Student's self-confidence in practicing speaking during online learning: up or down?

Rozy Khanafiyah✉[1], **Reza Adinul Akbar**[2], **Dewi Puspitasari**[3]

[1, 2, 3] Universitas Islam Negeri K.H. Abdurrahman Wahid Pekalongan, Central Java, Indonesia
✉E-mail : annakimjeon@gmail.com (corresponding author)

ABSTRACT

The research aims to investigate students' self-confidence in online speaking practice during the Covid-19 pandemic. The synchronous and asynchronous platforms of learning have been used to accommodate the learning process thus students can practice communicating in non-face-to-face meetings. This qualitative research documents the learning experiences of six EFL students of the English Department at a public university in Central Java, Indonesia. By taking a purposive sampling technique, the researchers started the study by collecting participants' data through an interview. The results of this study prove that four participants experienced a decrease in self-confidence due to the following factors. First, the practice of speaking through digital media makes it difficult for them to practice face-to-face communication. Second, the lack of understanding in the debate material, and the influence of social relations in a hostile home environment (parental variation). However, two students who have strong and high resilience, motivation, self-efficacy, can overcome these challenges.

Introduction

The beginning of 2020 is the prime time for the coronavirus as a complex global problem. WHO has set the new name for the novel Coronavirus Disease to be COVID-19, on February 11, 2020 (The Lancet, 2020). The shifting of offline classes to online platforms issues several challenges. One of them is finding opportunities for live communication (e.g., video conference, meetings, or chat sessions), which is one reason why EFL has principally been taught by using offline teaching. In terms of e-learning, it is being implemented practically at all levels of education, including universities (Lee & Bailey, 2020). A study has reported that COVID-19 is at the center of the main problem down to the realm of education where its impact on EFL students' lack of motivation (Rahardjo & Pertiwi, 2020).

The emergence of the COVID-19 pandemic has become a societal factor in the use of digital media in recent years. Teachers and students have different motivations for their role in the learning activities. The empirical evidence reported by Nguyen and Nguyen (2021) states that, examined lesson design, continual student support, and proactive problem-solving which is included in examples of good teaching techniques. Additionally, initiatives taken at the institutional and individual levels are described. Rohmadi and Indriani (2020) demonstrated that students in IVC class encountered inhibitions during the learning process. Affective elements and factors arising from classroom engagement, such as the fear of language evaluation, are the most influential ones. Zhang, Dai, and Ardasheva (2020) stated that in their research: motivation, engagement, and anxiety influenced how students practiced listening and speaking while using digital media during the pandemic.

Appraisal theory is one of the paradigms that can be used as a quick reference to determine whether a student's self-confidence is low or high. Researchers use language evaluation theory (language appraisal) to assess what students feel throughout learning activities. The appraisal itself merged as three interacting domains – 'attitude', 'engagement' and 'graduation'. The affect aspect is the main focus in analyzing student experience. The final variable in our affect typology divides feelings into three categories: *un/happiness, in/security, and dis/satisfaction*. The *in/security* variable has been chosen which covers emotions related to eco-social well-being such as worry, fear, confidence, and trust, are significant points made by the researcher (Martin & White, 2005). Bandura (1995) stated that, the process of regulating emotions involves four stages, namely cognitive, motivational, affective, and selective. This process usually occurs together and reciprocally from humans. To see the level of human confidence usually involves affective processes. This Affective process affects how they can accept or not a difficult situation which causes stress to depression to lower self-confidence. Self-efficacy plays a major role in a person's level of anxiety.

Adaptation of digital media has been implemented in higher education. The empirical data by Mardiah (2020) recommends that during the pandemic era, the only applicable teaching-learning approach is an E-learning system. Considering the implementations of affective aspects in speaking practice, the study conducted by Muin and Aswati (2019) stated that socio-affective aspects contribute to a student's motivation in practicing speaking. Puspitasari, Novianto, and Huda (2021) showed that the teacher uses WhatsApp as a synchronous and asynchronous teaching medium with the implementation of speaking for survival learning. The study is based on the teacher's personal experience with students who complain and are unsure by themselves when talking through other media such as online meetings through Zoom or Google Meet. The need for digital applications has mushroomed in online learning, unfortunately, all of these are not supported by the expertise of the teacher workforce (Bhuana & Apriliyanti, 2021).

