

Self-Regulated Training to Reduce Speaking Anxiety of Senior High School Students in Online English Learning

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ABSTRACT

Research in speaking anxiety has been done by some previous studies, however, none of them has investigated the effect of self-regulated strategy training on reducing symptoms of speaking anxiety in online learning. Therefore, this study aims to investigate the symptoms of speaking anxiety reported by students before and after following self-regulated strategy training and also explain how the self-regulated strategy training help students to reduce the symptoms of speaking anxiety during online learning. The researcher used pre-experimental method which was a one-group pre-posttest. There were 20 students from Senior high school as the sample. The instruments used were questionnaire and interview. To collect the data, a questionnaire and interview was distributed. The obtained data were analyzed using SPSS Statistics, specifically paired sample t-tests and transcribing from interview's result. The result of this research reveals that students have symptoms of anxiety before following self-regulated strategy training including tenseness, worried, confusing, jumbling, panic, trembling, stiffing, palpitation, sleep disturbances and perspiring. However, after following self-regulated strategy training the students can reduce all the symptoms. In conclusion, self-regulated training could reduce symptoms of speaking anxiety during online English learning.

Keywords: Speaking, Anxiety, Symptoms, Training, Online Learning

INTRODUCTION

Speaking is one of the skills that should be learned by students. Akkakoson (2016) in his research stated that speaking is measured as the most essential language skill to learned, since English is an influential site average for international communication. According to Tomlinson (2012), speaking is helpful to express ideas and opinions. People negotiating, solving problems and keeping relationships also need speaking skills. As a non-English country, studying English as L2 has been a challenging skill for Indonesian students. Students often presume that speaking in a foreign language is their most anxious practice (Mukminin et al., 2015). For many students, learning a foreign language can be exciting. However, learning English can also be anxious for those students who are not brave to face new challenges, especially in front of some people. Studies into language anxiety have steadily shown that anxiety could effect on L2 performance (Horwitz et al., 2012; Liu & Huang, 2011).

As the most important language skills that should be learned by students, speaking is supposed to be the most stressful skill. According to Liu & Huang (2011) foreign language anxiety has been the focus of research that shows anxiety regularly affects many language

students. Anxiety is distinct as mental distress or mental restlessness because of fear of danger or disaster (Suleimenova, 2013). Horwitz et al.(2012) stated that foreign language anxiety is a particular anxiety that students feel when they learn or use a foreign language. Mak (2011) also argued that anxiety is obviously a problem in language learning and it has an effect of avoidance on some students speaking English. Since anxiety is a usual feeling in learning a foreign language. Usually, anxiety appears at the beginning of classes. On the other hand, Hamm (2020) also defines anxiety is a complicated psychological term causing several aspects. Anxiety is complex many psychological symptoms that can generate anxiety. Ferreira Marinho et al. (2017) stated in his research that public speaking anxiety is an anxiety that arises when people do oral presentations. This research indicates that anxiety can affect the communication approaches students' engagement in language learning. Sometimes, anxiety arises when students speak in front of the public. Many studies have proven that foreign language anxiety has a negative impact on the students' performance. For example, anxiety could impact the communication strategies in language classroom (Horwitz et al., 2012). The more anxious students tend to less capable in communicating. Anxiety also common appears when students speak in front of people or public. It might be more anxious rather than speak individually.

In doing public speaking, students may have the symptoms that occur during speaking. Dabaghi (2020) stated that speaking English in public is particularly anxious and infuriating for some students, even those who feel little stress on other sides of language learning. Students may feel different symptoms from each other. Symptoms of anxiety are common feelings of worry, including hyper vigilance, improved sympathetic nervous system activity, and difficulty focusing (Hamm, 2020). In addition, based on Horwitz et al.(2012), many of the psychological symptoms are commonly related to anxiety, such as tension, trembling, perspiring, palpitations, and sleep disturbances. The problems these students related were convincing. The symptoms and concerns of foreign language anxiety should thus become quickly recognizable to those worried about language learning and teaching (Horwitz et al., 2012). In some problems, speaking in public can terminate into psychological aspects including panic attack, shaking, and worry (Takac et al., 2019).

