

STUDENTS' AND TEACHERS' ANXIETY LEVELS IN ENGLISH INSTRUCTION DURING THE EMERGENCY REMOTE TEACHING IN INDONESIA

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ABSTRACT The aim of this study was to investigate the anxiety level of the students and teachers in teaching and learning English during the emergency remote teaching in Indonesia. This quantitative study used Foreign Language Classroom Anxiety Scale (FLCAS) for collecting the students' and teachers' anxiety levels during the pandemic situation. The participants of the study were 199 students and 3 English teachers in a senior high school in Indonesia. Data were analyzed using SPSS to find frequencies of the respondents' anxiety scores and categorized using Oetting's Scale. The study found that the students' anxiety level was moderate (3.04). It indicated that the students were not afraid but also did not fully enjoy learning English with the new learning system. Meanwhile, the teachers' anxiety was categorized as low anxiety (2.2), meaning that the teachers enjoyed and did not worry about teaching English during the emergency remote teaching. In conclusion, new learning environment for EFL, the students and teachers had different anxiety levels with students needed more attention for better assistance of optimal learning quality. The results of this study were expected to give beneficial information for the students and teachers that learned and taught English during the pandemic situation.

Keywords: anxiety, emergency remote teaching, FLCAS

A. INTRODUCTION

Learning English is necessary for many people since it is used in many fields. Rao (2019) states that the use of English in communication is approved as an international language. Many documents such as newspapers, magazines, letters, and others are written in English (Nishanthi, 2018). The process of teaching and learning English is usually done conventionally in the classroom with face-to-face meetings between the students and teachers or sometimes with the blended system. At the end of 2019, a virus named COVID 19 (coronavirus disease 19) from China starts spreading around the world including in Indonesia (World Health Organization, 2020). The government of Indonesia regulates that the citizen should stay at home and avoid making a crowd. Public institutions and companies included schools are closed, therefore the students and teachers are forced to do the teaching and learning process from home.

The emergency situation urges schools and other educational institutions to hold a new learning system named emergency remote teaching which is different from blended learning. In blended learning, the offline (conventional classroom) are combined with the online sessions (Bersin, 2004). While in emergency remote teaching the face-to-face meeting in the conventional classroom is totally removed and the teaching and learning process is done from the distance with the help of the internet and online learning platforms such as *Zoom Meeting*, *Google Classroom*, and others. Ghirardini (2011) states that emergency remote teaching could be held synchronously where the students and teachers are online at the same time (real-time teaching and learning process) and asynchronously where the teachers give a certain task or material with a specific due date for the students.

Anxiety in English language learning rises in any kind of situation, including in emergency remote teaching. Ozer and Akçayoğlu (2021) mention that statistically, students' achievement is affected by their anxiety level. Therefore, the factors of the anxiety should be known. Afraid of being disconnected during the virtual class and the teachers do not realize their nonverbal responses make the students anxious (Kaisar and Chowdhury, 2020). The isolated feeling because of having less direct interactions with others also triggers the students' anxiety (Octaberlina and Muslimin, 2020). Getting interruptions from the environment during the virtual class makes the students insecure (Pasaribu and Dewi, 2021).

Emergency remote teaching does not only make the students anxious. Some students enjoy the new learning system. Pasaribu and Dewi (2021) state that being able to manage their learning makes the students feel safe. The students have more time to explore and learn many things from the internet. Meeting fewer people directly makes the students happy because they do not have to show their physical appearance (Kaisar and Chowdhury, 2020). Having good supporting technologies makes the students relaxed and do not anxious about having virtual classes (Pasaribu and Dewi, 2021).

B. REVIEW OF LITERATURE

Learning a foreign language in the conventional classroom situation is different from emergency remote teaching. During the pandemic of COVID 19, teachers and students have to attend the English instruction without meeting each other directly; hence it could increase the anxiety among the students and teachers. In general, anxiety can be defined as a feeling of threatened, worry, or afraid of a certain thing or situation that is felt by an individual (Mayer, 2008).

While language learning anxiety is an anxiety that is felt specifically during learning a certain language (Horwitz, Horwitz, and Cope, 1986). Anxiety plays a big role in English learning since anxious students will not be able to learn if they are feeling threatened. According to Guncic (2017), anxious people always try to avoid the situations that trigger their anxiety. The students with English language anxiety will avoid making the homework from the teachers, they will be afraid of getting an English test and quiz. Anxious students might forget things that they have learned in a situation that triggers their anxiety (Horwitz et al., 1986).

According to Horwitz et al. (1986), performance evaluation is the focus of the foreign language anxiety. Therefore, there are three main components of foreign language anxiety, namely communication apprehension, test anxiety, and fear of negative evaluation. Communication apprehension is a difficulty that is felt by the students in communicating because of their unfamiliarity with the language. Test anxiety is anxiety that happens in a certain test and it will happen when the students believe that they will fail (Toyama & Yamazaki, 2018). Fear of negative evaluation is a feeling that appears when the students believe that other people will judge them negatively when they use a foreign language (Horwitz et al., 1986).

