

AN EXPLORATION OF STUDENTS' ANXIETY IN ONLINE FOREIGN LANGUAGE LEARNING

Hesti Wahyuni Anggraini*, Rita Hayati, and Armilia Sari
English Education Study Program, Sriwijaya University, Indonesia

*Corresponding author: hwanggraini@fkip.unsri.ac.id

First draft received: 1 Sep 2021

Date Accepted: 15 Feb 2022

Final proof received: 28 Feb 2022

Abstract

Technology use creates new insights to explore thoroughly online foreign language learning. This study examines students' anxiety in online classes under four research objectives. They are (1) to uncover students' anxiety levels in online foreign language learning; (2) to investigate the effects of anxiety levels in online learning on students' English achievement; (3) to reveal factors affecting student's anxiety; and (4) to investigate students' strategies to handle their anxiety in online learning. Questionnaires were distributed to 72 students from a public university in South Sumatra, Indonesia. In addition, a semi-structured interview was also administered. The data was described quantitatively and qualitatively. The findings show that most students felt a medium level of anxiety in online learning. The students did not experience unusual anxiety levels as they were accustomed to technology tools and found no problems with that. A negative correlation between students' anxiety scale on online learning and their academic achievement was identified. Indirect feedback, minimum teacher-and-student presence, and the absence of eye contact could be the main factors of online learning failure. Peer intimidation and fear of speaking English might also be the sources of students' anxiety in online learning. Students also stated that there are no specific ways to handle anxiety since it is viewed as an unstable foreign language learning factor, which can be changed based on the learning context. At last, it is expected that the result of the study can raise students' awareness of how online class can reduce their anxiety.

Keywords: Foreign language anxiety; online foreign-language learning; technology

To cite this paper (in APA style):

Anggraini, H. W., Hayati, R., & Sari, A. (2021). An exploration of students' anxiety in online foreign language learning. *Indonesian Journal of Education*, 15(1), 20-27. <https://doi.org/10.17509/ije.v15i1.50392>

INTRODUCTION

Students have different levels of personality, anxiety, performance level, intelligence, and learning style. The differences may lead to significant implications for teaching-and-learning activities or instruction, curriculum, and school policy and/or practice. It is assumed that every student has personal characteristics that are reflected in all people's characteristics and differences based on their level (Dorney, 2005). In general, three main factors affect the success of language teaching and learning: social, cognitive, and affective aspects. Robinson (2002) mentions that intelligence, motivation, anxiety, memory, aptitude, and age are also potential factors in foreign language learning.

There have been many studies on anxiety in foreign language learning that have been previously conducted. Anxiety can be defined as the subjective feeling of tension, fear, nervousness, and worry associated with increased work of the nervous system (Spielberger, 1983). Anxiety has been regarded as an important negative factor that influences second language acquisition. It is associated with uneasiness, frustration, self-doubt, apprehension, and worry (Scovel, 1978). Horwitz et al. (1986) and Young (1991) have studied the relationship between anxiety and achievement in

various foreign language learning situations. A foreign language classroom may contain many learners with potential anxiety. Anggraini (2016) specifically states that students' writing anxiety was influenced by evaluation concerns. Writing achievement can be awful because of students' weak abilities. In addition, she reports that, statistically, the level of students' reading anxiety is related to the ability to read English texts based on the Pearson Correlation of 0.196 and R-square of 0.038.

The shift from face-to-face to online foreign language learning can be challenging but also rewarding. It is impossible to maintain a sense of social presence in an online classroom that makes the student feel that he/she is part of a learning community. Assessing students' level of learning and interaction with them on a regular basis without meeting them face to face is challenging. Teachers may be required to provide frequent feedback and clarifications on difficult ideas to online students, which is time-consuming for them.

Even though the current discourse and technological advancement require the use of e-learning, face-to-face learning is irreplaceable. It is the core of many learning institutions (Liu & Long, 2014). Nevertheless, students' preference for online

learning over face-to-face learning has some valid reasons, such as the current Covid-19 pandemic.

