

**Speech Anxiety of BSEd English
Students during Synchronous
Learning**

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APPROVAL SHEET

The thesis attached hereto, titled, "SPEECH ANXIETY OF BSEd ENGLISH STUDENTS DURING SYNCHRONOUS ONLINE LEARNING," prepared and submitted by MERLIN JOY D. BOLALIN and GERALD C. TANRA, in partial fulfillment of the requirements for ENG17; LANGUAGE EDUCATION RESEARCH, is hereby accepted.

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ABSTRACT

This quantitative descriptive study discusses the level and causes of speech anxiety and the coping strategies used by the students to overcome this anxiety in synchronous learning. The participants in this study are the randomly selected 45 students of Bachelor of Secondary Education majoring in English from the first to third years at Partido State University's main campus, Goa, Camarines Sur, Philippines. The five-point Likert scale research-made questionnaire was developed for the study. The analysis indicated an overall weighted mean of 3.59, explaining that BSEd English students concurred with the majority to be "very anxious" in speech during synchronous learning. According to the results, the above-moderate level of speech anxiety among English students was caused by Lack of Self Confidence, Fear of Negative Evaluation, Difficulty Expressing Ideas, Teaching Strategies, and Technical Issues and Difficulties. Difficulty expressing ideas is the greatest cause of speech anxiety (3.88) while technical issues and difficulties (3.33) are the least causes of speech anxiety during synchronous learning. However, given the higher level of speech anxiety obtained from quantitative data, students are much interested in coping with this anxiety. Practicing/rehearsing, positive thinking, preparation, meditating, mannerism/personal body gesture, and slow speaking were the determined six major coping strategies. The findings revealed that practicing and rehearsing are the most applied coping strategy.

Keywords: **Speech Anxiety, Coping Strategies, Causes, Level**

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CHAPTER I

INTRODUCTION

Background of the Study

Speaking is taken as an indicator of general language proficiency. A learner who can speak a particular language fluently is considered a proficient learner of that language (Chand, 2021). According to Alkan and Bümen (2020), knowing a language is speaking the language. In line with this, mastering speaking skills is the single most significant part of learning a second or foreign language for most people, and success is assessed in terms of the capacity to carry out a conversation in the language (Nunan, 1991 as cited by Juniardi et al., 2020).

With the advent of globalization, the English language plays a very important role, especially in international communication. In the Philippines, English speaking abilities are emphasized and developed in the English curriculum from basic school to higher education. As for the **2002 Basic Education Curriculum**, English shall be used as the medium of instruction for English, Mathematics, and Science from at least the third-grade level. However, speaking a foreign language is a complex task that involves linguistic competence, skills, and strategy use. Consequently, some learners can understand the language well but have difficulty speaking the language. One of the reasons for this is thought to be language speaking anxiety.

Horwitz et al, (1986, as cited by Naser Oteir & Nijr Al-Otaibi, 2019) defined language anxiety as a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language teaching arising from the uniqueness of the language learning process. It is a particular type of anxiety that learners typically experience across all language activities, and most researchers agree that it is primarily negative for learners (MacIntyre, 2017, as cited by López-Rocha & Vailes, 2017). As for Krashen's Affective Filter hypothesis, language cannot be learned if a learner is blocking the learning process, and anxiety is one of the most important affective factors affecting college students' foreign language learning. Therefore, it is clear that high levels of anxiety and fear can lead to impaired psychological functioning, intellectual errors, and disturbed concentration and memory (Kelves, 2020).

Speaking anxiety is one of the most common types of anxiety among students. Anxiety is defined as a subjective experience of tension, apprehension, and worry associated with the autonomic nervous system (Horwitz et al. 1986). Moreover, speaking anxiety is described by several terms such as unwillingness to communicate, stage fright, and communication apprehension.

Three types of speaking anxiety are defined by Horwitz et al. (1986) which are communication apprehension (the fear of communicating with other people), fear of negative evaluation (worry about how others view the speaker), and test anxiety (fear of exams, quizzes, and other assignments used to evaluate students' performance). Students who are overly concerned about their speaking may become so anxious when they make errors. The students choose to remain

quiet in all situations even if they can express themselves and knowledge that is worth hearing. Many factors are causing speaking anxiety, and necessary steps should be taken to overcome speaking anxiety issues as it causes negative effects on academic progress and career growth.

At present, the prevalent problem in speaking English as a second language is experienced by the English language learners, especially those who majored in English in the Education department of Partido State University. This study aims to identify the causes and the level of speech anxiety, and how the students cope with their problems in overcoming speaking anxiety. Foreign language classroom anxiety has been studied since the 1980s, but few studies have looked at it in the context of the online learning environment (Russell, 2020).

General Objective

The overall objective of this Quantitative Descriptive study is to identify the level and causes of speech anxiety and discover the coping strategies used by the students to overcome this anxiety in synchronous learning.

Statement of the Problem

1. What is the level of speech anxiety of BSED English students during synchronous learning?
2. What are the causes of speech anxiety among BSEd English Students in synchronous learning?
3. What are the coping strategies that students use to overcome speech anxiety?

Scope and Delimitation

This Quantitative Descriptive study focused on discovering the level and the causes of speech anxiety, as well as coping strategies to mitigate the speech anxiety during synchronous learning. This study did not include all students from different courses in Partido State University campuses. The respondents are the 45 students of Bachelor of Secondary Education majoring in English from the first to third years at Partido State University's main campus, Goa, Camarines Sur, Philippines. This study was conducted from February to May 2022, 2nd-semester academic year 2021-2022.

Significance of the Study

This study is of great benefit to the following:

Students. This study will help students understand the causes of language anxiety in speech. They will be informed about coping strategies to help them overcome their anxiety.

Teachers. They will understand why students struggle or are unable to speak during synchronous learning. Also, this will assist them in making ways to encourage their students to overcome their speech anxiety during synchronous learning.

School Administrators. They will be informed about the causes and the level of students' speech anxiety. The information gathered in this study will assist them in developing interventions or programs to address the situation.

Parents. They can make ways to make their children feel at ease speaking and attending online classes in their homes.

Future researchers. This study could serve as the foundation or reference for the research they will conduct.

CHAPTER II

REVIEW OF RELATED LITERATURE AND STUDIES

Related Literatures and Studies

Literature and studies emphasized the relationship between the acquisition of language skills and language difficulties and challenges. Among the four basic linguistic skills, speaking *is the most important* skill to communicate well in this global world (Srinivas Rao, 2019). Speaking is a language ability to apply linguistic knowledge in actual communication in oral form. However, students face difficulties in speaking English as a second language, which is a multifaceted problem that requires organized and multidimensional solutions. This situation demonstrates Krashen's Affective Filter hypothesis. The affective filter hypothesis states that language cannot be learned if a learner is impeding the learning process. According to Krashen (1981), a variety of 'affective variables' play a facilitative, but non-causal, role in second language acquisition including motivation, self-confidence, anxiety, and personality traits.

One of the most important affective factors influencing college students' foreign language learning is anxiety. A study of the literature reveals that multiple empirical research shows a negative relationship between foreign language speaking anxiety and performance (Christy et al., 2021; Hasibuan & Irzawati, 2019; Chen, 2015; Suleimenova, 2013; Hewitt & Stephenson, 2012; Woodrow, 2006; Horwitz, 1986).

Many empirical studies describe language anxiety (LA) as a major contributor to the problems and obstacles associated with the language. LA affects the level of academic performance as it distracts learners, promotes self-focused thinking, and causes learners to underestimate their proficiency (e.g. Norton & Abbott, 2018; Gardner & MacIntyre, 1993, as cited by Naser Oteir & Nijr Al-Otaibi, 2019). According to Horwitz et al, (1986), language anxiety is a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language teaching arising from the uniqueness of the language learning process. Moreover, MacIntyre (1999) described language anxiety as situation-specific anxiety that refers to the worry and negative emotional reaction triggered when learning or using a second language.

Speech Anxiety in Online Learning

Previous studies conducted during the semester when online learning took over the school owing to a lockdown situation caused by a COVID-19 surge revealed that online learning reduced students speaking anxiety in English compared to conventional face-to-face learning (e.g. Pakpahan & Gultom, 2020; Marlin et al., 2021; Yaniafari & Rihardini, 2021). On the other hand, other recent studies showed psychological impacts that are inevitable during the implementation of learning at home. Therefore, language anxiety is experienced during COVID-19, specifically speaking anxiety.

Horwitz et al. (1986) state that speaking anxiety refers to the subjective feeling of tension, apprehension, and worry adjoined with the autonomic nervous system. It has been variously described as stage fright, unwillingness to

communicate, and communication apprehension. In speaking anxiety, students who are overly concerned about their speaking may become so anxious when they make errors. The students choose to remain quiet in all situations even if they have the capacity to express themselves and knowledge that is worth hearing. According to Horwitz et al. (1986), there are three types of speaking anxiety which are communication apprehension, fear of negative evaluation, and test anxiety.

Factors and Causes of Speaking Anxiety

Many researchers, including Pahargyan (2021) and Nugroho et al. (2021), discovered that students become anxious when speaking English during distance learning. The feeling of getting anxious when speaking English is triggered by anxiety factors. Horwitz et al. (1986) stressed that foreign language anxiety is caused by three major factors related to performance: 1) communication apprehension, 2) fear of negative evaluation, and 3) test anxiety.

- . *Communication Apprehension*

Communication apprehension is defined as the fear or anxiety that an individual feels as a result of actual or prospective communication with another person or group of persons (McCroskey, 1977, as cited by Thi Thu Trang, 2011). According to Horwitz et al. (1986), communication apprehension manifests itself in difficulties not just in speaking in dyads, groups, or in public, but also in listening to or learning oral messages. Individuals who have difficulty speaking or listening to other languages in

front of others will have a high level of communication apprehension (Horwitz et al. 1986). Recent empirical studies identified communication apprehension as one of the most existing factors of language anxiety in virtual learning (Pahargyan, 2021; Nugroho et al., 2021; Sari, 2017). Nugroho et al., (2021) states in their study that the most frequently appearing contributors of communication apprehension in online EFL classroom are unfamiliar pronunciation, lack of proper grammar, lack of vocabulary, inappropriate vocabulary, misrepresenting thoughts, limited internet balance, bad internet connection, teacher speaking too fast, inappropriate pronunciation, lack of IT mastery, switching on webcam, phone bug, and error device.

b. *Fear of Negative Evaluation*

Horwitz et al. (1986) and MacIntyre and Gardner (1989) discussed the “negative social evaluation” as the second major component of FLA. The concept involves the perceived social evaluation by one's peers as well as the "threat" of constant monitoring of the teacher who is regarded as the fluent speaker in the class. According to the study findings of Rafada & Madini (2017) and Downing et al. (2020), teachers played a vital role in raising or reducing speaking anxiety among learners because the students feared the instructor would perceive something they said as “stupid.” Furthermore, the peer factor, or the inner feel and the thought of peers' evaluation also triggered anxiety among students because they are

afraid that other students will laugh at them when they speak the foreign language (Rajitha and Alamelu, 2020; Agata et al., 2019).

C. Test Anxiety

Horwitz et al. (1986), explained test anxiety as, “a type of performance anxiety stemming from a fear of failure”. According to Yamazaki and Toyoma (2018), a person with high test anxiety is often a perfectionist, and test anxious students may impose unrealistic beliefs about language learning (Asif, 2017). However, MacIntyre (1989) concluded that test anxiety contributed to the general anxiety factor but not to the communicative anxiety factor, suggesting that test anxiety is a general problem rather than a foreign language classroom problem. Therefore, this component will be reconstructed according to the restricted scope of this study, the speaking anxiety.

Moreover, other relevant studies conducted in-depth research on the causes of speaking anxiety (Rajitha and Alamelu, 2020; Agussetia et al., 2021; Rafada and Madini, 2017). Rajitha and Alamelu (2020) classified the factors causing speaking anxiety as internal and external factors. The external anxiety factors are the language factor, grammar factor, pronunciation factor, and peer factor. Whereas, the internal anxiety factor or psychological factors are lack of confidence and shyness. In the study by Agussetia et al. (2021), it was revealed that factors causing speaking anxiety in the virtual world are cognitive, linguistic, and affective, learning experiences, activities and habits outside of class, and

environments. According to Rafada and Madini (2017), speaking anxiety is caused by competitiveness, classroom atmosphere, and unsupportive teachers.