There are some factors can make students feel anxious during speaking activities. As EFL students, fluency in English still needs to be trained. In their performance, they might still make a mistake in speaking, like repeating the words, stammering, and forgetting about what they will say. As the same finding of research by the previous research that they found that most students have anxious during learning English. They are afraid to get negative responses and speaking anxiety (Kayaoğlu & Sağlamel, 2013; Mak, 2011). Additionally, Horwitz et al.(2012) stated that anxious students fear being lower competent than others and get negatively evaluated by them. For example, "*if my friends do not laugh at my mistake, I will speak a lot*". It showed that students lose motivation to communicate English because of the responses of others. Furthermore, students admitted that they lacked vocabulary and grammar knowledge (Mukminin et al., 2015). It means that the participants feel difficulty in arranging the correct sentence. According to Rajitha & Alamelu (2020) the other factor is language skills. Students stated it as "*I do not know how to deliver my idea in appropriate English*". They were confused when speaking English because of vocabulary and pronunciation problems. Many of the students exposed that they have problems in their 'way of speaking'. That means they have difficulty in organizing words and pronouncing them.

To reduce the symptoms of speaking anxiety, students need to practice more and find ways to reduce it. There may be further strategies to cope with anxiety. Kondo (2009) showed in his research that there are six solutions to reduce speaking anxiety. First is relaxation, which increases bodily tension like taking a deep breath, shanking the body, and yawning. Second is preparation. People who will speak in front of the public must prepare well. Preparation reduces the indecision a speaker may feel about the upcoming presentation. Then, positive thinking is also one of the solutions to reduce anxiety. Students try to take out their negative thinking about the situation that may constrain performance. The following strategy is audience depreciation. Students may use this strategy with consider that the audiences are non-living because most speakers feel anxious when they look into the eyes of the audience. The fifth strategy is concentration; this tactic has the purpose of having a good performance. Through concentration, students can minimize their mistakes during speaking. Last but not least, the final strategy is resignation. This category is considered by students' rejection to do anything to overcome their speaking anxiety. They can do whatever they like to reduce their anxiety. Furthermore, previous studies also used some strategies training in this context; one of the strategies is self-regulated. Based on El-Sakka's (El-Sakka, 2016) self-regulated strategy training was distinct from the strategy to manage and reduce speaking anxiety. The process of self-regulated encourages the students to design, manage and measure their learning independently. The aim of self-regulated is to increase students' self-parameter in their personal running, education performance and learning setting (Mahjoob, 2015). Students are also argued that self-regulated improves their understanding of their competencies.

Recently, the spread of Corona Virus had an impact on human life. All the activities changed online, especially in the education background. The educator and school should change face-to-face learning into online learning or work from home (WFH). Online learning is the name that was used in 1995, when the Web-Based System was establishes as Learning Management System (LMS) (Singh & Thurman, 2019). Thus, the term online learning has been use for a long time, but since this pandemic, the term has multiplied and is used as an alternative for learning through LMS. Based on Bates (2014) LMS provided an online teaching-learning environment for learning activities, such as assignment form and discussion. Furthermore, online learning has involved many different terms such as e-learning, online course, blended learning, etc. (Singh & Thurman, 2019). Online learning encourages independent learning and inquiry-based learning since they allow student-teacher interaction even when they are not in the same place. Online learning might improve students' tension and anxiety during the learning process. It also reduces the students' learning time and motivation. Even though students do not meet face to face, it is possible that they still feel anxious when learning English, especially in the speaking aspect.

