



A Journal of Culture, English Language, Teaching & Literature

ISSN 1414-3320 (Print), ISSN 2502-4914 (Online)

Vol. 21 No.1; June 2021

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Public and Private Schools Students' Anxiety in Online English Language Class During the Covid-19 Pandemic

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Received: 19-05-2021

Accepted: 25-06-2021

Published: 30-06-2021

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Abstract: The implementation of online learning in Indonesian schools as the effect of the covid-19 pandemic raises a relatively new circumstance for students. This research paper reports public and private school students' anxiety in online English language classes. To attain the study objective, the researchers combine qualitative and quantitative methods. Data were collected using questionnaires as the instrument in the quantitative process and interviews in the qualitative method. An 18-item questionnaire based on Likert-scale and closed-ended questions was adapted from Kaiser and Chowdhury. One hundred and thirty-four students of the seven to nine graders of three public and three private junior high schools in Bitung city were the participants in the study. After the survey, the researchers conducted an in-depth interview using a semi-structured pattern. This study revealed that private junior high school students tend to be more anxious than public school students. The students in public schools are more familiar and ready to join online classes than those in private schools. However, both public and private school students do not think that the features of online teaching make them anxious. Students feel dissatisfied and uneasy if the teachers lack creativity and innovation during the online language learning class.

Key words: online language learning, Covid 19, anxiety,

Abstrak: Penerapan pembelajaran online di sekolah-sekolah di Indonesia sebagai dampak dari pandemi covid-19 menimbulkan

keadaan yang relatif baru bagi siswa. Makalah penelitian ini melaporkan penyelidikan tentang kecemasan siswa sekolah negeri dan swasta di kelas bahasa Inggris online. Untuk mencapai tujuan penelitian, peneliti menggabungkan metode kualitatif dan kuantitatif. Pengumpulan data menggunakan kuesioner sebagai instrumen dalam proses kuantitatif dan wawancara dalam metode kualitatif. Kuesioner 18 item berdasarkan skala Likert dan pertanyaan tertutup diadaptasi dari pertanyaan Kaiser dan Chowdhury. Seratus tiga puluh empat siswa kelas tujuh sampai sembilan dari tiga sekolah menengah pertama negeri dan tiga sekolah menengah swasta di kota Bitung menjadi peserta dalam penelitian ini. Setelah survei, peneliti melakukan wawancara mendalam dengan menggunakan pola semi terstruktur. Studi ini menemukan bahwa siswa sekolah menengah pertama swasta cenderung merasa lebih cemas daripada sekolah negeri. Siswa di sekolah negeri lebih akrab dan siap mengikuti kelas online dibandingkan di sekolah swasta. Namun, baik siswa sekolah negeri maupun swasta tidak menganggap fitur pengajaran online membuat mereka cemas. Siswa merasa tidak puas dan gelisah jika guru kurang kreativitas dan inovasi selama kelas pembelajaran bahasa online. baik siswa sekolah negeri maupun swasta tidak berpikir bahwa fitur pengajaran online membuat mereka cemas. Siswa merasa tidak puas dan gelisah jika guru kurang kreativitas dan inovasi selama kelas pembelajaran bahasa online. baik siswa sekolah negeri maupun swasta tidak berpikir bahwa fitur pengajaran online membuat mereka cemas. Siswa merasa tidak puas dan gelisah jika guru kurang kreativitas dan inovasi selama kelas pembelajaran bahasa daring.

Kata kunci: Pembelajaran Bahasa daring, Covid 19, kecemasan.

INTRODUCTION

The Covid-19 pandemic had first emerged in China, and it has affected the whole world (Koçoğlu & Tekdal, 2020; Laongpol 2021). Consequently, it has dramatically changed the paradigm of life and changed all aspects of society in the economic, societal, environmental, and educational arena (Sá & Serpa, 2020). Moreover, the war against the virus narrative occupies the public discourse of the world (Alyeksyeyeva, Kaptiurova & Orlova, 2021). From coexistence, now it must be changed and provide distance from one another, namely physical distancing. In addition, restrictions on activities outside the

home are conditions for preventing the spread of the coronavirus and reducing transmission (Viner et al., 2020). Each country has issued specific policies. For example, the Indonesian government has firmly instructed society to work at home, worship at home, and study during the Covid-19 pandemics. Further, the Covid-19 pandemic has unavoidably affected children's psychological health and produced negative impacts (Lin, 2020). It implies that everyone, including children, must follow the government's policies.

In Indonesia, the new normal period encourages people to adjust with Covid 19. Technology plays a significant role in the new normal Covid 19 (Jordan, 2020). People start doing work, studying online and worshipping by following health protocols. It undeniably affects the education sector (Erkan, 2019). In education, the new normal period is for teachers to carry out intensive learning even though it has to be conducted online. That requires the inclusion of technological appliances in most educational activities. It mediates the conduction of the learning practices.

Regarding English as foreign language learning (EFL), the swift to online learning possibly poses particular difficulties for students. Students may be anxious. Besides, it is regarded as a new language, culture, a way of thinking and complex language (Karabiyik & Özkan, 2017), the abrupt recommendation for online teaching seems stressful. Students do not get accustomed to it. Students encounter tensions in their minds.

