

**EFL STUDENTS' SPEAKING ANXIETY, DEPRESSION AND STRESS
LEVELS DURING ONLINE LEARNING**

THESIS

Submitted in Partial Fulfillment of the Requirement for Gaining the Degree of Education
Bachelor in English Language Education



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ABSTRACT

Title : EFL Students' Speaking Anxiety, Depression and Stress Levels During Online Learning
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In addition to having several advantages, online learning certainly has some disadvantages. Objective of the study is to analyze EFL students' speaking anxiety, depression and stress levels during online learning and to explain EFL students' strategy to overcome the speaking anxiety, depression and stress during online learning. Research methods are indispensable in scientific research because the method is a way to achieve the goal. The type of research used in this research is descriptive quantitative. The conclusions are there are four categories such as normal, mild, moderate and severe of anxiety levels, stress levels, and depression levels during online learning identified by the 2nd students of class A English Education. On a stress level, 96.15% respondent were categorized as normal and 3.85% respondent was categorized as mild stress. On a depression level, 84.62% respondent were categorized as normal, 11.54% respondent were categorized as mild depression and 3.84% were categorized as moderate depression. On an anxiety level, 46.15% respondent were categorized as normal 26.92% respondent were categorized as mild anxiety and 23% respondent are categorized as moderate anxiety and 4% respondent is categorized as severe anxiety. A strategy to overcome the speaking anxiety, depression and stress in speaking is making preparations in advance before speaking and practicing speaking with friends or family is important. By making preparations in advance will minimize mistakes when speaking and will foster confidence.

Keywords: anxiety levels, depression, online learning speaking, stress.

MOTTO

“You only live once, but if you do it right, once is enough.”
-Mae West¹

“Many of life’s failures are people who did not realize how close they were to success when they gave up.”
-Thomas A, Edison²

“The only person you are destined to become is the person you decide to be.”
-Ralph Waldo Emerson³

¹ Mae West. <https://www.pinterest.com/pin/76068681176998943/> (accessed on June, 2021).

² Thomas A. Edison. <https://www.sanvello.com/community/quotes/post/234719#:~:text=%22Many%20of%20life's%20failures%20are,gave%20up.%22%20%2DThomas%20Edison> (accessed on June, 2021).

³ Ralph Waldo Emerson. <https://quotster.in/the-only-person-you-are-destined-to-become-is-the-person-you-decide-to-be-raph-waldo-emerson> (accessed on June, 2021).

DEDICATION

The final project is dedicated to:

1. This thesis is dedicated to English Education Department of Education and Teacher Training Faculty Universitas Islam Negeri Walisongo Semarang.
2. My beloved parents (Mujari and Muzaroah) who always love me for who I am, always be there for me, pray for me, and give me full of support in finishing my study. Thank you for the effort and contribution in making my education run well and success.
3. My sisters (Lisa Pujiarti and Anita Karolina).
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5. My lovely nephew (Muhammad Andhanu Muwaffaq).
6. My lovely nieces (Nadia Aulia Rizky and Alifah Naiara Putri).
7. My big families.
8. My friends.

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1. Dr. Hj. Lift Anis Ma'shumah, M.Ag. as the Dean of Education and Teacher Training Faculty of Universitas Islam Negeri Walisongo Semarang.
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9. The last but not least, those who cannot be mentioned one by one, who have to support the researcher to finish this thesis.

Finally, the researcher realizes that this thesis is still far from being perfect. Therefore, the researcher will happily accept constructive criticism to make it better. The researcher hopes that this thesis may be helpful for all. Aamiin,

Semarang, 24 December 2021

The Writer,

Tiara Nur Rahma

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CHAPTER I

INTRODUCTION

This chapter presents the background of the study, research questions, objective of study, and significance of the research.

A. Background of the Study

On March 12, 2020, WHO or the world health organization stated that Covid-19 is a pandemic to date when referring to the number of cases that have emerged worldwide due to Covid-19. The spread of Covid-19 in Indonesia itself is very widespread.

Based on the map of the spread of Covid-19 in Indonesia issued by the Committee for Handling Covid-19 and National Economic Recovery of the Republic of Indonesia, as of June 22, 2021, there were 1,989,909 confirmed cases of COVID-19 and 18,649,618 were recorded as specimens examined using PCR and antigens. The Covid-19 pandemic certainly has many impacts, one of the areas affected by Covid-19 is the education sector.⁴

Government policies regarding social restrictions and interaction restrictions to prevent and break the chain of transmission of Covid-19 have an impact on teaching and learning activities. The Indonesian government, armed with a circular issued by the Minister of Education and Culture with circular letter number 36962/MPK.A/HK/2020, explained that every teaching and learning process in schools and campuses in every university uses online learning methods as an effort to prevent the development and spread of Covid-19.

According to Moore (in Sadikin and Hamidah, 2020⁵) online learning is learning that uses the internet network with accessibility, connectivity, flexibility, and the ability to bring up various types of learning interactions. Various media can also be used to support the implementation of online learning. Firman and Rahman (2020)⁶ said online classes can use Google Classroom, Zoom, Edmodo, and Schoology services. Even online learning can even be done through social media such as WhatsApp, Facebook and Instagram.

Shukla et al (in Oktawirawan, 2020)⁷ mention that online learning has several advantages in its application. Online learning makes teaching and learning

⁴ <https://covid19.go.id/peta-sebaran>

⁵ Sadikin & Hamidah. (2020). Online Learning in the Middle of the Covid-19 Pandemic. *Biodik*. 6(2). DOI: <https://doi.org/10.22437/bio.v6i2.9759>.

⁶ Firman, R. & S. Rahayu. (2020). Pembelajaran Online Di Tengah Pandemi Covid-19. *Indonesian Journal of Educational Science (IJES)*. 2(2):81-89.

⁷ Oktawirawan, D. H. (2020). Faktor Pemicu Kecemasan Siswa Dalam Melakukan Pembelajaran Daring di Masa Pandemi Covid-19. *Jurnal Ilmiah Universitas Batanghari Jambi*. 20(2):541-544.

activities accessible from various times and places, also the use of online media also allows students to get wider information through the internet.

In addition to having several advantages, online learning certainly has some disadvantages. According to Hastini et al (2020)⁸ learning through the internet has become a difficult thing to do in certain areas with inadequate networks, the use of internet quotas also raises new expenses which can be a problem for some students who experience financial difficulties.

According to Jannah and Santoso (2020)⁹ the stuttering of educators, the confusion of parents who accompany their children to study at home, and students who are confused about online learning methods accompanied by piles of assignments have caused widespread anxiety, especially during the Covid-19 pandemic. Livana (in Jannah and Santoso, 2020)¹⁰ said that learning assignments were the main factor causing student stress during the Covid-19 pandemic.

In line with Livana's opinion, Fauziyyah et al (2020)¹¹ stated that for students, this pandemic caused stress and anxiety related to changes in the lecture process and daily life. The Association of Indonesian Mental Medicine Specialists (PDSKJI) surveyed mental health through an online self-examination through the PDSKJI website, namely <http://pdkji.org/home>.

The results of the self-examination carried out by 4,010 respondents with 71% women and 29% men during the April-August 2020 period, showed that 64.8% of respondents experienced psychological problems with a proportion of 64.8% experiencing anxiety, 61.5% experiencing anxiety, depression, and 74.8% experienced trauma. Most psychological problems were found in the age group of 17-29 years and above 60 years. The data shows that one of the age groups affected by mental health is the student age group.

Based on this phenomenon, the researcher is interested in studying more deeply about anxiety, depression and stress levels in students. In general, pandemics cause many conditions of anxiety, depression and stress. This pandemic condition, which does not know when it will end, must have important roles from various parties to reduce the anxiety, depression and stress that occurs in the community, especially among students. This research is expected to be able to see the level of student anxiety, depression and stress then explore things that cause anxiety, depression and stress in students during this pandemic. This research is also expected as a reference

⁸ Hastini, L. Y., R. Fahmi, & H. Lukito. (2020). Apakah pembelajaran menggunakan teknologi dapat meningkatkan literasi manusia pada generasi Z di Indonesia?. *Jurnal Manajemen Informatika (JAMIKA)*. 10(1): 12–28.

⁹ Jannah, R & H. Santoso. (2021). Tingkat Stress Mahasiswa Mengikuti Pembelajaran Daring Pada Masa Pandemi Covid-19. *Jurnal Riset dan Pengabdian Masyarakat I*(1): 130-146.

¹⁰ Ibid

¹¹ Fauziyyah, R., R. C. Awinda & B. Besral. (2021). Dampak Pembelajaran Jarak Jauh Terhadap Tingkat Stres Dan Kecemasan Mahasiswa Selama Pandemi Covid-19. *Bikfokes*. 1(2):113-123.

for institutions or universities in formulating policies, especially with matters that can cause student anxiety, depression and stress during the COVID-19 pandemic. It is also hoped that the community, especially the campus and students, will contribute to reducing the anxiety, depression and stress that occurs in the community, especially students. Therefore, the researcher made a study entitled "**EFL Students' Speaking Anxiety, Depression and Stress Levels During Online Learning**"

B. Research Question

In research, there must be a research question. This research focuses on several research questions, namely:

1. How are the EFL students' speaking anxiety, depression and stress levels during online learning?
2. What strategy do EFL students to overcome speaking anxiety, depression and stress during online learning?

C. Objective of Study and Significance of the Research

1. Objective of Study

In this research, there are several objectives. The objectives of this research are:

- a. To analyze EFL students' speaking anxiety, depression and stress levels during online learning.
- b. To explain EFL students' strategy to overcome the speaking anxiety, depression and stress during online learning.

2. Significance of the Research

This research is expected to provide benefits for many parties. The benefits taken from this research are:

a. Theoretical Significance

The theoretical benefit of this research is to be able to provide additional input and knowledge, especially regarding anxiety, depression and stress levels for students when doing online learning during the Covid-19 pandemic.

b. Practical Significance

1. For students

This research is expected to increase knowledge and also other perspectives regarding anxiety, depression and stress levels in students when doing online learning during the Covid-19 pandemic.

2. For teacher

This research is expected to be a reference in learning literature, especially regarding anxiety, depression and stress levels for students when doing online learning during the Covid-19 pandemic.

3. For the researcher

The result of this research will help the researcher to get some experiences and knowledge about her study and it is useful for future research.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the description of theory about change of offline learning into online learning, online learning, anxiety, student anxiety levels, speaking anxiety, student speaking anxiety, depression, student depression, student depression, stress, and student stress. This chapters also presents the previous research and hypothesis.

A. Description of Theory

1. Change of Offline Learning into Online Learning

There are six policies that have been presented by the Minister of Education and Culture, Nadiem Anwar Makarim related to learning activities during the COVID-19 pandemic. Of the six policies there is one fundamental policy that is changing the way students learn and how to teach teachers¹². The new policy that occurs in the world of education is to change learning that is usually carried out face-to-face but fruitfully to be implemented online. This change occurs because of a discrepancy that results in incompatibility in society. The situation that occurs forces people to change the habits that exist in everyday life. This is due to the development of the COVID-19 virus that is spreading rapidly throughout the world, not least in Indonesia. In Indonesia alone the death rate due to the COVID-19 virus continues to increase resulting in Indonesia entering a national emergency so that the government issued a policy to stay at home and social distancing to cause changes in the student learning process¹³.

The process of changing student learning in the form of online against the COVID-19 Pandemic, occurred not suddenly. The impact of the corona pandemic is now starting to penetrate the world of education, the central government to the region provide policies to dissolve all educational institutions. The learning activities of students around the world whose learning activities become disrupted due to schools that are closed due to viruses that are harmful to health are diverted into home learning activities online or online. This is done as an effort to prevent the widespread transmission of the corona virus¹⁴.

The terms online and offline learning are introduced in the era of information technology at this time, online learning stands for online learning, or a substitute for the term online learning that we often use in internet technology. According to Ivanova et al (2020) online learning means learning that is done online, using learning applications and social networks. Online learning is learning that is done without doing face-to-face, but

¹² Envy Aldiyah, "Perubahan Gaya Belajar Di Masa Pandemi Covid-19," *Jurnal Ilmu Pengetahuan* 4, no. 1 (2021): 6.

¹³ Nur Khairiyah Mar'ah, Ani. Rusilowati, and Woro Sumarni, "Perubahan Proses Pembelajaran Daring Pada Siswa Sekolah Dasar," *Prosiding Seminar Nasional Pascasarjana UNNES* 1, no. 1 (2020): 446.

¹⁴ Ibid.

through the platforms that are already available. All forms of subject matter are distributed online, communication is also conducted online, and tests are also conducted online. This online learning system is assisted by several applications, such as Google Classroom, Google Meet, Edmodo and Zoom¹⁵.

Online learning is a new challenge in the world of education and requires support for the availability of facilities and infrastructure and varied learning resources. The success rate in online learning lies from the characteristics of its students because not all students success in online learning. Obstacles that can be obtained in online learning are that not all teachers have good digital literacy skills, not all teachers and students have learning tools that can be used in online learning so that it becomes an obstacle in its implementation, poor network quality becomes one of the factors inhibiting the implementation of learning, and the most important thing is the readiness of teachers in carrying out online learning in full¹⁶.

Online learning can be a means to integrate technology with education, so education will also continue to develop following technology. This is important to do with students so as not to be left behind with other schools. However, many things must be improved in order to improve the quality of learning and improve student value, if the online learning system is not well prepared, the value of students will be destroyed by not understanding the material learned¹⁷.

2. Online Learning

The impact of the COVID-19 pandemic has changed various aspects of human life. The complexity of handling this outbreak has forced world leaders and including Indonesia to make super strict policies to break the chain of the spread of COVID-19, namely by implementing social distancing (restrictions on social interaction). Social distancing itself means action by giving distance or avoiding crowds or avoiding close contact with other people. Or explained by the Center for Disease Control (CDC), social distancing is an act of staying away from large gatherings of people, avoiding mass gatherings and maintaining distance between people. The application of social distancing (restrictions on social interaction) it also has an impact in the world of education. The government made a decision to cancel or move the learning process from school to home. This learning transition forces various parties to follow

¹⁵ Rio Erwan Pratama and Sri Mulyati, "Pembelajaran Daring Dan Luring Pada Masa Pandemi Covid-19," *Gagasan Pendidikan Indonesia* 1, no. 2 (2020): 49.

¹⁶ Irsan et al., "Implikasi Pembelajaran Daring (Online) Terhadap Perubahan Karakter Siswa Selama Pandemi Covid-19 Di Sekolah Dasar," *Jurnal Kajian Pendidikan Dasar* 6, no. 1 (2021): 86–91.

¹⁷ Arif Fathurrahman, "Analisis Perubahan Sistem Pembelajaran Siswa Madrasah Aliyah Negeri (Man) 1 Pesawaran Akibat Pandemi Covid-19," *Jurnal Narasi* 1, no. 1 (2020): 26–36.

the path that can be taken so that learning can take place by utilizing technology as an online learning medium ¹⁸.

One of the government's directives regarding activities at home is learning activities. Learning should not stop even though the government has instructed 14 days off for schools and schools in Indonesia at the start of the pandemic. Furthermore, learning and teaching activities (KBM) that are usually carried out at schools must be moved at home, but must still be under the supervision of teachers using distance learning (PJJ) or online learning. This PJJ is carried out as long as the situation and conditions are still considered vulnerable to the spread of COVID-19 ¹⁹.

According to Ivanova et al (2020) online learning means learning that is done online, using learning applications and social networks. Online learning is learning that is done without face-to-face, but through an available platform. All forms of subject matter are distributed online, communication is also carried out online, and tests are also carried out online. This online learning system is assisted by several applications, such as Google Classroom, Google Meet, Edmodo and Zoom. Meanwhile, according to Hamid Muhammad as plt. Dikdasmen Kemendikbud online learning is learning that uses an interactive internet-based model and Learning Management System (LMS). "Online learning has been carried out interactively such as Zoom, Google Meet. That's one of the (learning) that we recommend so that there is interaction between teachers and students where (the notes are) there are no obstacles on devices, internet, and credit. While offline learning is an abbreviation of learning outside the network or by the term offline, meaning that this learning is nothing other than learning the conventional frequently used by the teacher before the pandemic COVID-19, but there are certain changes such as learning hours shorter and the slightly material ²⁰.

