Analisis pembelajaran jarak jauh. *Jurnal Kewarganegaraan*, 6(1), 969–975.
- Nadesan, N. K., & Parilah, M. S. (2020). Non-linguistic challenges faced by Malaysian students in enhancing speaking skills. *Creative Education*, 11(10), 1988–2001. <https://doi.org/10.4236/ce.2020.1110145>
- Nurdiana, N., Tampa, A. T., & Nappu, S. (2021). Teachers' reinforcement and students' perception on English language subject. *Exposure : Jurnal Pendidikan Bahasa Inggris*, 10(2), 335–357. <https://doi.org/10.26618/exposure.v10i2.6147>
- Nuur, B., Utami, P., & Farmawati, R. (2023). EFL student's coping strategies in speaking test in post-pandemic era. *Proceeding of Conference on English Language Teaching (CELTI)*, 3, 1145–1156.
- Rumiyati, & Seftika. (2018). Anxiety of speaking English in English foreign language (EFL) class. *Journal of English Education Literature and Linguistics*, 1(1), 46–61.
- Sagir, A., Samar, M., Ahmed, S., & Raza, M. (2022). EFL learners anxiety during and after covid-19 : Analysis. *Journal of Language and Linguistic Studies*, 18(January 2020), 770–783.
- Sembodo, T. J. P. (2018). Dampak dan strategi untuk mengatasi kecemasan berbicara dalam pembelajaran bahasa Inggris sebagai bahasa Ke-2 (ESL) dan asing (EFL). *JLA (Jurnal Lingua Applicata)*, 1(2), 1–15. <https://doi.org/10.22146/jla.35204>
- Syahfutra, W., & Wibowo, A. P. (2021). Students' speaking anxiety in English education study program. *ELT-Lectura: Studies and Perspectives in English Language Teaching*, 8(1), 74–83. <https://doi.org/10.31849/elt-lectura.v8i1.5920>
- Talib, A. (2023). ISSN 0216 – 809X (Print) ISSN 2685 – 4112 (Online) *EFL Students' Strategies in Dealing with Speaking Anxiety in Post Pandemic Class*. 22(2), 156–165.
- Wahyudi, E., Sukma, H. H., & Mustadi, A. (2021). The effect of online learning process on speaking skill. *AL-ISHLAH: Jurnal Pendidikan*, 13(3), 2607–2614. <https://doi.org/10.35445/alishlah.v13i3.618>
- Williams, M., & Moser, T. (2019). The art of coding and thematic exploration in qualitative research: International management review. *International Management Review*, 15(1), 45–55. <http://www.imrjournal.org/uploads/1/4/2/8/14286482/imr-v15n1art4.pdf>
- Wulandari, T., Diniaty, A., & Madihie, A. (2022). Counselor's role in managing learning loss in the post-pandemic period. *Pamomong: Journal of Islamic Educational Counseling*, 3(2), 99–109. <https://doi.org/10.18326/pamomong.v3i2.99-109>
- Zhiping, D., & Paramasivam, S. (2013). Anxiety of speaking English in class among international students in a Malaysian university. *International Journal of Education and Research*, 1(11), 1–16.
- Zulfa, N., & Syafi'i, A. (2022). The study of students' speaking anxiety in the post-pandemic. *Journal of English Language Teaching and Islamic Integration*, 5(2), 138–158.