Within such circumstances, learning in the new normal era in Bitung is conducted in two methods recommended by Education and Culture Office Bitung. The first method is an online class, commonly referred to as *Daring*, and the second method is an offline class or *Luring*. English is the subject that students at Junior High School in Bitung consider a difficult lesson. English was not taught in the elementary school following the implementation of Curriculum 2013 for Elementary School issued by the Ministry of Education and Culture. The performance of online English learning results in a considerable effect on the learning process, which eventually will determine the development of students' abilities in learning English. Al Qahtani (2019) said that the role of online classes enhances excellent communication skills significantly. Other researchers argue that online course encounters a "pain barrier" for the first user (Olive & Burn, 2010). The students who feel anxious when learning a language hope that online class will reduce their language anxiety. In this study, the researchers aim at figuring out the portrait of students' anxiety, particularly those of public and private schools.

LITERATURE REVIEW

A. Online Teaching in New Normal Era Covid 19

Every country in the world adapts to the new situation due to the outbreak of Covid 19 (Octaberlina & Muslimin, 2020, Abajo, 2020). People in Indonesia have also adjusted their daily activities in a new situation known as the "new normal era in the Covid 19". During this period, people can do activities such as work, worship, and study, of course by sticking to health protocols, wearing a mask, keeping your distance and washing hands regularly with soap and water, and covering your mouth and nose while sneezing and coughing (IASC, 2020). During this newly emerging situation, the education sector has dramatically depended on it to fulfill students' needs. Every educational institution must employ online teaching to keep the social distancing. The educational institutions have shifted from face-to-face learning to online mode to ensure the teaching-learning and assessment process (Zayapragassarazan, 2020). The online learning process happens even in distinctive places, locations, and times, including teachers and students. Thus, its sudden implementation potentially emerges "technical and methodological problems of information sharing and management (Shahzad, Hussain, Sadaf, Sarwat, Ghani, & Saleem, 2020, P.3). The fundamental problem in online teaching is related to implementation techniques in providing material from the teacher, receiving material by students, the ongoing learning process, and supporting the availability of media and internet facilities. These factors define "the education environment, participants, and authenticity of communication" in the practice of the online learning (Gadre, Cudney, & Corns, 2011, P.102).

The Ministry of Education and Culture has strongly recommended that teachers use technological media to support the implementation of learning. The teachers also direct applications that can be used that adapt to regional and school conditions. Further, the teachers should seek the correct ways to be helpful and effective for teaching in the current context (Liddicoat, Murray, & Mosavian, 2021). In seeking to redesign their practice, teachers identify ways of working that they believe will be useful or effective in their current context. Consequently, schools turn to build websites and learning management systems for engaging teachers with student learning activities (Crawley, 2012). Many applications support learning, either free or not, which can be used as learning support tools. To handle and operate these applications well, the teachers and students need training and strengthening. Kennan et al. (2018) argue that online learning can succeed regarding self-determination and measuring students' preferences for teaching behavior. Due

to the situation in the new normal of Covid-19, students endeavor to afford the effective learning process in an online class.

Similarly, the teachers must prepare everything used for the learning process. It is essential to highlight the new normal approach so that decision-makers and teachers can analyze opportunities and challenges that those teachers and students might face in the teaching and learning process in the post-covid-19 period (Cahyadi, 2020). Concerning this matter, Hege (2011) elaborates the online theology classroom as the strategy for engaging a community of distance learners in a hybrid model of online education. The new normal period is when to take advantage of online classes as the best choice for safe learning coupled with technology that will significantly help create an atmosphere of creative and innovative pursuits.

B. Anxiety in Language Learning

Within language learning context, anxiety deals with "a distinct complex of self-perceptions, beliefs, feelings, and behaviors. It is shown in the feeling of the stress of students when they newly encompass learning a foreign language. They grapple with acquisition, retention, production, nervousness, emotional reaction as well as the emotional reaction of the new language (Gatcho & Hajan, 2019). This implies that students may undergo anxious reactions to language learning, including an online class application.

Subsequently, the other researchers, Karabiyik & Özkan (2017), in their research about anxiety through a foreign language, have found that there was no significant effect for gender, age, and preparatory class. This study examines the levels of Foreign Language Anxiety exhibited by Turkish undergraduates and the influence of gender, age, and previous initial class experience on Foreign Language Anxiety at Ufuk University Preparatory School, Ankara. One hundred twenty-four preparatory school students have participated in the study. Preparatory class experience and gender were found to have no significant effect on the Foreign Language Anxiety levels of Ufuk University Preparatory School students.

However, learning a foreign language usually makes students feel this anxiety because of social factors (Asif, 2017). The social aspects are various. For instance, the usual pronouncing word in one community is different from other communities. Moreover, the countries have diverse backgrounds. Another anxiety-causing factor stems from the tradition of loving mother tongues. Hence, it becomes a fundamental reason students feel confused and anxious in learning a foreign language.