The Covid-19 pandemic has significantly impacted education, and schools and universities were closed to stop the spread of Covid-19. It has disrupted the learning activities of at least 290.5 million children worldwide. When the learning environment is shifted to online settings, students experience uncertainties, which in turn can cause performance anxiety. Some studies mention that the feeling of unease was caused by the need to produce the foreign language orally, the unfamiliarity of the online environment, the use of technology, a combination of these elements, or something else.

Online learning is now widely used and prevalent in education. Technology may provide motivation to previously apathetic students. It makes them more interested in studying and, as a result, paying better attention in class. In contrast to face-to-face learning, online learning encourages more interaction between a teacher and students. As a result, an increasing number of institutions are attempting to include computers in their English language classes. Studies on online learning usually focus less on language classrooms. The topic of anxiety is also under-researched. However, online courses can reduce learners' anxiety. First-time users of a virtual environment may face a "pain barrier" due to the "public and possibly intimidating aspect of this virtual world" (Carr et al., 2010, p.19). In the context of online learning, language learners' anxiety may be related to the notion of computer anxiety, which can happen because of fear of computers and a conflict with utilizing them (Chua et al., 1999; Lewis & Atzert, 2000). The current research examines how online learning affects effects students' learning process and lower students' anxiety about English. In addition, Huang and Hwang (2013) report that multimedia language teaching strategies can help students reduce anxiety and create a less tense environment. Multimedia tools, on the other hand, assist English students in reducing their language anxiety.

This study aims to find whether online learning and technology add more pressure on students in electronic tools operation, forum group discussion, and in expressing their ideas orally. Students' anxiety about online learning may correlate with the fear of using computers or gadgets. The possibility that there might be no student anxiety during the online classroom due to unique teaching materials and activities is a challenge. This study addresses the gap by examining students' anxiety in online classes under four research objectives: (1) to find out students' anxiety level in online foreign language learning; (2) to investigate whether students' anxiety in online learning and their English achievement are correlated; (3) to find out the factors affecting student's anxiety; and (4) to investigate students' approaches to overcome the anxiety.

METHOD

Research Design

This study employed a mixed method because of its strength in addressing the research questions and

the objectives of the study. Creswell (2005) explains that a mixed-method research is a procedure to collect, analyse, and "mix" both quantitative and qualitative data. It is a legitimate inquiry approach.

This study adopted an exploratory mixed-method design. It combined both quantitative and qualitative methods in the stages of data collection and analysis. In the former stage, the qualitative data was analysed and collected. Subsequently, the quantitative data was collected to explain correlation and differences findings in qualitative data. Qualitative data were collected through semi-structured interviews and a set of questionnaires, namely the Foreign Language Virtual Classroom Anxiety scale (FLVCAS). Since the subjects of this study are English students, this study focuses on English as a Foreign Language. The result of the questionnaires was in percentage, and the interview results were summed-up. During the interview, the students are free to answer the questions in either English or Indonesian. Therefore, they can convey their ideas without language barriers. The interview was video-taped, transcribed, and translated into English. The steps of data analyses consisted of organizing and preparing the data, reading the data, representing and reporting the findings, and interpreting the data. Qualitative data analyses involved some areas. They are, among others,

- (1) students' level of anxiety in online learning;
- (2) factors affecting students' feelings of anxiety in online learning; and
- (3) students' approaches to overcome anxiety.

To analyse the quantitative data, the researchers used a correlation design. This study has tried to report any correlation between students' level of anxiety in online learning and their English achievement. In addition, the study provided a correlation analysis of students' anxiety level in online learning and four English skills.