In speaking learning activities, teachers usually use various types of assessment and this is balanced with the level of students. Brown (2004) states that there are types of assessment of speaking learning as imitative, intensive, responsive, interactive, and extensive. CLT-based learning is currently more emphasized in interactive speaking activities where students are not only asked to be aware of micro-linguistic competencies but also to the macro-linguistic realm where their learning environment is shaded by the COVID-19 pandemic situation as well as the application of technology (Teh, 2021). For

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instance, there is the software application such as zoom in online learning for prospective teachers in which the CLT approach is used to mediate the learning system (Ng, 2020). In fact, in the practice of speaking as an interaction, it was found that the intensity of student anxiety when practicing speaking tends to be lower in online learning compared to face-to-face meeting (Yaniafari & Rihardini, 2021).

Although previous studies have discussed the theme of speaking, studies on the self-confidence factor have almost not been observed. According to Muin and Aswati (2019) this speaking-themed research was not in the context of COVID-19 pandemic and that research used the quantitative method. Secondly, the research conducted by Puspitasari, Nofianto, and Huda (2021) has discussed digital learning in the theme of speaking in the context of COVID-19. This study also examines the perspective of the lecturer and limited participants, and the student's psychological aspect was not documented. The third, This CLT-based learning activity uses the library research method, which is different from the current research which uses the interview technique (Teh, 2021). The fourth, although this research also mentions CLT, it is not in the context of learning English in Indonesia (Ng, 2020). Finally, a study by Yaniafari and Rihardini (2021) has used a quantitative method (questionnaire) with samples taken from two different types of classes; Speaking for public purposes and speaking for academic purposes which are very different from the current research.

Doubts in the results of previous research make the novelty of this study emphasize student perceptions related to the level of student self-confidence when learning speaking during the COVID-19 pandemic. Learning in the "English Debate and Critical Thinking" course was chosen by the author because there is not only interactive speaking-based learning, but more on the competence to make critical arguments (Syamdianita & Maharia, 2020). The other synchronous and asynchronous media are redirected for the usage of online learning media in courses where the instructor instructs students to use the two applications. Based on that reason, the purpose of this study is framed into, (1) What is the level of student self-confidence in practicing online speaking? (2) What is the meaning of students' perceptions in online speaking practice?

Method

A purposive sampling technique was taken in this research. We took "Criterion Sampling" as we searched for individuals who encountered a certain criterion (Palys, 2008). Thus, six students *Jingga, Lavender, Magenta, Nila, Pink,* and *Tosca,* had participated in the study. Names are pseudonyms to maintain privacy. The six students are around 21-24 years old from a public university in Central Java, Indonesia. They were chosen because they have the experience when the lecturer provides material using digital media.

Researchers actually have investigated students' perceptions of whether the elements of self-confidence in the form of self-confidence can encourage students when learning to communicate verbally on a digital platform using a narrative inquiry design. For that reason, the study of narrative switches its focus from analyzing practice in terms of theory to developing theory in terms of practice, as well as the interpretative process from a researcher's interpretation of observable data to a reciprocal researcher-participant reconstruction of meaning in action (Connelly & Clandinin, 1986). Essentially, narrative

inquiry entails rebuilding a person's experience in connection to others as well as a social context (Daynes, 2007).

The first interview, researchers focused on the background of why they were faced with digital applications for means of communication in the classroom. The second interview, researchers focused on other factors after accommodating the adaptation of learning applications. Third interview, it involves their decision to keep using digital applications or students' motives regarding decisions taken. Finally, the research is focused on the application of "English Debate and Critical Thinking" learning as a subject whose purpose is for speaking practice.

The next section considers the interview transcripts as framed onto the research themes. *Transcription*, *coding,* and *mark-up* are the three types of encoding found in transcripts. *Transcription* is the process where the stream of discourse events is recorded in the written dimensional. This mainly includes: who said what, to whom, how and under what circumstances. *Coding* creates equivalence classes, which speed up analysis and computer searches by allowing elements that are otherwise distinct to be brought together for closer inspection. Rather than content, *Mark-up* is concerned with format-relevant standards. It is designed to be understood by a typesetter or computer software for purposes including text segmentation and cataloging, as well as formatting, retrieval, tabulation, and other related procedures (Edwards, 2001).