Anxiety associated with foreign language learning can be classified into three types (Asif, 2017). The first is Anxiety at Three Stages of Language Learning. These three stages are the Input Stage where students receive words or sentences admittedly anxiety; processing Stage, where students save a lot of words or sentences that depend on how they memorize them; and the Output Stage, which occurs after the two steps are successful. The second is socio-cultural factors and anxiety, which happens because of the social environment for foreign language acquisition, Intercultural/Interethnic Communication Apprehension (ICA), and Techniques to Cope with Language Anxiety. The third is An Overview of the background culture of the students the place they live, which constantly brings the significant impact to anxiety through a foreign language.

Another researcher, Ramamorthy (2016), states that the development and standardization can serve as a scale to measure anxiety in teaching through teachers' technological gadgets. He examines the correlation between anxiety and the use of technology in education, and he found a significant relationship among urban, rural areas, masculine and feminine. Huang and Hwang (2013) found that technology in English learning has a positive influence since it reduces students' learning anxiety and stimulates them in the learning process. All above statements indicate mixed results on the assumption whether learning a foreign language through online teaching during the Covid-19 pandemic can lead to students' anxiety or heal their anxiety. The researcher investigates the correlation between online language teaching and students' foreign language learning anxiety in Junior High schools in Bitung, North Sulawesi.

METHOD

This study uses a mixed method to collect data. The researcher combines qualitative and quantitative methods in collecting data and analyzing data. Data are collected from questionnaires as the instrument in the quantitative process and interviews in the qualitative method. A questionnaire (table.1) was constructed based on 18 items adopted from Kaiser and Chowdhury' (2020). It was developed on the basis of five Likert-scale and closed-ended questions and had five options, namely Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), and Strongly Disagree (SD). The questionnaire was created on Google form and distributed to students via WhatsApp. This study used simple random sampling to select the participants.

The population was the students of grades 7, 8, and 9 from six Junior High Schools in Bitung divided into three public and three private schools. The three public schools were SMP N 1 Bitung, SMP N 2 Bitung and SMP N 12 Bitung. Three other private schools were SMP Katolik Don Bosco Bitung, SMP Kristen Start Generation School and SMP Muhammadiyah Bitung. One hundred thirty-four students taken from these high schools had taken part and answered the questions given in the questionnaires. The survey was conducted from January 18, 2021, to February 18, 2021. After the survey, the researcher conducted an in-depth interview using a semi-structured interview method. The discussions took place for one week. The participants in the interview were twelve students from six schools consisting of three private schools and three public schools. In this interview stage, each school had two students as the representative. The researchers used the Zoom application to communicate, and the interview was scheduled at the same hour. The interview was recorded and then summarized. The responses to the semi-structured interviews were analyzed by Creswell formula (2018).

Table 1:
Foreign Language online teaching anxiety questionnaire adopted from Kaiser and Chowdhury' (2020)

NO	Statement	SA	A	N	DA	SDA
Q.1	I have experience online classes.					
Q.2	I have techno-phobia.					
Q.3	I feel easy in a direct class/face to face teaching					
Q.4	I feel easy to participate in language activities in front of teachers and classmates in indirect class.					
Q.5	I feel easy to participate in the language activities in front of teachers and classmates in online teaching.					
Q.6	I feel isolated during online class.					
Q.7	I feel much involved during an online class.					
Q.8	I feel uneasy thinking that the teacher or fellow students might see my home setting.					
Q.9	I feel fear of being disconnected during online teaching.					

Q.10 I feel anxious because the teacher does not see my non-verbal response and seriousness during the online class.

Q.11 I feel fear of being recorded for every activity during online teaching.

Q.12 I feel safe during the online teaching since I do not have to give feedback standing before the whole level.

Q.13 Since I do not have to expose my physical appearance in online teaching, I feel comfortable, anxiety-free, and relaxed here.

Q.14 Long time use of technology during the online teaching makes me anxious about my physical and mental health.

Q.15 The direct presence of eye contact with the teachers makes me more nervous than in the online teaching environment.

Q.16 The online teaching setting makes me feel more suffocated than an actual classroom

Q.17 A direct classroom setting makes me feel more suffocated than a real classroom

Q.18 Online teaching environment fits me more for the language class.

The collected data of the questionnaire are processed by Microsoft excel 2010. Students' feeling through EFL online class was described descriptively by the mean score range. The criteria are based on

Table 2:
Questionnaire score range taken from Malizar & Fan (2020)

Score Range	Level
1.0-1.5	Very low
1.6-2.0	Low
2.1-2.5	Moderately Low
2.6-3.0	Slightly below average

3.0	Average
3.1-3.5	Slightly above average
3.6-4.0	Moderately high
4.1-4.5	High
4.6-5.0	Very high

This score feature will guide the classifications of the results. The number range from 1.0 to 5.0 are calculated and interpreted into the category from very low to very high.

RESULTS AND DISCUSSIONS

A. The students' knowledge about online class

Table 3 shows that the students' experience is moderately low, with a mean score of 2.1. Question no.2 indicates that students have techno-phobia because it has a higher score than question no.1, with a mean score of 3.51. The average of the two questions is a 2.81 mean score which can be interpreted as slightly below average.