Research Site and Participants

Quantitative data collection involved studying many individuals. Seventy-two individuals aged 18 to 19 years old were involved in this study. Qualitative analyses were made on the interview data. Nine undergraduate students are in their first year at one public university in South Sumatra, Indonesia. The study chose the participant students purposively. The qualitative data collection involved a few individuals or sites. Purposive sampling was used due to the intentional selection of sites and participant students. In addition, the students have already experienced online learning.

Data Collection

To collect the quantitative data, the 72 participant students completed the FLVAS (Foreign Language Virtual Classroom Anxiety Scale) questionnaire of Kaiser and Chowdhury (2020). The FLVAS aims to investigate whether the virtual classroom situation generated new things in Foreign Language Anxiety or restored learners from anxiety experienced in the physical classroom. The FLVAS contains 19 items. The items, among others, are "I have experienced virtual classes" and "I have techno-phobia." Each

item was answered on a five-point Likert scale ranging from "Strongly Agree" to "Strongly Disagree." It measures a person's level of anxiety by coming up with an anxiety score by adding up the ratings on the 19 items. The construct validity of the FLVAS is based on correlations which indicate that the FLVAS can be distinguished from measures of other types of anxiety. The students' level of foreign language virtual anxiety was categorised into three, namely low, medium, and high. The researchers applied intervals to determine each level.

The qualitative data consisted of collected texts or images. The interview was semi-structured and designed to explore the students' thoughts and feelings about a range of personal experiences. The interview contains open-ended questions related to topic areas. Initial questions, like "are you nervous now," was intended to raise detailed students' experiences. Questions were asked, for instance, "What are things that affect the success of foreign language learning in face-to-face and online classes?", "Based on your experiences, what are the factors that affect students' level of anxiety in face-to-face and online learning?" and "How do you handle the anxiety during online and face-to-face classes?".

The interview intended to explore students' feelings and experiences during online and face-to-face classes. The interview was conducted through Zoom virtual meeting room and WhatsApp application from May 2021 to June 2021. The interview started with explaining the objectives and context of the study to ensure that participants' responses were on the right track for the research.

Each interview session lasted for about thirty minutes and focused on discussing each participant's experiences in both online and face-to-face classes. All sessions were recorded in the Zoom application with the consent of the participants. The data were subsequently transcribed. The interview data evaluation consisted of some processes, such as preparing and arranging the data, investigating and coding the data, developing descriptions and themes, representing and reporting qualitative findings, interpreting the results, and validating the findings' accuracy.

Data Analysis

The qualitative data analysis was begun with the verbatim transcription of all recorded interview sessions. The audio was converted into written text data, and the transcribed data was subsequently organized. The documentation of screenshots from the interview was also put in a folder representing each participant. The data was then read repetitively to obtain a general significance before it was divided into fragments. The data was also coded by making sense of the text data, divided into text segments, and labelled with codes. The overlapped and redundant codes, as well as the building description and themes from the overlapped and redundant codes, were checked in the following phase. The results were then presented in the form of narrative conversations about the participants' own

experiences with using social media to learn English. Besides, the findings were interpreted using personal experiences and comparisons to literature. The current study used triangulation through several means of data collection (i.e., interviews and documents), as well as member checking by returning the findings to the participants and asking them about the accuracy of the results.

The quantitative data analysis employed statistical analysis. In addition, it covers trend descriptions, group comparisons, and/or variables relation. There were also means and standard deviations. Pearson Product Moment analysis was also used to test two independent groups. The independent sample t-test was conducted to examine whether there was a significant difference between students' levels of anxiety in an online and face-to-face class.

RESULTS AND DISCUSSION

This section presents the findings of the study in percentages and descriptive. Students' responses were collected to answer the questions. The percentages were calculated and analysed to reveal the mean and standard deviation. The degree of foreign language anxiety in an online class was examined separately for each theme.

Previous studies mention that language anxiety does not influence English performance but negatively affects French performance (MacIntyre & Gardner, 1991). To put it another way, high anxiety levels correlate to challenging activities, particularly ones delivered in a second language, such as English. The level of students' anxiety at beginner, intermediate, and advanced levels is negatively linked to the grades obtained in the exam (Saito & Samimy, 1996).