Findings and discussion

The COVID-19 pandemic has indeed become the middle factor of all the problems that arise which are faced by students. Stress and tension will usually react uncontrollably due to the novelty of this environment. To investigate whether students (tenors) can participate in the digital/non-face to face (mode) platform as they emphasize speaking activities in it (field) (Halliday, 1978). In interpreting the feelings of whether students tend to feel confident or anxious when speaking using digital media, researchers have been used theory language appraisal by Martin and White (2005) and self-efficacy by Bandura (1995).

Dilemma/certainty with family (parents)

The data below represents Jingga where the learning done at home makes her relationship with her parents closer. As is the case with her courageous learning, she can spend a lot of time with her parents. She said, "I think, my relationships with my parents or friends are fine (security). Because of the COVID-19 pandemic, I can stay at home and can communicate with them more (security)" (Jingga, WhatsApp interview, March 27, 2021).

Following the phrase "My relationships with my parents or friends are fine" and the clause "I can stay at home and can communicate with them more," it suggests that she feels comfortable studying at home. This is in contrast to the communication style before and after the pandemic. A study conducted Permatasari, Rahmatillah, and Ismail (2021) stated that family is the main supporter besides teachers, and friends as a measure of student success in achieving academic resilience. Other empirical data also states that the involvement of parental communication in student's learning, it can build their studying motivation (Manan, Jeti, & Adnan 2021).

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Based on Lavender's narration, she certainly has benefited from online learning, because she has been able to regulate her emotions as she grows older. She stated, "Relationships with loved ones are sometimes disturbed, but this is not a big problem. In essence, I can overcome that, considering my age, which is also an adult (security)" (Lavender, WhatsApp interview, March 27, 2021).

The phrase "Considering my age which is also an adult" illustrates that at an adult age, she has comfort in adapting to learning situations in the COVID-19 pandemic era. For instance, in research that has examined 11 diploma, undergraduate, and postgraduate students, shows a positive value with online learning (Sukimin, Rahmat, Sim, Arepin, Abidin, & Haron, 2021).

Different from Jingga and Lavender, Magenta is being disturbed by online learning. The participant mentioned that he has relationship problems with his parents. He always felt guilty and worried about his parents if he did not give help. She said, "Learning at home (insecurity) is very disturbed because when we study online sometimes there are other activities, such as helping parents. Sometimes, refusing orders from parents also makes us feel uncomfortable (insecurity)" (Magenta, WhatsApp interview, March 27, 2021).

In Magenta's narration, there are phrases "Study at home" and "Rejecting parental orders also make us feel uncomfortable" these show that the presence of bold learning makes them uncomfortable with his parents. A study reports that there is a variable whereby studying at home students become challenged because of the addition of other activities and self-control which interfere with learning focus (Wulanjani & Indriani, 2021).

Nila here was very anxious and seemed to be tottering by the situation. She also has to do a lot of work and divide it into her work. She is trying to comfort herself amid the difficulty, especially to build communication with her parents. She told that "Presently, I have to do my job and assignment directly (insecurity), wow! It's so amazing! Yes, it can be a reason why I become fussy with my parents. Yes, because I often use my cellphone (insecurity) from morning to night" (Nila, WhatsApp interview, March 27, 2021).

The data in the form of clauses "I have to do my job and assignment directly" and "I often use my cellphone" represent that she experienced severe shocks when facing online classes. In particular, it caused a commotion with her parents. Son, Hegde, Smith, Wang, and Sasangohar (2020) state that in online learning, the level of mental health and anxiety becomes higher which is in line with factors that influence it such as with loved ones (parents), lack of sharpness of concentration, irregular sleeping hours, social relationships, impaired, and decreased academic achievement.

Pink also felt that she needed more support from her parents. The constant inner pressure when her efforts are sometimes doused with endless chatter. She said, "I was annoyed (insecurity), when I was at home, my mother or father would ask me to help with housework too much (insecurity). It made me fail to focus on studying. Yes, mood swings also usually accompany me (insecurity) in this situation" (Pink, WhatsApp interview, March 27, 2021).

The phrase "really annoyed; with housework too much, mood swings also accompany" implies that awareness of parental support in helping influence the comfort of their children to learn. This argument is supported because one of them is with parental support, college students can be successful in coping during online learning (Zhen, Nan, & Pham, 2021).

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However, this is also in line with the finding of character values (self-regulation) of one of the participants (students) in low education during digital learning (Santi & Widyasari, 2021).