In a study conducted by Oktawirawan (2020) found that undergoing distance learning in the current COVID-19 condition, students experience a fairly high level of anxiety due to several factors, namely difficulty understanding the material, difficulty doing assignments, limited internet network conditions and various technical obstacles. This research proves that psychologically, distance learning causes worry and anxiety that can interfere with students' mental health. Parents also admit that many of their children experience stress due to many tasks during online learning like this ²¹.

¹⁸ Pratama, R. E. & S. Mulyati. (2020). Pembelajaran Daring Dan Luring Pada Masa Pandemi Covid-19. *Gagasan Pendidikan Indonesia*. 1(2): 49.

¹⁹ Amalia & Sa'adah, *loc. cit.*

²⁰ Pratama & Mulyati, *loc. cit.*

²¹ Kartika, D. (2020). Faktor – Faktor Kecemasan Akademik Selama Pembelajaran Daring Pada Siswa SMA Di Kabupaten Sarolangun. *Jurnal Pendidikan Tambusai*. 4(3): 3544–3549.

3. Anxiety

Anxiety is an unpleasant emotion, such as bad feelings, chaotic feelings, worries and characterized by the terms worry, concern, and fear that are sometimes experienced in different levels and situations. The above opinion explains that anxiety is a state of mood characterized by negative affect and symptoms of physical tension where a person anticipates the possibility of danger or misfortune in the future with feelings of worry. Anxiety may involve feelings, behaviors and physiological responses²².

Gazalbha in Prasetya (2009) explained that anxiety can be interpreted as a person's emotional reaction. Anxiety can be defined as a manifestation of the various mixed emotional processes that occur when people are experiencing the stress of feelings and opposition. This arises because of some situations that threaten humans as social creatures. Husdarta (2010) says that anxiety is defined as a feeling of something characterized by worry. Anxiety is the ego function of warning the individual about the possible arrival of a danger so that appropriate adaptive reactions can be prepared. Anxiety serves as a mechanism that protects the ego because anxiety signals to us that there is danger and if the right action is not taken then the danger will increase until the ego is defeated²³.

Generalized anxiety disorder, for example, is characterized by persistent (persistent) concerns about large or minor concerns. Other anxiety disorders such as panic disorder, obsessive compulsive disorder (OCD) and post-traumatic stress disorder (PTSD) have more specific triggers and symptoms. Singer in Supriyono (2012) defines anxiety as a reaction of fear to or in a situation. Singer more clearly says that anxiety indicates a recklessness to perceive a situation as a threat or stressful situation. Anxiety is thought to be the result of stress that is able to influence behavior²⁴.

Based on some of the above opinions, it can be concluded that anxiety is a reaction of fear to or in a situation of mental health conditions that require treatment

²² Hengki Kumbara, Yogi Metra, and Zulpikar Ilham, "Analisis Tingkat Kecemasan (Anxiety) Dalam Menghadapi Pertandingan Atlet Sepak Bola Kabupaten Banyuasin Pada Porprov 2017 Hengki Kumbara 1 Yogi Metra 2 Zulpikar Ilham 3," *Jurnal Ilmu Keolahragaan* 17, no. 2 (2018): 28–35.

²³ Ibid.

²⁴ Dinda Putri Amir, Detty Iryani, and Laila Isrona, "Hubungan Tingkat Kecemasan Dalam Menghadapi Objective Structured Clinical Examination (OSCE) Dengan Kelulusan OSCE Pada Mahasiswa Fakultas Kedokteran Universitas Andalas," *Jurnal Kesehatan Andalas* 5, no. 1 (2016): 139–144.

that arises due to psychological symptoms due to the situation that has just arisen²⁵. Jeffrey, (2005) classifies the characteristics of a person experiencing anxiety²⁶:

1. Physically includes nervousness, restlessness, limbs sweating, shaking or shivering, mouth or esophagus feels dry, difficulty speaking, difficulty breathing, heart pounding or racing, feeling weak, dizziness, always urinating, numbness, and the presence of sensitive feelings.
2. Behaviorally includes the act of clinging or dependence, avoidance, and shake.
3. Cognitively includes worrying about something, the belief that something terrible is about to happen, feeling disturbed or a fear of something happening in the future, fear of losing self-control, fear of inability to cope with problems, having the thought that everything can no longer be controlled, and find it difficult to focus your mind and concentrate.

There are 3 types of anxiety identified by some experts²⁷:

1. Trait Anxiety

Trait anxiety refers to a stable tendency to be nervous in a variety of situations. This means that anxiety of nature can arise in any situation. People with high-trait anxiety are generally nervous people and lack emotional stability.

2. State Anxiety

State Anxiety is a subjective feeling of tension, nervousness, and worry, and with activation or arousal of the autonomic nervous system. In addition, this experience of anxiety over time is a temporary emotional state that can fluctuate over time and vary in intensity. Before long, State Anxiety occurs in moments due to feelings of nervousness, tension, and worry.

3. Situation Specific Anxiety

Anxiety is based on the assumption that certain types of situations are more likely to produce anxiety than others. Anxiety in language learning is categorized into situation-specific anxiety. Situation-specific anxiety only occurs in certain situations such as giving a speech, taking a test, or

²⁵ Kumbara, Metra, and Ilham, "Analisis Tingkat Kecemasan (Anxiety) Dalam Menghadapi Pertandingan Atlet Sepak Bola Kabupaten Banyuasin Pada Porprov 2017 Hengki Kumbara 1 Yogi Metra 2 Zulpikar Ilham 3."

²⁶ I Putu Agus Apriliana, "Tingkat Kecemasan Siswa SMK Menghadapi Ujian Nasional Berbasis Komputer Tahun 2018," *Counselia: Jurnal Bimbingan dan Konseling* 8, no. 1 (2018): 37.

²⁷ Fatmala Sari Oktaviani, Desmawati Radjab, and Havid Ardi, "An Analysis of Students' English Language Anxiety At Sman 7 Padang," *Journal of English Language Teaching* 1, no. 3 (2013): 51–60, <http://ejournal.unp.ac.id/index.php/jelt/article/view/2367>.

using another language. Thus, situation-specific anxiety represents anxiety in language learning.

Anxiety is the main obstacle that must be overcome in learning to speak English. Since English is considered an international language in the 21st century, the demand for learning and teaching about English communication skills is growing²⁸. Anxiety is actually a normal feeling shared by humans, because when human anxiety is resuscitated and reminded of the dangers that threaten. But excessive anxiety can be disturbing especially in students in the learning process because of feelings of fear and worry about something, which in the current condition of the COVID-19 pandemic that can affect concentration and memory²⁹.

4. Student Anxiety Level

a. Anxiety Levels

This sudden condition makes people unprepared to deal with it either physically or psychologically. Among the psychological conditions experienced by the community is a sense of anxiety. According to the American Psychological Association (APA), anxiety is an emotional state that arises when individuals are stressed, and is characterized by feelings of tension, thoughts that make individuals feel worried and accompanied by physical responses (heart beats, blood pressure rises, etc.). Kartini Kartono that anxiety is a form of lack of courage plus worry about things that are not clear. In line with that, Sarlito explained that anxiety is a feeling of fear that has no clear object and the reason is not clear. This anxiety is also experienced by teenagers, especially students, because adolescence can be said an age that is still unstable in dealing with unexpected conditions. The emotional condition of students will be easily shaken such as excessive anxiety, fear of contacting this virus and so on³⁰.

A person's level of anxiety differs depending on the type of problem and the range of the problem. Anxiety level a person can be distinguished into anxious mild, moderate, severe, and panic³¹. The level of anxiety according to Peplau is as follows³²:

1. Mild anxiety, this anxiety is related to everyday life. Anxiety can motivate learning, generate growth and creativity. Signs and symptoms

²⁸ Megawati Basri, "Faktor Kecemasan Siswa Dalam Berbicara Bahasa Inggris Pada Mahasiswa Universitas Ahmad Dahlan Yogyakarta," *Jurnal Mitra Pendidikan* 3, no. 11 (2019): 1285–1297.

²⁹ Yovani Rehuel Br. Terapi Pada Diabetes melitus Tipe 1. 2019. 89-94 Sitepu and Jesica Natalia Simanungkalit, "Kecemasan Remaja Pada Masa Pandemi Covid-19," *Y sitepu* 1, no. November (2019): 89–94, <http://jurnal.globalhealthsciencegroup.com/index.php/JPPP/article/download/83/65>.

³⁰ Fitria, L. & I. Ifdil. (2020). Kecemasan Remaja Pada Masa Pandemi Covid -19. *Jurnal Educatio: Jurnal Pendidikan Indonesia* . 6(1): 1.

³¹ Casmi, C., R. Anggraeni, & D. Y. A. Santoso. (2020). Level Kecemasan Siswa Menjelang Ujian Nasional. *Jurnal Keperawatan Jiwa*. 5(1): 60.

³² Ilahi, A. D. W., V. Rachma, W. Janastri, & U. Karyani. The Level of Anxiety of Students during the Covid-19 Pandemic. *Proceeding of Inter-Islamic University Conference on Psychology*. 1(1):1–6.

include: increased perception and attention, alertness, awareness of internal and external stimuli, able to deal with problems effectively and the ability to learn. Physiological changes are characterized by restlessness, difficulty sleeping, hypersensitivity to sound, vital signs and normal pupils.

2. Moderate anxiety, moderate anxiety allows a person to focus on what is important and put aside others, so that individuals experience selective attention, but can do something more focused. Physiological responses: frequent shortness of breath, increased pulse and blood pressure, dry mouth, restlessness, constipation. While the cognitive response, namely the perception area is narrowed, external stimuli cannot be accepted, focusing on what is of concern.
3. Severe anxiety, severe anxiety greatly affects individual perceptions, individuals tend to focus on something detailed and specific, and cannot think about other things. All behavior is aimed at reducing tension. Signs and symptoms of severe anxiety are: very poor perception, focusing on details, very limited attention span, unable to concentrate or solve problems, and cannot learn effectively. At this level the individual experiences headaches, dizziness, nausea, shaking, insomnia, palpitations, tachycardia, hyperventilation, frequent urination and defecation, and diarrhea. Emotionally, the individual experiences fear and all attention is focused on himself.
4. Panic, at the panic level of anxiety associated with amazement, fear, and terror. Due to experiencing a loss of control, individuals who experience panic cannot do anything even with direction. Panic causes increased motor activity, decreased ability to relate to others, distorted perception, loss of rational thinking. This anxiety is not in line with life, and if it persists for a long time it can lead to extreme exhaustion and even death. Signs and symptoms of a panic level are unable to focus on an event

b. Student Anxiety Levels on Online Learning

Online learning has several advantages in its application. Online learning makes teaching and learning activities accessible from various times and places. The use of online media also allows students to get wider information through the internet. The use of this technology is considered very helpful in carrying out learning during social restrictions during the COVID-19 pandemic. The current generation of students is also close to technology making it easier to adapt to online learning. Various obstacles also arise in the application of online learning. Learning through the internet has become a difficult thing to do in certain areas with inadequate networks. The use of internet quotas also creates new expenses

which can be a problem for some students who are experiencing financial difficulties³³.

This online learning is mostly done by giving assignments via WhatsApp, video conference, google form, or through special applications available. In research conducted by Oktawirawan (2020) it was found that undergoing distance learning in the current COVID-19 condition, students experience a fairly high level of anxiety due to several factors, namely difficulty understanding the material, difficulty doing assignments, limited internet network conditions and variety of activities other technical obstacles. This study proves that psychologically, distance learning causes worry and anxiety that can interfere with students' mental health. Parents also admit that many of their children experience stress due to many tasks during online learning like this³⁴.

The implementation of the home study policy made some students feel anxious and depressed. The amount of pressure and fear during the pandemic makes student anxiety increase. According to Mahardika, the causes of student anxiety during the COVID-19 pandemic include psychological illnesses experienced before the COVID-19 pandemic, having physical illnesses that make them vulnerable to being exposed to the COVID-19 virus, declining economic conditions, regulations to stay at home, psychological stress due to conflicts with the surrounding environment, heavy learning assignments from lecturers, and inadequate distance learning facilities to anxiety about decreased achievement³⁵.

Anxiety that a person feels is often characterized by restlessness, insomnia, nausea, palpitations, hypertension, tremors, diarrhea, decreased concentration, easily distracted and impatient. This is supported by research conducted by Ratih (2012), from 153 respondents, 109 respondents experienced high anxiety. Symptoms felt by students are dizziness, nausea, defecation, insomnia, etc. While research conducted by Agustiar (2010) which involved 440 students, the results showed that 61.30 percent of respondents experienced low anxiety and 2.40 percent of respondents experienced high anxiety³⁶.

Based on research conducted by Cita & Susantiningsih regarding the impact of distance learning on anxiety in medical students at UPN "Veteran" Jakarta, it was found that the level of severe anxiety with the largest percentage was 72% followed by cognitive response with a percentage of 55%. While the affective response, the level of mild anxiety has the largest percentage of 29% compared to behavioral responses with a percentage of 3%. Fitria & Ifdil mentioned the results of the study that the anxiety experienced by adolescents during the

³³ Oktawirawan, *op. cit.* hlm. 541.

³⁴ Kartika, *loc. cit.*

³⁵ Casmi, Anggraeni, & Santoso, *loc. cit.*

³⁶ *Ibid.*

pandemic was in the high category so they needed assistance. From the results of previous studies, it was found that of the 7,143 students in China who became research respondents, it was found that 0.9% of students experienced severe anxiety, 2.7% experienced moderate anxiety, and 21.3% of students experienced mild anxiety during the COVID-19 pandemic. 19. In another study, it was found that 32% of students experienced a mild level of anxiety, 21% of students experienced a moderate level of anxiety, and 14% of students experienced a severe level of anxiety disorder during the COVID-19 pandemic ³⁷:

1. Behaviors, including restlessness, physical tension, tremor, shocked reactions, fast speech, lack of coordination, prone to injury, withdrawal from interpersonal relationships, inhibition, running from problems, avoiding, hyperventilating and feeling very alert.
2. Cognitive, including impaired attention, poor concentration, forgetfulness, misjudgment, preoccupation, obstructed mind, decreased perceptual field, decreased creativity, confusion, very alert, self-awareness, loss of objectivity, fear of losing control, fear of visual images, fear of injury or death, flashbacks, and nightmares.
3. Affective, among which are easily distracted, impatient, restless, tense, nervous, fearful, alert, horror, worry, anxiety, numbness, guilt, and shame.

5. Speaking Learning

Learning English is integrated in four language skills including listening, speaking, reading and writing. One of the language skills that is quite complex is speaking. Speaking skill in English is a language skill that needs to be mastered well, because this skill is an important indicator for students' success in learning a language. Through mastering good speaking skills, students can communicate their ideas both at school and with foreign speakers. But in reality, learning speaking has various obstacles, especially during the current pandemic ³⁸.

Since COVID-19 cases began to increase, schools or universities no longer carry out activities as usual, because the government has imposed a system at home, one of the right steps to overcome this problem is to use network and information technology for the learning system, especially in schools, in the process. There are so many obstacles faced by teachers where online learning is being carried out for the first time such as being constrained by signals and others, including speaking students ³⁹.

³⁷ *Ibid.*

³⁸ Qadafi, M. (2020). Pembelajaran Bahasa Inggris Pada Anak Di Sangkhom Islam Wittaya School Saat Pandemi Covid-19. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*. 5(1):422.

³⁹ *Ibid.*

According to Ramlannarie, speaking is a process of thinking and reasoning so that one's speech can be well received and understood by other people or listeners. Speaking has a close relationship with listening skills. The two are a unified whole. This means that as with learning their mother tongue, children listen more with physical responses such as reaching out, grabbing, moving, looking and so on before they speak. Based on the opinion of language experts related to speaking, it can be concluded that speaking learning is an activity to convey a message or information to others in oral form. During the current pandemic, of course, learning strategies must be adjusted in such a way that students can still receive theory well. One of the learning strategies that must be adapted is speaking learning ⁴⁰.