Table3:
 The mean score on students' knowledge

NO	Statement	Mean	Interpretation
1	I have experienced online class	2.1	Moderately Low
2	I have techno-phobia	3.51	Slightly above average
	Average	2.81	Slightly below average

The results indicate that students have slightly good knowledge about online classes. However, students do not use the internet as a tool of learning. They prefer to read printed books or modules than to find the material using the internet. The students perceive reading books or modules is a much easier way to study. In addition, the students have techno-phobia, so using the online technology class often confuses them. The Covid-19, nevertheless, has dramatically changed the students' habits in gaining knowledge. Online

learning is the only way to continue teaching-learning activities during the pandemic, and the students have no other choice but to join the class. Therefore, they must join the class whether they are ready or not.

Regarding experience in an online class, eight students do not have experience in an online class, whereas four students have experience in an online course. From the interview, it can be summed up that those two students have techno-phobia while ten students admit that they do not have techno-phobia. Following is the explanation from the participant:

"I do not know how to use WA, Google form, Zoom because I do not have a cellular phone (HP). In this situation, I follow the online class using my parents' HP. And, of course, it is difficult for me to operate it. I always ask my parents to help me." (Student 1 from a public school, Google Meet on January 2021).

The statement above indicates that the student thinks that the contact with technology is confusing, complex, and uneasy because they do not have their gadget. The students only use technology when they must join the online classes; however, they still need help from others to use the gadget. As a result, the contribution in an online class through the learning process is low. A similar statement on lack of experience with technology in online courses is explained in the following information:

"I use my HP (gadget) just for fun, for example, playing Pubg, Freefire, Tiktok, Facebook, Like, but I never use it for studying. My school has an IT (Information and Technology) room, but we do not use it. Our learning processes are in the classroom. It uses books from the library." (Student 3 Public School, Google Meet on January 2021)

The statement shows that students never feel the atmosphere of using technology in the teaching and learning process although they have facilities in the school. The student does not have enough knowledge of online classes. They use technology for having fun with Pubg, Freefire, Tik Tok, Like, Facebook, and keeping in touch with friends using Facebook, Instagram, and other social media. Using technology for studying does not become their main priority. Hence, the school has a vital role in engaging students in online classes. The school curriculum has established some criteria for students' achievement in the learning process, considering that students need to set

their goals in the learning process. The statement below shows students' experience with technology in an online class.

"I usually use technology in doing my favorites activities, such as playing tik tok, watching YouTube, posting something on Facebook or IG, and doing the assignment. During the Covid-19 pandemic, the school conducts online classes. It is not a problem for me because my school always uses technology as a learning tool to support the teaching and learning process" (Student 7 from Private School, Google Meet, January 2021)

The statement above indicates that the students think that the online class causes no problems, gives benefit, and is helpful for them. These students use technology as a part of their daily activities, including the learning process. It is also apparent that school has supported the use of technology by providing the facilities; consequently, the familiarity with the technology has brought the students new experiences in teaching and learning. With the school THAT has provided the facilities, it would be much easier for the teachers and students to establish good interaction amidst the new normal era of Covid-19. The following statement reveals that the students are familiar with technology, although the school occasionally uses technology as a media in the learning process.

"My school sometimes used technology as a method in teaching and learning process before the outbreak of Covid-19. However, the situation changes as Covid19 strikes. Now, my school conducts a teaching-learning process using online classes. I can adjust it quickly because it is difficult for me to use Zoom." (Student 9 from Private School, Google Meet, January 2021)

The participant statement implies that the school has been equipped with the technology as the learning facility to support the learning process. Still, the teachers do not always use it when teaching. Introducing technology as a learning media is essential for the students, so they do not find it challenging to join online classes.

The statements presented above reveal the significant differences between public schools and those of private schools. AS MANY AS 4 students state that they have experience in online classes, 2 of the students are from public schools, and 2 of them are from private schools. In Bitung, Start Generation School is the most expensive private school, and the students' parents must spend a lot of money on tuition to study in this school. As a

prestigious school, the school has excellent supporting facilities for the teaching and learning process. Start Generation School, SMP N 1 Bitung is a public school having technology as the learning facility. In other words, both schools have the technology, although its use depends on the curriculum. In addition, the availability of supporting facilities also affects the continuity of the implementation of the teaching and learning process.

B. The Eligibility of Online Learning in EFL Class.

Table 3 shows the result of the data analysis. Question no 3 explains that students feel easy in direct class is moderately low ($M = 1.75$). The mean score for this question is the lowest compared to other questions. The mean score for question number four, about students feeling easy to participate in the language activities in front of teachers and classmates in direct teaching, is *moderately low* ($M = 2.1$). This mean score is the second-lowest score. Question number five students feel easier to participate in the language activities with teachers and peers in online teaching, and question number seven that students feel much involved during online class have a mean score of 2.95 (question 5) and 2,78 (question 7). The mean score for these two questions is interpreted as slightly below average. Question no 18 on the Online teaching environment fits me more for the language class has the highest mean score amounting to 3.47, which can be interpreted as slightly above average.