In relation to the online modality of learning, Kaisar and Chowdhury (2020) revealed that the language anxiety evoked in the virtual classroom is because of one-way communication and network problems. The learner feels monotonous and distracted in language activities during the setup while having problems with missing words or exact pronunciation from the teachers, which raises their listening anxiety.

Speaking Anxiety Strategies

Several empirical reports reported that students are aware of their problems in speaking while participating in online learning. Consequently, with the benefit of awareness, it is possible to provide solutions to their problems. Speaking slowly is one of the strategies to cope with speech anxiety that is suggested by many literatures (Kembaren, 2018; Indeed Editorial Team, 2021; Hennings, 2022). As cited in the journal of Indeed Editorial Team (2021), speaking slowly will help to calm your anxiety and guarantee that your audience can hear you. This is supported by Hennings (2021), an executive public speaking coach, by stating in her video that pace is a huge part of how you build confidence, credibility, and connection with your audience. In addition, Yasuda & Nabei (2018) identified effective coping strategies to mitigate the speaking anxiety of ESL students such as preparation and positive thinking strategies. In the period of online learning, three coping strategies that are most commonly used by students were identified in the study by Maharani & Roslaini (2021). Two

of these strategies are the same as the strategies stated in the study of Yasuda & Nabei (2018); however, there is one strategy added which is the peer seeking strategy that students usually use when they are anxious. Raja (2017) also conducted a study on speaking anxiety and it was proven that fear of speaking can be overcome by practicing and rehearsing before presentations or speeches. Furthermore, different coping strategies were discovered in Rajitha and Alamelu's (2020) study, wherein some students used memory strategies or perhaps the process of connecting the learned concepts and applying them to improve their speaking skills, while some students used social strategies by attempting to engage in conversation with friends, colleagues, or peers, and so on. Additionally, it was confirmed that students believe that participating in seminars, discussions, and presentations would be beneficial to overcoming anxiety.

Gap Bridged by the Study

Speaking anxiety has been studied extensively in recent years, particularly public speaking and foreign language speaking anxiety. Among the published studies on language anxiety in speech, the study of Sari (2017) about speaking anxiety as a factor in studying English as a foreign language and the study of Rajitha and Alamelu (2020) about factors affecting and causing speaking anxiety served as the foundation for this study. These previous studies looked into the factors and causes that non-English speakers and English speakers face in the classroom. On the other hand, the present study looked into the same topic, but the goal is to identify the causes and the level of speech anxiety then discover

the coping strategies done by the students to overcome this anxiety in synchronous learning.

Theoretical Framework



Figure 1. Theoretical Framework of the study

Horwitz et al.'s theory of Language Anxiety

Tridinanti (2018) claims in his study that students with high levels of anxiety, worry, dread, and low self-confidence in foreign language classes may struggle to develop their speaking ability. This descriptive approach was expanded by the theoretical model of language anxiety.

According to Horwitz, Horwitz, and Cope (1986), foreign language anxiety is a separate complex construct of self-perceptions, beliefs, feelings, and behaviors relevant to classroom language acquisition originating from the distinctiveness of the language learning process. More specifically, MacIntyre and Gardner (1994, as cited by Naser Oteir & Nijr Al-Otaibi, 2019) defined FLA as the feeling of tension and apprehension specifically associated with second or foreign language contexts, including speaking, listening, and learning, or the

worry and negative emotional arousal when learning or using a second or foreign language (MacIntyre, 1999).

Moreover, Horwitz et al. (1986) identify three major components of foreign language anxiety, namely: communication apprehension (the fear of communicating with other people), fear of negative evaluation (concern about how others judge the speaker), and test anxiety (fear of quizzes, exams, and other assignments used to evaluate the performance of students). In their well-known article, they developed FLCAS as a tool for measuring anxiety levels as evidenced by negative performance expectations and social comparisons, psychophysiological symptoms, and avoidance behaviors.

Therefore, given the focus that it determines the causes of language anxiety, which serve as the independent variables in this study, foreign language anxiety is the most relevant theory to the aims of this research. Language anxiety, on the other hand, as a specific-situation form of anxiety, will aid in determining whether or not language anxiety exists in synchronous learning that is associated with English as the medium of instruction. As a result, foreign language anxiety is conceptualized as English language anxiety in this study, which is concerned with speech anxiety during synchronous learning.

Lazarus and Folkman's (1984) Theory of Stress, Appraisal, and Coping

As stated by Rajitha and Alamelu (2020), "from the students' perspective, speaking activity in front of the class and on the spot activities produce very high levels of anxiety." Therefore, necessary steps should be taken to overcome

speaking anxiety issues as these cause negative effects on academic progress and career growth. Prasetyaningrum et al. (2020) support this idea by suggesting that one way to address the students' difficulties is to use specific strategies to deal with the problems they face in their speaking class. This descriptive approach was expanded by Lazarus and Folkman's (1984) Theory of Stress, Appraisal, and Coping.

According to this concept, stress is the result of a transaction between a person and his or her environment (cognitively, physiologically, affectively, psychologically, or neurologically). This transactional framework of stress differs fundamentally from prior stress research which considers stress as a response or stimulus (Selye, 1956, as cited by Walinga, 2014). As a result, it focuses on cognitions and perceptions, often known as appraisals, that mediate the response to stressful experiences (Lazarus, 1999). Furthermore, Lazarus and Folkman (1991) defined coping as a process of constantly changing cognitive and behavioral efforts to manage specific external and/or internal demands that are appraised as taxing or exceeding the resources of the person. In this stage of the framework, coping strategies are applied based on their two forms: problem-focused coping and emotion-focused coping.

Therefore, Lazarus and Folkman's (1984) Theory of Stress, Appraisal, and Coping is the ideal theory to guide the current study's goals of understanding the coping mechanisms used by students to reduce speech anxiety during synchronous learning.

Conceptual Framework

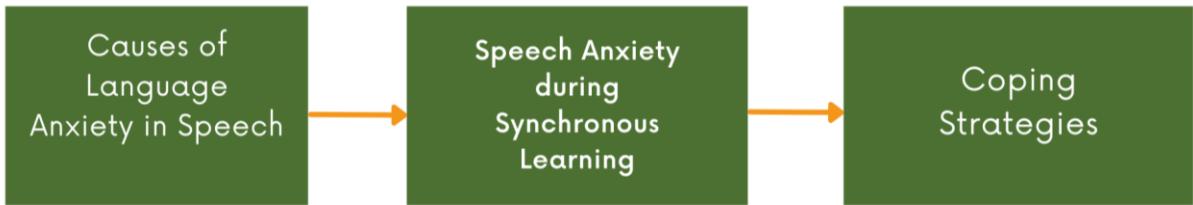


Figure 2. Conceptual framework of the study

The figure above presents the conceptual framework of this study. According to Soviadan, M. (2019), a conceptual framework comes in the form of a diagram or a figure that shows the different variables in the study that interplay in the achievement of the research objectives or to solve a research problem. In this part, the relationship of the independent, mediating, and dependent variables is explained.

The independent variables in this study are the causes of language anxiety in speech, which are mediated by the synchronous learning modality. These independent variables cause speech anxiety during synchronous learning, which is classified as the dependent variable. Furthermore, the causes of language anxiety in speech that are mediated by synchronous learning will result in the realization of the outcome, which are the coping strategies.

The study is guided by this conceptual framework in identifying the level and causes of speech anxiety as well as in discovering the coping strategies used by the students to overcome speech anxiety in synchronous learning.

Definition of Terms

The following terminologies are conceptually and operationally defined:

BSEd English Students. In this study, it means students enrolled in the Bachelor of Secondary Education, majoring in English at Partido State University.

Causes. A reason for an action or condition (Merriam-Webster, n.d.). In this study, it means situations that are responsible for triggering speech anxiety.

Coping strategies. A process of constantly changing cognitive and behavioral efforts to manage specific external and/or internal demands that are appraised as taxing or exceeding the resources of the person (Lazarus and Folkman, 1991). In this study, it means strategies or ways students use to mitigate or put an end to anxiety in speaking during online synchronous learning.

Difficulty Expressing Ideas. In this study, it means a cause of speech anxiety experienced by an individual due to a lack of knowledge in grammar, pronunciation, and vocabulary in a particular language.

Fear of Negative Evaluation. A nervousness about other's evaluations, trouble over their harmful evaluations, and the prospect that others would

estimate individuals negatively (Stephan et al., 2016). In this study, it means a cause of speech anxiety triggered in a person when they are afraid to give wrong answers and getting mocked by others.

Lack of Self Confidence. Difficulty in mustering enough courage (MissionSelf, 2010). In this study, it means a cause of speech anxiety expressing strong embarrassment and shyness.

Level of Speech Anxiety. In this study, it means a degree of anxiety experienced by speakers ranging from 'Not at all Anxious', 'Slightly Anxious', 'Moderately Anxious', 'Very Anxious', and 'Extremely Anxious'.

Mannerism. A characteristic and often unconscious mode or peculiarity of action, bearing, or treatment (Merriam-Webster, n.d.). In this study, it means unusual personal body gestures such as tongue biting and hand shaking done by individuals to mitigate speech anxiety.

Meditating. To engage in mental exercise (such as concentration on one's breathing or repetition of a mantra) for the purpose of reaching a heightened level of spiritual awareness (Merriam-Webster, n.d.). In this study, it means a coping strategy to mitigate speech anxiety by releasing stress through a deep breathing exercise, relaxing, and praying.

Practicing. Actively engaged in a specified career or way of life (Merriam-Webster, n.d.). In this study, it means a coping strategy to mitigate speech anxiety by recurring learning or acquired knowledge toward mastery.

Preparation. The action or process of making something ready for use or service or of getting ready for some occasion, test, or duty (Merriam-Webster, n.d.). In this study, it means a coping strategy to mitigate speech anxiety by doing advance efforts.

Positive thinking. It involves making the most of the potentially bad situations, trying to see the best in other people, and viewing yourself and your abilities in a positive light (Kerry, 2022). In this study, it means a coping strategy to mitigate speech anxiety by having a positive outlook toward individual speaking performance.

Rehearsing. To train or make proficient by rehearsal (Merriam-Webster, n.d.). In this study, it means a coping strategy to mitigate speech anxiety done through simulating speech performance to determine what to expect and not.

Slow speaking. In this study, it means a coping strategy to mitigate speech anxiety by taking time to sort out words and thoughts carefully.

Speech anxiety. Glossophobia. A simply a fear of public speaking (BetterHelp Editorial Team, 2022). In this study, it means a subjective feeling of tension, apprehension, and worry during speaking.

Synchronous learning. A general term used to describe forms of education, instruction, and learning that occur at the same time, but not in the same place (Partnership, 2013). In this study, it means online mode of learning in which teachers and students interact virtually in real-time via virtual meeting applications.

Teaching Strategies. A generalized plan for a lesson(s) which include structure desired learner behavior in terms of goals of instructions and an outline of planned tactics necessary to implement the strategy (Lawton, n.d.) In this study, it means a cause of speech anxiety triggered by teacher's attitudes toward teaching.

Technical Issues and Difficulties. In this study, it means a cause of speech anxiety arose because of technical problems and lack of knowledge in using technology.

CHAPTER III

RESEARCH DESIGN AND METHODOLOGY

Research Design

The descriptive method was used for this quantitative study. According to McCombes (2020), descriptive research is an appropriate choice when the research aim is to identify or investigate one or more variables. Thus, the descriptive design was employed in this study since the goal is to identify the level and the causes of speech anxiety during online synchronous learning then discover the coping strategies that students use to overcome the problem.

Respondents

The study was conducted with 45 students from Bachelor of Secondary Education majoring in English from 1st year to 3rd year level at Partido State University. Respondents were selected through simple random sampling. This was accomplished by selecting a sample at random from the population. In this method, each member of the population has an exactly equal chance of being selected (Thomas, 2020).