Learning strategies are certain thoughts or behaviors that a person uses to help him understand, learn, or master new information or knowledge. In the context of learning English, strategies are thoughts or steps used to assist in mastering English material. According to Oxford (1990), English learning strategies are categorized into two, namely direct and indirect strategies. Direct learning strategies include memory strategy, cognitive strategy, and compensation strategy. Meanwhile, indirect learning strategies include metacognitive strategies, affective strategies, and social strategies. These two strategies complement each other and learners need to apply both in effective language learning ⁴¹.

There are two assessments that can be used in learning to speak, namely process assessment and outcome assessment. Process assessment is an assessment of student attitudes when participating in learning activities during learning activities. Outcome assessment is an assessment based on the work (practice) carried out by students when practicing speaking competence. In this study, the assessment carried out was an assessment of the results. There are several aspects that can be assessed from speaking practice, namely ⁴²:

1. Fluency in expressing opinions/responses;
2. Vocal clarity;
3. Intonation accuracy;
4. The accuracy of word choice (diction);
5. Sentence structure (speech);
6. Eye contact with listeners;
7. The accuracy of expressing ideas accompanied by textual data.

⁴⁰ Hartiwi, J., Herpratiwi, & Sudirman. (2015). Peningkatan Keterampilan Berbicara Bahasa Inggris Pada Mata Kuliah Speaking. *Jurnal Bahasa Inggris Universitas Lampung*. 4:1–18.

⁴¹ Qadafi, *loc. cit.*

⁴² Sholihah, R. A. (2020). Praktik Pembelajaran Keterampilan Berbicara Di Masa Pandemi Covid-19. *Naturalistic : Jurnal Kajian Penelitian Pendidikan dan Pembelajaran*. 5(1): 705–717.

Language learning during a pandemic is certainly not easy with online distance learning being required so that many learning practices are less than optimal. The use of appropriate learning media is also a solution offered to keep learning going, including using voice messages as a medium of learning in the practice of speaking skills. In communication, especially verbal, then a person's ability to speak is an ability that needs to be mastered well by someone. A student is required to be able to have good skills in speaking both in mastery of theory and in practice in everyday life. The practice of learning speaking skills is carried out with four types of speaking practices, namely reading stories, reading announcements, giving speeches, and discussing⁴³.

6. Student Speaking Anxiety

Learning English isn't something that's always fun for some people, considering they have to speak or write down something that isn't really masterful. In English classes, they have to express their views using words they've never used before. According to Horwitz, et al (1986) foreign language anxiety is the perception, beliefs, feelings, and attitudes that arise in a person due to the complex process of learning to teach a foreign language.⁴⁴

Tanver (2007) says that "English learners often express feelings of stress, nervousness or anxiety while learning English and claim to have 'mental barriers' to English learning". (Horwitz, Horwitz and Cope, 1986) students and educators generally feel confident that anxiety is the main obstacle to overcome in learning to speak English. Since English is considered an international language in the 21st century, the demand for learning and teaching about English communication skills is growing.⁴⁵

Speaking English is prone to anxiety. In speaking English, students try to communicate within their limited abilities. They also fear being negatively evaluated by teachers and peers who reveal their shortcomings. In addition, in some cases, students often laugh at their peers who make mistakes, so they would rather be quiet than practice their English.⁴⁶

⁴³ Hartiwi, Herpratiwi, & Sudirman, *Loc. Cit.*

⁴⁴ Bintang Nur Zul Hulaifah, "Kecemasan Berbahasa Inggris Pada Mahasiswa," *Buletin Jagaddhita* 1, no. 2 (2019): 1–4, <https://buletin.jagaddhita.org/media/276798-kecemasan-berbahasa-inggris-pada-mahasis-6721b1ee.pdf>.

⁴⁵ Basri, "Faktor Kecemasan Siswa Dalam Berbicara Bahasa Inggris Pada Mahasiswa Universitas Ahmad Dahlan Yogyakarta."

⁴⁶ *Ibid.*

There are three types of foreign language anxiety, namely the fear of communicating (communication apprehension), anxiety about tests (test anxiety), and fear of negative evaluation⁴⁷:

a. State Anxiety

State anxiety is temporary feeling of anxiety elicited by a threatening situation. State anxiety refers to anxiety that occurs in a specific situation and usually has a clear trigger. State anxiety is transitory emotional state or condition of the human organism that is characterized by subjective, consciously perceived feeling of tension and apprehension and heightened autonomic nervous system activity. It is anxiousness or tension at a particular moment in response to some external stimulus. This type of anxiety arises in a particular situation or in stressful event and hence is not permanent. In other words, it is a situational anxious feeling that disappears when threatening situation goes away. It means that state anxiety is an anxious feeling that is felt by the students only when they face a specific situation and in a short time.

b. Trait Anxiety

Trait anxiety is a kind of anxiety which is innate from the body of a person and it is a nature in their body. The student with trait anxiety always feels anxious when they have a problem, especially a problem related to their emotional security. The student with trait anxiety has a condition where the anxiousness is an inherent aspect of the personality which is exhibited in a variety of situations even if it is not dangerous. The students with trait anxiety tend to worry more than most people and feel inappropriately threatened by several things in the environment.

c. Fear of negative evaluation

Fear of negative evaluation means that students feel afraid or worried about the bad judgment that will be given by others such as making fun and criticizing. Fear of negative evaluation is the fear of being evaluated negatively, staying away from situations related to evaluation, and the expectations of others will evaluate negatively. The process of fear of negative evaluation can be explained using the perspective of cognitive theory. Social anxiety occurs as a result of distortion of the mind resulting from excessive negative emotional reactivity, maladaptive behavior, and affective dysregulation. Errors in this thought process cause disruption to human behavior. Fear of negative evaluation arises due to students' concerns if they are considered weak and leave a negative impression

⁴⁷ Dewa Ayu Ari Wiryadi Joni and Putu Ayu Paramita Dharmayanti, "Pengaruh Anxiety Dalam Speaking Activities," *Jurnal Bakti Saraswati* 05, no. 02 (2016), www.timothyjpmason.com.

when speaking English. This excessive worry usually arises due to distortion of the mind.

7. Depression

Depression as one of the mental illnesses that often plague many countries including in Indonesia. According to the Chairman of the Indonesian Association of Mental Medicine Specialists (PDSKJI), dr. Eka Viora, SpKJ, 15.6 million Indonesians are depressed.⁴⁸ Depression is a disorder of feelings experienced by humans accompanied by psychological components and somatic components, psychological components such as changes in appetite sleep patterns, psychomotor, concentration, fatigue, despair, moodiness, sadness, difficulty and unhappiness, suicidal feelings and somatic components such as constipation, anorexia, moist skin (cold), pulse and decreased blood pressure.⁴⁹

There are two conditions of depression, namely in normal people and in pathological cases. In normal people, depression is a state of depression characterized by feelings of dissatisfaction, decreased activity, and pessimism in the face of the future. While in pathological cases, depression becomes an extreme inability to react to stimulants, accompanied by decreased self-worth, delusions of uncertainty, inadequacy and despair. In general, depression is a condition in which individuals experience feelings of sadness, distress, loneliness, reduced appetite, require greater effort in doing things, difficulty sleeping, difficulty starting to do something, feeling unfriendly, and feeling disliked by others.⁵⁰

When an individual successfully overcomes the symptoms of depression, a new, more mature perspective will emerge. Normal depression can be seen as an adaptive experience. Depression becomes maladaptive and abnormal when present in a high intensity and persists. The psychology and psychiatry literature distinguishes two types of abnormal depression: major (unipolar) depression and mania (bipolar) depression. In the case of major depression, the individual will experience deep sadness, loss of passion for things that were pleasant or that were once in demand.

⁴⁸ Nabilla Salma Khairunisa et al., "Produktivitas Dan Depresi Di Indonesia : Analisis Data Indonesian Family Life Survey 2014 Productivity and Depression in Indonesia : Analysis From Indonesian Family Life Survey 2014," *Jurnal Ekonomi dan Pembangunan* 27, no. 2 (2019): 75–84.

⁴⁹ Iga Ayu Saputri and Artika Nurrahima, "Faktor- Faktor Yang Mempengaruhi Depresi Anak Usia Sekolah: Kajian Literatur," *Holistic Nursing and Health Science* 3, no. 2 (2020): 50–58.

⁵⁰ Khairunisa et al., "Produktivitas Dan Depresi Di Indonesia : Analisis Data Indonesian Family Life Survey 2014 Productivity and Depression in Indonesia : Analysis From Indonesian Family Life Survey 2014."

Depression mania is a major depression interspersed with periods of mania, characterized by feelings of joy, optimism, and excessive arousal.⁵¹

As depression worsens, individuals lose interest in more and more things and eventually individuals may lose interest in eating, drinking and sex. In addition, related to cognitive aspects of depression, depressive individuals focus selectively on possible possibilities and adverse aspects of life and the environment. This then encourages depressed individuals to develop depressive ways of thinking, such as inferior self-view, pessimism toward the future, excessive guilt, and punishing patterns of behavior. In severe depression, these cognitive distortions lead to imagining suicide and sometimes even suicide attempts.⁵²

Based on the Diagnostic and Statistical Manual of Mental Disorder, Fifth Edition (DSM-V), a person is said to be depressed if for at least two weeks experiences a minimum of five of, namely⁵³:

1. there are feelings of depression that appear most of the time, even almost every day,
2. there is a decrease in interest and pleasure in most activities and almost every day,
3. significant changes in weight or appetite,
4. Sleep changes: insomnia or hypersomnia,
5. there is a change in activity,
6. Feeling exhausted and losing energy,
7. the appearance of excessive and actually inappropriate feelings of guilt or worthlessness appear,
8. decreased concentration,
9. have recurring thoughts about death (not just fear of death), repeated suicidal ideation without a specific plan, suicide attempt, or specific plan to commit suicide.

Depression is a mental health that is no different from physical health that requires regular treatment so that health is not disturbed. Depression as one of the mental illnesses that often plague many people including students.

⁵¹ Ktut Dianovinina, "Depresi Pada Remaja: Gejala Dan Permasalahannya," *Journal Psikogenesis* 6, no. 1 (2018): 69–78.

⁵² Anindito Aditomo and Sofia Retnowati, "Perfeksionisme, Harga Diri, Dan Kecenderungan Depresi Pada Remaja Akhir," *Journal Psikologi* 1, no. 1 (2004): 1–14.

⁵³ Samtim Adhi and Rahmi Handayani, "Perbedaan Tingkat Kecemasan Dan Depresi Siswa Kelas Akselerasi Dan Kelas Reguler SMP Negeri 2 Semarang," *Fakultas Kedokteran Universitas Muhammadiyah* (2012): 40–46.

8. Student Depression

Depression not only occurs in adults, however, teenagers can also experience depression. School-age adolescents are a vulnerable group who have a high risk of psychosocial problems. A study said that students who experience depression have symptoms such as never feeling satisfied, feeling their lives tired, always feeling hopeless, silent for a long time and not wanting to talk, feeling sad to the point of fear and anxiety, consciousness becomes blurred, his mind becomes jumbled, and does not know abstinence and prohibition.⁵⁴

Depression can occur due to several factors, such as genetics, psychosocial, personality, psychodynamics, failure, and cognitive. Depressed students increase their risk of committing suicide because they feel depressed, even saying they want to die or maybe talk about suicide. Depression experienced by students can also drag into bad habits and fall into alcohol abuse, or other drugs as a way to calm down to feel better.⁵⁵

The symptoms of depression in students are often characterized by feeling irritable, depressed, fearful, lackluster, sad, conflict with friends, and conflict with family. In addition, the behavior of students who are depressed also changes, if previously students enjoyed playing with their friends but now students prefer to be alone or unable to socialize with the environment. Therefore, parents should pay more attention to the changes that occur in their children, because the impact of depression on students such as easy hopelessness, low self-esteem, social isolation and if this depression is not handled properly and continuously will cause negative thoughts one of them the idea of suicide.⁵⁶

As for the factors that cause depression in students, among others⁵⁷:

1. Demands to be more active in the teaching and learning process. Each group of students has their own responsibilities and duties, where in addition to undergoing the learning period students also face examinations, completing graduation requirements such as scientific papers and articles. However, students must also face practice exams head-on and have a responsibility to maintain the grades achieved. Thus, students are required to be more active both in learning and in regulating preparation patterns for exams.

⁵⁴ Saputri and Nurrahima, "Faktor- Faktor Yang Mempengaruhi Depresi Anak Usia Sekolah: Kajian Literatur."

⁵⁵ Ibid.

⁵⁶ Linda Mandasari and Duma L Tobing, "Tingkat Depresi Dengan Ide Bunuh Diri Pada Remaja," *Jurnal Keperawatan* 2, no. 1 (2020): 1–7, <https://ijhd.upnvj.ac.id/index.php/ijhd/article/view/33>.

⁵⁷ Adhi and Handayani, "Perbedaan Tingkat Kecemasan Dan Depresi Siswa Kelas Akselerasi Dan Kelas Reguler SMP Negeri 2 Semarang."

2. More competitive. The student learning atmosphere in a learning environment that comes face to face with classmates is more competitive. Because the competition of values is quite tight raises an atmosphere of more competition, especially with preparation when students are ahead of the exam.
3. A busy schedule. Students spend more time in classes where each student has assignments in a variety of draining activities, with relatively less rest time so that students easily experience fatigue.
4. Learning materials. Students are required to be skilled in applying all materials that have been learned during learning, such as English, multimedia, computers and others. This condition can create pressure that can trigger the onset of anxiety and depression.

Depression in adolescents is not just a feeling of stress or sadness as things come and go just like that, but is a serious condition that can affect the behavior, emotions, and way of thinking of the teenagers, as well as a permanent nature that requires serious treatment from various parties to overcome it. Starting from the condition of stress that if not resolved immediately can enter the phase of depression.⁵⁸

9. Stress

A person will experience stress when he feels unable to cope with the demands given to him. Sarafino & Smith (2014) defines stress as an individual condition when they feel unable to face various demands that come from their environment, so that the individual feels tense and uncomfortable.⁵⁹ Stress is a condition caused by a discrepancy between the desired situation and the biological, psychological or social system of the individual. Anggola & Ongori (2009) also defines stress as the perception of the gap between environmental demands and an individual's ability to meet them. Stress is an individual's response to a stressful situation or event (stressor), which threatens and interferes with a person's ability to handle it (coping).⁶⁰

Based on some of the above opinions, it can be concluded that stress is the pressure that occurs due to discrepancies between desired situations and expectations, where there is a gap between environmental demands and the ability of individuals to

⁵⁸ Dianovinina, "Depresi Pada Remaja: Gejala Dan Permasalahannya."

⁵⁹ Andini Dwi Putri and Retno Tri Hariastuti, "Tingkat Stres Akademik Selama Pembelajaran Daring Pada Peserta Didik Sma Negeri Di Kabupaten Sidoarjo," *Jurnal BK Unesa* 12, no. 03 (2021): 511–522.

⁶⁰ Mufadhal Barseli and Ifdil Ifdil, "Konsep Stres Akademik Siswa," *Jurnal Konseling dan Pendidikan* 5, no. 3 (2017): 143.

meet them that are considered potentially harmful, threatening, disturbing, and uncontrollable or with other languages stress is beyond the ability of individuals to cope.⁶¹ Stress is the result of an event or series of individual experiences that are interpreted negative and make the individual unable to deal with it. The difference between expectations and reality faced creates a stressful situation for the individual.⁶²

Wilkinson (2002) explains that stress symptoms appear through⁶³:

1. Emotional Reactions

Reactions that arise in the form of feelings of distress, tension, worry or fear, increased aggravation, frustration, anxiety, difficulty concentrating, and making decisions and reduced ability to feel happy and happy.