Most research has been done investigating speaking anxiety in language classrooms. Mak (2011) examines an exploration of speaking-in-class anxiety. He establishes that being modified by peers or teachers when speaking and using students' mistakes to elaborate teaching points were anxiety-infuriating. Furthermore, some previous studies investigated speaking anxiety in offline classrooms. Akkakoson (2016) investigates speaking anxiety in an English classroom conversation. His research reflects students' positive attitude towards speaking English in the classroom, while negative evaluations of oral English proficiency are reported (Akkakoson, 2016). The instrument is observed in classroom activities. According to Mahjoob (2015), his research investigated the correlation between self-regulated training and the

improvement of speaking proficiency. No research has investigated the effect of self-regulated strategy training on reducing symptoms of speaking anxiety in online learning. Therefore, this study has investigated the symptoms of speaking anxiety reported by students before and after following self-regulated strategy training and also explain how the self-regulated strategy training help students to reduce the symptoms of speaking anxiety during online learning.

Based on the background above, the study is directed to answer the following questions:

1. What symptoms of speaking anxiety do students report before following self-regulated strategy training for reducing speaking anxiety?
2. What symptoms of speaking anxiety do students report after following self-regulated strategy training for reducing speaking anxiety?
3. How does the self-regulated strategy training help trainees reduce symptoms of speaking anxiety?

METHOD

This research carried out in mixed methods quantitative and qualitative research which was pre-experimental design one-group Pre-Posttest. Pre-experimental design is a study pattern in which subjects are observed after the application of treatment to test whether treatment may induce change (Ary et al., n.d.). The one-group pretest–posttest design commonly contains three steps: (1) Managing pre-test to measure dependent variables; (2) applying the experimental treatment X to the subjects; and (3) adjusting a posttest, calculating the dependent variable again. Differences eligible for experimental treatment application are assessed by comparing pre-test and post-test results.

The participants in this study were twenty students in one of senior high school at Soko in grade 11 who are involved in this study. There was one class investigated and twenty students given the same training. There were no criteria for students to do this training. The training was given by the trainer through an online video conference. The students must to fill out the questionnaire for pre and post-test and carry out the interview with the researcher. The interview is conducted by five participants. The participants are taken by students who felt any changes from the training provided. This research has conducted in one of senior high schools at Soko, precisely in Grade 11. The researcher conducted the strategy training through a video conference, which is Microsoft Teams. All participants enter the video conference during the treatment session, while the interview held through voice notes.

The research resulted in the form of data and sentences. The data were from the participants' answers from questionnaire and interview. For the first and second research questions, the researcher collected the students' scores from the questionnaire. The scores from questionnaire computed using paired sample t-test. For the third research questions, the researcher described the students' answers toward the interview session. Those data used to help students and teachers in reducing speaking anxiety in the class.

In conducting this research, the researcher used questionnaire and interview for the instruments. The questionnaire gave twice as a pre-test and post-test. In a pre-test, the questionnaire used to measure the prior students' report of the speaking anxiety symptoms. Then, in a post-test, the questionnaire used to measure the students' report of speaking anxiety symptoms after following the self-regulated strategy training. The researcher also used another research instrument, which was an interview. The interview was recorded. The interview used

to follow up the students' answer in questionnaire before. In this session, the researcher observed five students to answer the list of questions that were prepared by the researcher. The interview used to triangulate the data on speaking English in a second language environment (Woodrow, 2015). The students should answer the interview questions honestly based on the anxiety symptoms that they felt and how the self-regulated strategy training helps them to reduce the symptoms. To collect the interview data, the researcher transcribes the students' answer in the form of a sentence, and then the result of the interview was matched with the result of the questionnaire.

The researcher collected the data through pre-test, treatment, and post-test. Pre-test was previously given to this experimental group to measure their abilities to the symptoms of speaking anxiety they reported before getting the training. Furthermore, the treatment was conducted by the trainer in 60 minutes. After the training, participants asked to practice speaking English in front of their friends. The researcher looked for the improvement of students after they were trained. As the post test, the researcher also used the questionnaire to collect the data. The post-test was conducted to measure the students' improvement after getting the training strategies. Three meetings were organized including pre-test, treatment, and post-test in this research. Below is more explanation how the data collection was done.