In Tosca's description, she was disturbed by the atmosphere at home. Tosca's parents think that their daughter is always playing on her cellphone. This is what makes her concentration when studying disperse. She said, "I am at home as a student (insecurity), I keep playing on my cell phones, even though I'm currently studying online. Then, my parents think that I keep on playing with my cell phones even though I'm studying online (insecurity). Yes, that makes me distracted, and not focused" (Tosca, WhatsApp interview, March 27, 2021).

This data is evidenced by the phrase "I am at home as students" and the clause "My parents think that I keep on playing with my cell phones even though I'm studying online" shows Tosca's feelings that are uncomfortable when studying online at home. Research data states that four of the five variables of emotional intelligence have a strong relationship with students' academic abilities (self-awareness, self-regulation, self-motivation, social awareness, and social skills) (Khuan, Koh, & Lin, 2021).

Empirical evidence from several respondents' descriptions shows that student who have high efficacy will be able to believe in themselves in reaching various environments (even in the bad conditions such in COVID-19 pandemic), as well as humans, are supposed to adapt to the existing situation (Schneewind in Bandura, 1995). Another study reported by Chandra (2021) stated that the error of fear of risk is in a variety of learning environments, namely at home and school (as environmental change brings a regression).

Therefore, based on the participant's experience, parents who live with their son or daughter must be able to inspire an understanding of their mental health. Interrupting children excessively in pandemic conditions will also reduce students' self-confidence. Based on the explanation of each respondent, such as the following empirical evidence, the beliefs of the parents can mediate the future of the children as such it functions as action, control, and social support in unsupportive situations (Schneewind in Bandura, 1995).

Courage/anxiety toward digital applications

Based on the narration, Jingga felt that she has benefited from using digital applications. She took the opportunities where by using these two applications she could save internet data. The benefits of using the application are stated as follows:

> For me, the number of digital media is very useful in times of a pandemic. Imagine that, without them, what will I do in my lesson later. So, instead of contracting the Corona Virus, I prefer to use this digital media. Applications that are used are also like g-meet and WhatsApp which don't spend too much quota (security). So far, I have not been overwhelmed by using digital applications such as them (security) (Jingga, WhatsApp interview, March 28, 2021).

In the narrative, Jingga stated that "Applications that are used are also like g-meet and WhatsApp which don't spend too much quota" and "I have not been overwhelmed by using digital applications such as them". This proves that she feels comfortable using technology as well as using WhatsApp and Google meet. A study stated that the use of WhatsApp was able to increase students' learning to speak (Amelia, 2019). Another study also stated that

the use of google-meet media was able to increase students' motivation in learning (Putra, 2021).

Lavender also stated that, with this digital application, she could learn the tools from the application. With lecturers who use the application as an intermediary for learning. Independent learning might be applied. She stated,

> So far, digital media has helped me to learn. Learning with online media can force me to learn independently (security). I also learned about the various features in digital applications that sometimes use English features (security). It's not bad enough to minimize technological tension (Lavender, WhatsApp interview, March 28, 2021).

The clause "Learning with online media can force me to learn independently" proves that Lavender likes the concept of active learning applied on campus. Then, a study conducted by Abidah, Hidaayatullaah, Simamora, Fehabutar, and Mutakinati (2020) stated that during the COVID-19 pandemic, Indonesia was carrying out the concept of *Merdeka Belajar* (Freedom to Learn) as one of the parameters involved digital learning. A study states that with the application of the CIA (Creative, Innovative, and Active) method, students have a positive perception (Ruing & Mardiani, 2020).

In contrast to the opinion of the two participants above, Magenta felt that with the use of digital applications, he was finding difficulties with his internet quota and connection. The difficulties are elaborated as follows:

> Sometimes, my internet quota is drained and also the network is difficult (insecurity) to access the material. It is very difficult (insecurity) to access when using a video platform. Sometimes, there is miscommunication (insecurity) and its impact to the content of information that delivered by the lecturer (Magenta, WhatsApp interview, March 28, 2021).