Question 1: Students' Anxiety Level in Online Foreign Language Learning

To address this question, the data from both the questionnaire and the interview were analysed. Based on the interview, negative personal experiences can be the source of students' anxiety. The following description shows the result.

"I don't really like to share my ideas if the teacher does not ask me. It is really embarrassing." (S1)

"Online class makes me tired. I cannot do some activities directly, and I must sit still until the class ends. (it is) really boring and tiring." (S2)

Indirect feedback from the teacher and other students created a safe atmosphere for certain students.

Table 1 shows the students' anxiety levels in different types of classes.

FLVAS is divided into interval. The result of FLVAS shows that most students felt a medium level of anxiety in online learning (90.28). It means that most students did not experience a significantly unusual level of anxiety during online learning. Nonetheless, the students should be attentive to the fact that they may manifest signs of anxiety in

Table 1
Level of Anxiety in Online Class

72 students	Low level	Medium level	High level
Foreign language anxiety in online learning (FLVAS)	3 (1.39%)	65 (90.28)	4 (5.56)

their English task performances. As an illustration, the students may not experience difficulties in receptive skills; but they may experience anxiety in productive skills. However, they did not meet significant problems with the use of technologies or lecturing classes. A medium level of anxiety in online learning affects the students' motivation because the least interaction during the learning activities creates boredom.

Question 2: The Correlation among Variables

To answer the second question, Pearson Product Moment was used to answer whether foreign-language-related anxiety significantly correlates to the students' English achievement and four English

skills. Table 2 provides information on students' anxiety levels and English achievement.

Table 2
Descriptive Statistics

	N	Mean	SD
FLVAS	72	53.06	8.25
English Achievement	72	83.08	6.88

The table reveals that most students are in a medium level of anxiety and experience good English achievement.

Table 3 describes students' foreign language anxiety scale in the online class.

Table 3
Descriptive Statistics of FLVAS

Statements	Mean	SD
1. I have experienced virtual classes.	1.8	-72.05
2. I have techno-phobia.	4.1	94.95
3. I feel easy in a real classroom environment.	2.6	-13.05
4. I feel easy to participate in language activities in front of teachers and classmates in a real classroom.	2.8	0.06
5. I feel easy to participate in the language activities in front of teachers and classmates in a virtual classroom.	2.5	-19.05
6. I feel isolated during virtual class.	3.3	33.95
7. I feel much involved during real-life class.	2.6	-12.05
8. I feel uneasy to think that teacher or fellow students might see my home setting.	3.1	1.024
9. I am afraid to be disconnected during virtual class.	2.1	-49.05
10. I feel anxious to think that the teacher does not see my non-verbal response and seriousness during the virtual class.	2.5	-20.05
11. I am afraid to be recorded in every virtual class' activity.	3.4	44.95
12. I feel safe during virtual class since I do not have to give feedback standing before the whole level.	3.0	0.52
13. Since I do not have to expose my physical appearance in a virtual class, I feel comfortable, anxiety-free, and relaxed here.	2.4	-27.05
14. A long time use of technology during the virtual class makes me anxious about my physical and mental health.	2.9	0.48
15. The direct presence of eye contact with the teachers makes me more nervous than in a virtual environment.	2.5	-20.05
16. The virtual classroom setting makes me feel more suffocated than a real classroom.	2.9	0.44
17. A real classroom setting makes me feel more suffocated than a real classroom.	3.1	0.94
18. A real classroom environment fits me more for a language class.	2.4	-25.05
19. Virtual classroom environment fits me more for the language class.	2.8	0.19

The FLVAS questionnaire has resulted in a mean score of 4.1 in item 2 (I have techno-phobia). It reveals that the ability to operate the technology tools had an impact on the students' psychology. Items 6 and 17 show that being isolated or bored in the online classroom could create less motivation for foreign language learning. Most students reported that they felt more comfortable studying in face-to-face class than online. The finding supports the previous study by Kaiser and Chowdhury (2020).