PRE-TEST

The pre-test for the students was conducted via online video conference. The pre-test was running on about sixty minutes. Every student has an opportunity to speak in five minutes. In this pre-test activity, the researcher asked all participants to speak English about the Explanation Text in front of their classmates. The speech method used is script-monologue; students deliver a speech script that has been prepared in advance. One student speaks one script and it was done alternately. During the pretest section, students still seem shy and worry to speak English especially in front of their classmates. They cannot control their anxiety and stammer while speaking because they are afraid to pronounce word by word. The students still made mistakes in pronouncing the words. They look nervous in front of the camera. After all participants performed, they were asked to fill out the 10 items questionnaire to analyze their symptoms of speaking anxiety that students report before a treatment. The questionnaire contains 10 questions.

SELF-REGULATED STRATEGY TRAINING

The strategy training that was used in this study is self-regulated training. Self-Regulated training is the strategy to manage their speaking and decrease their anxiety (El-Sakka, 2016). It can be done by students wherever they are without any tool's assistance. Self-regulated has an encouraging influence in learning outcomes and helps students to decrease their anxiety in speaking English. The points of self-regulated treatment are planning, monitoring, and reflection (Zumbrunn, 2011). The treatment was carried out through Microsoft Teams around 60 minutes and conducted by the trainer. The trainer explained to the all participants how to reduce symptoms of speaking anxiety in online English learning. While the treatment was explicated, the trainer asked to the participants to practice the tips and tricks

together. After the treatment was done, participants had the opportunity to ask anything about the treatment to the trainer. This treatment is adopted from (Kondo, 2009) in his research Strategies for reducing public speaking anxiety in Japan.

There are 6 steps to reduce speaking anxiety including; Relaxation, it is increase bodily tension by taking a deep breath and shanking the body. The trainer explains how to relax before doing a speech in front of public. They can shake their hand or body, take a deep breath, play a relaxing music or do anything that can reduce their anxiety before a performance or in the backstage. Students do relaxation in order to make their body feel comfortable during speech, the second strategy is preparation, for people who speak in front of the public must prepare well. Preparation is the important thing that students must do before the performance. Preparation reduces the indecision a speaker may feel about the upcoming presentation. Students can write and understand what they want to talk about, rehearsing their speech in front of their friend or practicing speech in the presence of a mirror. Students also should reread their speech and mark out the important thing to avoid the forgetfulness. Furthermore, the kind of important preparation mentality; students should prepare their mental to become less stressful. The length of those preparations can be doing around one week before the speech day. However, if the speech is for the competition, students can do about one month to get the perfect performance, Positive thinking is also one of the solutions to reduce anxiety. Students try to take out their negative thinking about the situation that may constrain the performance. For instance, imagine they deliver an excellent performance and get rid of negative thoughts. The trainer emphasized that students should have a positive mindset, they should feel that they can do a great speech, Moreover, the next strategy is audience depreciation. This strategy means that the students should consider that the audiences are non-living because most speakers feel anxious when they look into the eyes of the audience. Looking at the audience's eyes is necessary during a speech aimed to appreciate them. However, if you feel nervous, you may look their forehead to decrease the anxiety. Students should know who the audience is and what kind the event. For example, if they speak in front of the principal or teacher, they use the formal speech. Moreover, if the audience is the kids, they may use informal language or making some jokes to create a cheerful environment. Students speak based on the situation and the audience, The next strategy is concentration; concentration is the important thing in speaking performance. This tactic is purpose to do a good performance. Through concentration, students can minimize their mistakes during speaking. After preparing some tactics above, during the speech you have to concentrate. Students try to speak slowly and arranged first to make you more relax. Just focus on the topic and ignore anything that may disturb your speech, the last strategy is resignation. This type is considered by students' rejection to do everything to overcome their speaking anxiety. In this stage, students just speak what is in your mind, ignore the mistake and enjoy the performance.