Research Instrument

The researchers collected data using a researcher-made questionnaire checklist. Foreign Language Classroom Anxiety Scale (FLCAS) developed by Horwitz, Horwitz, and Cope (1986) was the existing instrumentation used to measure language learning anxiety but was not considered appropriate to use because it did not reflect the synchronous learning environment sample.

Therefore, a researcher-made questionnaire was constructed. The questionnaire consists of twenty items on a five-point Likert type scale, ranging from strongly disagree to strongly agree. The items reflected the communicative situations in which the participants were likely to experience speech anxiety due to having low self-confidence or self-esteem, fear of negative evaluation, difficulty expressing ideas, teaching strategies employed by the teacher, and experiencing technical issues and difficulties.

Weighted Mean, Standard Deviation, Frequency Count, and Percentage were the statistical tools used in this quantitative descriptive study to determine the results of the research problems. These tools are classified as descriptive statistics and are useful for summarizing and organizing the characteristics of a data set (Bhandari, 2022).

Research Procedure

The research procedure is divided into four phases. Phase 1 is the **Preliminaries**. In this stage, the things that are needed for the study such as letters and questionnaires were prepared. The research questionnaire used in the descriptive survey was formulated by the researchers. The survey questionnaire underwent face and content validity to ensure the quality of the instrument of being functional only within its specific purpose. Moreover, this was pilot tested before the actual data gathering.

Phase 2 is the **Data Gathering Procedure**. The triangulation method is employed in this study, which includes a survey, observation, and interview. Respondents answered the questionnaire during the survey. In observation, the researchers joined Google meetings while the respondents were engaged in synchronous learning in their respective sections and year levels. The researchers made sure not to cause any minor or major distraction nor harm while the class is in session. Following the observation, the researchers conducted semi-structured interviews with the chosen respondents.

Phase 3 is the **Analysis and Interpretation**. The collected data were sorted, analyzed, and interpreted to generate the study's results, findings, conclusions, and recommendations.

The last phase is the **Writing of the Manuscript**. At this stage, the study was analyzed and reviewed for the final paper.

CHAPTER IV

RESULTS AND FINDINGS

The results indicated the level and causes of speech anxiety among BSEd English students, as well as the coping strategies to mitigate the speech anxiety. Moreover, it was found that speech anxiety evoked in the synchronous learning that is contrary to the earlier studies which revealed that online learning reduced students speaking anxiety in English compared to conventional face-to-face learning (e.g. Russell, 2020; Pakpahan & Gultom, 2020; Marlin et al., 2021; Yaniafari & Rihardini, 2021). The major causes of speech anxiety identified by the respondents were supported with coping strategies that students use to overcome speech anxiety. The students are all well aware of their difficulties and they do try to overcome these major causes of speech anxiety during synchronous learning.

1. Level of Speech Anxiety Among BSEd English Students

The first objective of this study is to measure the level of speech anxiety of BSEd English students during synchronous learning. Using the five-point Likert scale ranging from strongly disagree to strongly agree with descriptive scale of Not All Anxious (1.00-1.79), Slightly Anxious (1.80-2.59), Moderately Anxious (2.60-3.39), Very Anxious (3.40-4.19), and Extremely Anxious (4.20-5.00), the level of speech anxiety was revealed. Table 2 shows the level of speech anxiety among BSEd English students during synchronous learning.

Table 1. Level of Speech Anxiety of BSEd English Students during Synchronous Learning

Category	Weighted Mean	Verbal Description	Standard Deviation
Lack of Self Confidence	3.62	Very Anxious	0.77
Fear of Negative Evaluation	3.73	Very Anxious	0.97
Difficulty Expressing Ideas	3.88	Very Anxious	0.84
Teaching Strategies	3.37	Moderately Anxious	0.85
Technical Issues and Difficulties	3.33	Moderately Anxious	0.76
TOTAL	3.59	Very Anxious	0.08

Information regarding the level of speech anxiety revealed that more respondents experienced very anxious level of speech anxiety due to difficulty expressing ideas (3.88), fear of negative evaluation (3.73), and lack of self confidence (3.62), while there is a moderate level of speech anxiety caused by teaching strategies (3.37) and technical issues and difficulties (3.33).

Emerging from the data, the BSEd English students were shown to have an overall weighted mean of 3.59 with a verbal description of “very anxious”. Thus, the finding with a low dispersion of 0.08 indicates that BSEd English students concurred with the majority to be “very anxious” in speech during synchronous learning.

The quantitative data indicated that students experienced above-moderate-level speech anxiety during synchronous learning, which varies from previous studies conducted during the semester when online learning took over the school due to the pandemic, claiming that virtual learning reduces speech anxiety (e.g. Russell, 2020; Pakpahan & Gultom, 2020; Marlin et al., 2021; Yaniafari & Rihardini, 2021). Pakpahan and Gultom (2020) discovered that most students feel more relaxed speaking when they are not facing the audience, and Yaniafari (2021) discovered that online learning develops more confidence to speak English, which contradicts the current study's findings, which show that students "develop a higher level of speech anxiety" in synchronous learning. One of the respondents stated in an interview that "I started to have speech anxiety when the online class started since I used to be confident during face-to-face classes."

2. Causes of Speech Anxiety

The second objective of this study is to determine the causes of speech anxiety among BSEd English Students in synchronous learning. The results from the researcher-made questionnaire of twenty items on a five-point Likert scale, ranging from strongly disagree to strongly agree, showed the five major causes of speech anxiety evoked in synchronous learning including Lack of Self Confidence, Fear of Negative Evaluation, Difficulty Expressing Ideas, Teaching Strategies, and Technical Issues and Difficulties. These major causes are closely associated with the learners and themselves. According to the 45 participants, difficulty expressing ideas is the greatest cause of speech anxiety followed by

fear of negative evaluation and lack of self confidence, while the least causes of speech anxiety among BSEd English students are the teaching strategies employed by teachers and the technical issues and difficulties. Table 1 shows the causes of speech anxiety during synchronous learning ranked according to which is the greatest to least cause of speech anxiety among BSEd English students.

Table 2. Causes of Speech Anxiety of BSEd English students during Synchronous Learning

Category	Weighted Mean	Standard Deviation	Rank
Lack of Self Confidence	3.62	0.77	3
Fear of Negative Evaluation	3.73	0.97	2
Difficulty Expressing Ideas	3.88	0.84	1
Teaching Strategies	3.37	0.85	4
Technical Issues and Difficulties	3.33	0.76	5
TOTAL	3.59	0.08	

2.1 Difficulty Expressing Ideas

Difficulty expressing ideas is the greatest cause of speech anxiety among BSEd English students. Students expressed it as having difficulty putting words together due to lack of knowledge in grammar, pronunciation, and vocabulary in

the English language. In an interview, there are students who say "I hesitate to speak unfamiliar words and phrases" (difficulty in pronunciation), "I can't find the right words to say," and "vocabulary is my problem," and others say, "I experienced a mental block."

2.2 Fear of Negative Evaluation

Another major cause of speech anxiety is the fear of negative evaluation. This anxiety is triggered in a person when they are required to speak. This is proved as the students expressed that they get anxious when they are afraid to give wrong answers, afraid of being scolded by the teacher, and afraid of getting mocked and laughed at by peers. In an interview, a student expressed that "I am afraid that I will not be able to answer questions correctly. That's why I hesitate to recite sometimes." While some students have said "I started to panic when the teacher raised an eyebrow after I gave my answer."

3.3 Lack of Self Confidence

Confidence level of the speaker is another important factor to ensure the best speech performance possible. The speech anxiety occurs when the student is having lack of self-confidence or not believing with his own capability. The students expressed this anxiety as the feeling of embarrassment and shyness to speak the English language and to volunteer to answer during synchronous class. Moreover, the students tend to underestimate their speaking ability, and they get self-conscious to speak when the teacher asks to switch on the camera. In the follow up interview done after the class observation, this anxiety was

proved by the students saying that, “I always doubted my answers,” “I see myself as a very weak speaker,” and some other students used to compare or get intimidated by other eloquent students.

2.4 Teaching Strategies

Teaching strategies is also one of the causes of speech anxiety. Anxiety occurs when the teacher speaks too fast, asks advanced questions that are not being discussed, does not give enough instructions, and is very strict. In addition, students expressed that they get anxious when the teacher asks too many follow up questions. Some of them have said “My speech anxiety depends on the teacher’s aura.”

2.5 Technical Issues and Difficulties

Technical issues and difficulties are the least cause of speech anxiety among BSEd English students. The anxiety aroused when the students experienced external barriers in communication. Students expressed it as, “limited internet balance,” “unfamiliarity with virtual meeting applications,” “poor internet connection,” and “technical problems” (e.g. phone lagging, microphone problems, etc). Students described this by, “I feel anxious to get disconnected,” while some students said that “I am afraid my teacher will not understand what I am saying because of my intermittent internet connection.”

To sum up, difficulty expressing ideas is the most frequent cause of speech anxiety, explaining students with poor linguistic abilities are more likely to

experience anxiety episodes during synchronous classes. From this study, it was determined that the cause was correlated to the problem: "the cause could be the problem" and "the problem could be the cause." For instance, difficulty in expressing ideas was caused by a lack of vocabulary, poor grammar, and unfamiliar pronunciation. Consequently, a student who is having difficulty expressing ideas can feel fear or anxiety during actual or prospective communication with another individual or group of individuals. The difficulty expressing ideas is related to one of the three major factors of language anxiety called communication apprehension, as identified in the study of Horwitz et al. (1986). This factor was defined by McCroskey (1977) as the fear in actual communication. In the studies of Pahargyan (2021), Nugroho et al. (2021), and Sari (2017), communication apprehension was identified as the most existing factor of language anxiety in virtual learning, thus, resulting in the finding that the present study conformed to previous studies. However, experiencing technical issues and difficulties is the least cause of speech anxiety during synchronous learning. The finding explains how the students are well adapted to the virtual environment which utilizes electronics or gadgets to prevent them from getting anxious during speech performance.

3. Coping Strategies of Speech Anxiety

The third objective of this study is to identify the coping strategies used by students to overcome speech anxiety. Table 3 shows the summary of the coping strategies for speech anxiety of BSEd English students.

Table 3.Coping Strategies for Speech Anxiety of BSEd English Students

Coping Strategies	Frequency	Percentage	Rank
Practicing/Rehearsing	29	29.29%	1
Positive thinking	27	27.27%	2.5
Preparation	27	27.27%	2.5
Meditating	13	13.13%	4
Mannerism/Personal body gesture	2	2.02%	5
Slow Speaking	1	1.01%	6
TOTAL	95	100%	

The survey, observation and interview revealed that the students have a well-focused idea to overcome the speech anxiety. According to the 45 participants, with selected 18 respondents that were interviewed, 82.2% of them thought of strategies to overcome their speech anxiety during synchronous learning, while the remaining 17.8% of participants let the anxiety control them until the class was over (Figure 3).

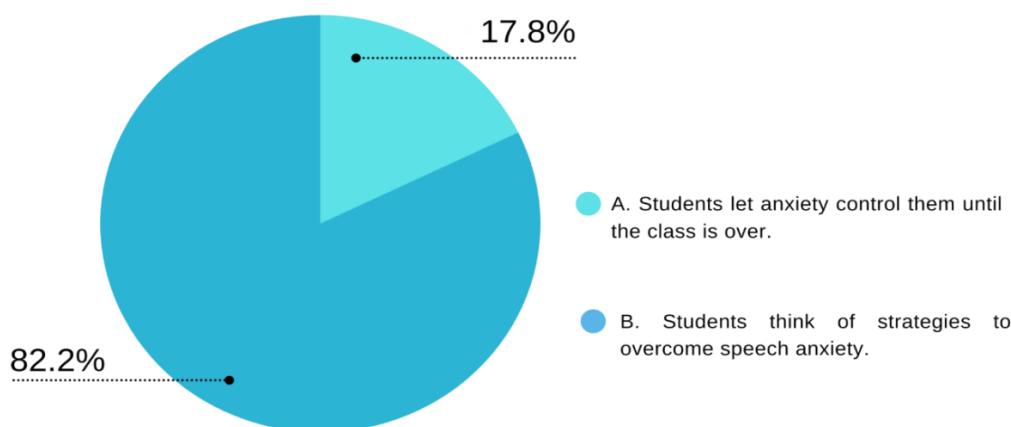


Figure 3. Students who let anxiety control them until the class is over vs. students who think of strategies to overcome speech anxiety.