Table 4:
The mean score of students' feelings in the teaching process

NO	Statement	Mean	Interpretation
3	I feel easy in a direct class/face to face teaching	1.75	Moderately Low
4	I feel easy to participate in the language activities in front of teachers and classmates in direct teaching	2.1	Moderately Low
5	I feel easy to participate in the language activities in front of teachers and classmates in online teaching	2.95	Slightly below average
7	I feel much involved during online class	2.78	Slightly below average

18	Online teaching environment fits me more for the language class	2.47	Slightly above average
Average		2.61	Slightly above average

Table 4 indicates that the eligibility of online classes through foreign language learning is slightly below average. Students feel easier in an online class than a direct class, but it does not mean that an online class is the best because the interpretation is below average. Students choose online classes because the teachers give complicated instructions in the daily activity of direct teaching. A different method makes students confused to concentrate on their studies. Online classes use one direction and simple instruction for studying. The contradictory evidence arises when students fit language classes through online teaching. Generally, students feel online class is not adequate in the learning process. Table 3 shows that the students have sufficient knowledge of technology. Meanwhile, Table 4 shows that students can use technology in front of the teacher and classmates in online teaching. They use technology more frequently in online education than in direct instruction.

During the interview, the researcher found out the underlying reason for online class eligibility through a foreign language. All students agree that a direct class is better for a foreign language lesson. They admitted that an immediate course is appropriate for learning a foreign language because it provides more eases. It can be seen in the following responses below:

"I prefer direct class because it enables me to understand the material more easily because the teachers give more detailed explanations and it is easy for me to ask a question". (Students 5 from Public School, Google Meet, January 2021)

The statement above indicates that student feels more comfortable studying in a direct class. The students can immerse themselves during the teaching and learning process. The student can explore the lesson and freely enrich their knowledge and skill. As a result, the direct class gives students a relaxing situation to study without burden. Another similar idea is elaborated as follows:

"For me. An online class is not better than a direct class. Direct class is indeed difficult for me, but I can clearly understand the teacher's explanation. I cannot understand the language class in

the online class, especially in English lessons. There are many missing words when a teacher explains something, so I have a wrong understanding. I don't know whether it happens because of a signal or network problem. The point is that online class is not appropriate for a language class." (Student 4 from Public School, Google Meet January 2021)

Students feel that it is difficult for them to understand the explanation clearly in an online class. During teaching and learning activities, the students have a problem in terms of the teacher's pronunciation. The wrong pronunciation because of missing words can cause a significant impact in Language lessons. Students will have wrong understanding, complicated material, and confusion. This statement presented below shows the different opinions:

"My school uses the technology for the learning process, but the worst is that the teachers never teach me using Google Meet or Zoom. They sent me a link to What App; then asked me to study and do the assignment. Sometimes, they send me the link to YouTube and let me understand by myself." (Student 11 from Private School, Google Meet, January 2021)

The answer above indicates that the students deal with specific difficulties in learning in an online class. They do not interact with others in the online course, and they have to study the material by themselves. These students do not have face-to-face communication with teachers and other students, so they cannot directly ask the teachers. Izadinia (2009), as cited in Roohani & Haghparast (2020), states that the teachers have to share knowledge, and students are just as listeners. Another opinion is presented below:

"It is easy to participate in an online class because I can cover my face with a picture every time; I am nervous when interacting with the teacher. That is the best thing in an online class. Despite this whole thing, I choose a direct class for language learning." (Student 8 from Private School, Google Meet, January 2021).

The statement implies that the student feels happy and comfortable in an online class because she can cover her face with a picture every time she feels nervous or afraid. It is possible because the teachers could not see students' gestures and mimic during the online class.

The other student reveals that the internet network is poor, which then becomes another problem. Besides, the students also find it challenging to join online classes due to one-way communication. For instance, the teacher explains the theory, assigns the students with specific tasks, and provides instruction on doing some exercises. The situation occurs because of time constraints, leading students not have good interaction with teachers and their classmates.

C. The Features of the Foreign Language Anxiety

The result of question no eight focuses that student feel uneasy thinking that the teacher or fellow students might see their home setting is moderately high (M= 3.63). It is the highest mean score in table 4. The interpretation for question number 2 (students have techno-phobia (M= 3.5)) is slightly above average, and it becomes the second higher score in table 4. Question number 6 SHOWED HOW students feel isolated during online class, shows slightly above-average interpretation (M=3.13). The mean score for question no 9, stating whether *students fear being disconnected during online teaching, is low*, and it is the lowest mean score in table 4. The interpretation for question number 10, *students feel anxious thinking that the teacher does not see students' non-verbal response and seriousness during the online class*, is slightly above average (M=2.38). Meanwhile, question no 14, *Long time use of technology during online teaching makes students anxious about my physical and mental health*, has interpretation slightly below average (M=2.56). Finally, the interpretation for the last question, number 16, which emphasizes the *online teaching setting, makes me feel more suffocated than a real classroom* is slightly below average (M=2.76).