Table 4 shows the correlation between online foreign language learning and English achievement. R is -0.3134, and R² is .098. Although technically a negative correlation, the correlation between

variables is weak. The P-Value is .007428. The result is significant at p<.05 (Sig. 2-tailed). It means that FLVAS is significantly correlated with students' English achievement, and the level of the students' online foreign language anxiety scale was inversely proportional to their students' English scores. The students' negative experience during online session triggers this type of anxiety.

Based on the finding, students' anxiety about being disconnected during the online class (31.58%) may be correlated to FLVAS contribution to their English achievement. The fear of physical and mental health (22.11%) is also correlated. To summarize, academic and non-academic factors

provides relevant influence on the effect of online foreign language class on students' English performance.

Table 5 describes specific English skills toward students' anxiety levels in online foreign language learning.

Table 4
Correlation between FLVAS and English Achievement

	N	Mean	SD	R	R ²	p-value
FLVAS	72	53.06	8.25	-.313	.098	.007
English Achievement	72	83.08	6.88			

Table 5
Correlation between FLVAS and Speaking Skill

	N	Mean	SD	R	R ²	p-value
FLVAS	72	53.06	8.25	-.242	.058	.042
Speaking	72	85.81	3.76			

The value of R is -0.242, and R² is .058. Although it is technically a negative correlation, the correlation between the two variables is weak. The P-Value is .042. The result is significant at p<.05 (Sig. 2-tailed). It means that the FLVAS is significantly correlated with students' English-speaking skills, and the level of the students' online foreign language anxiety scale was inversely proportional to the students' English-speaking

ability. This anxiety stems from negative experiences experienced by students during online sessions. Physical absence contributes to students' English skills, which creates comfort and reduces anxiety.

Table 6 displays students' writing ability based on the student's anxiety level in online foreign language learning.

Table 6
Correlation between FLVAS and Writing Skill

	N	Mean	SD	R	R ²	p-value
FLVAS	72	53.06	8.25	-.158	.002	.042
Writing	72	85.58	4.39			

The value of R is -.158, and R² is .002. Technically, it is a negative correlation. However, the relationship between variables is weak. The P-Value is .042, and it is significant at p<.05 (Sig. 2-tailed). Therefore, the FLVAS is significantly correlated with students' English writing skills. The level of the students' online foreign language anxiety scales was inversely proportional to the student's English writing ability.

Table 7 displays the results of the students' receptive skills and the student's anxiety levels in online learning.

Statistically, there is no significant correlation between FLVAS and reading skills. The P-value is .927. Reading is a complex activity; to some extent, it may motivate students to read.

Table 7
Correlation between FLVAS and Reading Skill

	N	Mean	SD	R	R ²	p-value
FLVAS	72	53.06	8.25	.011	.0001	.927
Reading	72	80.29	12.21			

Table 8
Correlation between FLVAS and Listening Skill

	N	Mean	SD	R	R ²	p-value
FLVAS	72	53.06	8.25	-.307	.09	.008
Listening	72	82.97	11.56			

The table shows that R is -.307, and the R² is 0.08. There is a negative correlation statistically, but the relationship between variables is weak. The P-Value is .008. The result is significant at p<.05 (Sig. 2-tailed). Different from reading skill, it can be concluded that anxiety level in online learning contributes to the students' listening skill.

reveals a few more factors of foreign language anxiety. Most students stated that the lack of interaction made them feel alone and frightened during online language classes. They are concerned about being disconnected. Poor internet connection lowered the students' concentration in the online class, especially when they were trying to share ideas or speak. They felt a lack of physical relaxation because of staying in one location for an extended period, rendering them intellectually inflexible. They had a rift in their interaction with their teacher and classmates, which made them feel lonely, bored, and frightened. Many of them believe