POST-TEST

The post-test was given to the students at the end of the meeting. This post-test was carried out by Microsoft Teams for around 60 minutes. One student has five minutes to speech about Explanation text. The method of speech is script-monologue; students deliver a speech script that has been prepared in advance as the same in the pre-test. The post-test was directed to classify their enhancement after such treatment sessions. The students were asked to speak

the same text as in a pre-test. The students speak the text one by one. After getting the treatment, students seem more confident than previously. In the posttest session, the students slowly showed little improvement in speaking English through reducing their anxiety. Then, the researcher asked them to respond the 10 items questionnaire to identify their symptoms of speaking anxiety after following the self-regulated strategy training.

In analyzing the data for first and second research questions, the researcher used the paired sample t-tests. A pair of samples can be interpreted as a sample from the same subject, but with two different treatments or measurements: pre-treatment and post-treatment measurements. By comparing the results of pre-test and post-test to determine if exposure to treatment made any difference. To compute t-test, there are several steps including computing the means, computing the standard deviations, computing the standard error of difference, computing the t value using t-test and consulting the table to check whether the difference is significant or not. The researcher used the SPSS website to interpret the data. If the value of significance was < 0.05 it showed that any differences between pretest and posttest. Otherwise, if the value of significance was > 0.05 it indicates that there are no differences between before and after treatment. So, the result of this research finds out whether the treatment could reduce the symptoms of speaking anxiety. Furthermore, to analyze the research question number three, the researcher analyzed the data from the interview. Interview is used to get deeper information and to follow up the answer from the questionnaire. The first step to analyzing the interview's data is transcribing from audio to text. Then, the researcher collected the data and find out the raw of interview's data.

FINDINGS AND DISCUSSION

This section explains the description of the symptoms before training, the symptoms after training, and the reduction of symptoms after following the training.

SYMPTOMS OF SPEAKING ANXIETY REPORTED BY STUDENTS BEFORE TRAINING

Students do practice of speech English and confirm their symptoms through questionnaire analysis. The questionnaire included 10 items of measuring anxiety symptoms. According to the results of the questionnaire of pre-test, the respondents approved the questionnaire items indicative of anxiety symptoms such as "When preparing to speak, I feel tense and nervous (item 1)" 72% and "Even if I am ready to speak in public, I still feel worried about it (item 5)" 73%. They rejected statements like "I start to panic when I have to speak without preparation (item 3)" 76%. Anxious students reported that they felt tenseness, worried and panic when speaking English.

The anxious students are often confused about what they want to convey. Students agreed with the statement "My mind gets confused and jumbled when I speak English (item 4)" 70% and "I'm confused about what I want to convey when speaking English directly (item 7)" 75%. The indicated symptoms are jumbling and confusing.

Students are also anxious that affected their body, such as "My hands tremble when I speak English" (item 2) 61% and "Some parts of my body feel very stiff when speaking English in public (item 10)" 66%. Their anxiety symptoms are trembling and stiffing.

Furthermore, the other symptoms are palpitations and perspiring. Those symptoms related to the statement “My heart beats really fast when I start speaking English (item 6)” 63% and “I always perspire when speaking English in public (item 8)” 70%. Last but not least, sleep disturbances got 51% that related to the statement “I have sleep disturbances at night before speaking English” (item 9).

In sum, the speaking anxiety symptoms that students report before getting the treatment that related to the result of questionnaire are tenseness, worried, being confused, jumbling, panic, trembling, stiffing, palpitation, sleep disturbances and perspiring.

SYMPTOMS OF SPEAKING ANXIETY REPORTED BY STUDENTS AFTER TRAINING

After getting the training, students should practice speaking English as a post-test. The post-test is used to define whether the treatment is successful or not. If the score of post-test is less than pre-test, it means there is a reduction in anxiety symptoms.

Based on the result of post-test questionnaire, all the symptoms showed a decrease. It is evidenced by reducing the percentage for each symptom. The symptoms of tenseness and nervousness (52%), palpitations (56%), and confusing got (58%) (Item 1, 6, and 7). The average of students felt trembling (54%) and worried (60%) (item 2 & 5). Moreover, 13.6% of students also felt panic (58%), jumbling (57%) and stiffing (59%) after getting the treatment (item 3, 4, & 10). In item 8, 58% of students still felt perspiring after getting the treatment. Last is sleep disturbances, students endorse this symptom 50% (item 9).