Table 5:
The feature of anxiety

No	Statement	Mean	Interpretation
2	I have techno phobia	3.5	Slightly above average
6	I feel isolated during online class	3.13	Slightly above average
8	I feel uneasy thinking that teachers or fellow students might see my home setting	3.63	Moderately high
9	I feel fear to be disconnected	2.04	Low

during online teaching			
10	I feel anxious that teachers do not see my non-verbal response and seriousness during the online class	2.38	Slightly below average
14	Long time use of technology during the online teaching makes me anxious about my physical and mental health	2.56	Slightly below average
16	The online teaching setting makes me more suffocated than real classroom	2.76	Slightly below average
Average		2.85	Slightly below average

Table 5 indicates that students feel anxiety in a foreign language. As presented in Table 5, the students' feeling of no-confidence ranks as the highest position. They feel uncomfortable if the teachers and other students can see the condition of their houses. Some students prefer to hide the real condition of their houses from the public. Other students also admit that they worry if online class makes them isolated since they are unable to make direct interaction and intense communication with other students. The students' anxiety also stems from their fear of not seeing the students respond during an online class. It causes them to feel suffocated in online classes. However, students still enjoy online learning, although they have techno-phobia. Table 5 clearly shows that the interpretation for the feature of online teaching is slightly below average. It means that the learning process happens during the online class, and the setting for an online course in the future must be designed to make students feel comfortable and free from anxiety.

Being verified in the interview session, nearly 12 students explained that online class does not result in foreign language anxiety. The first highest mean score reflects the answer below:

"I am afraid and feel uncomfortable with the setting of my house. My teacher and my friends should not see the condition of my house. Sometimes my house is so messy and dirty, so I worry if my teacher and my friends can see it." (Students 2 Public School Google meet January 2021)

It can be interpreted that she worries if everyone joining the online class can see the actual condition of the house. What makes the students less confident is that teachers and students know the actual color of the student while at home. Further, it can decrease their motivation to join the learning process. For some students, this problem might not be considered a serious one; however, for some other students, it becomes such a big problem that eventually determines the success of the students in the online class. Another interesting fact is that network problem does not worry the students nor trigger anxiety while joining the online course because the teacher has already comprehended this matter. The following response emphasizes the previous explanation:

"When the internet connection is poor, I do not feel upset because my teacher has already known the situation of my house. He will send me the material to the What App. Therefore, I should not worry about that." (Student 6 from Public School, Google meet, January 2021)

The teachers will not blame the students due to poor internet connection because they know their students' backgrounds precisely. In this situation, teachers must know everything related to their students since they have a big role in teaching and learning. The students sometimes feel isolated during the online class, preventing them from comprehending the material. The statement below further describes the situation:

"When the school begins to have online classes, I try to study by myself, resolve the problem, and finish the assignment by myself. I did everything by myself. I do not have time to make interactions with others. It makes me boring and feels isolated." (Student 10 from Private School, Google Meet, January 2021)

Students explain that their learning process consists of activities such as communicating with other students, giving questions to the teacher, and having group discussions. All these activities make them engrossed in such a situation. The lack of interaction with each other makes students feel isolated. The feeling of isolation leads to negative thinking in the teaching and learning process. In addition, students care for their physical and mental health, but this aspect does not burden them. It can be seen in the response below:

"The duration of the online class does not make me worry about my psychical and mental health. Every subject lasts for 25 minutes - 50 minutes per day. We have 4 subjects every day. If the lesson starts at 7 a.m, it will finish before 11 a.m. Thus, I should not worry about that." (Student 1 from Public School, Google Meet, January 2021)

Students know that the duration of the online class does not cause the students to get exposed to the negative effect due to the radiation from a device used, such as a laptop, computer, and gadget. The school has issued the policy concerning the duration of the online classes in the new normal period of Covid-19. The government has also supported the regulation. Therefore, the students will not feel suffocated when they cannot attend the online class. Some students explain that the teachers do not force students to regularly attend the online class during this pandemic. The students can skip the course due to urgent situations, such as sick or having to do something meaningful. The most crucial point that should be highlighted is that a healthy life is more important than joining the class to study.

D. The Feature of Coping with Anxiety

Table 6 represents the result of question no 12 '*students feel safe during the online teaching since students do not have to give feedback standing before the whole level*'. The mean score of this question can be interpreted as slightly above average (M=3.19). The interpretation of the mean score for question no 13, '*since students do not have to expose their physical appearance*' is average (M=3.09). It becomes the lowest mean score in Table 5. Question number 15, '*The direct presence of eye contact with the teachers makes students more nervous than online teaching*' has a slightly above-average interpretation (M=3.33). The last question, number 17, '*A direct classroom setting makes students feel more suffocated than an online classroom,*' shows a slightly above average (M=3.75). The mean score for this question is the highest among other questions.