2. Physical reactions

Stress can result in stiffening muscles, heart palpitations irregularly, faster and shorter breathing, sweating, excessive alertness, changes in appetite, nausea, difficulty sleeping, headaches, indigestion, pain or pain is not clear, tired and limp.

3. Behavioral reactions

These reactions often come to mind, crying, nervous, complaining, and often expect to be fully understood by others.

Stress can actually happen to anyone including students who learn English. Stress that usually occurs is as a form of pressure on the learning process or commonly referred to as academic stress.

10. Student Stress

Student stress is a situation in which students cannot face academic demands and perceive academic demands accepted as distractions. Academic stress is caused by an academic stressor. Academic stressors are stress based on the learning process such as: pressure to move up the classroom, length of study, cheating, many tasks, low achievement obtained, decisions determining majors and careers, and anxiety when facing exams. Alvin (in Eryanti, 2012) academic stress is the pressures that occur in students caused by competition and academic demands. Similarly, Taufik & Ifdil (2009) explained that academic stress arises when expectations for academic achievement increase, both from parents, teachers and peers. These expectations are often not in accordance with the abilities of students, causing psychological pressure

⁶¹ Ibid.

⁶² Tri Nathalia Palupi, "Tingkat Stres Pada Siswa-Siswi Sekolah Dasar Dalam Menjalankan Proses Belajar Di Rumah Selama Pandemi Covid-19," *Tingkat Stres pada Siswa-Siswi Sekolah Dasar dalam Menjalankan Proses Belajar di Rumah Selama Pandemi Covid-19* 9, no. 2 (2020): 18–29.

⁶³ Ibid.

that affects the achievement of learning achievement in school. students, problems with friends and bored with lessons⁶⁴.

According to Matheny (1993), there are two types of student stress in the school environment, namely⁶⁵:

1. Academic Stressor, which is stress related to various academic tasks of the school such as the use of materials and evaluation of material learning.
2. Social Stressor, which is stress related to interactions or interpersonal relationships in school such as, interacting with teachers, peers and all kinds of student participation in the classroom.

While according to Desmita (2010), there are four types of student stress caused by several aspects described as follows⁶⁶:

1. Physical Demands (Physical Demands) Are demands that are sourced in the physical environment of the school including indicators such as; the climate of the classroom, high temperatures (temperature extremes), lighting and lighting (lighting and illumination), facilities and infrastructure supporting learning, hygiene and health school safety schools and so on.
2. Task Demands (Task Demands) Indicated by the existence of various lesson tasks (academic work) that cause feelings of pressure in students. Indicators of academic work are tasks done in school (classwork), and tasks done at home (homework), curriculum demands, facing exams or repeats, discipline in school, and following various extracurricular activities.
3. Role Demands A set of obligations that are expected and must be fulfilled by students related to the fulfillment of educational functions in schools. Indicators of the demands of this role such as; Hope to have satisfactory grades, maintain school achievement, have a good attitude, have high learning motivation, have more skills.
4. Interpersonal Demands In the school environment students are not only required in terms of high academic demands but at the same time must be able to conduct social interactions or establish good relationships with others. This social interaction is one of the factors that also affect student development, but on the other hand social interaction in this school is

⁶⁴ Nur Mawakhira Yusuf and Jannatul Ma'wa Yusuf, "Faktor-Faktor Yang Mempengaruhi Stres Akademik," *Psyche 165 Journal* (2020): 235–239.

⁶⁵ Palupi, "Tingkat Stres Pada Siswa-Siswi Sekol. Dasar Dalam Menjalankan Proses Belajar Di Rumah Selama Pandemi Covid-19."

⁶⁶ Ibid.

also one of the sources of stress for students such as, causing tension in students, namely; Inability to establish positive relationships with teachers and peers, the need to face competition with friends, unfair teacher treatment, lack of attention and support from teachers and attitudes shunned and even ostracized friends.

Symptoms of stress experienced in students when learning English are in the form of⁶⁷:

1. Emotional symptoms

Students who experience emotional stress are characterized by: depression, irritability, moody, anxious, worried, easy to cry, agitated about small things, panicked, and behaved impulsively because of academic demands, and felt their self-esteem decreased or felt unable to carry out the demands of education or academics.

2. Physical symptoms

Students who experience academic stress are physically characterized by: headaches, dizziness, irregular sleep, difficulty sleeping, back pain, diarrhea, tired or lost energy to learn, heart palpitations, frequent urination, and difficulty swallowing.

3. Behavioral symptoms

Behavioral symptoms such as: frowned forehead, aggressive action, aloof tendency, careless, blaming others, daydreaming, high-pitched restless laughter, pacing, and changing social behavior.

4. Response to Student Stress

Reactions to academic stressors consist of thoughts, behaviors, body reactions, and feelings. It is further explained as follows:

- a. Thinking, Responses that arise from thinking, such as: loss of confidence, fear of failure, difficulty concentrating, anxious about the future, forgetting something, and thinking constantly about what they should be doing.
- b. Behavior, Responses that arise from behaviors, such as: withdrawing, using drugs and alcohol, sleeping too much or too little, eating too much or too little, and crying for no reason.
- c. Body reactions, Responses that arise from body reactions, such as: sweaty palms, increased heart speed, dry mouth, feeling tired, headaches, prone to pain, nausea, and abdominal pain.
- d. Feelings, responses that arise from feelings, such as: anxious, irritable, moody, and feeling scared. Another response to

⁶⁷ Barseli and Ifdil, "Konsep Stres Akademik Siswa."

academic stress according to Barriyah (2013) is a person's response to various demands on him that are unpleasant and perceived by the individual as a stimulus that endangers and exceeds the individual's ability to cope so that the individual reacts both physically, emotionally, and behaviorally. Demands derived from the learning process include: the demands of completing many tasks, the demands of getting high grades, anxiety facing exams, and time management.

B. Previous Research

1. In 2021, Tri Dewantaria, Barep Hapit Surya Putrab and Siti Zahra Bulantika conducted a research entitled “Students' Anxiety Levels During Online Learning During the Covid-19 Pandemic”. The results of this study show that the level of anxiety of students during the Covid 19 pandemic for each student is different. This is due to the background factors, such as students' understanding of the material provided by the teacher, the availability of internet network use, adequate facilities and infrastructure in participating in online learning and the time for completing assignments which according to some students tends to be short. In anticipating students' anxiety during online learning during the Covid-19 pandemic, namely by using technology media such as google classrooms, WhatsApp groups, zoom and other online media. However, it needs to be evaluated and adjusted to existing conditions⁶⁸. The similarity between previous research and this research is the similarity research about regarding students' anxiety levels during online learning during the Covid-19 pandemic. The difference between previous research and this research is the difference in research subjects.
2. In 2020, Jiang Nan and Feng Haoda conducted a research entitled “Research on Students’ Anxiety in Online English Classes during the Epidemic: Bohai University as an example”. The results of this study show that the main reason for students’ anxiety is the fear of speaking English and the fear of asking questions in the classroom, especially when they are not prepared, students will have a faster heartbeat. This point reflects the difficulty of most students learning English. The lack of necessary communication strategies and the fear of using English for communication are the main reasons for their anxiety. Speech anxiety may be the biggest psychological barrier Chinese college students encounter

⁶⁸ Tri Dewantaria, Barep Hapit Surya Putrab and Siti Zahra Bulantika. 2021. “Students' Anxiety Levels During Online Learning During the Covid-19 Pandemic”. *International Journal of Applied Guidance Counseling Vol 2 No 1*.

when learning English⁶⁹. The similarity between previous research and this research is the similarity research about regarding student's anxiety and English classes during the pandemic. The difference between previous research and this research is the difference in research sample.

3. In 2020, Rahma Nuzulia and Catur Kepirianto conducted a research entitled "Reducing Student's English Dialogue Anxiety in Online Learning through Board Game". The results of this study show that some students' dialogue symptoms like physical and behavioral symptoms. While practicing dialogue in online learning, students tend to have behavioral symptoms such as looked tense and afraid, did not dare to convey their ideas, did not respond to the teacher's instruction. Furthermore, the use of a board game can reduce students' dialogue anxiety in online learning. It has shown that there is a significant difference before and after implementing a board game in English subjects in online learning. The data show that there is a decrease in students' dialogue anxiety levels after using a board game. Through this research, the researcher hopes that modified board games in this research will be beneficial media to those teachers who want to do dialogue activities in online learning. However, this research did not cover the strengths and distrengths of using a modified board game in online learning, so the researcher suggests for future researchers to research it⁷⁰. The similarity between previous research and this research is the similarity research about regarding student's anxiety and English classes during online learning. The difference between previous research and this research is the difference in research sample and the research methods.
4. In 2021, Rahmati Putri Yaniafari and Ajeng Ayu Rihardini conducted a research entitled "Face-To-Face Or Online Speaking Practice: A Comparison Of Students' Foreign Language Classroom Anxiety Level". The results of this study show that learners' level of anxiety in online speaking class is lower than their anxiety in face to face speaking class. The most contributing factor is fear of negative evaluation. The majority of learners are afraid of getting negative evaluation, such as being judged or laughed either from their peers or teacher when they make some mistakes. Most of them also agree that speaking in an online class feels more comfortable than in a face to face class. This provides insight for those teaching students with moderate to high level of anxiety during post-pandemic era. Online speaking practice, with its varieties of speaking activities,

⁶⁹ Jiang Nan and Feng Haoda. 2020. "Research on Students' Anxiety in Online English Classes during the Epidemic: Bohai University as an example" *Advances in Social Science, Education and Humanities Research, Volume 496*

⁷⁰ Rahma Nuzulia and Catur Kepirianto. 2020. "Reducing Student's English Dialogue Anxiety in Online Learning through Board Game" *Jurnal Lensa: Kajian Kebahasaan, Kesusastraan, dan Budaya Vol 10 No 2*.

can be used as an alternative way to improve students' speaking competence in a more comfortable speaking environment⁷¹. The similarity between previous research and this research is the similarity research about online speaking practice and student's anxiety levels. The difference between previous research and this research is the difference in research sample and the research methods.

5. In 2020, Deemah et.al. Conducted research entitled "Perceived stress among students in virtual classrooms during the Covid-19 outbreak in KSA". The results of This study showed high to moderate levels of stress among students in KSA during the Covid-19 outbreak. This is most likely due to the mandatory curfew and distance learning. Female and university students showed a higher level of stress. Online stress management programs are recommended to improve stress and coping strategies, as well as prevent further psychological consequences. Further studies are necessary to conduct longitudinal assessments of psychiatric disorders, such as depression and anxiety, to product evidence based mental health interventions during crises. Furthermore, as this is the first survey on the psychological impact of Covid-19 on Saudi students, these results could be used as a baseline to investigate the stressors and the extent of their impact⁷². The similarity between previous research and this research is the similarity research about virtual classrooms during the Covid-19 and student's stress. The difference between previous research and this research is the difference in research sample and the research methods.

C. Hypothesis

According to Samidi (2015) the hypothesis is a temporary answer to the problem that is the object of research⁷³. Hypotheses can be viewed as conclusions that are very temporary in nature. In connection with this opinion, the author concludes that the hypothesis is an answer or a temporary assumption that can be considered true and can be considered wrong, so that it requires proof of the truth of the hypothesis through research to be carried out. The hypotheses of this study are:

1. H_1 = There are anxiety, depression and stress levels faced by speaking class students when doing online learning during the Covid-19 pandemic.
2. H_0 = There are no anxiety, depression and stress levels faced by speaking class students when doing online learning during the Covid-19 pandemic.

⁷¹ Rahmati Putri Yaniafari and Ajeng Ayu Rihardini. 2021. "Face-To-Face Or Online Speaking Practice: A Comparison Of Students' Foreign Language Classroom Anxiety Level". *Journal of English Education and Linguistics Studies Vol 8 No 1*.

⁷² Deemah et.al. 2021. "Perceived stress among students in virtual classrooms during the Covid-19 outbreak in KSA" *Journal of Taibah University Medical Science Vol 15 Issues 5*.

⁷³ *Ibid*.

3. H_2 = There are ways to overcome anxiety, depression and stress levels encountered by students' speaking classes when doing online learning during a pandemic Covid-19.
4. H_0 = There is no way to overcome the anxiety, depression and stress levels faced by speaking class students when doing online learning during the Covid-19 pandemic.

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the types and approaches of research, research place and time, population and research sample, research variables and indicators, data collection technique, and data analysis techniques.

A. Types and Approaches of Research

According to Sugiyono (2019) the research method is a scientific way to obtain valid data with the aim of discovering, developing, and proving certain knowledge so that in turn it can be used to understand, solve, and anticipate problems⁷⁴. Research methods are indispensable in scientific research, because the method is a way to achieve the goal. The method basically means the method used to achieve the goal. Therefore, the general purpose of research is to uncover the problem, so the steps to be taken must be relevant to the problem that has been formulated. The type of research used in this research is descriptive quantitative.

According to Sugiyono (2019), quantitative research is defined as a research method based on the philosophy of positivism, used to examine certain populations or samples, collect data using research instruments, and analyze quantitative or statistical data, with the aim of testing predetermined hypotheses. Then according to Sugiyono (2019) descriptive analysis is a method used to describe or analyze a research result but is not used to make broader conclusions⁷⁵.

B. Research Place and Time

1. Place of Research

This research is located and carried out at the Universitas Islam Negeri Walisongo, Education and Teacher Training Faculty. Universitas Islam Negeri Walisongo is located at Jalan Prof. Dr. Hamka Km 2 Semarang.

2. Research Time

This research was carried out in June 2021 until it was completed.

C. Population and Research Sample

1. Research Population

According to Sugiyono (2019), the population is a generalization area consisting of objects or subjects that have certain quantities and characteristics determined by researchers to be studied and then drawn conclusions. In this

⁷⁴Sugiyono. 2019. *Metode Penelitian Kuantitatif Kualitatif dan R&D*. Bandung: Penerbit Alfabeta.

⁷⁵ and Dona Yanuar Agus Santoso Casmi, Casmi, Rina Anggraeni, "Level Kecemasan Siswa Menjelang Ujian Nasional," *Jurnal Keperawatan Jiwa* 5, no. 1 (2019): 60.

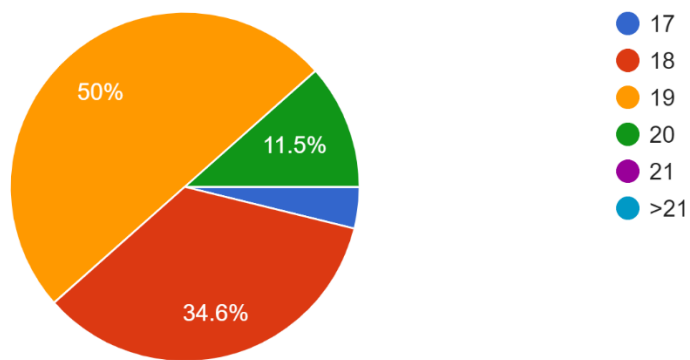
study, the population was class A students in the second semester of English Education, Education and Teacher Training Faculty, Universitas Islam Negeri Walisongo⁷⁶.

2. Research Sample

According to Sugiyono (2019) the sample is part of the number and characteristics possessed by the population. In this study, the sampling technique used was the saturated sample technique because it used the entire population of class A as many as 26 people as respondents. Sugiyono (2019) says that saturated sampling is a sampling technique when all members of the population are used as samples⁷⁷.

a. Age

Image 1 Age of Respondents



Source: Processed by Author (2021)

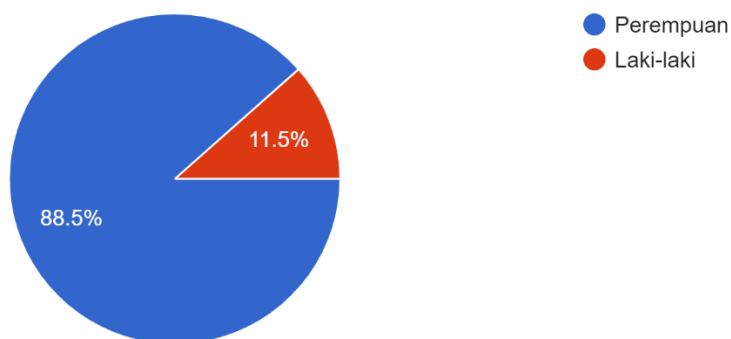
From the 26 respondents, 50% of respondents or 13 respondents were 19 years old. 34.6% or as many as 9 respondents aged 18 years. 11.5% or as many as 3 respondents aged 20 years and 3.8% or as many as 1 respondent aged 17 years.