Pertaining to the students' efforts in overcoming speech anxiety, there were 90 attempts of coping strategies used by the students before, during, and after synchronous class. These 90 coping strategies to overcome speech anxiety were classified, resulting in six major strategies such as (1) practicing/rehearsing, (2) positive thinking, (3) preparation, (4) meditating, (5) mannerism/personal body gesture, and (6) slow speaking.

All of the above students' speech anxiety strategies conformed with several empirical studies (e.g. Maharani & Roslaini, 2021; Rajitha and Alamelu, 2020; Kaplan, 2019; Yasuda & Nabei, 2018; Raja, 2017) which support the idea of Prasetyaningrum et al. (2020), saying that one approach to dealing with the students' difficulties is to employ specific strategies to cope with the problems they have in their speaking class.

Practicing and rehearsing (29.29%) appear to be the most common coping strategies used to mitigate the speech anxiety among BSEd English students. The students are very interested in improving their speaking skills in English by giving attention to practicing their pronunciation, voice modulation, grammar, delivery, and other language related skills. According to the interview results, students practiced pronouncing unfamiliar words by repeating them until they got it perfect, while some students read the material aloud when they were alone, and others gave themselves an assignment to practice. Furthermore, some students practice their speeches in front of the mirror as if they were being watched by an audience. These strategies matched with the study of Raja

(2017), stating that practicing and rehearsing speech before presentation were proven to overcome speech anxiety.

Positive thinking (27.27%) is the second most commonly used coping strategy to mitigate speech anxiety. It is a positive outlook of one student toward his speaking performance. This strategy is similar to one of the coping mechanisms mentioned by Yasuda and Nabei (2018), stating that positive thinking helps students alleviate their speech anxiety as an influential factor in their willingness to communicate. Regarding students' interviews, five attempts of positive thinking were classified by the researchers, such as (1) acceptance, (2) reverse psychology, (3) risk taking, (4) guts gathering and (5) reducing self-monitoring. Students expressed it as, "seeing failure in a positive way", "grabbing opportunity to improve their English", "trying to be braver/facing their fears", "avoiding self-comparison to others", "reducing self-monitoring", and "transforming nervousness into enthusiasm."

Aside from positive thinking, preparation (27.27%) is another second most common students' effort to cope with speech anxiety. Preparation as an effective coping strategy to mitigate speech anxiety is also identified in the studies of Yasuda & Nabei (2018), Maharani & Roslaini (2021), and Ragitha & Alamelu (2020), wherein students attempted advance efforts to gain knowledge, increase fluency, and develop confidence with their speaking performance. Ten attempts of coping strategies were reported by the respondents. They were (1) studying lessons in advance, (2) reading books to improve vocabulary, (3) searching unfamiliar words in Google, (4) practicing note-taking and outlining to organize

ideas, (5) using multiple gadgets to secure readiness in synchronous class, (6) applying memory strategy or the process of organizing and connecting thoughts before speaking, (7) following social strategy to improve the communication skills by conversing with peers, (8) paying attention to the teacher's discussion, (9) attending trainings, seminars, and webinars, and (10) setting a plan B when plan A fails.

Meditating (13.13%) ranked four among the coping strategies to mitigate speech anxiety during synchronous learning among English students. The survey and interview revealed that the students cope with speech anxiety by releasing stress through "deep breathing exercise", "self-composure", and "praying". Most students stated "Apply inhale and exhale techniques" to release stress or tension when they are going to speak. This process helps them to collect and calm themselves for them to face anxiety during speaking performance. Students expressed it as, "letting myself to relax by doing deep breathing exercises", and "talking to myself to calm". While few of them used to strengthen their faith or gather their confidence through "praying" when they are required or forced to make an impression on the audience.

Mannerism/personal body gesture (2.02%) is the fifth coping strategy identified by the students to mitigate speech anxiety during synchronous learning. It was defined as idiosyncrasy, or a habitual gesture or way of speaking or behaving (Dictionary.com, 2022). Based on the survey and interview, students deal with speaking anxiety by doing personal body gestures that work for them, such as hand shaking and tongue biting. Students said that they shake their

hands whenever they feel anxious, uncomfortable, or scared and they bite their tongue to divert their attention.

Lastly, slow speaking(1.01%) ranked sixth among the identified coping strategies for speech anxiety. Students expressed it as "taking time when speaking to sort out words and thoughts carefully." This finding conformed with other literature stating that speaking slowly reduces speech anxiety and enables speakers to build confidence, credibility, and connection with the audience (Kembaren, 2018; Indeed Editorial Team, 2021; Hennings, 2022).

To sum up, the respondents admitted that they experienced speech anxiety during synchronous learning, but it does not mean that, because of the presence of speech anxiety, they could not perform well. The participants presented diverse personal approaches to coping with speech anxiety depending on the context. The findings emphasized that practice and rehearsing are the most crucial coping strategies. Thus, students believed that "practice makes perfect", and simulating the speech performance could determine what to expect and make them feel more comfortable with their speaking ability in the actual synchronous class. However, most of the coping strategies conformed with the previous studies except for mannerisms or making personal body gestures.

CHAPTER V

SUMMARY, CONCLUSION AND RECOMMENDATIONS

Summary & Conclusion

This study was conducted to identify the level and causes of speech anxiety and discover the coping strategies done by the students to overcome this anxiety in synchronous learning, especially among BSEd English Students. Literature was reviewed to identify the gaps and to build connections from previous studies to the present study.

Based on the findings and discussions, it can be concluded that students experienced speech anxiety during synchronous learning. The study found that students are very anxious when speaking during synchronous learning, which is alarming since it indicates an above-moderate level of anxiety. Therefore, this study supported the notion that anxiety clearly was an issue in language learning and has a debilitating effect on speaking English. Lack of Self Confidence, Fear of Negative Evaluation, Difficulty Expressing Ideas, Teaching Strategies, and Technical Issues and Difficulties are the five determined causes of speech anxiety. Difficulty expressing ideas is the greatest cause of speech anxiety, explaining why students with poor linguistic abilities are more likely to experience anxiety episodes during synchronous classes. While technical issues and difficulties are the least causes of speech anxiety during synchronous learning, expressing students are well adapted to the virtual environment which utilizes electronics or gadgets to prevent them from getting anxious during speaking performance.

However, given the higher level of speech anxiety obtained from quantitative data, students are much interested in coping with this anxiety. Being aware of their speech deficiencies, students strongly believe to give focus in improving their speaking skills to be a better speaker. Practicing/rehearsing, positive thinking, preparation, meditating, mannerism/personal body gesture, and slow speaking were the determined six major coping strategies. The findings revealed that practicing and rehearsing are the most applied coping strategy. However, most of the coping strategies correspond with the previous studies except for mannerisms or making personal body gestures.

Recommendations

Based on the findings, this study made important recommendations to students, teachers, and future researchers.

Concerning the identified coping strategies, students may use these as self-help to cope with and mitigate the speech anxiety during synchronous learning and on the other related speaking activities. This study can be used as a reference to further understand the causes of speech anxiety and how to respond with it. Moreover, since the data are obtained from students, teachers may explore and identify the needs of the students to improve their speaking skills and overcome their anxiety. The teachers may meticulously design activities or assessments and models for teaching that will help the learners address their linguistic problems, especially speech anxiety.

For future researchers, it is recommended to conduct an in-depth study that identifies coping strategies associated with specific causes of speech anxiety during synchronous learning. As it is very evident from the data analysis, the coping strategies that were obtained from the students are applied depending on various contexts which require emphasis aside from its general perspectives. Furthermore, future study may explore how these strategies effectively reduce speech anxiety since the present study reveals coping strategies that require empirical evidence to further explain how they actually reduce speaking anxiety, such as mannerisms and personal body gestures.

In light of the current study's learner-centered approach, an in-depth analysis of the teacher's behavior that facilitates and hinders students' learning is another suggested research topic. In addition, speaking is just one of the four linguistic skills, along with listening, reading, and writing. Thus, this implies that linguistic anxiety is not limited to speaking anxiety. Therefore, future researchers may explore other linguistic anxieties aside from speech anxiety.

Lastly, this study was conducted at Partido State University and is limited to 45 English major students. Because of these limitations, the researchers recommend that this study be conducted with a larger population size that is not limited to one course.

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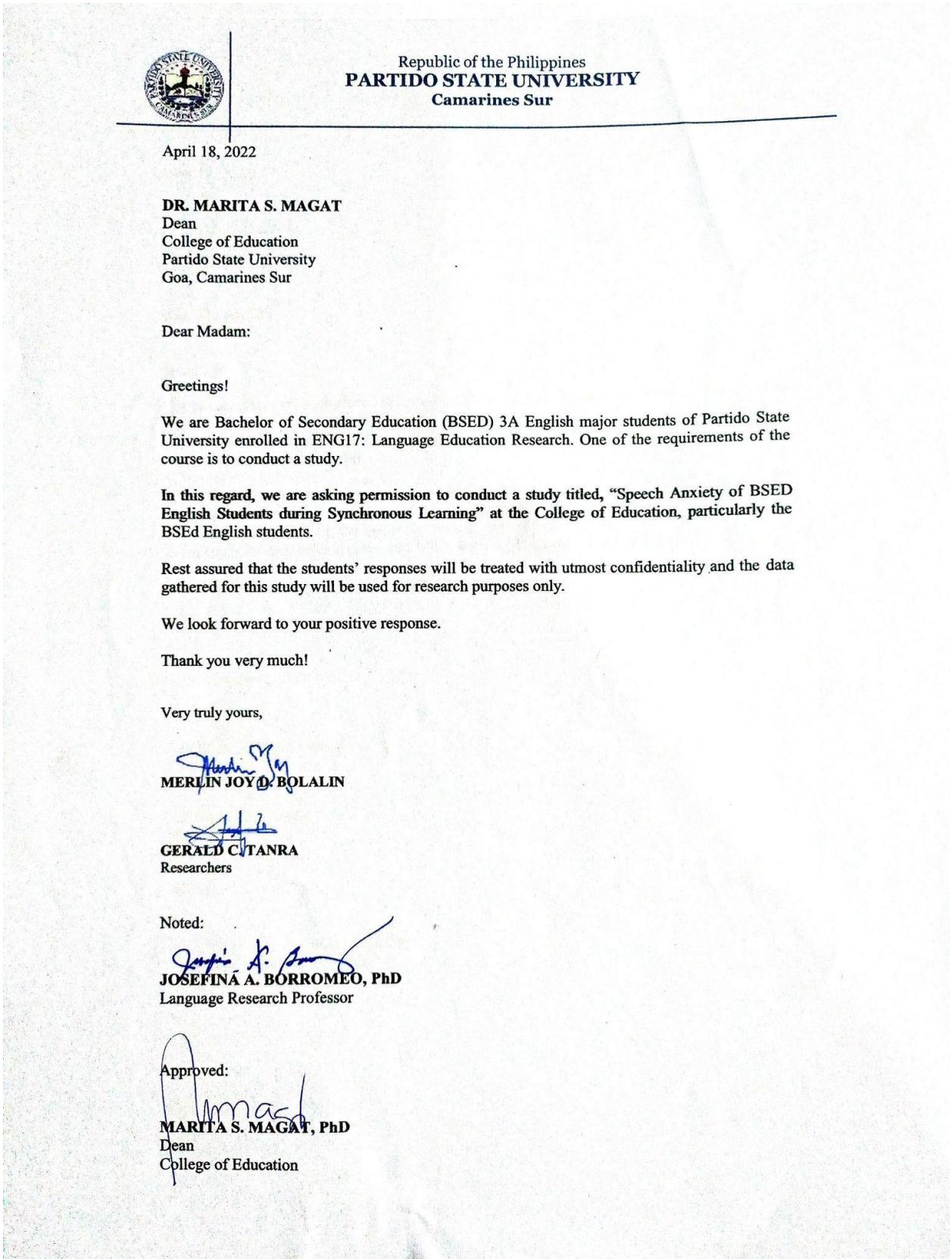
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APPENDIXES

Appendix A: LETTERS





Republic of the Philippines
PARTIDO STATE UNIVERSITY
Camarines Sur

April 18, 2022

Dear Ma'am/Sir:

Greetings!