THE REDUCTION SYMPTOMS OF SPEAKING ANXIETY THROUGH SELF-REGULATED TRAINING

The reduction of anxiety symptoms after the treatment was carried out can be seen in the graphic figure below;

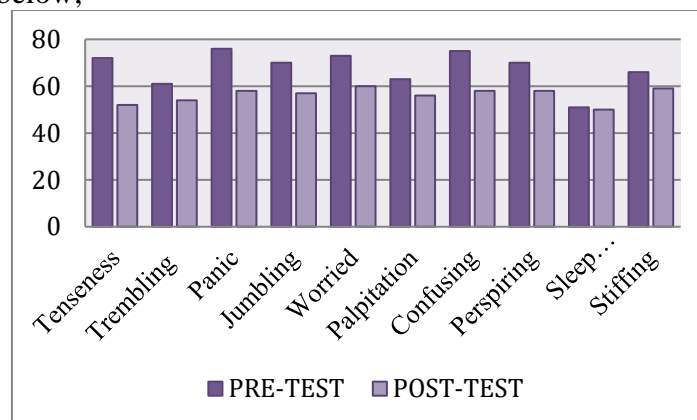


Figure 1. Reduction of Anxiety Symptoms

Based on graphic figure 1, there were ten symptoms of speaking anxiety measured; tenseness, trembling, panic, jumbling, worry, palpitation, confusion, perspiring, sleep disturbance, and stiffing. All components have changed. Tenseness scores were decreased by 20% and it was rather high, the post-test score was 70%, and then it decreased to 52% in post-

test. Trembling, palpitation, and stiffing scores were decreased by 7%. Each of them changed from 61% to 54%, 63% to 56%, and 66% to 59%. Furthermore, the jumbling and worried symptoms score decreased by 13%, from 70% became 57% and 73% in pre-test became 60% in the post-test. Besides, the decrease in panic is quite high, the pre-test score was 76% and the post-test score was 58%, so it was reduced by 18%. The confusing symptom also reduced 17%, from 75% to 58%. Moreover, from the perspiring symptom, we can see that the reduction was from 70% became 58%. It was reduced by 12%. Finally, the last symptom is sleep disturbance; this symptom did not change too high enough. The decreasing was only 1 %, from 51% to 50%. From the analysis of pre and post-test, sleep disturbance did not become a significant symptom for students.

The description of how the self-regulated strategy training can help the participants is show through the interview's data. From the interview session, all participants said that they feel helped by the treatment to reduce symptoms of speaking anxiety during online learning. The tendency shown in this interview was further supported by the student self-report. The participants said that;

"During school I have never received training like yesterday" Yuniar
"I have never attended self-regulated training before" Maulaya

It means that this training was the first time for them.

"Although not optimal, the training provided can make me more confident in speaking English" Aliffia
"The treatment given is very useful so that it can reduce anxiety when speaking English and I feel better because I have applied the tips given during the training" Yuniar
"With the training given yesterday, it can help me reduce anxiety speaking English" Eka

The training can help the students to be better and decrease their symptoms of speaking anxiety.

"I think all the material provided is very helpful, especially in speaking English well without worry and doubt." Prasista
"In my opinion, the most helpful is the Preparation section, because it can prepare me to be more organized and calmer when speaking English in front of the audience." Putri
" In my opinion, the most helpful is the relaxation section, because if we are relaxed, we will not be nervous when speaking English in public or in front of friends" Eka

The material treatment those given are useful to reduce anxiety symptoms, especially in part of preparation and relaxation.

"Of course, I feel better because I have applied the tips given during training." Yuniar
"After the training, I feel better and calmer and I think the training was successful." Aliffia
"I feel better and calmer when I speak English after attending yesterday's training" Eka

At the end of the session, the participants said that the treatment was successful and they felt better after following the treatment.

In analyzing the data, the researcher used SPSS to reveal the statistics data. Table 1 below shows the students' pre-test and post-test scores and their differences.