⁷⁶ *Ibid.*

⁷⁷ *Ibid.*

b. Gender

Image 2 Gender of Respondent



Source: Processed by Author (2021)

From the 26 respondents, 88.5% or 23 respondents were female. Then 11.5% or as many as 3 respondents were male.

D. Research Variables and Indicators

Sugiyono (2019) says that research variables are attributes of a person or object that have "variations" between one person and another or an object with another object. In this study the research variables and indicators can be seen in table 1.

Table 1 Research Variables and Indicators

Variable	Operational Definition	Indicator	Measurement	Result	Scale
1. Anxiety Level 2. Depression Level 3. Stress Level	Condition that makes class A students experience changes that cause anxiety, depression and stress. Tension, worry, anxiety, depression and stress when doing speaking classes in online learning.	1. Depression 2. Anxiety 3. Stress	Questionnaire DASS (Depression Anxiety and Stress Scale)-21. The questionnaire consists of 21 statements.	Accordance with the DASS-21 interpretation, namely normal, mild, moderate, severe, very severe.	<i>Likert</i> 0-3

Source: Processed by the Author (2021)

E. Data Collection Techniques

1. Data Collection Techniques

The types of data used in this study are primary data and secondary data. According to Sugiyono (2019), primary data is a data source that directly provides data to data collectors. While secondary data is research data obtained that are not directly related to providing data to data collectors. The secondary data sources are in the form of evidence, historical records or reports that have been arranged in archives related to the research to be carried out.

In this study, the primary data collection used in the study was by giving an online questionnaire via a google form to the respondent where the questionnaire would then be filled out by the respondent. Before giving the questionnaire to the respondents, the researcher explained the intent and purpose of conducting this research. After the respondents filled out the online questionnaire, the researcher monitored the respondents' responses through the google form. Researchers took research data in accordance with predetermined responses, namely as many as 26 respondent data from saturated samples.

Secondary data collection carried out by researchers is using books, journals, articles or historical records related to the research. In addition, the researchers conducted preliminary observations before conducting research on 5 A class students regarding the strategy to overcome the speaking anxiety, depression and stress when doing online speaking classes.

2. Data Collection Instruments

In this study, a research instrument was used, namely a questionnaire. According to Sugiyono (2019), a questionnaire or questionnaire is a data collection technique that is carried out by giving a set of questions or written statements to respondents to answer. In this study divided into two questionnaires, among others⁷⁸:

a. Respondent Identity Questionnaire

This questionnaire contains the characteristics of respondents. such as age and gender.

b. Depression, Anxiety and Stress Questionnaire

This study used the DASS-21 questionnaire or depression anxiety and stress scale-21 which consisted of 21 statements. Each statement is given a score of 0 to 3 then each score is categorized and added up and interpreted as normal, mild, moderate, severe, and very severe. The interpretation of the DASS-21 score can be seen in table 2.

⁷⁸ *Ibid.*

Table 2 Interpretation of DASS-21 Results

Category	Depression	Anxiety	Stress
Normal	0-9	0-7	0-14
Mild	10-13	8-9	15-18
Moderate	14-20	10-14	19-25
Severe	21-27	15-19	26-33
Very Severe	>28	>20	>34

Source: Psychoneuroimmunology In Dermatology (2016)

The DASS-21 questionnaire was adapted from a previous study by Psychoneuroimmunology In Dermatology (2016) organized by the Indonesian Imundermatology Study Group. The value of validity in the study of Calista (2020) the value is valid because the value of t count > t table. This shows that the level of reliability of the anxiety questionnaire is very good.

F. Data Analysis Techniques

1. Data Processing

According to Setiadi (2013) data analysis is a very important part of the research subject, namely answering research questions that reveal phenomena. The raw data obtained cannot describe the desired information to answer the research problem. Setiadi (2013) said that in data management, there are steps that must be taken, including:

a. Editing

Editing is checking the list of questions that have been submitted by the data collectors. If there are several questionnaires that have not been filled out, or the filling is not in accordance with the instructions and the relevance of the answers to the questions, it should be corrected by asking the original respondent to fill in the blank questionnaire sheet again. In this editing process, the researcher re-examined the clarity and completeness of filling out the data collection instrument from the respondents who were asked to fill out the questionnaire distributed by the researcher.

b. Coding

Coding is classifying the answers of the respondents into the form of numbers or numbers. Usually the classification is done by giving a sign or code in the form of numbers in each answer. The use of coding for

research is to simplify data analysis and also speed up the data entry process.

c. Entry

After all the questionnaires are filled out completely and correctly, and have passed the coding stage, the next step is to process the data so that it can be analyzed. Data processing is done by doing data entry. Data entry is a process of entering data into a computer.

d. Cleaning

Cleaning is an activity to re-check the data that has been entered, whether there are errors or not. The error may occur when entering data into the computer.

2. Data Analysis

According to Nursalam (in Lestari, 2019) data analysis aims to obtain meaning from research. In this study, the variables analyzed were the characteristics of the respondents and the level of student anxiety, depression and stress when conducting online speaking classes during the Covid-19 pandemic. The data will be presented in the form of tables and frequencies. To help analyze the data, Microsoft Excel was used as a tool.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents research findings and discussions about EFL students' speaking anxiety, depression, and stress levels during online learning, EFL students' strategy to overcome the speaking anxiety, depression, and stress during online learning, discussion, and limitations of the research.

A. EFL students' speaking anxiety, depression and stress levels during online learning.

This research was conducted at Universitas Islam Negeri Walisongo, Education and Teacher Training Faculty, Department of English Education. Researcher examined class A in semester 2 with a total of 26 students. The entire population in class A is used to be a sample or a saturated sample. Data were collected using a questionnaire via google form and also initial observations to 5 respondents from class A students on June 26, 2021. In this study there were various answers from students.

1. Stress

Table 3 Student Stress Level

STRESS					
NORMAL	MILD	MODERATE	SEVERE	VERY SEVERE	TOTAL
25	1	0	0	0	26
96,15%	3,85%	0%	0%	0%	100,00%

Source: Processed by Author (2021)

A total of 25 respondents or as many as 96.15% were categorized as normal because the total score of the stress questionnaire ranged from 0 to 14. A total of 1 respondent or as much as 3.85% was categorized as mild stress because the total score of the stress questionnaire ranged from 15 to 18.

Based on the results of these calculations, as many as 25 student respondents who were categorized as normal did not experience stress during the online lecture period. As many as 1 student respondents who was categorized as mild experienced mild stress during the online lecture period.

Each individual has a different level of stress and a different response to stress. An individual's inability to adapt well to the surrounding conditions (stressors) can be the trigger of various disorders both biological, psychological, social and spiritual. Basically, stressors that arise cannot

endanger life. Stressors aren't always bad. Stressors are necessary to increase individual maturity, alertness, and competition in daily life.

Stress can affect various aspects of life, ranging from emotions, behavior, thinking skills, to health such as increasing the risk of heart disease, diabetes, obesity, acid reflux disease, asthma, and mental illnesses such as suppression and anxiety. Therefore, before stress affects various aspects of life, it is important to know a person's stress level so that the stress condition can be immediately handled by yourself and professional help such as psychologists and psychiatrists.

2. Depression

Table 4 Level of Depression Students

DEPRESSION					
NORMAL	MILD	MODERATE	SEVERE	VERY SEVERE	TOTAL
22	3	1	0	0	26
84.62%	11.54%	3.84%	0%	0%	100,00%

Source: Processed Writer (2021)

A total of 22 respondents or 84.62% were categorized as normal because the number of depression questionnaire scores ranged from 0 to 9. A total of 3 respondents or 11.54% were categorized as mild depression because the total depression questionnaire scores ranged from 10 to 13. A total of 1 respondent or 3,84% were categorized as moderate depression because the number of depression questionnaires ranged from 14 to 20.

Based on the results of these calculations, as many as 22 student respondents who were categorized as normal did not experience depression during the online lecture period. A total of 3 student respondents who were categorized as mild experienced mild depression during the online lecture period. A total of 1 student respondent who was categorized as moderate experienced during the online lecture period.

Depression is one of the mental illnesses that must be treated. Depressive disorder can affect social life, work or other important functions. Depression can be characterized by worsening of the sufferer's mood, feelings, stamina, appetite, sleep patterns, and concentration levels. Depression is not a sign of weakness or character disability. Depression also cannot be equated with feelings of sadness or sadness, which usually improve over time.

Symptoms of depression will feel much more intense and disturbing by the sufferer. Depression causes a drastic change of great mood that gives rise

to a sense of hopelessness, recklessness, and even unwillingness to move on with life. Therefore, it is important for us to know the extent of depression, because depression can be the reason someone ends their life. Before a person's level of depression increases, depression must be treated by experts such as psychologists and psychiatrists. In some cases, psychiatrists give some types of medication to people with depression to help lower the level of depression suffered.

3. Anxiety

Table 5 Level of Anxiety Students

ANXIETY					
NORMAL	MILD	MODERATE	SEVERE	VERY SEVERE	TOTAL
12	7	6	1	0	26
46,15%	26,92%	23%	4%	0%	100,00%

Source: Processed Writer (2021)

A total of 12 respondents or as many as 46.15% were categorized as normal because the number of anxiety questionnaire scores ranged from 0 to 7. A total of 7 respondents or as many as 26.92% were categorized as mild anxiety because the total anxiety questionnaire scores ranged from 8 to 9. A total of 6 respondents or as many as 23% are categorized as moderate anxiety because the number of anxiety questionnaires ranges from 10 to 14. A total of 1 respondent or as much as 4% is categorized as severe anxiety because the number of anxiety questionnaires ranges from 15-19.

Based on the results of these calculations, as many as 12 student respondents who were categorized as normal did not experience anxiety during the online lecture period. A total of 7 student respondents who were categorized as mild experienced mild anxiety during the online lecture period. A total of 6 student respondents who were categorized as moderate experienced moderate anxiety during the online lecture period. A total of 1 student respondent who was categorized as severe experienced severe anxiety during the online lecture period.

Anxiety is discomfort, or worry about something unpleasant. Excessive anxiety is one of the diagnostic criteria of Generalized Anxiety Disorder. Anxiety that significantly affects social life, work, and other important parts is a symptom of social phobia.

Anxiety becomes a chronic psychological disorder when a person is constantly beset by unreasonable fears or fears of all sorts of things that are considered a major threat, when they pose no real danger. Anxiety is a psychiatric disorder recognized by the medical world. Anxiety disorders are conditions that can be diagnosed by a doctor based on an ongoing set of symptoms.

Living with an anxiety disorder makes a person continue to experience stress even after the threatening event has long been passed. In fact, such anxiety will always exist in the subconscious and invite endless anxiety throughout the day. Anxiety disorders can be experienced daily with very obvious sightings of symptoms, such as social phobia or coming on suddenly for no reason such as panic attacks and anxiety attacks. It is therefore important to know a person's anxiety level in order to be handled by experts.

B. EFL students' strategy to overcome the speaking anxiety, depression and stress during online learning

Anxiety in speaking is a condition that is often felt by students. Given that English is a foreign language in Indonesia, students rarely use English in their daily communication. Mukminatien (in Ningsih, 2017) found that students majoring in English had many errors when speaking. Errors include pronunciation for example, word stress and intonation, grammatical accuracy such as tenses, prepositions, and sentence construction, vocabulary for example wrong choice of words, fluency for example, frequent corrections, and interactive communication, namely, difficulty in getting all meanings or keeping the conversation going. Because the ability to speak English is a very complex thing considering the nature of what is involved in the conversation, not all students in the EFL Speaking class have the courage to speak⁷⁹.

Based on anonymous interviews with five people, anxiety, depression and stress in speaking is often felt by students. When students are asked to speak English as part of a learning assignment, students usually feel tired, insomnia, groggy, concentration down, not confident, etc. By the time these psychological symptoms appeared, respondents had several different opinions.

Respondent one said that when going to speaking, he felt nervous, anxious, and panicked. Then the way used to relieve anxiety is to make preparations in advance before speaking such as doing a review, studying it and summarizing the material. Also do exercises with friends or relatives or independently in front of a mirror. He also said by thinking positively and optimistically all will go smoothly.

⁷⁹ Ilahi, Rachma, Janastri & Karyani, *loc. cit.*

Respondent two said that when going to speak, she felt very nervous, because the English language skills she had was still passive. The way that she uses to overcome nervousness, especially when speaking in English, she will grasp something in the hand such as paper and the gaze of she's straight ahead. When speaking with a foreigner, she asks the foreigner for permission to use translate because the use of English is still passive when speaking.

Respondent three said that when going to speaking, she felt anxious because the language is rarely used in everyday life. To overcome this, she regulates breathing to be more relaxed and confident. In addition, it takes approximately 2-3 minutes to calm down first.

Respondent four said that when going to speaking, he was classified as confident if asked to speak English. However, he still felt anxious and afraid if there was an error in pronunciation. He faced the anxiety by repeating reading by walking "pacing".

Respondent five said that when going to speaking, she experienced psychological conditions such as anxiety and nervousness. At the time of experiencing this psychological condition that is done to overcome this is to make the best possible preparation and breathing techniques for relaxation. She is also positive-minded, and considers speaking in English language as normal, as well as making careful preparation, and staying confident or positive self-talk.

Based on the results of the interview of the respondents, it can be concluded several ways to overcome anxiety, depression and stress when speaking in English language in online learning. To overcome anxiety, depression and stress, making preparations in advance before speaking and practicing speaking with friends or family is important. By making preparations in advance will minimize mistakes when speaking and will foster confidence. In addition, by regulating breathing and thinking positively before speaking will grow a sense of calm and relaxation.

To overcome anxiety Zwanzger (2018) said that all individuals with excessive anxiety disorder need supportive talk and attention to the emotional problems they feel. The individual also needs psychological education that includes information about the body's physiology and symptoms of excessive anxiety as well as possible treatments available. These supportive conversations can be conducted by individuals with family or closest friends. Many people with excessive anxiety disorders that require intervention from the medical side so that patients need outpatient treatment. The next solution that can be done by individuals with excessive anxiety disorder is to exercise, such as aerobic exercise by jogging 5

kilometers three times a week. People with anxiety can also ask experts to perform hypnosis or additional treatments such as acupuncture.⁸⁰

However, according to Borza (2017) there are other solutions that are effective solutions to overcome excessive anxiety disorder. This solution is called Cognitive Behavioral Therapy or CBT. CBT helps to better understand how the human mind functions because it is based on neuroscience, research, and science psychology. CBT is an effective treatment for anxiety disorder and usually leads us to lower anxiety. A study has shown that this therapy is equivalent to treatment with medication and more effective within six months after periodic checkups. CBT as a treatment for anxiety disorder includes the development of functional analysis, the provision of information through psychological education, and research that will produce new attitudes and emotions (exposition and relaxation), as well as cognitive approaches.⁸¹

Kemenkes (2018) said there are several ways to deal with stress to achieve a healthy soul. These methods include talking about complaints with someone who can be trusted, doing activities that are in accordance with their interests and abilities, developing useful hobbies, improving worship and getting closer to God, thinking positively, calming the mind with relaxation, and maintaining health with exercise or regular physical activity, getting enough sleep, eating a balanced nutritious diet, and applying clean and healthy behaviors.⁸²

Horowitz (2002) said in the face of stressors means giving the individual concerned lessons to be more skilled in the future with the possibility of developing various abilities and strategies to limit similar stressors. It can also actually provide frightening ideas that are related to certain emotions and related to having to deal with similar stressors.⁸³

According to Mursadinur (2016) in a chronic state, the disorder that arises of course stress must be faced with treatment. Here the role of cooperation from various fields of medicine is necessary if the disorder is organic. It is precisely the role of psychiatry in dealing with these stress disorders. In the face of mental psychiatric disorders there are choices of how to deal with and pharmacotherapy to psychotherapy.⁸⁴

⁸⁰ Zwanzger, P. 2018. Treatment of anxiety disorders. *MMW-Fortschritte Der Medizin*, 160(17), 48–54. <https://doi.org/10.1007/s15006-018-0025-z>

⁸¹ Borza, L. 2017. *Cognitive-behavioral therapy for generalized anxiety*. 203–208.