Based on the narrative data above, the words "difficult and miscommunication" are found. Both of them provide signal quality when learning English Debate and Critical Thinking through video conferencing. This is evidenced by studies where many students experience difficulties when dealing with video conferences such as connectivity which affects the quality of the video meeting (Karal, Cebi, & Turgut, 2011)

According to Nila, Google Meet application has consequences for the way she learns. She's also struggling with technology approaches, as well as the case with Pink. The voices of lecturers or friends are lost and disconnected because of a bad signal. The consequences are explained as follows:

> Even though these online classes are flexible, sometimes, they can't cover the material optimally (insecurity). Because during the learning process using online teaching media. Sometimes, technical problems or errors arise (insecurity), such as lost voices, going in and out of Google-Meet (Nila, WhatsApp interview, March 28, 2021).

In the elaboration above, the clause "they can't cover the material optimally" and the phrase "technical problems or errors arise" states that, with the application of digital-based learning, there is a lack of material that is not included as a technical problem. This is evidenced by research which states that the application of technology makes students overwhelmed such as unstable internet connections, redundant tasks, and inappropriate learning methods when applied to online learning (Famularsih, 2020).

Based on Pink's narrative, she felt that the application of digital media showed a side of her discomfort, especially tired eyes and lack of understanding of the material. She also

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feels that when performing, she must understand the material more. The explanation of the difficulties is stated as follows:

> For myself, the application of digital platforms makes me uncomfortable (insecurity), because my eyes are not strong enough to see the screen of a cell phone or PC (insecurity). Thus, it made me easily tired and dizzy and I lacked understanding of the material (insecurity). Besides that, other effects can make me stressed, and lack reading material … making it difficult for me to compose sentences in my speaking. It makes me feel less confident about speaking in this media (insecurity) (Pink, WhatsApp interview, March 28, 2021).

Sequentially, in this constituency "digital platforms make me uncomfortable; the screen of a cell phone or PC; easily tired and dizzy and I lacked understanding of the material; less confident about speaking in this media" shows the low motivation and self-confidence in academic performance. This is in line with research which states that many students experience burnout (physical and emotional exhaustion) thus lowering their academic performance (Febriani, Hariko, Yuca, & Magistarina, 2021).

Tosca felt that the use of digital platforms is less engaging. Thus, she found some difficulties speaking using digital media (Google Meet/WhatsApp) because she could not express her non-verbal skills. The use of these applications also causes voices that cannot be heard clearly because this involves a weakness in the existing signal. The difficulties are stated as follows:

> Digital platforms are very less effective than face-to-face mode in offline classes. Because digital platform's only share material, it's much less ongoing discussion. When I am in an online class, it won't be any less fluent than face-to-face. I can't directly see my friend's expressions, body language, or eye contact when communicating (Tosca, WhatsApp interview, March 28, 2021).

Based on the interview data, Tosca has mentioned the word "less" repeatedly in describing the quality of learning where in particular she feels dissatisfied with online-based learning where there is a lack of non-verbal communication. This is evidenced by the statement that humans when conducting dialogue in technology or computer-mediated communication are often use turn-yielding signals, meanwhile turn-taking signals (e.g., eye contact) and back-channel signals (e.g., head nodding) are ignored (Bailenson, Yee, & Guadagno, 2008).

The proliferation of digital application accommodations has become an intermediary in online learning during the pandemic. Synchronous Google-Meet and asynchronous WhatsApp media contribute to their level of insecurity. In speaking activities, the lecturer will evaluate the students' skills in the pronunciation and articulation parts. This is what makes students become restless and lose control (Ferreira-Meyers & Martins, 2020). Students who usually have the skills to manage motivation and stress towards technology, especially in the era of the COVID-19 pandemic, will find it easier to learn through software applications on their cell phones or laptops. Thus, an individual who can survive in an uncertain situation does not only rely on his cognitive skill, but rather on emotional regulation (Zimmerman in Bandura, 1995).

Steadiness/fear in making and delivering an argument

First, in Jingga's description, it becomes a reference in which she is confident. She likes learning to speak in the use of digital applications. She felt that the motivation to learn to speak has increased. She said, "In my opinion, learning to speak in Debate here is not

stressful (security), it makes me gain insight (security) into what I am lacking, what to learn more, and add a lot of vocabulary (security)" (Jingga, WhatsApp interview, March 29, 2021).