Question 3: Factors Affecting Students' Anxiety in Online Foreign Language Learning

This study records any types of anxieties that were discovered during the semi-structured interview. The result presentation is not repeated. The interview

that they are afraid of being recorded. During communication, they were unable to perceive the teachers' expressions or physical movements. They were concerned about this because they believed they would be unable to show their full potential. Most language classes in the online classroom have one-way communication, making them bored and often distracted while they are accomplishing language tasks. Almost all of them said that network issues caused them to miss terms or accurate explanations from the teachers. Some of them stated that in a face-to-face classroom, they could

seek assistance from their classmates if they missed the point. However, in the online classroom, they were unable to do so. During the online language class, most of them reported that they missed the presence or care of the teacher. In addition, since the students were accustomed to operating technology tools, they mentioned that it was not a big deal to recognize each feature's function in various meeting forums.

The result of FLVAS questionnaire is presented in Table 9.

Table 9
Sources of Online Foreign Language Anxiety

Sources of FLVAS	Percentage				
	SA	A	N	D	SD
Item 2. I have techno-phobia.	2.11	1.05	13.68	31.58	27.37
Item 6. I feel isolated during virtual class.	4.21	16.84	23.16	18.95	12.63
Item 8. I feel uneasy to think that teacher or fellow students might see my home setting.	4.21	16.84	27.37	17.89	9.47
Item 9. I feel fear to be disconnected during virtual class.	31.58	21.05	10.53	9.47	3.16
Item 10. I feel anxious to think that the teacher does not see my non-verbal response and seriousness during the virtual class.	14.74	24.21	23.16	10.53	3.16
Item 14. A long time use of technology during the virtual class makes me anxious about my physical and mental health.	9.47	22.11	17.89	18.95	7.37
Item 16. The virtual classroom setting makes me feel more suffocated than a real classroom.	5.26	15.79	33.68	18.95	2.11

The results in the table reveal that most students do not have technophobia, for they had already operated the technology tools for years, even when they were still in elementary school. During the interview, most students said that the absence of an internet connection made them feel lonely and uncomfortable during online foreign language classes. They were worried about being disconnected. They felt a lack of physical relaxation because of staying in one location for an extended period. Due to the lack of attention from the teacher or the absence of the teacher presence, most students feel that they are alone in understanding the material. The students have less interaction with the lecturer and classmates, which makes them feel alienated, bored, and anxious. Many students mention that they are afraid of being recorded. The disadvantage of the online class is the students cannot fully understand the materials. Since students cannot set up their accounts by themselves, they have such feelings of unease. Different from face-to-face classes, students' sources of online classroom anxiety include the belief that the teacher might not notice their non-verbal responses in the class. Almost all of them say that network issues cause them to miss terms or accurate pronunciations. As a result, they feel afraid of listening and sharing ideas. Then, sitting all day long also causes other problems. They are also concerned about their mental and physical health because of their long-term usage of technology for virtual classes. The worry of being separated has been identified as the most significant driver of their online language classroom anxiety. Some of the students stated that in a real classroom, they could

seek assistance from their classmates if they missed the point, but in the virtual classroom, they are unable to do so. It made them uneasy.

Table 10 presents the student's needs in online foreign language learning. Based on the data, the students demand online foreign language learning to be conducted in the same way as in face-to-face classes. Most students (40.28%) report they feel more comfortable in online language learning activities than in face-to-face learning to respond the Item 5, "I feel easy to participate in the language activities in front of teachers and classmates in a virtual classroom."

The result of the semi-structured interview is as follows.

Q.1. "Do you think that online classroom contributed to the success of foreign language learning? If so, what do you think the factor(s) affected your success in learning a foreign language?"