Table 6:
Factor Coping with anxiety

No	Statement	Mean	Interpretation
12	I feel safe during the online teaching since I do not have to give feedback standing before the whole level.	3.19	Slightly above average

13	Since I do not have to expose my physical appearance in online teaching, I feel comfortable, anxiety-free, and relaxed here.	3.08	Average
15	The direct presence of eye contact with the teachers makes me more nervous than online teaching environment.	3.33	Slightly above average
17	A direct classroom setting makes me feel more suffocated than online classroom.	3.75	Slightly above average
Average		3.34	Slightly above average

The result indicates that the students feel safe during online classes because they do not provide any feedback. In other words, they feel comfortable during the online class. Interestingly, the physical appearance in online teaching only has a mean score of 3.08, which can be interpreted as average. This result shows a contrasting feeling of the students concerning their appearance. Not showing their physical appearance during the online class makes students relax, comfortable, and far from fear. However, they also think that not showing themselves during the class will affect the learning achievement, such as common understanding of the material, negative response from the teacher, and feeling isolated from other students. Students perceive online classes are beneficial because they do not feel pressured and are not nervous when having eye contact with the teachers. All these benefits prevent them from feeling anxious. Students choose an online class as the best method of learning process compared to a direct class.

In the interview responses, it is found that the positive feeling from students is explained during the interview with the students about the online class. Table 1 shows that students have enough knowledge, whereas Table 6 shows that online class is perceived as a good learning process during the pandemic. This perception is explained in the following statement:

"I feel afraid in direct class compared to in online class. When I study difficult subjects, such as Mathematics, English, and Science, I feel nervous. It increases if the teacher is a fierce one. Whenever I hear the footsteps, my heart starts pounding, and I want to hide,

so he cannot see me. I feel more suffocated when he asks me to give my opinion." (Student 6 from public school, Google Meet, January 2021)

The student explains that eye contact with the teacher in direct class has more impact than in an online course. Eye contact might cause the students to feel nervous, strained, and stressed. If a teacher looks at one of the students, the teacher silently asks the student to give any response. The situation suffocates the students, and it worsens when the students are not able to answer the question, provide an opinion, provide the correct response, or adjust the learning setting. In regards to this matter, the online class gives students more space, as is explained in the statement presented below:

"Online class makes me relax, anxious free and not nervous. I am more comfortable joining the teaching and learning process because I sit, listen to the teacher, and respond when asked. Furthermore, I am not afraid of making eye contact because the aura cannot be sensed." (Student 10 from Private school, Google Meet, January 2021)

The statement indicates that the student does not worry about online classes. The teacher cannot focus just on one student. What teachers can see on the screen are small-sized students' images. It is impossible to make direct eye contact with each student in this situation. Moreover, the quality of the internet connection also determines the clarity of the image. Therefore, this situation is unconsciously beneficial for the students.

DISCUSSION

The online class has become an essential part of the Covid 19 situation. The computer and the internet are choices to improve the efficiency of education (Marcel, Celestine, Oyekezie & Eze, 2020). Most schools in Bitung use online class as the appropriate medium for teaching and learning. Data presented in Table 2 and the interview result show that students in Bitung have negative or inadequate knowledge of using technology in the learning process. They do not have technophobia, but the lack of knowledge and experience in online classes brings them in the wrong direction, albeit Technology prepares students' needs in the learning process (Vincentas & Rytis, 2007; Erkan, 2019). Students can achieve a learning experience using technology such as smartphones, laptops, and tablet computers with network

connectivity, which defines online learning (Noor, Isa & Mazhar, 2020). UNESCO recommended that online class is the best way to continue learning in Covid 19. However, the problem of Junior High School students in Bitung lies in the inappropriate use of digital technology and the internet. Students use the internet to access social media such as Facebook, Instagram, Tiktok, Pubg, Freefire. They rarely use online applications for studying. Interestingly, they can operate the application for fun, but they cannot manage online class applications.

Sufficient knowledge has led students to join all learning processes through online teaching. The preparation of the students to attend online classes and direct classes is not easy. Table 3 shows that it is much easier for students to participate in online courses than direct classes. The interview result strengthens this statement, and the mean score of 2.61 was interpreted as slightly below average. However, the online class does not ensure that the students feel comfortable joining it. Sometimes, the learning process in the online class is conducted just to fulfil the regulation. Noor, Isa, and Mazhar (2020) explain that online class has some problems such as limited technical knowledge and tutoring capabilities of the teacher, inadequate and weak infrastructure and online connectivity. The poor facilities make less student attendance, which influences student achievement (Bosch, 2003 cited in Abdulbasit & Seyoum, 2021). The teacher has a significant role in the online class about students' problems. The teachers should produce the best sentences to interact with students because their language significantly affects the learning process (Karimour,Zoleikani,Delavar 2020) and must find suitable strategies to overcome students' problems. Of course, students must be motivated and eager to interact with a teacher (Erkan, 2019).