The phrase "to speak in Debate here is not stressful; gain insight; to learn more, and add a lot of vocabulary" shows that Jingga has high self-confidence. A data report that the existence of CLT-based debate classes can improve students' skills in constructing arguments, explanations, questions, logic, negotiation, and so on (Hattani, 2021) Another study has also reported that the practice of Debate can improve students' speaking skills in the foreign language domain (Oweis, 2021). Other empirical data have reported that the application of the debate technique from each meeting has increased from 46.87 to 77.81 which essentially indicates that many students have experienced an increase in their oral skill (Siregar & Lubis, 2021).

Lavender here seems to have been trained to speak formally, especially when it comes to practicing speaking in front of the class. She did not feel that he paid much attention to grammar to make her confident. The advantage is stated below:

> In the context of this debate, the scope is formal, right? So, I feel normal to speak formally (security). I also have no problem with grammar, pronunciation, or intonation (security). The first step in practicing speaking (debate) is to perform before considering the grammar (Lavender, WhatsApp interview, March 29, 2021).

Based on the interview data, the clause "I feel normal to speak formally" and "I also have no problem with grammar, pronunciation, or intonation" shows that Lavender has a positive perspective on the debate technique. A study has also reported that with the debate class, students take a positive perception where it can improve verbal communication skills, reduce anxiety, actively prepare material so that the sentences delivered are organized, and hone self-confidence (Putri & Rodliyah, 2021). A case study in its findings agrees that the debate technique can improve students' critical thinking (Rodriguez-Dono & Hernández-Fernández, 2021).

Magenta's fear is caused by considering the course offers a higher level of speaking ability than before. This makes him a little less motivated to speak in online classrooms. He also felt that his grammar skills were still lacking. The obstacle is elaborated as follows:

> I have received a lot of speaking courses so far. For this semester, there is English Debate and Critical Thinking which are already high levels (insecurity). In synchronous mode, we use Google-meet or WhatsApp (voice-note). I feel nervous (insecurity) because sometimes I'm not ready to talk (insecurity). The reason I am afraid to (insecurity) speak is that I am afraid of making mistakes, such as mistakes in grammar, pronunciation, and mistakes in my opinion (insecurity) (Magenta, WhatsApp interview, March 29, 2021).

According to the interview data above in Magenta's narration, there are words, phrases, and sentences "high levels, I'm not ready to talk, I am afraid of making mistakes, such as mistakes in grammar, pronunciation, and mistakes in my opinion", indicating if he feels he was not confident and afraid of being wrong. A study in Malaysia reported that it was found that female and male students experienced anxiety when they were faced with debating activities which was caused by a lack of critical thinking skills (Anthony, Othman & Ismail, 2018). Another study also stated that many of the students experienced medium anxiety when they had to speak publicly which was caused by fear of negative evaluations from lecturers (Sugiyati & Indriani, 2021).

In Nila's description, she felt that the criteria for speaking debate require those who can deliver arguments critically and firmly. The image of the difficult things in the future appeared, she could not control her emotions. As a result, she feels down, afraid to argue, anxious, and even worse. The difficulty is stated as follows:

> A course in speaking-based English is a subject of English Debate and Critical Thinking. I had to convey my arguments straightforwardly and firmly. So, when I was appointed without preparation to deliver my arguments (insecurity). on voice-note or google meet it immediately made me feel down (insecurity). When I don't understand, it must be very confusing (insecurity). If in a situation I understand the material how come I am afraid (insecurity) to speak because my understanding is not necessarily what I meant by a lecturer, or if there is someone who understands better than me (insecurity) (Nila, WhatsApp interview, March 29, 2021).

The interview data above, in Nila's description, it can be seen that she is experiencing excessive anxiety. This is evidenced by the phrase "who understands better than me." A study also stated that it was found that the factors affecting students' speaking ability were due to feedback from the instructor, lack of confidence, feeling inadequate with other friends, fear of making mistakes, lack of vocabulary mastery, lack of practice, and poor assessment results (Suparlan, 2021).

In the narrative, Pink mentions that she experienced tremendous shock when the lecturer appointed her to present her argument. Even if she understands the material, sometimes she is also suddenly attacked by anxiety and excessive shaking to perform. The experience is elaborated as follows:

> There is a course in this semester that emphasizes speaking, namely 'English Debate and Critical Thinking'. The lecture took place through g-meet, and suddenly the lecturer appointed me to answer questions or point to a debate opponent. Exactly, my heart was as if it was about to fall off (insecurity). Then, when I feel like I understand, I usually feel afraid to answer any questions because of my lack of mental courage (insecurity) to initiate and the amount of shame (insecurity) I have (Pink, WhatsApp interview, March 29, 2021).