We are Bachelor of Secondary Education (BSED) 3A English major students of Partido State University enrolled in ENG17: Language Education Research. One of the requirements of the course is to conduct a study. Our study is titled "Speech Anxiety Of BSED English Students During Synchronous Learning".

In this regard, may we ask for your permission to allow us to join in your scheduled synchronous class. Rest assured that we will not cause any distraction or harm during your class for we will just observe students' language performance. Any information will be treated with utmost confidentiality and the data gathered for this study will be used for research purposes only.

We look forward to your favorable response.

Thank you very much!

Very truly yours,

MERLIN JOY D. BOLALIN

GERALD C. TANRA
Researchers

Noted:

JOSEFINA A. BORROMEO, PhD
Language Research Professor

Approved:

MARITA S. MAGAT, PhD
Dean
College of Education

APPENDIX B: OTHER LETTERS

Dear respondent,

Good day!

We are Merlin Joy D. Bolalin and Gerald C. Tanra, Bachelor of Secondary Education (BSED) 3A English major students of Partido State University enrolled in ENG17: Language Education Research. One of the requirements of the course is to conduct a study. One of the requirements of the said course is to conduct a study.

In this connection, may we request you to be one of our respondents in our study titled, "SPEECH ANXIETY OF BSED ENGLISH STUDENTS DURING SYNCHRONOUS LEARNING" and answer the survey-questionnaire. If you still have time, we are also requesting your participation in our interview as a follow-up session.

Rest assured that your responses will be treated with utmost confidentiality and the data gathered for this study will be used for research purposes only.

As you further go on, please read the instructions and questions carefully.

Thank you very much for participating| in this study!

Very truly yours,


MERLIN JOY D. BOLALIN


GERALD C. TANRA
Researchers

Consent Letter of Third Year
Researchers ➔ Inbox



Merlin Joy Bolalin Apr 25



Faculty
College of Education
Partido State University
Goa, Camarines Sur

Dear Ma'am:

Greetings!

We are Bachelor of Secondary Education (BSED) 3A English major students of Partido State University enrolled in ENG17: Language Education Research. One of the requirements of the course is to conduct a study. Our study is titled "Speech Anxiety of BSED English Students during Synchronous Learning".

In this regard, may we ask for your permission to allow us to join in your scheduled synchronous class, specifically in the ENG7 course, Teaching and Assessment of the Grammar. Rest assured that we will not cause any distraction or harm during your class for we will just observe students' language performance. Any information will be treated with utmost confidentiality and the data gathered for this study will be used for research purposes only.

Attached here are the approved consent letters by Dr. Marita S. Magat, Dean of College of Education.

We look forward to your favorable response. Thank you very much!

to me ▾



Thank you for your plan and interest in observing my class for your research. May I give you my sched for Eng 7, every MWF at 1-2. Further, you and your partner of your research have been added in ENG7 in the Moodle. We welcome you to observe and gather pertinent data to your research starting tomorrow, April 27, 2022 up.

Very truly yours,

Merlin Joy D. Bolalin
Gerald C. Tanra
Researchers

APPENDIX C: INSTRUMENTS USED IN THE STUDY

LANGUAGE EDUCATION RESEARCH QUESTIONNAIRE

https://docs.google.com/forms/u/0/d/1KTKdkuROGHbj4viRqLdnugKixclHGx_hMG...

LANGUAGE EDUCATION RESEARCH QUESTIONNAIRE

Dear respondent,

Good day!

We are Merlin Joy D. Bolalin and Gerald C. Tanra, Bachelor of Secondary Education (BSED) 3A English major students of Partido State University enrolled in ENG17: Language Education Research. One of the requirements of the course is to conduct a study. One of the requirements of the said course is to conduct a study.

In this connection, may we request you to be one of our respondents in our study titled, "SPEECH ANXIETY OF BSED ENGLISH STUDENTS DURING SYNCHRONOUS LEARNING" and answer the survey-questionnaire. If you still have time, we are also requesting your participation in our interview as a follow-up session.

Rest assured that your responses will be treated with utmost confidentiality and the data gathered for this study will be used for research purposes only.

As you further go on, please read the instructions and questions carefully.

Thank you very much for participating in this study!

Very truly yours,

MERLIN JOY D. BOLALIN
GERALD C. TANRA
Researchers

* Required

1. Email *

2. By clicking "agree and continue," I hereby accept the invitation to become a willing respondent to this study.

Check all that apply.

Agree and Continue

Part I: Student Profile

Instruction: Please complete the following with the needed information

Sections

Part I: Student Profile

Part II: Causes of Speech Anxiety during Synchronous Learning

Part III: Coping Strategies for Speech Anxiety during Synchronous Learning

3. NAME (Optional):

4. YEAR LEVEL *

Mark only one oval. 1st year 2nd year 3rd year

**Part II. Causes of
Speech Anxiety during
Synchronous Learning**

Instruction: Below are the situations/indicators that cause speech anxiety during synchronous learning. Kindly rate the causes of language anxiety in speech according to the following descriptive and numerical ratings.

- 1 - Strongly Disagree
 2 - Disagree
 3 - Neutral
 4 - Agree
 5 - Strongly Agree

5. 1. I am not confident in speaking English. *

Mark only one oval.

1 2 3 4 5

Strongly Disagree Strongly Agree

6. 2. I feel embarrassed to volunteer to answer during synchronous class. *

Mark only one oval.

1 2 3 4 5

Strongly Disagree Strongly Agree

7. 3. My teacher asks to switch on the camera before I speak. *

Mark only one oval.

1 2 3 4 5

Strongly Disagree Strongly Agree

8. 4. I think other students are better at English than I am. *

Mark only one oval.

1 2 3 4 5

Strongly Disagree Strongly Agree

9. 5. I might give the wrong answer in recitation.*

Mark only one oval.

1 2 3 4 5

Strongly Disagree Strongly Agree

10. 6. I fear being scolded by my teacher.*

Mark only one oval.

1 2 3 4 5

Strongly Disagree Strongly Agree

11. 7. The teacher points out my mistakes that can embarrass me.*

Mark only one oval.

1 2 3 4 5

Strongly Disagree Strongly Agree

12. 8. I fear being laughed or mocked at by my classmates when I speak English.*

Mark only one oval.

1 2 3 4 5

Strongly Disagree Strongly Agree

13. 9. I don't have the right words/I am out of words to express what I want to say.*

Mark only one oval.

1 2 3 4 5

Strongly Disagree Strongly Agree

14. 10. I'm having difficulty putting words together. *

Mark only one oval.

1 2 3 4 5

Strongly Disagree Strongly Agree

15. 11. I'm not sure how to pronounce unfamiliar words. *

Mark only one oval.

1 2 3 4 5

Strongly Disagree Strongly Agree

16. 12. I forget things I know during recitation. *

Mark only one oval.

1 2 3 4 5

Strongly Disagree Strongly Agree

17. 13. The teacher speaks too fast in which I couldn't follow what he/she is saying. *

Mark only one oval.

1 2 3 4 5

Strongly Disagree Strongly Agree

18. 14. The teacher asks questions which I haven't prepared in advance. *

Mark only one oval.

1 2 3 4 5

Strongly Disagree Strongly Agree

19. 15. The teacher is very strict. *

Mark only one oval.

1 2 3 4 5

Strongly Disagree Strongly Agree

20. 16. The teacher does not give enough instructions.*

Mark only one oval.

1 2 3 4 5

Strongly Disagree Strongly Agree

21. 17. I'm not familiar with using virtual meeting applications.*

Mark only one oval.

1 2 3 4 5

Strongly Disagree Strongly Agree

22. 18. I have a bad internet connection.*

Mark only one oval.

1 2 3 4 5

Strongly Disagree Strongly Agree

23. 19. I experience technical difficulties (e.g. phone lagging, microphone problems, etc.)*

Mark only one oval.

1 2 3 4 5

Strongly Disagree Strongly Agree

24. 20. I have limited internet balance.*

Mark only one oval.

1 2 3 4 5

Strongly Disagree Strongly Agree

Part III: Coping Strategies for
Speech Anxiety during
Synchronous Learning

Instruction: Please read carefully the item below and choose the letter that corresponds to your choice. Then answer the following questions as honestly as possible.

25. Whenever I experience the situations that cause speech anxiety... *

Mark only one oval.

A. I let the anxiety control me until the class is over. [Skip to question 26](#)

B. I think of strategies to overcome my language anxiety in speech. [Skip to question 27](#)

If you answered letter A

26. What do you think should you do to overcome speech anxiety? (Please specify) *

If you answered letter B

27. What specific strategies do you apply to overcome your speech anxiety? *

This content is neither created nor endorsed by Google.

Google Forms

APPENDIX D. RAW DATA

Student No.	Category 1: Low Self-Confidence					Student N	Category 2: Fear of Negative Evaluation				
	LSC1	LSC2	LSC3	LSC4	Mean		FNE1 - 5	FNE2	FNE3	FNE4	Mean
1	4	3	5	3	3.75	1	2	3	3	3	2.75
2	4	4	4	4	4	2	5	4	5	4	4.5
3	3	4	4	4	3.75	3	4	3	3	3	3.25
4	4	4	1	5	3.5	4	4	4	3	3	3.5
5	4	4	4	3	3.75	5	4	4	4	3	3.75
6	4	3	4	5	4	6	5	4	2	4	3.75
7	2	1	1	1	1.25	7	1	1	1	1	1
8	5	5	3	5	4.5	8	4	5	3	5	4.25
9	5	5	4	5	4.75	9	5	5	4	5	4.75
10	3	4	5	3	3.75	10	5	4	3	3	3.75
11	5	5	2	5	4.25	11	5	5	5	4	4.75
12	4	5	3	4	4	12	4	3	2	3	3
13	3	5	3	4	3.75	13	4	5	4	5	4.5
14	3	2	2	3	2.5	14	2	2	3	3	2.5
15	4	5	3	5	4.25	15	5	1	2	2	2.5
16	5	4	5	5	4.75	16	5	5	4	5	4.75
17	4	4	3	5	4	17	4	5	5	5	4.75
18	4	4	1	5	3.5	18	5	5	3	5	4.5
19	5	5	2	2	3.5	19	5	5	3	5	4.5
20	4	5	3	5	4.25	20	4	5	5	5	4.75
21	3	5	2	5	3.75	21	5	5	1	2	3.25
22	2	3	1	1	1.75	22	2	1	1	1	1.25
23	4	4	3	2	3.25	23	4	3	4	4	3.75
24	4	4	2	4	3.5	24	4	5	3	5	4.25
25	4	5	5	4	4.5	25	5	5	4	5	4.75
26	3	3	3	4	3.25	26	4	2	3	3	3
27	4	5	3	5	4.25	27	4	5	2	5	4
28	4	4	3	4	3.75	28	4	4	3	4	3.75
29	3	3	3	5	3.5	29	4	4	2	2	3
30	3	5	4	5	4.25	30	5	5	5	5	5
31	2	2	1	3	2	31	5	4	2	2	3.25
32	5	4	3	5	4.25	32	5	4	3	3	3.75
33	3	3	1	3	2.5	33	3	3	1	3	2.5
34	3	1	5	4	3.25	34	3	5	3	4	3.75
35	3	5	1	5	3.5	35	5	2	2	5	3.5
36	3	5	2	5	3.75	36	5	5	2	5	4.25
37	1	2	3	2	2	37	3	2	3	2	2.5
38	3	2	3	4	3	38	3	3	1	2	2.25
39	4	5	3	5	4.25	39	5	5	5	5	5
40	3	4	4	5	4	40	5	2	4	3	3.5
41	4	4	3	5	4	41	5	5	4	5	4.75
42	3	3	4	5	3.75	42	5	5	5	5	5
43	3	4	4	5	4	43	3	4	4	5	4
44	4	4	3	4	3.75	44	4	4	2	4	3.5
45	2	4	4	3	3.25	45	4	5	5	4	4.5
Mw	3.53333	3.86667	3	4.06667	3.61667	Mw	4.13333	3.88889	3.1333333	3.75556	3.72778
VD	VA	VA	MA	VA	VA	VD	VA	VA	MA	VA	VA
SD	0.91949	1.12006	1.20605	1.15601	0.76797	SD	1.01354	1.28315	1.2540842	1.246	0.96945