In addition, lack of preparation leads to students' confusion when attending online classes. Table 4 shows that some features in online courses create language anxiety. It can be seen from the interview result and the mean score, which can be interpreted as slightly below average ($M=2.85$). Anxiety is defined as "a distinct complex of self-perceptions, beliefs, feelings, and behaviours related to classroom language learning arising from the uniqueness of the language learning process" (Gatcho & Hajan, 2019). The students may feel isolated, uneasy, afraid, and anxious about physical and mental health; however, these feelings do not negatively affect the teaching and learning process because the emotions are still manageable and not frustrating. It confirms the proposition arguing that the second language has a negative impact of anxiety on language toward students and the process of learning (Gkonou & Miller, 2020). The teaching and learning process can run well if

teachers provide appropriate strategies. As a result, language anxiety problems can be resolved.

Hence, as shown in Table 6 and the interview result, the students of Junior High School in Bitung feel that the online class does not cause anxiety, although they lack knowledge and experience. Moreover, this leads students to understand online courses with the right approach. Teachers should not emphasize visuals, meaning that they do not force the students to be on camera or set such complicated learning rules to be free from anxiety, relaxed, and comfortable when attending the class.

Table 7:
The Comparison between Public School and Private school

Statements	Public School		Private School	
	Mean	Interpretation	Mean	Interpretation
The students' knowledge about online class	2.82	Slightly below average	2.78	Slightly below average
The eligibility of online classes through foreign language learning	2.60	Slightly below average	2.17	Moderately low
The feature of online teaching that creates foreign language anxiety	2.85	Slightly below average	2.87	Slightly below average
Online teaching brings anxiety healing to students of junior high school in Bitung	3.38	Slightly above average	3.26	Slightly above average

The table indicates that the students of private schools (M=2.82) have lower knowledge of online classes than those of public schools (M=2.78) with a slightly below-average interpretation. This means that private schools tend to have negative eligibility in practice. It is worth noting that it happens even though private schools have better facilities than public schools. The eligibility of online classes through foreign language for students in public school (M=2.60) with an interpretation of slightly below average shows a higher mean score than that of the students in private school (M=2.17). This mean score is the lowest in Table 6, which can be interpreted as moderately low. The result shows that better facilities do not guarantee that the learning process will go

smoothly. The aspect of continuity with online teaching that creates foreign language anxiety shows that the private school ($M=2.87$) has a higher mean score than the public school ($M=2.85$). It implies that online learning does not contribute to students who bring foreign language anxiety. In other words, the online class does not create anxiety feeling to the students. The mean score in public school ($M=3.38$) is higher than that in private school ($M=3.26$), with a slightly above-average interpretation for both.

The comparison between public and private schools implies that students in public schools understand how to join online classes than those in private schools. This fact denies the assumption that private school is better than public for all aspects. The quality of education depends on the great institution, the availability of resources (teacher), and the complete facilities (Ali, Ashraf, & Yasmin, 2020). The student responses from the questionnaire and interview highlight that private school facilities, such as technology, do not guarantee the quality of the learning process. The quality of schools in Bitung reflects the eligibility of online classes in foreign language learning. The mean score is negative since public school has the lowest mean score ($M=2.17$). The result points out that technology as one of the school facilities supports foreign language learning.

The learning process must also be supported by highly skilled teachers and other required resources, which determine the teaching and learning process (Ali, Ashraf, & Yasmin, 2020). In general, the features of online teaching do not create anxiety for students in both schools since public school and private school do not present a significant difference. Nevertheless, it is also interesting to note that the mean score of private schools in this aspect is higher than that of public schools. It happens because private schools conduct more intense online classes.

The local government of Bitung has issued the regulation that the duration of online courses during the Covid-19 pandemic lasts for 25 minutes for every subject per day. Public schools or government schools must obey the rules. However, private schools have their regulation. Online classes in private schools last for 40 minutes for every subject per day. As a result, the students feel uncomfortable, uneasy, and unhappy. The private school has a lower mean score, meaning a negative tendency, than the public-school anxiety in EFL classes. On the other hand, public schools show a higher mean score than private schools, indicating a positive propensity toward implementing online learning in English as a Foreign Language class.

CONCLUSION

An online language learning class for the students of public and private junior high schools in Bitung encourages students to adjust with the new learning practices in the era of the covid-19 pandemic. This study found that the students of Junior High School in Bitung feel that the online class does not significantly cause any anxiety, although they lack knowledge and experience. Interestingly, this leads students to define their particular strategy to join the online courses with the right approach. In other words, despite the lack of knowledge and experience in online learning, students were not trapped in the anxiety toward it. The online class appears to be challenging for students and relatively anxiety-free, relaxed, and comfortable.

This study also reveals that students in public schools are more familiar and ready to join online classes than those in private schools. That means that in terms of anxiety, students of private junior high schools tend to feel more anxious than those of public schools. Fortunately, both public and private school students do not think that the features of online teaching constantly make them nervous. It is merely a matter of familiarity and willingness to take part actively. Students feel dissatisfied and uneasy if the teachers do not have innovation. It prescribes that the role of teachers can be a factor in overcoming student anxiety in the implementation of online language learning.

Further, studies on schools, teachers, and students' strategies or approaches to cope with the stress in online learning during the pandemic constitute future challenges for educational researchers.

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