Based on the narration, there are the sentence "Exactly, my heart was as if it was about to fall off" and the phrases "My lack of mental courage; the amount of shame," it can be described that Pink tends to feel restless in her. A study at the University of Yogyakarta has reported that anxiety, heart palpitations, are implicit feelings that students experience when speaking and class situations that tend to be silent are a visible phenomenon due to this uncomfortable feeling (Wardani, 2018). Other empirical evidence also states that among students when studying with digital media, they experience anxiety whether they are at the top grade level or the bottom grade level, even in the realm of gender (Suryaningrum, 2021).

In Tosca's narration, it is also seen if she experiences shocks from within herself. She narrates her feelings as she lacks self-efficacy in her ability to define her argument, especially when it comes to conveying it. The feeling is explained as follows:

> I think the course "English Debate and Critical Thinking" must use formal and critical spoken language. For example, I want to go via voice-note, I feel nervous and lack confidence (insecurity). Even if I understand the material, I'm afraid to speak (insecurity), especially in the situation where I don't practice speaking and have an opinion (Tosca WhatsApp, Interview, March 29, 2021).

In the narrative explanation above, he experiences a high level of distrust of what he has learned. The sentence "I feel nervous and lack confidence; even if I understand the material, I'm afraid to speak," indicates that Tosca experiences feelings of anxiety,

especially when presenting the results of her argument. Data state that in speaking practice (debate) students experience excessive anxiety which is caused by a lack of confidence (Hafis & Widya, 2021).

Considering the descriptions of the students, most of them were worried about their speaking skills especially in making and delivering arguments. Mastery of the material also tends for them to be silent and not motivated to speak even though they already have arguments. A study stated that students who participated in the BP debate could improve their critical thinking skills because the systematics required deep thinking (Nanlohy, 2020). Another research also reports that combining the CLT learning system and the Debate Parliamentary strategy can improve students' speaking skills (Suhendra, 2020). However, on the other hand, in this discussion, it was found that almost all of the students experienced excessive anxiety when they practiced debating. Excessive anxiety is also due to one factor caused by academic anxiety under the umbrella of the COVID-19 pandemic, such as self-regulation when dealing with assignments, and academic scores (Khoshaim, Al-Sukayt, Chinna, Nurunnabi, Sundarasen, Kamaludin, Baloch, & Hossain, 2020). In short, academic achievement is definitely influenced by the size of one's previous expectations of students (Zimmerman in Bandura, 1995).

Conclusion

The findings show that almost all of the student experience excessive anxiety when practicing speaking in online classes. The attitude of increasing or decreasing self-confidence is shown by language analysis parameters of Martin and White (2005) such as (1) Dilemma/certainty with family members, (2) Courage/anxiety towards digital applications, (3) Steadiness/fear in making and delivering arguments. The parameters actually texted based on the data reduction (the most mentioned by participants). The results showed that four *(Magenta, Nila, Pink, Tosca)* experienced a decrease in motivation and the rest could cope with the COVID-19 pandemic situation *(Jingga, Lavender).* The six students have a model (Bandura, 1995) in which self-efficacy or self-confidence can control themselves in the Covid-19 pandemic situation. As they are faced with the four stressors earlier.

The nuances of online learning have affected the changing structure in the education sector. This is experienced by the six students as the witness of the changes from face-to-face system changes to online mode. Virtual class accommodation (Google-Meet and WhatsApp) is used as an intermediary for some lecturers, especially in speaking-based courses, for instance, "English Debate and Critical Thinking" to adapt teaching. With the widespread use of digital applications that are used, a new phenomenon will emerge. This concerns the attitude shown by students whether it is a decrease or increase in student motivation as in tenors (Halliday, 1978). The class atmosphere that is active or silent is the indication of whether there is interpersonal interaction that is built or not. Therefore, the contribution of this research is shown to the students that they should increase their motivation and look for good social models so that they are not affected by the COVID-19 stereotypes that make it difficult for them (Bandura, 1995). Additionally, they should build a strong personality in dealing with any difficult situation (Skodol, 2010). Thus, for further study, the writers suggest for the next researcher more to explore factors that may affect students' self-confidence in practicing online speaking, adding the participant's number and other methods to collect and analyze data.

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