The students' felt comfortable both in offline and online classrooms. The provision of foreign language learning does not create problems for students. However, closer analysis shows that they preferred to learn in real classroom environment. Online learning may not be beneficial to language activities since it does not allow interaction activities. The absence of such interactions has made language class dull, ineffective, and hence unsettling. The ineffective language classes cause students to feel nervous. Eye contact in a real classroom to some point can positively affect students' understanding. The student's comfort by not giving feedback during online classroom has created a new paradigm that the meaning of being

the presence of teacher presence, student presence, and social presence in online learning sort of turned to the drawbacks of online learning, which is the decrease of the quality of language

learning. In addition, students mentioned that they were exhausted since network issues caused them to miss crucial parts of the activities.

Table 10
Students' Needs Online Foreign Language Anxiety

Students' Needs toward Anxiety in Online Learning	Percentage				
	SA	A	N	D	SD
Item 3. I feel easy in a real classroom environment.	9.72	34.72	43.06	9.72	2.78
Item 4. I feel easy to participate in language activities in front of teachers and classmates in a real classroom.	8.33	34.72	29.17	25	2.78
Item 5. I feel easy to participate in the language activities in front of teachers and classmates in a virtual classroom.	15.28	40.28	26.39	13.89	4.17
Item 7. I feel much involved during real-life class.	13.89	26.39	47.22	8.33	4.17
Item 18. A real classroom environment fits me more for a language class.	15.28	38.89	34.72	9.72	1.39
Item 19. Virtual classroom environment fits me more for the language class.	9.72	23.61	47.22	12.5	6.94

The second question discussing the students' anxiety in online learning is as follows.

Q.2. *"To what condition you feel so anxious during the language classroom in online learning?"*

One student responded, "I think when someone knows the subject faster, then I will feel intimidated, and it makes me feel nervous in that class." The student was discouraged because other students performed better. Negative judgments, to some extent, might create anxiety, and consequently, the student may stop learning. Anxiety is a factor that is closely related to self-esteem, risk-taking, and inhibition. In L2 learning, anxiety could play a significant role if it interferes with the learning process. It was not easy to define, even though it was a common feeling. It comes with feelings of frustration, self-doubt, fear, or anxiety. The student's willingness to interact had also been linked to anxiety. The number of people present, the conversation topic, and the circumstances' formality often have effects. The idea is in line with Angraini (2016). She mentioned that writing anxiety is mostly reported as evaluation apprehension, neither stress apprehension nor product apprehension. The same result was found by Angraini (2017).

Question 4: How to Cope with Anxiety in Online Foreign Language Learning

This question has been addressed through the finding in the semi-structured interview.

"How do you cope with anxiety during online classroom?"

Most students responded diversely. There are many ways to handle anxiety during online class. Students stated that there was no specific way to deal with the anxiety, except being comfortable with the circumstance, the atmosphere, the people, or their own thoughts. Being themselves are a way to reduce anxiety.

CONCLUSION

Overall, the present study reveals that most students experienced medium level of anxiety in online foreign language class. Medium level of anxiety indicates that their feeling of anxiety does not really distract their performance. They can anticipate their feeling. The impact of the online foreign language class can be found in students' achievement. The frequent use of technology tools affects the students' performance. Negative correlation between online learning and students' English achievement is found. It is caused by the students' disability to handle their anxiety. Negative experiences in online learning causes students' feeling of anxiety. In online class, poor internet connection, long use of technology tools during online learning, and no attention from teacher are the main sources of anxiety. The success of foreign language learning is determined by effective learning in which eye contact, feedback, and teacher and student presence in active face-to-face and online learning. No exact ways to help students to cure their anxiety. Positive attitude and psychology condition indicates the feeling of comfortable and enjoyment during the class.

This study focuses on teaching activities. It is believed that foreign language anxiety in face-to-face and online class can be effectively reduced or prevented if students know the symptoms, the sources, and the way to facilitate their feeling positively. In addition, effective communication strategies among students and teachers and tools applied during the class process also have impacts. Since foreign language class requires students' active participation, the roles of both teachers and students are also important. Teachers and students can get the advantages of this study to find the strategies to reduce and to prevent foreign language anxiety.