Category 3: Difficulty Expressing Ideas					Category 4: Teaching Strategies Employed by Teacher						
Student No.	DEI1	DEI2	DEI3	DEI4	Mean	Student No.	TSET1 - 1	TSET2	TSET3	TSET4	Mean
1	3	3	3	4	3.25	1	5	5	3	3	4
2	4	4	4	4	4	2	5	4	4	4	4.25
3	4	5	4	4	4.25	3	4	3	5	5	4.25
4	3	3	3	4	3.25	4	3	4	4	4	3.75
5	4	4	4	3	3.75	5	4	4	4	4	4
6	5	4	4	5	4.5	6	5	4	5	4	4.5
7	4	2	2	4	3	7	5	2	1	5	3.25
8	4	4	4	5	4.25	8	3	4	3	3	3.25
9	5	4	4	5	4.5	9	4	4	5	5	4.5
10	4	3	4	3	3.5	10	3	3	4	4	3.5
11	5	5	5	5	5	11	5	5	5	4	4.75
12	4	5	4	4	4.25	12	3	3	3	3	3
13	5	5	4	5	4.75	13	2	4	3	5	3.5
14	4	3	3	4	3.5	14	3	5	3	5	4
15	2	2	3	4	2.75	15	3	4	3	1	2.75
16	5	5	4	5	4.75	16	5	5	5	5	5
17	5	5	4	4	4.5	17	5	5	5	5	5
18	5	5	5	5	5	18	2	3	3	3	2.75
19	5	5	5	5	5	19	3	3	3	3	3
20	5	3	4	3	3.75	20	4	4	5	4	4.25
21	2	3	2	3	2.5	21	4	4	2	1	2.75
22	3	2	2	2	2.25	22	2	3	3	3	2.75
23	4	5	3	5	4.25	23	3	4	4	2	3.25
24	3	2	3	2	2.5	24	2	4	4	3	3.25
25	5	5	5	4	4.75	25	3	4	5	5	4.25
26	4	3	2	3	3	26	2	2	2	2	2
27	4	3	3	4	3.5	27	3	3	2	2	2.5
28	4	5	5	4	4.5	28	3	4	4	3	3.5
29	4	3	3	3	3.25	29	3	3	3	2	2.75
30	5	5	5	5	5	30	4	5	5	3	4.25
31	3	3	3	4	3.25	31	3	4	3	3	3.25
32	4	4	5	5	4.5	32	4	4	3	2	3.25
33	4	3	1	4	3	33	2	3	2	1	2
34	4	4	5	2	3.75	34	3	5	3	1	3
35	5	5	5	5	5	35	3	2	1	1	1.75
36	5	5	3	5	4.5	36	1	4	1	1	1.75
37	2	3	3	3	2.75	37	3	3	3	3	3
38	3	2	3	2	2.5	38	3	3	3	3	3
39	5	5	5	5	5	39	5	5	3	3	4
40	5	5	5	5	5	40	3	5	2	3	3.25
41	3	4	2	4	3.25	41	2	2	3	2	2.25
42	4	3	4	3	3.5	42	3	4	3	2	3
43	3	3	3	3	3	43	3	3	3	3	3
44	5	4	4	5	4.5	44	3	2	2	2	2.25
45	3	5	4	5	4.25	45	4	5	5	4	4.5
Mw	4.02222	3.84444	3.66667	4	3.88333	Mw	3.33333	3.73333	3.33333	3.08889	3.37222
VD	VA	VA	VA	VA	VA	VD	MA	VA	MA	MA	MA
SD	0.91674	1.06506	1.04447	0.97701	0.84039	SD	1.02247	0.93905	1.16775	1.27604	0.85217

Category 5: Technical Issues and Difficulties					
Student N	TID1 - 17	TID2	TID3	TID4	Mean
1	3	2	4	4	3.25
2	3	4	4	4	3.75
3	3	5	5	5	4.5
4	2	4	4	3	3.25
5	3	4	4	3	3.5
6	2	4	5	5	4
7	1	3	5	5	3.5
8	3	5	5	5	4.5
9	4	4	4	3	3.75
10	1	4	4	3	3
11	2	2	4	1	2.25
12	1	3	4	2	2.5
13	3	5	4	4	4
14	2	2	2	2	2
15	1	4	4	1	2.5
16	3	4	4	3	3.5
17	5	5	5	5	5
18	2	5	5	4	4
19	2	3	3	2	2.5
20	2	5	4	3	3.5
21	2	5	5	5	4.25
22	1	3	3	3	2.5
23	1	5	5	3	3.5
24	1	3	2	2	2
25	3	3	4	2	3
26	3	5	5	5	4.5
27	3	3	4	4	3.5
28	3	3	4	4	3.5
29	2	5	5	5	4.25
30	3	2	4	5	3.5
31	3	3	4	3	3.25
32	3	3	4	4	3.5
33	1	3	3	3	2.5
34	2	3	3	4	3
35	1	4	4	4	3.25
36	1	3	3	3	2.5
37	1	2	3	2	2
38	3	3	4	4	3.5
39	3	3	5	5	4
40	2	3	4	3	3
41	2	3	4	3	3
42	3	4	5	5	4.25
43	4	4	4	4	4
44	1	3	3	3	2.5
45	2	2	3	2	2.25
Mw	2.26667	3.55556	4	3.48889	3.32778
VB	SA	VA	VA	VA	MA
SD	0.98627	0.98985	0.797724	1.16037	0.75908

Table (n). Level of Speech Anxiety of BSED English Students (under category)

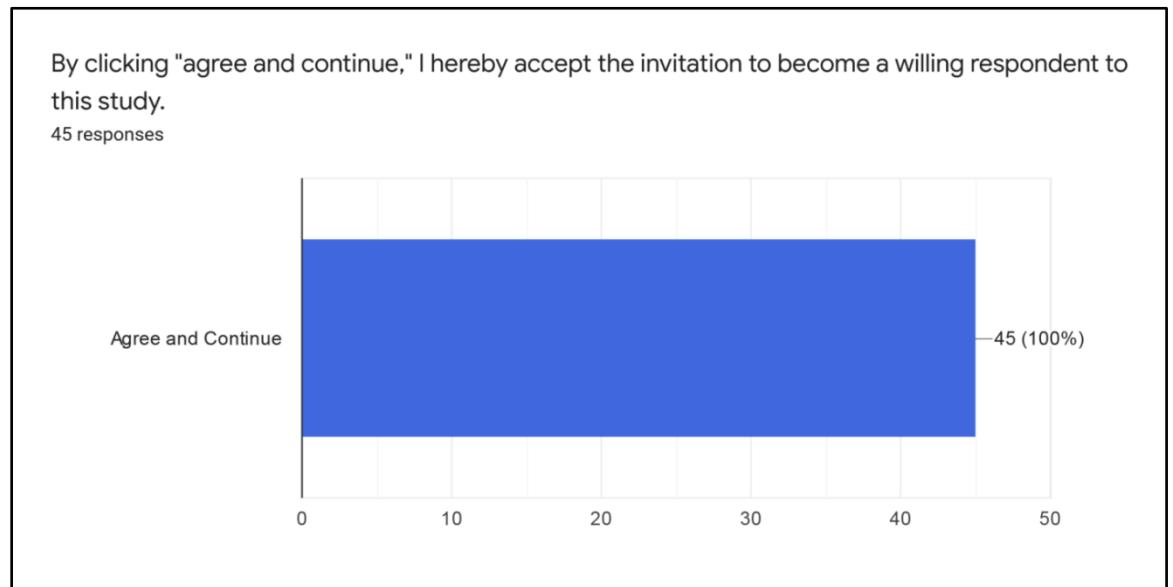
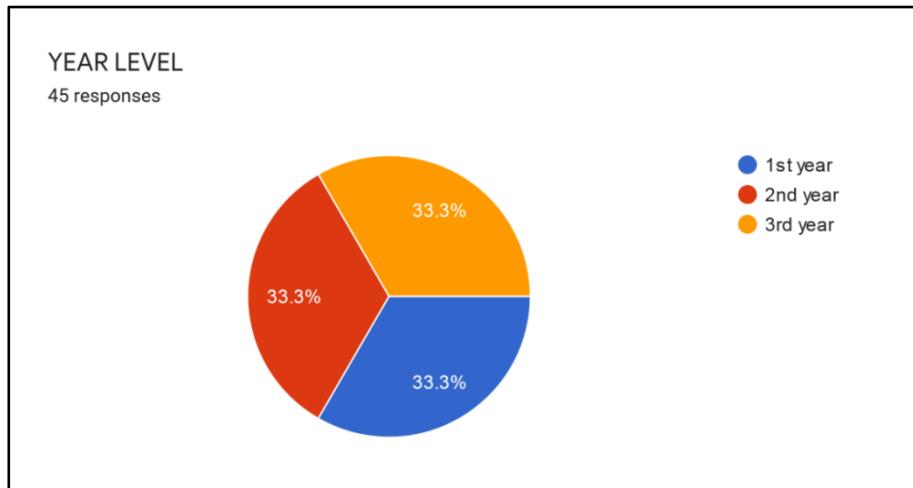
Indicators	Mw	Verbal Description	SD
LSC1	3.53333	Very Anxious	0.91949
LSC2	3.86667	Very Anxious	1.12007
LSC3	3	Moderately Anxious	1.20605
LSC4	4.06667	Very Anxious	1.15601
	3.61667	Very Anxious	0.76797
<hr/>			
Indicators	Mw	Verbal Description	SD
FNE1	4.13333	Very Anxious	1.01355
FNE2	3.88889	Very Anxious	1.28315
FNE3	3.13333	Moderately Anxious	1.25408
FNE4	3.75556	Very Anxious	1.246
	3.72778	Very Anxious	0.96945
<hr/>			
Indicators	Mw	Verbal Description	SD
DEI1	4.02222	Very Anxious	0.91674
DEI2	3.84444	Very Anxious	1.06506
DEI3	3.66667	Very Anxious	1.04447
DEI4	4	Very Anxious	0.97701
	3.88333	Very Anxious	0.84039
<hr/>			
Indicators	Mw	Verbal Description	SD
TSET1	3.33333	Moderately Anxious	1.02248
TSET2	3.73333	Very Anxious	0.93905
TSET3	3.33333	Moderately Anxious	1.16775
TSET4	3.08889	Moderately Anxious	1.27604
	3.37222	Moderately Anxious	0.85217
<hr/>			
Indicators	Mw	Verbal Description	SD
TID1	2.26667	Slightly Anxious	0.98627
TID2	3.55556	Very Anxious	0.98985
TID3	4	Very Anxious	0.79772
TID4	3.48889	Very Anxious	1.16037
	3.32778	Moderately Anxious	0.75908