⁸² <http://p2ptm.kemkes.go.id/> (Accessed on 5/11/2021)

⁸³ Horowitz M. 2002. *Stress response syndromes and their treatment in Handbook of Stress, Theoretical and Clinical Aspects*. Goldbet Breznitz S (eds). New York: The Free Press.

⁸⁴ Mursadnur. 2016. “Stres dan Cara Mengatasinya Dalam Perspektif Psikologi” *Jurnal Edukasi Vol 2 No 2*.

Dirgayunita (2016) says that depression can be treated with lifestyle changes, psychological therapy, and with treatment (antiretroviral drugs or ARVs). It is strictly forbidden to self-medicate with alcohol, excessive smoking and drugs, because the substances contained in it can improve symptoms of depression and cause other problems. Consulting a psychiatrist or psychologist is also important.⁸⁵

C. Discussion

The first hypothesis in this study is to examine the anxiety, depression and stress levels faced by speaking class students when doing online learning during the Covid-19 pandemic. Based on calculations assisted by a calculator in Microsoft Excel, it is known that there are anxiety, depression and stress levels that occur in class A students of English Education, Education and Teacher Training Faculty at the Universitas Islam Negeri Walisongo⁸⁶.

There are four categories of anxiety levels identified by class A students, namely normal, mild, moderate and severe. It is known that 46.15% are categorized as having normal anxiety because the number of anxiety questionnaire scores ranges from 0 to 7. A total of 7 respondents or 26.92% are categorized as having mild anxiety because the number of anxiety questionnaire scores ranges from 8 to 9. A total of 6 respondents or as much as 23% are categorized as having moderate anxiety because the number of anxiety questionnaires ranges from 10 to 14. A total of 1 respondent or as much as 4% is categorized as having severe anxiety because the number of anxiety questionnaires ranges from 15-19.

From the results of these calculations, as many as 12 student respondents who were categorized as normal did not experience anxiety during the online lecture period. A total of 7 student respondents who were categorized as mild experienced mild anxiety during the online lecture period. A total of 6 student respondents who were categorized as moderate experienced moderate anxiety during the online lecture period. A total of 1 student respondent who was categorized as severe experienced severe anxiety during the online lecture period.

Living with anxiety disorders makes a person continue to experience stress even after a threatening event that triggered someone has anxiety has long been passed. In fact, such anxiety will always exist in the subconscious and invite endless anxiety throughout the day. Anxiety disorders can be experienced daily with very obvious sightings of symptoms, such as social phobia or coming on suddenly for no reason such as panic attacks and anxiety attacks. It is therefore important to know a person's level of anxiety in order to be handled by an expert.

⁸⁵ Dirgayunita, Aries. 2016. "Depresi: Ciri, Penyebab, dan Penangannya" *Journal An-nafs: Kajian dan Penelitian Psikologi*

⁸⁶ Qadafi, *loc. cit.*

In addition to having anxiety, class A students were identified as having various levels of stress and depression. Almost all class A students have stress that can be categorized as normal, only one student respondent has a mild level of stress. The majority of class A students have depression that can be categorized as normal, but there are three student respondents who have mild depression and one student respondent has a moderate level of depression.

The results of these calculations can be used as a reference for respondents to care more about mental health, especially anxiety, depression, and stress. Because with the emergence of anxiety, depression, and stress can cause anxiety that can interfere with daily activities, easily feel tired when doing activities, difficulty concentrating, nausea, headaches, insomnia, feeling short of breath and some other psychological conditions. Even people with anxiety, depression, and stress can experience a tendency to end their lives. For this reason, it is necessary to know the level of anxiety, depression, and stress to do prevention and treatment early before the levels of anxiety, depression, and stress reach very high stages and the tendency to end a high life.

Stress can affect various aspects of life, ranging from emotions, behavior, thinking skills, to health such as increasing the risk of heart disease, diabetes, obesity, acid reflux disease, asthma, and mental illnesses such as suppression and anxiety. Therefore, before stress affects various aspects of life, it is important to know a person's stress level so that the stress condition can be immediately handled by yourself and professional help such as psychologists and psychiatrists.

Symptoms of depression will feel much more intense and disturbing by the sufferer. Depression causes a drastic change of great mood that gives rise to a sense of hopelessness, recklessness, and even unwillingness to move on with life. Therefore, it is important for us to know the extent of depression, because depression can be the reason someone ends their life. Before a person's level of depression increases, depression must be treated by experts such as psychologists and psychiatrists. In some cases, psychiatrists give some types of medication to people with depression to help lower the level of depression suffered.

Based on anonymous interviews with five people, it can be concluded that students feel anxious when speaking in online learning because they do not feel confident. Then the fear of making mistakes when speaking is also the reason students are anxious when speaking. In addition, low self-confidence and anxiety for fear of getting a negative evaluation are the reasons why students experience anxiety when speaking while doing online learning. The student has several strategies in overcoming anxiety, depression and stress when speaking during online classes. Students make careful preparations before doing online classes.

When psychological conditions such as fear occur, students do breathe techniques for relaxation. Students also try to behave positively when they are about to speak. Finally, students try to be confident when speaking in online classes. In line with previous research conducted by Basri and Morotai (2019), the anxiety that causes students to be unable to speak English in class is shame, lack of confidence, fear of making mistakes, grammatical problems and lack of vocabulary. It is hoped that the results of this study can be used as input for English Language Education lecturers to pay more attention to their students, because each student has a different level of anxiety so they need methods, learning media, strategies, or even more special attention to students so that they can speak English well. In short, many factors can be a source of anxiety, such as shyness, lack of confidence, fear of making mistakes and being in the public spotlight, lack of English vocabulary and also grammar problems.

This research is in line with research conducted by Mahfud and Gumantan (2020) the study illustrates that currently the level of student anxiety during the COVID-19 pandemic is still high, namely 36.4% feeling very anxious, 34.1% feeling anxious, 20.9 feel less anxious, and 9% feel very less anxious about this pandemic. This anxiety is due to the fear of contacting this virus and the impact on the student learning process and the family economy will be disrupted⁸⁷.

According to Hasanah et al (2020) the problems experienced by students, if not treated immediately, can lead to more serious psychological problems such as depression. The results of research conducted by Hasanah et al (2020) showed a number of 7 (3.68%) students experienced mild depression. The results of the research by Maia, Berta Rodrigues, and Paulo César (in Hasanah et al, 2020) showed that students who were evaluated during the pandemic period showed significantly higher levels of anxiety, depression, and stress, compared to students in normal times. The results show that the pandemic has a negative psychological effect on college students⁸⁸.

D. Limitations of the Research

The researcher realizes that this research is still far from perfect. There were several obstacles encountered during the process of making this research. Some of the obstacles faced in this research are:

1. Limited time to do research. But enough to get all the data needed.
2. Limited respondents. Due to the limited time, respondents who can be obtained in this study are only class A of the three existing classes. So that the entire population of class A as many as 26 students became a saturated sample.

⁸⁷ Kartika, *loc. cit.*

⁸⁸ Oktawirawan, *loc. cit.*

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3. The Covid-19 condition made it a little difficult for researcher to contact respondents. Respondents who were contacted via WhatsApp were often slow in responding to researcher.

CHAPTER V

CONCLUSION

In this chapter the researcher writes the conclusions that exist in this study. In addition to research, there are several suggestions for further researchers, lecturers, and also students.

A. Conclusion

Based on the research that has been done, there are several conclusions that can be drawn from this research. The conclusions are:

1. There are four categories of anxiety levels, depression, and stress identified by the students of class A English Education, Education and Teacher Training Faculty at the Universitas Islam Negeri Walisongo. The categories are normal, mild, moderate and severe. On an anxiety levels 12 respondent or 46.15% are categorized as having normal anxiety, 7 respondents or 26.92% are categorized as having mild anxiety, 6 respondents or 23% are categorized as having moderate and 1 respondent or 4% is categorized as having severe anxiety. On a stress levels 25 or 96.15% respondent respondents who were categorized as normal did not experience stress during the online lecture period. As many as 1 or 3.85% respondents categorized as mild experienced. On a depression levels 22 respondents or 84.62% were categorized as normal, 3 respondents or 11.54% were categorized as mild depression and 1 respondent or 3.84% were categorized as moderate depression.
2. Based on the data, students' strategy to overcome the speaking anxiety, depression and stress in speaking is making preparations in advance before speaking and practicing speaking with friends or family is important. By making preparations in advance will minimize mistakes when speaking and will foster confidence. In addition, by regulating breathing and thinking positively before speaking will grow a sense of calm and relaxation. Students' also needs supportive conversations to overcome the speaking anxiety, depression, and stress. It can be conducted by individuals with family or closest friends. To overcome the speaking anxiety, depression, and stress, students can do some activities that are in accordance with their interests and abilities, developing useful hobbies, improving worship and getting closer to God, thinking positively, calming the mind with relaxation, and maintaining health with exercise or regular physical activity, getting

enough sleep, eating a balanced nutritious diet, and applying clean and healthy behaviors

B. Suggestions

After drawing conclusions, the researcher has several suggestions, namely:

1. For speaking lecturers, they are expected to have creativity and be more active in carrying out speaking learning in online classes. Because students feel that there are some speaking materials that are difficult to understand during online classes.
2. Students are expected to be more enthusiastic in learning speaking and other learning carried out in online learning during the Covid-19 period. Students can also do fun things to reduce anxiety, stress, and depression.
3. For the next researcher, I recommend you to do some related research in other objects and deeper and better technique.

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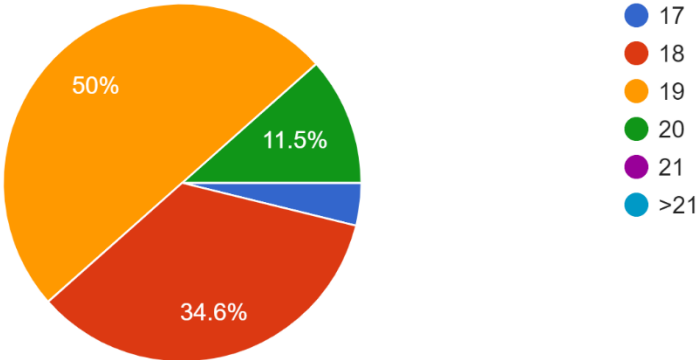
APPENDICES

Appendix 1 List Of Student Name

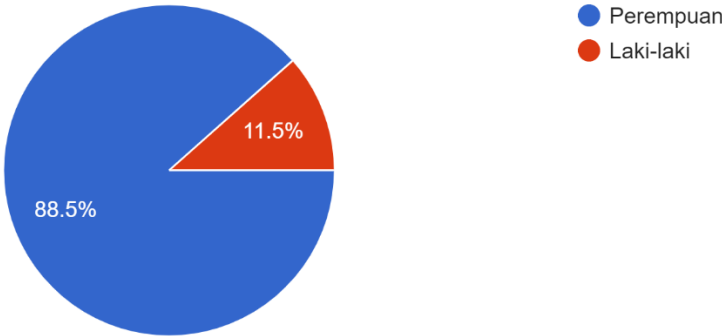
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7.	20030460008	FKZ
8.	20030460010	LMA
9.	20030460011	II
10.	20030460012	IM
11.	20030460013	AMA
12.	20030460014	T
13.	20030460016	NM
14.	20030460017	SFS
15.	20030460018	SDW
16.	20030460019	1A
17.	20030460020	UM
18.	20030460021	AW
19.	20030460022	GR
20.	20030460023	SPRD
21.	20030460026	AMF
22.	20030460028	SLM
23.	20030460029	SNA
24.	20030460032	LS
25.	20030460033	ANK
26.	20030460037	SZA

Appendix 2 Google Form Result

Umur
26 responses

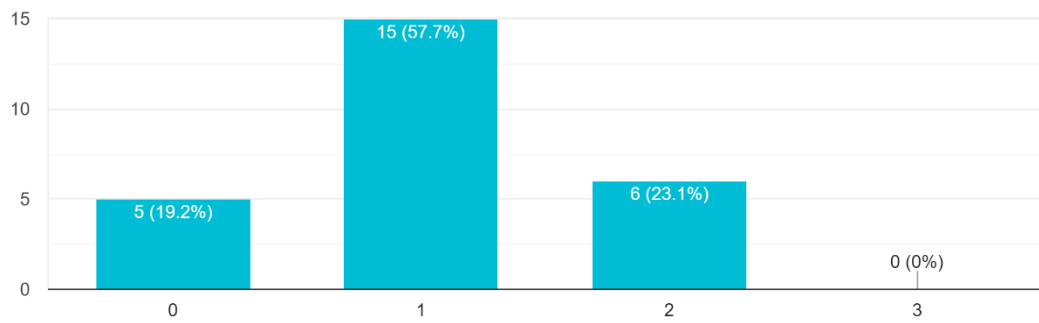


Jenis Kelamin
26 responses



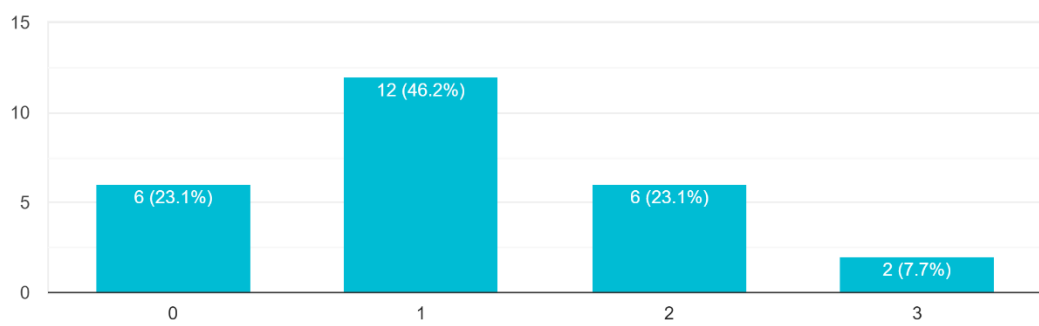
Saya sulit untuk ditenangkan (s)

26 responses



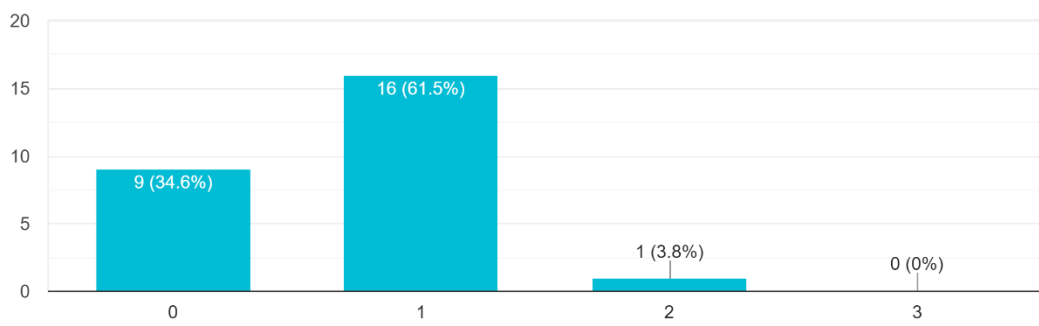
Saya merasa mulut saya kering (a)