Table 1. Paired Samples Statistics

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRE-TEST	33.8500	20	5.98485	1.33825
	POST-TEST	28.1500	20	6.33516	1.41658

From table 1, we can get the mean score of pre-test is 33.85 while the mean of posttest is 28.15. The subject of the research was 20 students. The standard deviation is 5.98 in the pretest and 6.33 in the post-test. The value of the mean's standard error is 1.33 in the pre-test and 1.41 in the post-test. The mean of pretest 33.85 is higher than 28.15 in the post-test, indirect there is a difference between pretest and post-test results.

Table 2. Paired Samples Correlations

Paired Samples Correlations				
		N	Correlation	Sig.
Pair 1	PRE-TEST & POST-TEST	20	.538	.014

From the table 2, the value of correlation is 0.538 and the significance is 0.014. Because the significance value of $0.00 < 0.05$, there is a correlation between the pre-test and post-test variables.

Table 3. Paired Samples Test

Paired Samples Test									
		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	PRE-TEST - POST-TEST	5.70000	5.93030	1.32605	2.92454	8.47546	4.298	19	.000

Based on Table 3, the significant value was .000 and the result of t was -4.289, which means that there was a significant difference in students' speaking anxiety symptoms when the treatment was carried out. Regarding the mean score of pre-test and post-test, the mean score of post-test was lesser than pre-test; it means that there is a reduction of anxiety symptoms since lesser the score showed lesser the anxiety symptoms. In summary, our findings showed that the influence of strategy training can reduce the anxiety symptoms of speaking English during online learning. It can be seen from the results of the computed data above that the significant changes can be felt by students. This finding has a support from (El-Sakka, 2016) in his research found that self-regulated training was effective on decreasing speaking anxiety on EFL university students.

Self-regulated training has an impact on the reduction of speaking anxiety symptoms. Before having training, students seem nervous and have difficulty pronouncing words. Some symptoms were also noticed in their first performance in a pre-test. However, after following

the strategy training, students showed many changes. Students could decrease their anxiety symptoms that proven in their speaking in a post-test. They look better and do improvement during speak English. Moreover, the final result of questionnaire indicated the reduction of anxiety symptoms that they reported after following the strategy. Their post-test scores are lower than pre-test, which means their anxiety symptoms also lessened. So, it can be concluded that the results obtained are as expected that students can reduce their anxiety symptoms in speaking English through Self-regulated training.

Self-regulated training also contributes many advantages and completes the objectives of this study. Students can use this strategy everywhere when they have a speaking performance, because this strategy does not require any tools, they can easily do it step by step to reduce their anxiety symptoms. The study about encourage self-regulated learning in the classroom that have been done by (Zumbrunn, 2011) also said that students can plan, monitor , and measure their learning individually towards self-regulated training.

After analyzing the data, it was exposed that the research was successful. The result showed that the implementation of training can reduce the speaking symptoms in eleventh grade students as shown by the Paired Sample t-Test. This research is hoped to be useful for anxious students, because from the context and result of this study, they can identify the symptoms that are felt by students before and after training and try to apply the suggestions strategies to help reduce their anxiety. This research also hopes language teachers can be aware of the reality in speaking anxiety that felt by students, so that they can help students reduce anxiety problem

CONCLUSION

Anxiety is a normal feeling when students learn foreign languages. We do know that individual responses vary widely. Based on the data, students have some symptoms of speaking anxiety in online English learning, including tenseness, trembling, panic, jumbling, worry, palpitation, confusion, perspiring, sleep disturbance, and stiffing. Then, after getting the training, students can reduce all the symptoms. It was represented by the decrease of the mean score between the pre-test and post-test. The data analysis revealed that the t-test value indicated a significant difference. Thus, the strategy of Self-Regulated Training was successful and could reduce the students' speaking anxiety in online English learning. Foreign language anxiety may also be alleviated by supportive teachers to help students deal with anxiety while learning English online.

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Appendix
[pretest.pdf](#)
[post-test.pdf](#)

Training: <https://youtu.be/2vwt7iwrBfU>