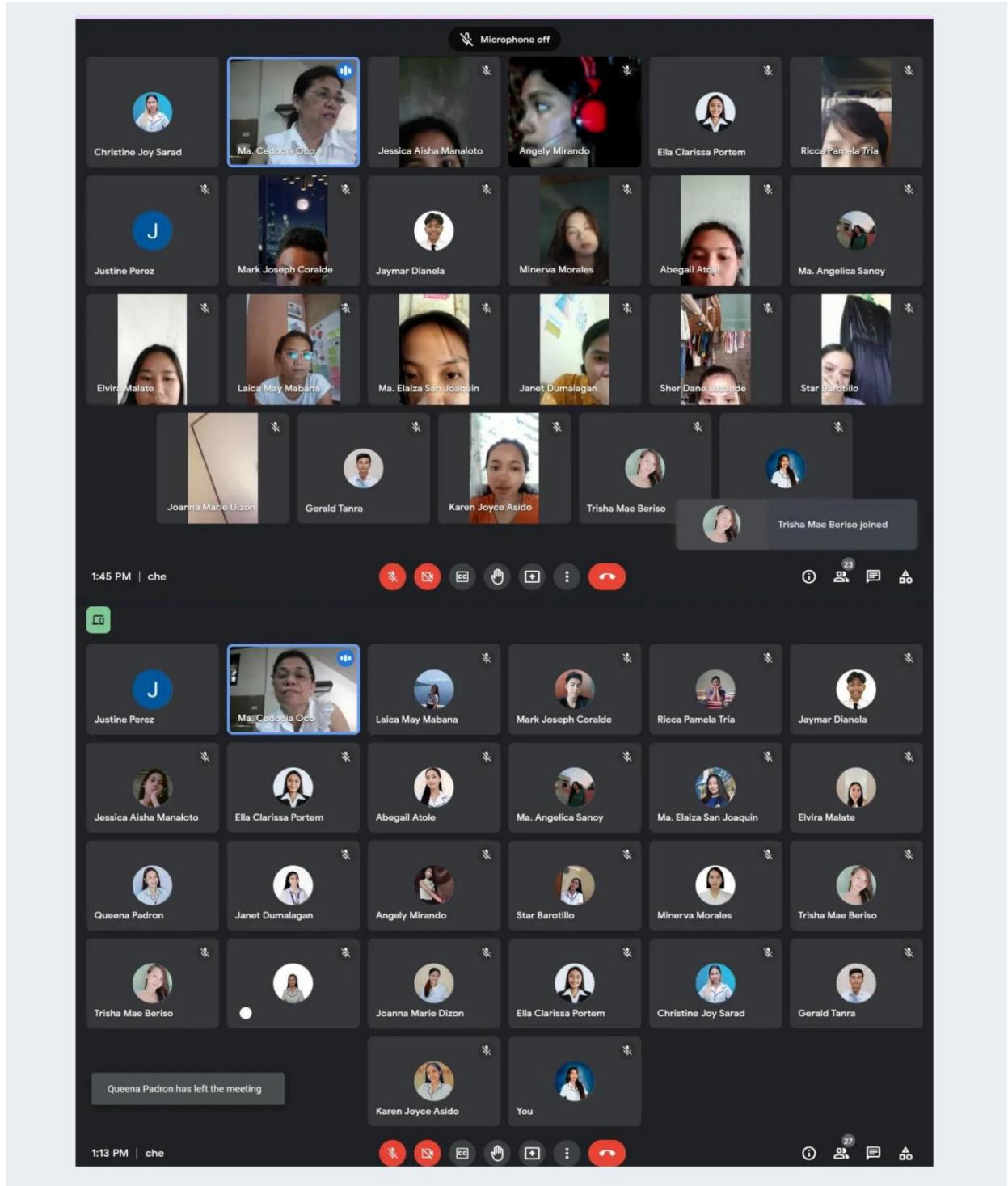
Numerical Scale	Descriptive Scale
1.00-1.79	Not All Anxious
1.80-2.59	Slightly Anxious
2.60-3.39	Moderately Anxious
3.40-4.29	Very Anxious
4.20-5.00	Extremely Anxious

	WM	VD	RANK	Numerical Scale	Descriptive Scale
CATEGORY1	3.61667	VA	3	1.00-1.79	Not All Anxious
CATEGORY2	3.72778	VA	2	1.80-2.59	Slightly Anxious
CATEGORY3	3.88333	VA	1	2.60-3.39	Moderately Anxious
CATEGORY4	3.37222	MA	4	3.40-4.29	Very Anxious
CATEGORY5	3.32778	MA	5	4.30-5.00	Extremely Anxious
LEVEL	3.58556	VA			

Level of Speech Anxiety of BSED English Students				
Category	Mw	Verbal Description	SD	
Lack of Self-Confidence (LCS)	3.61667	Very Anxious	0.76797	
Fear of Negative Evaluation(FNE)	3.72778	Very Anxious	0.96945	
Difficulty Expressing Ideas (DEI)	3.88333	Very Anxious	0.84039	
Teaching Strategies Employed by Teacher (TSET)	3.37222	Moderately Anxious	0.85217	
Technical Issues and Difficulties (TID)	3.32778	Moderately Anxious	0.75908	
TOTAL	3.58556	Very Anxious	0.08459	

APPENDIX E: DOCUMENTATION





The image shows a video conference interface with a grid of participant thumbnails. The participants are:

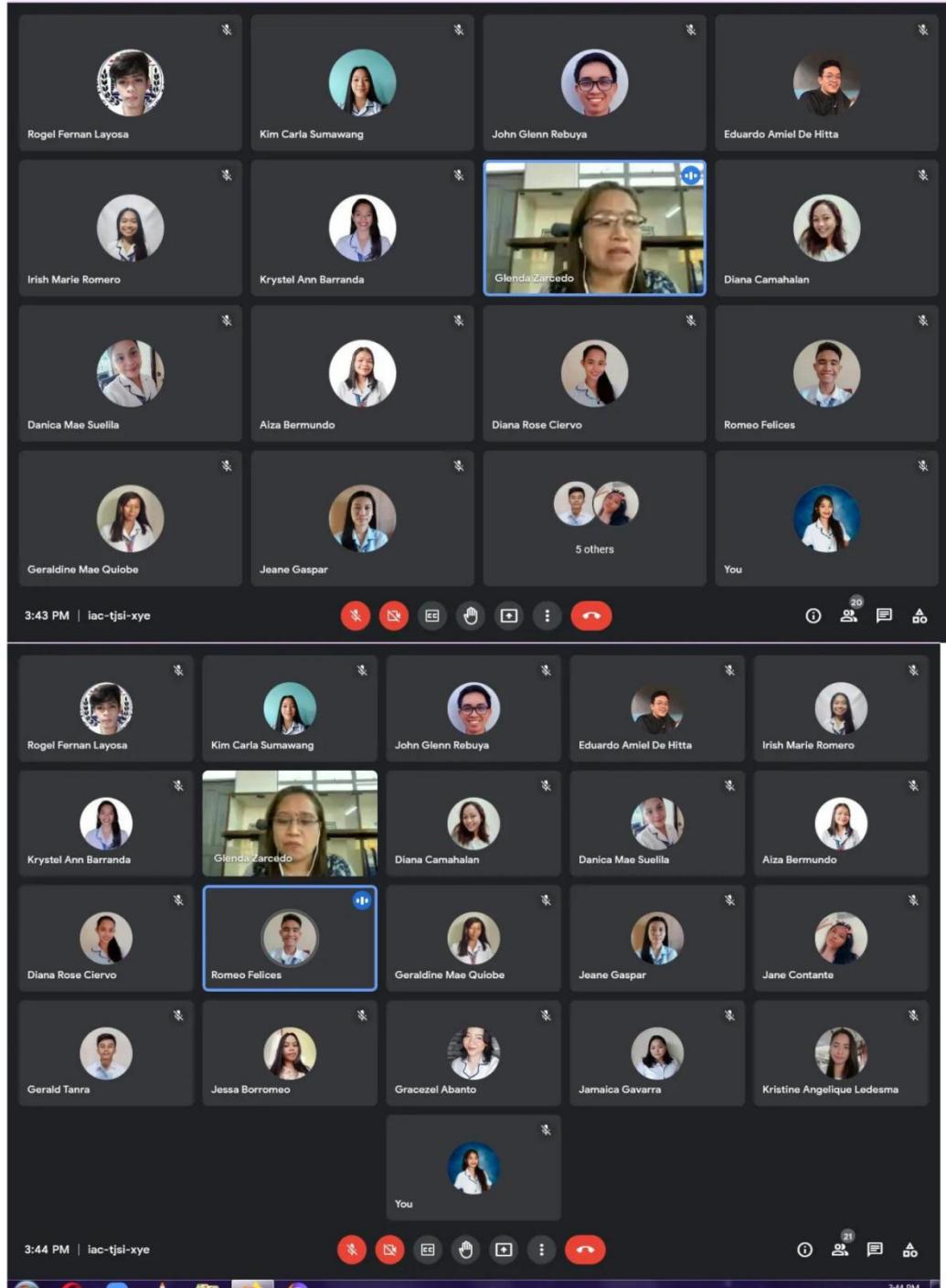
- Janet Dumalagan
- Ma. Cedocia Oco (currently speaking)
- Laica May Mabana
- Mark Joseph Coralde
- Ricca Pamela Tria
- Jaymar Dianela
- Jessica Aisha Manaloto
- Ella Clarissa Portem
- Abegail Atole
- Ma. Angelica Sanoy
- Queena Padron
- Ma. Elaiza San Joaquin
- Elvira Malate
- Queena Padron
- 13 others
- Trisha Mae Beriso joined

The status bar at the bottom left shows "1:12 PM | che". The control bar at the bottom right includes icons for microphone, camera, share, and other meeting controls.

A presentation slide titled "Eng7- Teaching and Assessment of the Grammar Checklist, Rating Scale and Rubric" is displayed. The slide is prepared by Sher Dane G. Luzande. It features a colorful design with a red flower and a notepad illustration.

The presentation slide has the following text:
Eng7- Teaching and Assessment of the Grammar
Checklist, Rating Scale and Rubric
Prepared by: Sher Dane G. Luzande

The status bar at the bottom left of the presentation slide shows "1:19 PM | che". The control bar at the bottom right includes icons for microphone, camera, share, and other meeting controls.



5:01 5G 🔍 ⚡ • 5G 🔍 ⚡

Dissertation:

replied to you

Okay, ngunyang pig share mo ang personal experience mo, worried ka sa negative evalua...

Siguro before speaking need ko na inote kung anong naiisip ko or gusto kong sabihon para in case na mainutan ako kung mental block, may maisisimbag nanggad ako. Duman naman sa concern ko about sa magiging negative evaluation nga sabi mo, sa hiling ko coping strategy ko dyan tong hahayaan ko muna sadiri ko mag relax for a bit tapos pag aram kong ready na ako saka ako mataram kaso minsan kaya masakit i-overcome lalo na pag naging fear mo na sya kaya usually pag nagrerecite ako tas inaatake akong speech anxiety in regards sa situation na arog kayan, habang nagtaram ako nagtatarakig kamot ko haha

Kaya nilaag ko na hinayaan ko na lang na macontrol ako kung anxiety ko until matapos ang class kase feeling ko pag pinirit ko magtaram lalo ako mashutter tas lalo sala su masasabi ko kaya pag inaatake talaga akong speech anxiety dae na lang lugod ako nagtaram dawa na grabe ang kagustuhan ko mag participate

Kaya ayan si mga naiisip ko possible coping strategy ko.

para maovercome mo ini?

replied to you

No problem. Thank you man. Tsaka add ko lang na nagka speech anxiety lang man ako puon kung online class na kase I observed myself na before confident man ko magtaram. Best of luck sa research do!!!

4:44 5G 0 KB/s 🔍 ⚡ 48%

para maovercome mo ini? Ano ang kaipuan mong iimprove or tuunan pnsin?

Since accepted mo kim na nagkakaanxiety ka talaga during synchro session and aram mo an...

Siguro more on organizing my thoughts and communicating it clearly. Minsan dai ko nahahanap su right words na sasabihon, tas mamemental block na ako kaan. Iyo ang kinakatakot ko mangyari pag nag paparticipate. Then, kaipo ko mabago su perception ko sa sadiri. I think that negative perception ang naghihinder sako para maovercome su anxiety. Pirang beses na kaya ako na criticize bako lang kung mga tawo igdi sa harong kundi kang classmates and teachers ko na din, dahil sa weakness ko pagtaram. So instead na maovercome ko ito, mas nadevelop lugod su fear ko. Tas ang paghiling ko na sa sadiri ko maluyahan and dai na maimprove, ta kung times na naghahanap akong tabang sa iba, mayo ako nahanap and garo mas tig down pa ako.