26 responses



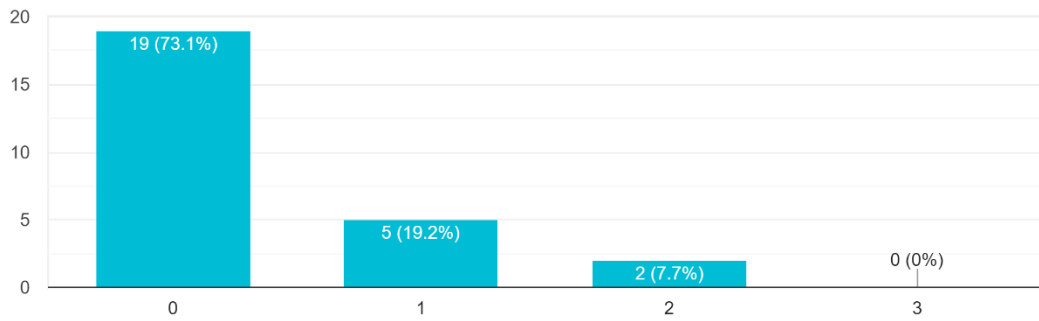
Saya tidak dapat merasakan perasaan yang positif (d)

26 responses



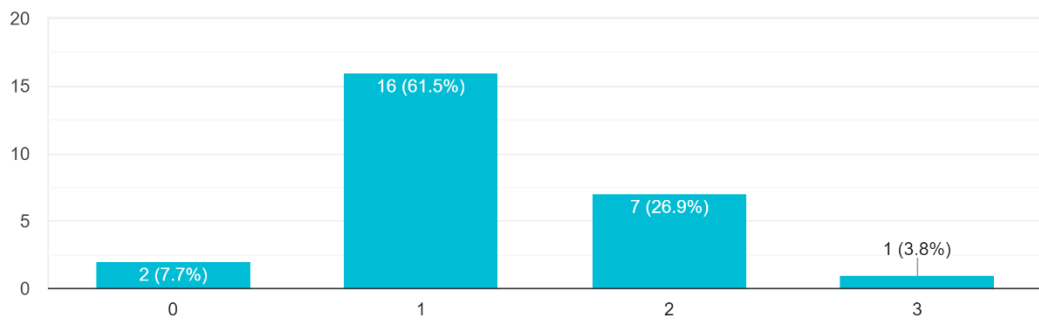
Saya mengalami kesulitan bernafas (a)

26 responses



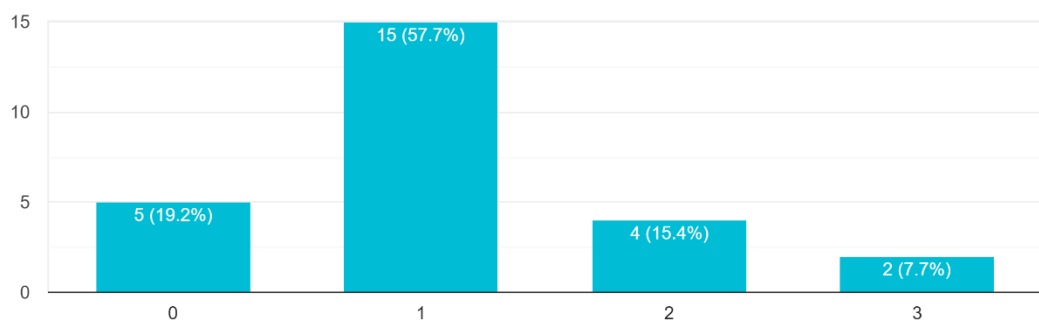
Saya sulit mendapatkan semangat untuk melakukan sesuatu (d)

26 responses



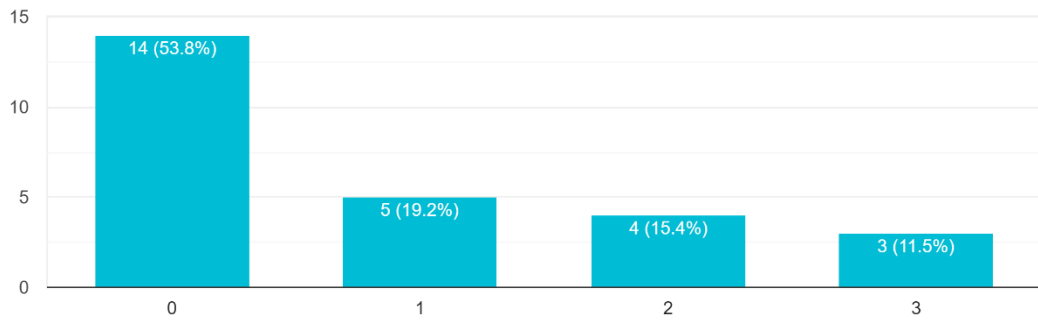
Saya cenderung bertindak berlebihan (s)

26 responses



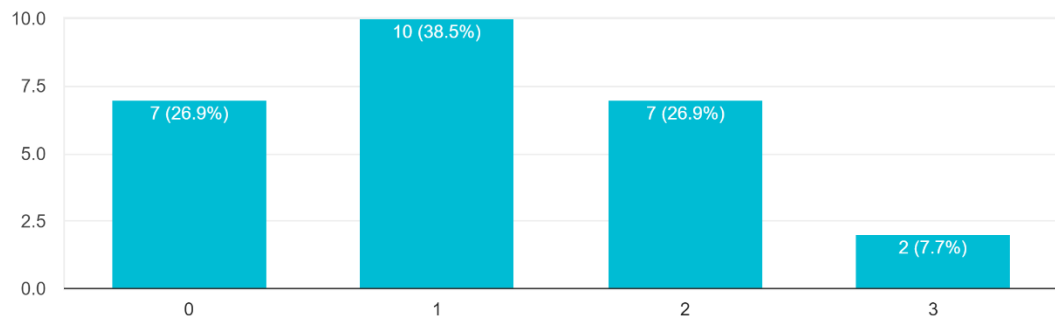
Saya mengalami gemetaran pada tangan (a)

26 responses



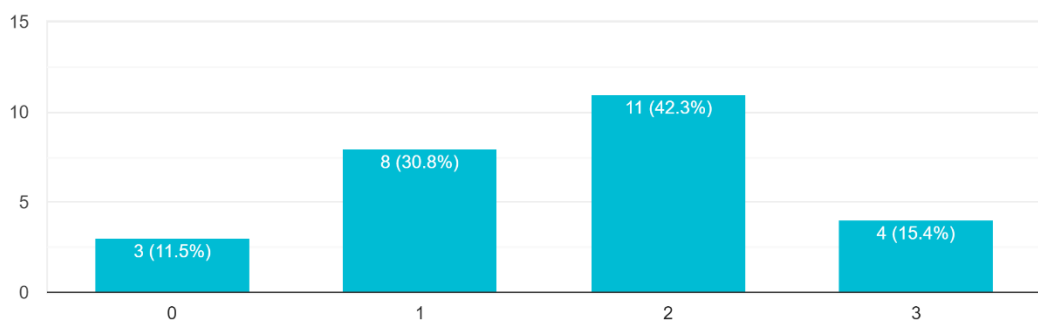
Saya merasakan menggunakan banyak energi untuk cemas (s)

26 responses



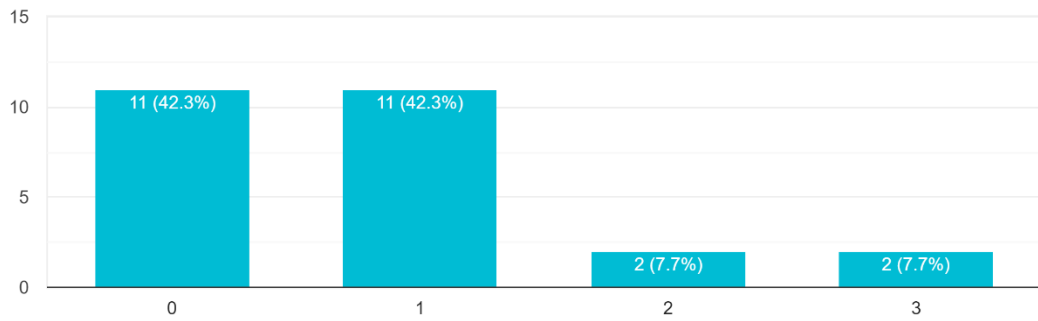
Saya merasa khawatir terhadap situasi yang membuat saya panik dan melakukan hal bodoh (a)

26 responses



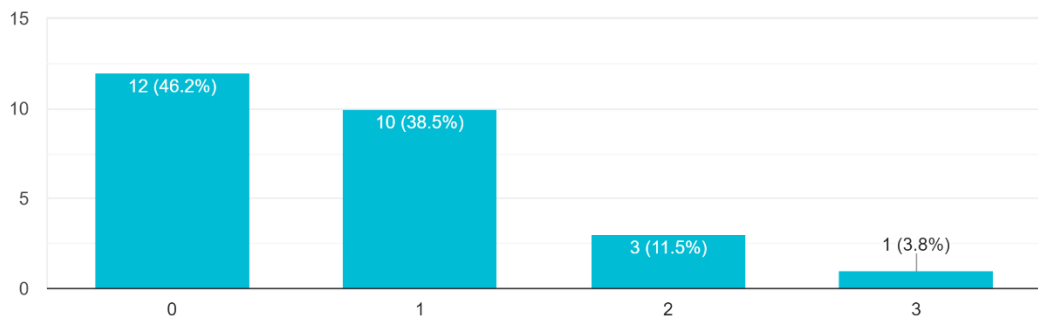
Saya merasa tidak memiliki masa depan (d)

26 responses



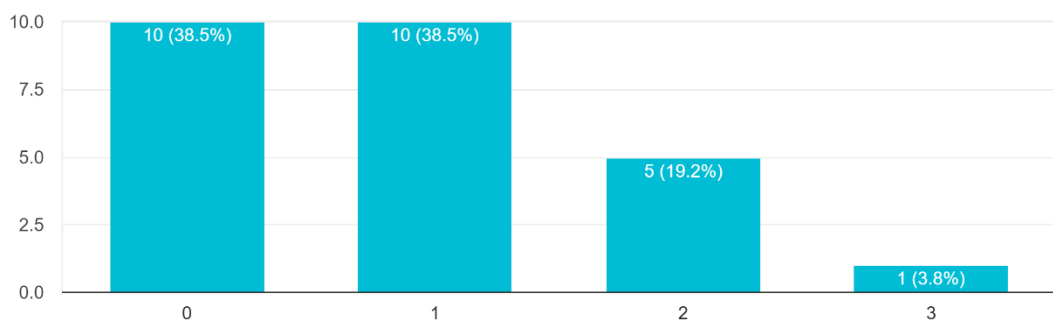
Saya merasa semakin gelisah (s)

26 responses



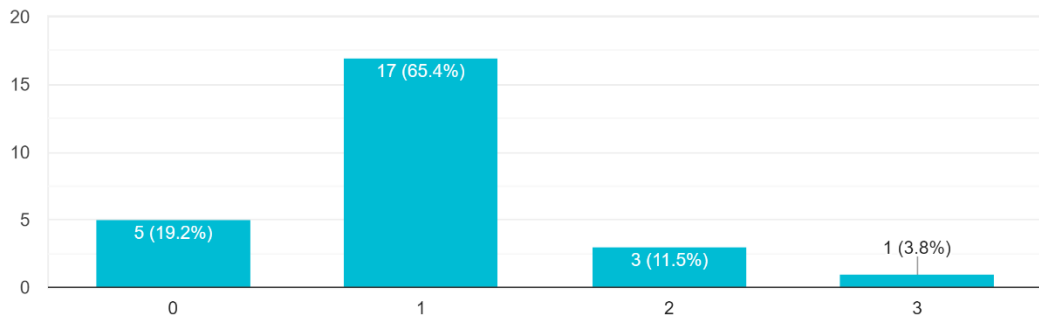
Saya sulit untuk rileksasi (s)

26 responses



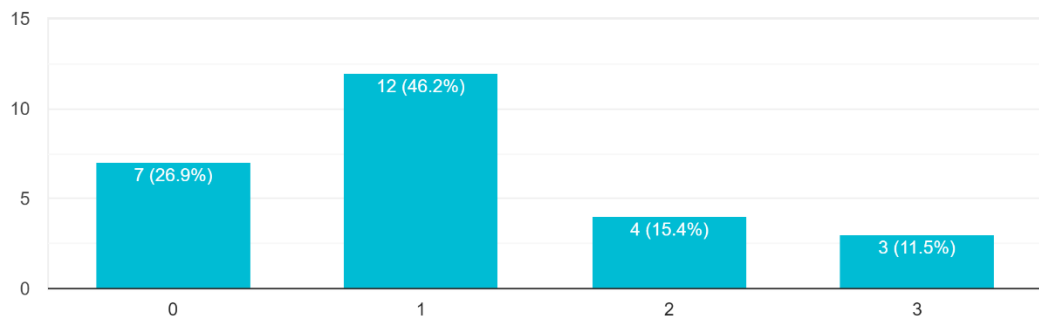
Saya merasa sedih dan murung (d)

26 responses



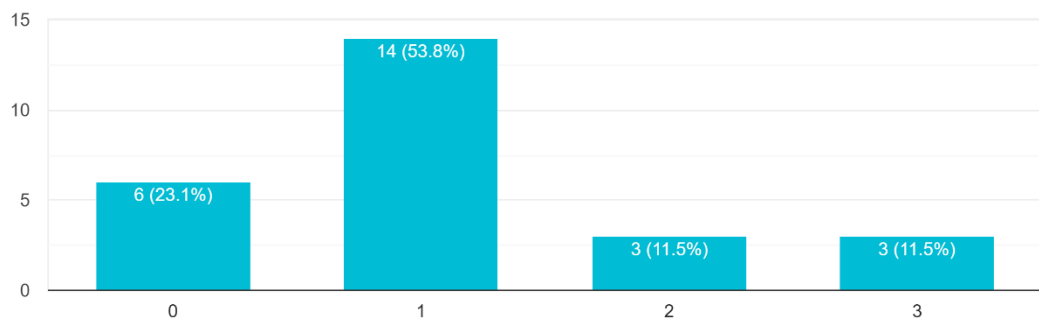
Saya merasa tidak sabar terhadap sesuatu yang membuat saya bertahan dengan apa yang telah saya lakukan (s)

26 responses



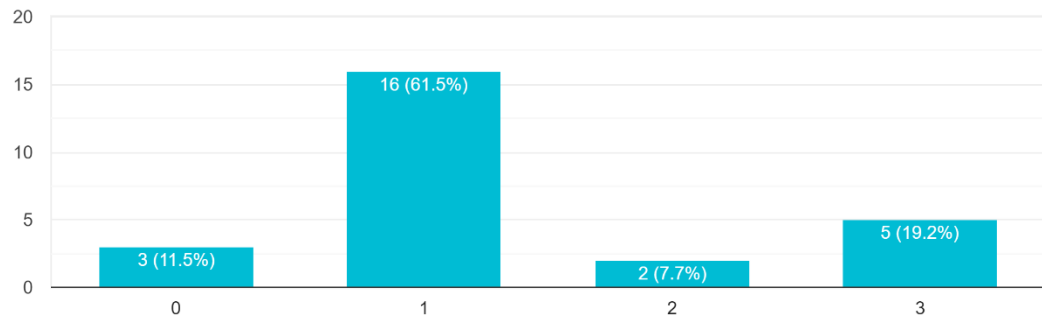
Saya menjadi mudah panik (a)

26 responses



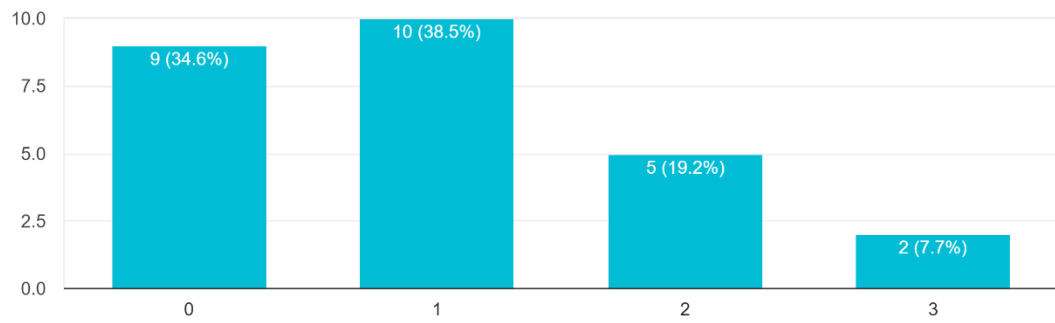
Saya tidak antusias terhadap sesuatu (d)