In the future, there can be more extensive studies that discuss more issues related to foreign language learning.

ACKNOWLEDGEMENT

The researchers would like to thank Sriwijaya University and all participants of this study. The research was funded by DIPA of the Public Service Agency of Universitas Sriwijaya 2021. SP DIPA-[23.17.2.677515/2021, On November 23, 2020. In accordance with the Rector's Decree Number: 0007/UN9/SKLP2M.PT/2021, On April 27, 2021".

REFERENCES

- Anggraini, H. W. (2016). The differences among writing anxiety, gender, and writing achievement of English education study program students of Uuniversity of PGRI, Palembang, *The Journal of English Language Education*, 3(1), 89-94.
- Anggraini, H. W. (2017). Gender-based differences in levels of writing anxiety of undergraduate students of English study program. *LET: Linguistics, Literature and English Teaching Journal*, 3(1), 11-23.
- Carr, D., Oliver, M., & Burn, A. (2010). Learning, teaching and ambiguity in virtual worlds. In A. Peachey, J. Gillen, D. Livingstone, & S. Smith-Robbins (Eds.), *Researching learning in virtual worlds*. Springer.
- Chua, Siew, L., Chen, A., & Wong, F. L. (1999). Computer anxiety and its correlates: A meta-analysis computers in human behavior. *Elsevier*, 15(5), 609-623. [https://doi.org/10.1016/S0747-5632\(99\)00039-4](https://doi.org/10.1016/S0747-5632(99)00039-4)
- Creswell, J. W. (2005). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research*. Pearson Education, Inc.
- Dorney, Z. (2005) *Teaching and researching: Motivation*. Beijing Foreign Language Teaching and Research Press.
- Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). Foreign language classroom anxiety. *The Modern Language Journal*, 70(2), 125-132.
- Huang, P., & Hwang, Y. (2013). An exploration of EFL learners' anxiety and e-learning environments. *Journal of Language Teaching and Research*, 4(1), 27.
- Kaisar, M. T., & Chowdhury, S. Y. (2020). Foreign language virtual classroom: Anxiety creator or healer? *English Language Teaching*, 13(11), 130-139.
- Lewis, A., & Atzert, S. (2010). Dealing with computer-related anxiety in the project-oriented CALL classroom. *Computer Assisted Language Learning*, 13(4-4), 377-395. [https://doi.org/10.1076/0958-8221\(200012\)13:4-5;1-E:FT377](https://doi.org/10.1076/0958-8221(200012)13:4-5;1-E:FT377)
- Liu, C., & Long, F. (2014) *The discussion of traditional teaching and multimedia teaching approach in college English teaching* [Paper presentation]. The 2014 International Conference on Management, Education and Social Science (ICMESS 2014), Beijing.
- MacIntyre, P. D., & Gardner, R. C. (1991). Language anxiety: Its relationship to other anxieties and to processing in native and second languages. *Language learning*, 41(4), 513-534.
- Robinson, P. (Ed.). (2002). *Individual differences and instructed language learning*. Benjamins.
- Saito, Y., & Samimy, K. K. (1996). Foreign language anxiety and language performance: A study of learner anxiety in beginning, intermediate, and advanced-level college students of Japanese. *Foreign Language Annals*, 29(2), 239-249.
- Scovel, T. (1978). The effect of affect on foreign language learning: A review of the anxiety research. *Language Learning*, 28(1), 129-142.
- Spielberger, C. D. (1983). *Manual for the state-trait inventory STAI (form Y)*. Mind Garden.
- Young, D.J. (1991), Creating a low-anxiety classroom environment: What does language anxiety research suggest?. *The Modern Language Journal*, 75, 426-437. <https://doi.org/10.1111/j.1540-4781.1991.tb05378.x>