5:05

5:04



Well done.

Another one, you've said that you don't worry that much in teacher's evaluation during your presentation, how was your feeling of being corrected that time? Na tensed ka ba in a positive or negative way?

I was tensed in a positive way after Ma'am Oco corrected some of my errors which is the all capslock of the sample questions that I formulated since I already know that it should be not in capslock but it was my choice to do because my mindset on that particular task was we will just be giving samples of assessment tools and it would not matter anyway during the presentation since it can be revised or edited somehow if there were errors before submitting in moodle. I was not pressured at all yet I was glad that Maam Oco appreciated my work and notice the errors in my PowerPoint presentation.



It's nice to know all your ideas, Mark 😊 That would be the end of my interview. Thank you for making such time ❤️

replied to you

It's nice to know all your ideas, Mark 😊 That would be the end of my interview. Thank you for...

Thank you also for having me



5:04

5:04



replied to you

So ayun, two days kaming nag observe sa class nyo regarding sa research mi, and good thin...

Well, somehow I got anxious not because of the intervention done by Ma'am Oco but because I am worried of my internet connection which I thought would not stabilize as to the fact that I am experiencing intermittent internet connection. During the time that I was presenting my presentation, I was prepared for the task. What's worrying me is the internet probably.

But you successfully end your presentation. Anong mga coping strategies ang inaply mo to overcome your speech anxiety cause by poor internet connection?

One of the strategies that I employed was asking one of my classmates to present my powerpoint to ensure that I can present my ppt and minimize the actual consume of internet connectivity which I fear would lead to connection instability so beforehand I came up with this strategy of letting one of my classmates to present my ppt.



Another strategy which I utilize is rehearsing about the contents of my sample presentation to be presented.



APPENDIX F: VALIDATOR SHEET

Name of Evaluator: M. Yous
Degree: MAE
Position: Ass. Prof. I
Name of Years in Teaching: 25

To the evaluator: Please check the appropriate box using the following rating skills as shown below.

Points of Equivalent

- 5- Excellent
- 4-Very Good
- 3-Good
- 2- Fair
- 1-Poor

NO.	ITEMS	5	4	3	2	1
1.	Clarity and Directions of Items <ul style="list-style-type: none"> - the vocabulary level - language structure and conceptual level of the questions - suit the level of respondents - the test and items are written in a clear understandable manner 	✓				
		✓				
		✓				
2.	Presentation/Organization of Items <ul style="list-style-type: none"> - the item are presented and organized in a logical manner 		✓			
			✓			
	Suitability of Items <ul style="list-style-type: none"> - the items appropriately represent the substance of the research - the questions are designed to determine the conditions, knowledge, perceptions, and attitudes that are supposed to measure 		✓			
			✓			

3.	Adequateness of Items per Category of Indicator - the item represent the coverage of the research adequately		✓				
4.	Attainment of the Purpose - the instrument as a whole fulfills the objectives needed for the research		✓				
5.	Objective - each item question requires only one specific answer or measures only one behavior and no aspect of the questionnaires suggested in the past researcher.		✓				

Remarks:

MICHELE E. YANO
MICHELE E. YANO
 Signature Over Printed Name

Direction: Please assess the attached questionnaire and rate the acceptability of the indicators used by checking the appropriate column.

Legend: HA (Highly Acceptable); A (Acceptable); LA (Less Acceptable); NA (Not Acceptable)

INDICATORS	HA	A	LA	NA
Causes of Language Anxiety in Speech				
A. Communication Apprehension				
1 I am not confident in speaking English.	✓			
2 I get anxious when I know that I'm going to be called to speak.	✓			
3 I feel embarrassed to volunteer answers during synchronous class.		✓		
4 I feel very self-conscious about speaking the English language during synchronous class.	✓			
5 I get anxious when the teacher speaks too fast in which I couldn't catch the words he said.		✓		
6 I get anxious when I don't have the right words or I am out of words to express what I want to say.	✓			
7 I get anxious when I'm having difficulty in putting words together.	✓			
8 I get anxious because I'm not familiar with using virtual meeting applications.	✓			
9 I get anxious when I'm not sure how to pronounce unfamiliar words.	✓			
10 I get anxious to speak when I have a bad internet connection.	✓			
11 I get anxious to speak when I find myself thinking about things that have nothing to do with the course.	✓			
12 I get anxious when my teacher asks to switch on the camera before I speak.	✓			
13 I get anxious to speak when I experience technical difficulties (e.g. phone lagging, microphone problems, etc.)	✓			
B. Fear of Negative Evaluation				
14 I get anxious because I fear being laughed at or mocked at by my classmates when I speak English.	✓			
15 I get anxious to speak because I fear being scolded by my teacher.	✓			
16 I get anxious when I think other students are better at English than I am.	✓			

I get anxious to speak when the teacher points out my mistakes that can embarrass me.				
C. Test Anxiety				
I get anxious during recitation in which I forgot things I know.		✓		
I get anxious when the teacher asks questions which I haven't prepared in advance.		✓		
I get anxious speaking English in recitation because I might give the wrong answer.		✓		

Comments:

Delete "I feel anxious"

Questions	HA	A	LA	NA
From your chosen causes of language anxiety in the speech above, which causes give you the most and least language anxiety in speech during synchronous learning? <i>greatest</i> Most cause: _____ Least cause: _____	✓			

Comments:

Change 'most' to 'greatest'

Question	HA	A	LA	NA
Whenever I experience the situations above...				
A. I let the anxiety control me until the class is over. B. I think of strategies to overcome my language anxiety in speech.	✓			
If you answered letter A, what do you think you should do to overcome language anxiety in speech? (Please specify)	✓			

If you answered letter B, what specific strategies did you apply to overcome the language anxiety in speech? _____ _____	✓			

Comments:

Please follow corrections made in the questionnaire.

APPENDIX G: SAMPLE OF ANSWERED QUESTIONNAIRE

LANGUAGE EDUCATION RESEARCH QUESTIONNAIRE

Dear respondent,

Good day!

We are Merlin Joy D. Bolalin and Gerald C. Tanra, Bachelor of Secondary Education (BSED) 3A English major students of Partido State University enrolled in ENG17: Language Education Research. One of the requirements of the course is to conduct a study. One of the requirements of the said course is to conduct a study.

In this connection, may we request you to be one of our respondents in our study titled, "SPEECH ANXIETY OF BSED ENGLISH STUDENTS DURING SYNCHRONOUS LEARNING" and answer the survey-questionnaire. If you still have time, we are also requesting your participation in our interview as a follow-up session.

Rest assured that your responses will be treated with utmost confidentiality and the data gathered for this study will be used for research purposes only.

As you further go on, please read the instructions and questions carefully.

Thank you very much for participating in this study!

Very truly yours,

MERLIN JOY D. BOLALIN
GERALD C. TANRA
Researchers

Email *

By clicking "agree and continue," I hereby accept the invitation to become a willing respondent to this study.

Agree and Continue

Part I: Student Profile

Instruction: Please complete the following with the needed information

Sections

Part I: Student Profile
Part II: Causes of Speech Anxiety during Synchronous Learning
Part III: Coping Strategies for Speech Anxiety during Synchronous Learning

NAME (Optional):


YEAR LEVEL *

3rd year ▾

Part II. Causes of Speech Anxiety during Synchronous Learning

Instruction: Below are the situations/indicators that cause speech anxiety during synchronous learning. Kindly rate the causes of language anxiety in speech according to the following descriptive and numerical ratings.

1 - Strongly Disagree
2 - Disagree
3 - Neutral
4 - Agree
5 - Strongly Agree

1. I am not confident in speaking English. *

1 2 3 4 5

Strongly Disagree Strongly Agree

2. I feel embarrassed to volunteer to answer during synchronous class. *

1 2 3 4 5

Strongly Disagree Strongly Agree

Sections

Part I: Student Profile
Part II: Causes of Speech Anxiety during Synchronous Learning
Part III: Coping Strategies for Speech Anxiety during Synchronous Learning

NAME (Optional):
Ate Levs

YEAR LEVEL *

3rd year ▾

Part II. Causes of Speech Anxiety during Synchronous Learning

Instruction: Below are the situations/indicators that cause speech anxiety during synchronous learning. Kindly rate the causes of language anxiety in speech according to the following descriptive and numerical ratings.

1 - Strongly Disagree
2 - Disagree
3 - Neutral
4 - Agree
5 - Strongly Agree

1. I am not confident in speaking English. *

1 2 3 4 5

Strongly Disagree Strongly Agree

2. I feel embarrassed to volunteer to answer during synchronous class. *

1 2 3 4 5

Strongly Disagree Strongly Agree

9. I don't have the right words/I am out of words to express what I want to say. *

1	2	3	4	5		
Strongly Disagree	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

10. I'm having difficulty putting words together. *

1	2	3	4	5		
Strongly Disagree	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

11. I'm not sure how to pronounce unfamiliar words. *

1	2	3	4	5		
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

12. I forget things I know during recitation. *

1	2	3	4	5		
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Strongly Agree

13. The teacher speaks too fast in which I couldn't follow what he/she is saying. *

1	2	3	4	5		
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

14. The teacher asks questions which I haven't prepared in advance. *

1	2	3	4	5		
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Strongly Agree

3. My teacher asks to switch on the camera before I speak. *



4. I think other students are better at English than I am. *



5. I might give the wrong answer in recitation. *



6. I fear being scolded by my teacher. *



7. The teacher points out my mistakes that can embarrass me. *



8. I fear being laughed or mocked at by my classmates when I speak English. *



15. The teacher is very strict. *

	1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

16. The teacher does not give enough instructions. *

	1	2	3	4	5	
Strongly Disagree	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

17. I'm not familiar with using virtual meeting applications. *

	1	2	3	4	5	
Strongly Disagree	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

18. I have a bad internet connection. *

	1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Strongly Agree

19. I experience technical difficulties (e.g. phone lagging, microphone problems, etc.) *

	1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Strongly Agree

20. I have limited internet balance. *

	1	2	3	4	5	
Strongly Disagree	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

Part III: Coping Strategies for Speech Anxiety during Synchronous Learning

Instruction: Please read carefully the item below and choose the letter that corresponds to your choice. Then answer the following questions as honestly as possible.

Whenever I experience the situations that cause speech anxiety... *

- A. I let the anxiety control me until the class is over.
- B. I think of strategies to overcome my language anxiety in speech.

If you answered letter A

What do you think should you do to overcome speech anxiety? (Please specify) *

If you answered letter B

What specific strategies do you apply to overcome your speech anxiety? *

I read and read contexts, both printed and online. I also talk alone. It's weird but I'm doing it when I'm the only person at home as I use English language as medium. I consider it as a practice.

This form was created inside of Partido State University.

Google Forms

CURRICULUM VITAE

MERLIN JOY D. BOLALIN

Age: 21

Address: Coyaoyao, Tigaon, Camarines Sur

Contact number: 09561691813

Birth Date: January 8, 2001

Father's Name: Rodel I. Bolalin

Mother's Name: Meriam D. Bolalin



Educational background:

College

Partido State University

San Juan Bautista, Goa, Camarines Sur

(2019 - Present)

Senior High School

San Rafael National High School

San Rafael Tigaon Camarines Sur

(2017-2019)

Junior High School

Shepherdville College

Talojongan Tigaon Camarines Sur

(2014-2017)

Elementary

Coyaoyao Elementary School

Coyaoyao, Tigaon Camarines Sur

(2007-2013)

GERALD C.TANRA

Age: 23 years old

Address: Del Rosario, Ocampo, Camarines Sur

Contact number: 09074433599

Birth Date: October 24, 1998

Father's Name: Jesus T. Tanra

Mother's Name: Avelina C.Tanra

**Educational background:**

College	Partido State University San Juan Bautista, Goa, Camarines Sur (2019 - Present)
Senior High School	Ocampo National High School San Francisco, Ocampo, Camarines Sur (2017-2019)
Junior High School	Ocampo National High School San Francisco, Ocampo, Camarines Sur (2013-2017)
Elementary	Glorious Adonai Learning Academy San Francisco, Ocampo, Camarines Sur (2007-2013)