26 responses



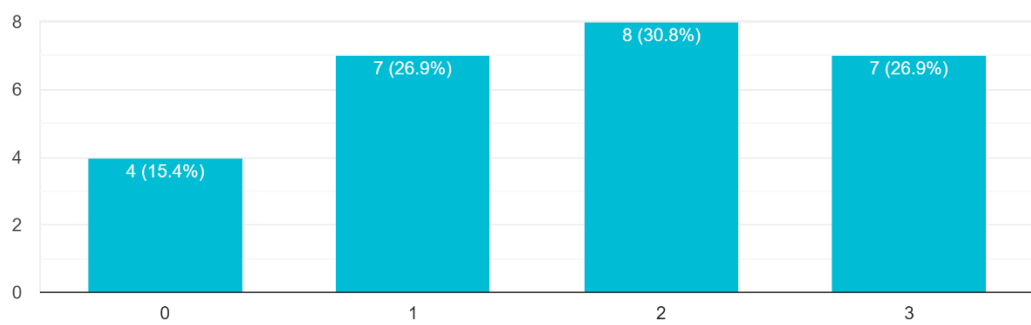
Saya merasa tidak berharga (d)

26 responses



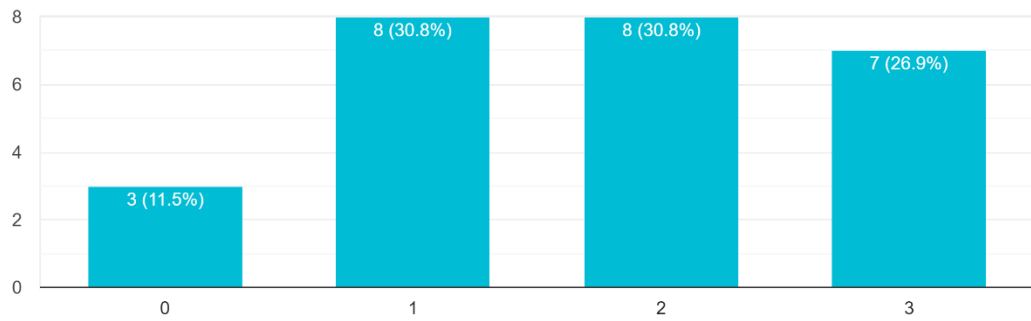
Saya mudah tersentuh (s)

26 responses



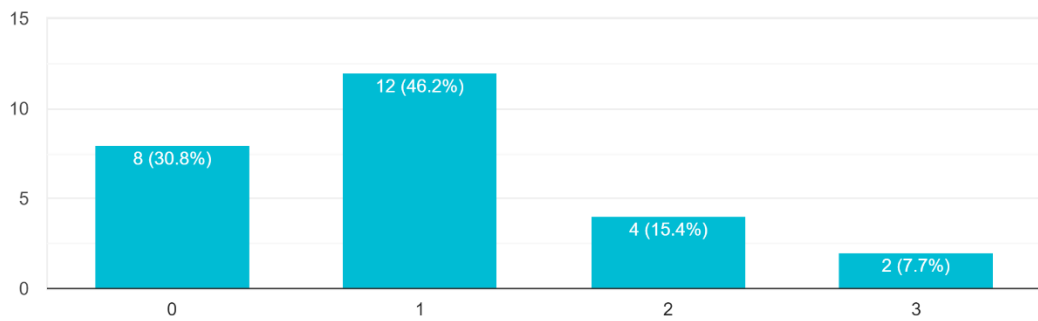
Saya merasakan kerja jantung saya (a)

26 responses



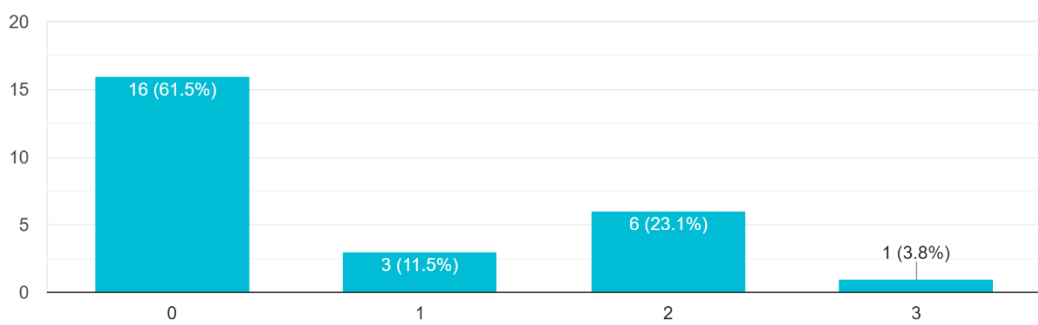
Saya Merasa takut tanpa alasan yang jelas (a)

26 responses



Saya merasa hidup ini tidak berarti (d)

26 responses



Description:

a : Anxiety

s : stress

d : depression

Appendix 3 Student Interview

Responden 1:

Kecemasan dalam speaking adalah kondisi yang sering dirasakan oleh mahasiswa. Konsiri psikologis ini biasanya merasakan lelah, insomnia, grogi, konsentrasi turun, tidak percaya diri, dan lain sebagainya. Pada saat mahasiswa diminta untuk berbicara dalam Bahasa Inggris sebagai bagian dari tugas belajar. Pada saat gejala psikoogis ini muncul, bagaimanakah strategi anda sebagai mahasiswa untuk mengurangi kecemasan tersebut? Lalu apa yang anda rasakan?

Cara yang digunakan untuk menghilangkan kecemasan yaitu denganmelakukan persiapan terlebih dahulu seperti melakukan peninjauan ulang, mempelajarinya dan meringkas materi; melakukan latihan bersama teman/kerabat maupun secara mandiri di depan cermin; berpikir positif dan optimis semua berjalan lancar. Yang saya rasakan gugup, cemas, dan panik.

Responden 2:

Kecemasan dalam speaking adalah kondisi yang sering dirasakan oleh mahasiswa. Konsiri psikologis ini biasanya merasakan lelah, insomnia, grogi, konsentrasi turun, tidak percaya diri, dan lain sebagainya. Pada saat mahasiswa diminta untuk berbicara dalam Bahasa Inggris sebagai bagian dari tugas belajar. Pada saat gejala psikoogis ini muncul, bagaimanakah strategi anda sebagai mahasiswa untuk mengurangi kecemasan tersebut? Lalu apa yang anda rasakan?

Perasaan saya tentu sangat gugup, selain bahasa inggris saya yang masih dapat dikatakan pasif tentunya. Biasanya jika saya sangat gugup terutama saat menggunakan bahasa inggris saya akan menggenggam sesuatu di tangan seperti kertas dan tatapan saya akan lurus. Jika saya berbicara pada "bule" mengingat bahasa saya yang masih pasif saya memohon ijin padanya untuk menggunakan translate

Responden 3:

Kecemasan dalam speaking adalah kondisi yang sering dirasakan oleh mahasiswa. Konsiri psikologis ini biasanya merasakan lelah, insomnia, grogi, konsentrasi turun, tidak percaya diri, dan lain sebagainya. Pada saat mahasiswa diminta untuk berbicara dalam Bahasa Inggris sebagai bagian dari tugas belajar. Pada saat gejala psikoogis ini muncul, bagaimanakah strategi anda sebagai mahasiswa untuk mengurangi kecemasan tersebut? Lalu apa yang anda rasakan?

Jika disuruh melakukan bicara dengan Bahasa Inggris yang saya rasakan pasti cemas karena Bahasa tersebut jarang saya gunakan. Yang saya lakukan untuk mengurangi rasa cemas tersebut yaitu dengan mengatur pernafasan agar diri saya menjadi lebih santai dan percaya

diri. Selain itu, kira-kira saya membutuhkan waktu kurang lebih 2-3 menit untuk menenangkan diri terlebih dahulu

Responden 4:

Kecemasan dalam speaking adalah kondisi yang sering dirasakan oleh mahasiswa. Kondisi psikologis ini biasanya merasakan lelah, insomnia, grogi, konsentrasi turun, tidak percaya diri, dan lain sebagainya. Pada saat mahasiswa diminta untuk berbicara dalam Bahasa Inggris sebagai bagian dari tugas belajar. Pada saat gejala psikologis ini muncul, bagaimanakah strategi anda sebagai mahasiswa untuk mengurangi kecemasan tersebut? Lalu apa yang anda rasakan?

Sejujurnya saya tergolong percaya diri jika diminta berbicara Bahasa Inggris. Tetapi masih ada rasa cemas yang saya rasakan. Cemas dalam hal takut jika terdapat kesalahan dalam pengucapan. Yang biasa saya lakukan jika menghadapi kecemasan tersebut yaitu dengan melakukan pelafalan bacaan secara berulang dengan berjalan "mondar-mandir"

Responden 5:

Kecemasan dalam speaking adalah kondisi yang sering dirasakan oleh mahasiswa. Kondisi psikologis ini biasanya merasakan lelah, insomnia, grogi, konsentrasi turun, tidak percaya diri, dan lain sebagainya. Pada saat mahasiswa diminta untuk berbicara dalam Bahasa Inggris sebagai bagian dari tugas belajar. Pada saat gejala psikologis ini muncul, bagaimanakah strategi anda sebagai mahasiswa untuk mengurangi kecemasan tersebut? Lalu apa yang anda rasakan?

Pada saat saya mengalami kondisi psikologis tersebut yang saya lakukan adalah melakukan persiapan sebaik mungkin dan teknik pernapasan untuk relaksasi, berfikir positif, anggap sebagai hal yang normal, melakukan persiapan yang matang, dan tetap percaya diri/positive self-talk.

Appendix 4 Data Processed - Stress

	Saya sulit untuk ditenangkan (s)	Saya cenderung bertindak berlebihan (s)	Saya merasakan menggunakan banyak energi untuk cemas (s)	Saya merasa semakin gelisah (s)	Saya sulit untuk rileksasi (s)	Saya merasa tidak sabar terhadap sesuatu yang membuat saya bertahan dengan apa yang telah saya lakukan (s)	Saya mudah tersentuh (s)	TOTAL	ANALISIS
1	2	1	2	2	2	1	3	13	NORMAL
2	0	1	1	0	0	2	3	7	NORMAL
3	1	3	0	0	0	3	3	10	NORMAL
4	1	1	2	1	1	1	3	10	NORMAL
5	0	0	1	0	0	1	1	3	NORMAL
6	2	0	1	0	0	0	2	5	NORMAL
7	0	0	0	0	0	0	0	0	NORMAL
8	2	1	2	1	0	1	2	9	NORMAL
9	1	3	2	2	2	3	3	16	RINGAN
10	1	1	0	0	1	2	0	5	NORMAL

11	1	1	2	0	1	0	2	7	NORMAL
12	0	1	1	1	1	0	2	6	NORMAL
13	1	2	0	0	0	0	2	5	NORMAL
14	2	1	2	3	2	1	2	13	NORMAL
15	1	1	1	0	0	1	1	5	NORMAL
16	1	1	3	2	2	1	3	13	NORMAL
17	1	1	1	1	1	1	2	8	NORMAL
18	0	2	0	0	0	0	1	3	NORMAL
19	1	0	1	1	1	1	2	7	NORMAL
20	1	2	1	1	1	1	0	7	NORMAL
21	1	1	1	1	1	1	1	7	NORMAL
22	1	1	0	0	0	0	1	3	NORMAL
23	2	1	3	0	2	2	1	11	NORMAL
24	1	1	1	1	1	1	0	6	NORMAL
25	1	2	2	1	1	3	3	13	NORMAL
26	2	0	0	1	3	2	1	9	NORMAL

Appendix 5 Data Processed - Depression

	Saya tidak dapat merasakan perasaan yang positif (d)	Saya sulit mendapatkan semangat untuk melakukan sesuatu (d)	Saya merasa tidak memiliki masa depan (d)	Saya merasa sedih dan murung (d)	Saya tidak antusias terhadap sesuatu (d)	Saya merasa tidak berharga (d)	Saya merasa hidup ini tidak berarti (d)	TOTAL	ANALISIS
1	0	1	1	1	1	2	2	8	NORMAL
2	0	2	0	2	3	1	0	8	NORMAL
3	0	2	0	3	2	3	0	10	RINGAN
4	1	1	1	1	1	1	0	6	NORMAL
5	1	1	0	1	1	0	0	4	NORMAL
6	1	1	0	1	1	0	0	4	NORMAL
7	0	0	0	1	0	0	0	1	NORMAL
8	1	1	1	1	1	0	0	5	NORMAL
9	1	3	3	2	0	2	2	13	RINGAN
10	0	1	0	0	1	0	0	2	NORMAL
11	1	1	0	1	1	0	0	4	NORMAL
12	1	1	1	0	1	2	0	6	NORMAL
13	1	1	0	0	1	0	0	3	NORMAL
14	1	2	3	1	3	3	3	16	SEDANG
15	0	1	0	1	0	1	0	3	NORMAL
16	1	2	1	1	3	1	0	9	NORMAL
17	1	1	1	1	1	1	1	7	NORMAL
18	1	1	1	0	1	1	0	5	NORMAL
19	1	1	1	2	1	1	2	9	NORMAL

20	0	1	2	1	1	2	1	8	NORMAL
21	2	2	0	1	2	0	2	9	NORMAL
22	0	1	0	1	1	1	0	4	NORMAL
23	1	0	1	1	1	0	0	4	NORMAL
24	0	2	1	0	1	1	2	7	NORMAL
25	1	1	1	1	3	1	1	9	NORMAL
26	1	2	2	1	3	2	2	13	RINGAN

Appendix 6 Data Processed - Anxiety

	Saya merasa mulut saya kering (a)	Saya mengalami kesulitan bernafas (a)	Saya mengalami gemeteran pada tangan (a)	Saya merasa khawatir terhadap situasi yang membuat saya panik dan melakukan hal bodoh (a)	Saya menjadi mudah panik (a)	Saya merasakan kerja jantung saya (a)	Saya Merasa takut tanpa alasan yang jelas (a)	TOTAL	ANALISIS
1	2	0	1	1	2	2	1	9	RINGAN
2	1	0	0	1	0	1	0	3	NORMAL
3	2	0	1	3	3	3	3	15	BERAT
4	3	1	0	2	1	3	1	11	SEDANG
5	1	0	0	1	1	3	1	7	NORMAL
6	1	0	0	0	0	3	0	4	NORMAL
7	1	0	0	1	0	0	0	2	NORMAL
8	3	1	3	2	1	1	1	12	SEDANG
9	2	2	0	2	3	3	1	13	SEDANG
10	0	0	0	2	0	2	1	5	NORMAL
11	2	0	2	2	1	1	1	9	RINGAN
12	1	0	0	2	2	1	0	6	NORMAL
13	1	1	1	1	1	2	1	8	RINGAN
14	1	0	1	3	1	3	3	12	SEDANG

15	1	0	0	0	1	1	0	3	NORMAL
16	0	0	3	2	3	3	2	13	SEDANG
17	1	0	0	3	1	2	1	8	RINGAN
18	0	0	3	2	1	2	1	9	RINGAN
19	0	0	2	0	2	2	2	8	RINGAN
20	0	0	1	3	1	2	0	7	NORMAL
21	2	2	2	1	1	2	1	11	SEDANG
22	0	0	0	2	0	0	0	2	NORMAL
23	1	1	2	2	0	1	2	9	RINGAN
24	2	1	0	1	1	1	1	7	NORMAL
25	1	0	0	2	1	1	2	7	NORMAL
26	1	0	0	1	1	0	0	3	NORMAL

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