Foreign language anxiety level can be measured by using a questionnaire named Foreign Language Classroom Anxiety Scale (FLCAS) from Horwitz et al. (1986) based on the three components namely communication apprehension, test anxiety, and fear of negative evaluation. There are 33 items in the FLCAS questionnaire. The FLCAS questionnaire has a 0.93 point of reliability that is measured by Cronbach's alpha. The items of the FLCAS show significant corrected items. Sham and Azmi (2018) state that the reliability point of the FLCAS Malay version was 0.90. It indicates that the FLCAS questionnaire is a reliable instrument for measuring foreign language anxiety.

Emergency remote teaching is a new learning system that is held as a temporal solution during the COVID-19. It is different from blended learning that is usually done by the schools. Swanson and Swanson (2019) state that in blended learning, there are face-to-face meetings in a conventional classroom with some online sessions. While emergency remote teaching is held totally with online sessions where the students and teachers do the teaching and learning process from the distance. They do not meet in the conventional classroom at school. The students and teachers meet in a virtual class with the help of internet access and online platforms (Ally, 2004). Since it is done from the distance, the teachers do not give a direct explanation and feedback as much as in the

conventional classroom. Hence, the students are expected to be more independent in constructing their understanding (Swanson and Swanson, 2019).

There are two types of emergency remote teaching and learning based on its time, namely synchronous and asynchronous learning (Ally, 2004; Ghirardini, 2011). Synchronous learning which is also known as a real-time teaching and learning is a teaching and learning process where the students and teachers should be online in a certain platform that will be used at the same time. It can be done using chat, video and audio conferences, and other platforms that help the students and teachers to interact in the real-time (Ally, 2004). *Zoom Meeting*, *Google Meeting*, and *Google Classroom* discussion are the example of the applications that can be used in the real-time meetings. In synchronous learning, the teachers can observe the students' ability and participation directly. The students get direct explanations from the teachers and they can discuss things that they do not understand. Synchronous learning provides direct interactions and communication among the teacher and the students. Meanwhile, asynchronous learning is a teaching and learning process where the students and teachers do not need to online at the same time (Ghirardini, 2011). The teacher gives a certain task that should be finished by the student before the due date. It can be done using e-mail, discussion forums, and other platforms. *Google Classroom*, *Schoology*, *WhatsApp* are the example of the application that can be used to facilitate the students' tasks submission. In asynchronous learning, there is no direct interaction among the students and the teacher. The teacher has more time for assessing the students' work and the students will get deeper feedback about their tasks from the teacher.

Some previous studies have researched the students and teachers' anxiety levels in the conventional classroom. A research from Neman and Ganap (2018) explored the students' anxiety level and the comparison with the students' grades and genders. There were 156 students that consisted of 49 10th grade, 48 11th grade, and 59 12th grade students, and 69 males and 97 female students of senior high school. FLCAS was used as the research instrument. The researchers found that the students had moderate anxiety levels with a score of 3.12 (communication apprehension scored 3.17, test anxiety scored 3.07, and fear of negative evaluation scored 3.50). There was no significant difference found based on the students' grades, but female students experienced higher anxiety levels than the males (Neman and Ganap, 2018).

A research from Gerencheal and Mishra (2019) investigated students' anxiety levels and the comparison based on the gender in Ethiopia. 103 students that consisted of 60 male and 43 female

students were involved in this study. The instrument that was in this study was the FLCAS questionnaire. It discovered the students' anxiety was in the moderate level which was scored 3.47 (3.77 for the communication apprehension, 3.47 for the test anxiety, and 3.25 for the fear of negative evaluation). Male students had less anxiety than females (Gerencheal and Mishra, 2019)

Kobul and Saraçoğlu (2020) explored pre-service and in-service teachers' anxiety levels in Turkey. It involved 60 pre-service teachers and 30 in service in Trabzon and Yalova. Foreign Language Teaching Anxiety Scale (FLTAS) was the main instrument for collecting the data of the study. The study found that the teachers' anxiety levels were at a low level with a mean score of 2.42. In service teachers had less anxiety level than the pre-service teachers, but statistically, there was a significant difference between them. It also found that the more experienced the teachers had, the less teaching anxiety that they experienced.

A research from Alnahidh and Altalhab (2020) researched about the female students' anxiety level and its sources in King Saud University. Questionnaire and interview guide were used as the research instruments. They found that the female students had a moderate level of speaking anxiety with a score of 3.32. The main factor of students speaking anxiety was feeling afraid of making incorrect pronunciation. Hence, giving oral presentations triggered students' speaking anxiety (Alnahidh and Altalhab, 2020).

Aydın and Uştuk (2020) studied teachers' anxiety level and its correlation with the gender, age, schools levels and types, teaching experience, native and nonnative speaker, graduation degree, and nationalities. There participants were 156 EFL teachers from different countries that consisted of 107 female and 49 male teachers from the age 22 to 58 years old. Foreign Language Teaching Anxiety Scale (FLTAS) was the instrument for collecting the data. The study found that the EFL teachers experienced low level anxiety. Male teachers felt more anxious than the females. In terms of age, the elder teachers felt more relaxed than the younger (Aydın and Uştuk, 2020). Teachers in high schools felt more anxious. Teachers that worked at private schools were more relaxed than the ones who worked at public schools. It also found that the teachers with a lack of experience felt more worried about making mistakes. Native teachers felt more relaxed than non-native teachers.

A new learning environment and situation could make students and teachers anxious. Therefore this study aims to investigate the anxiety level of the students and teachers in learning and teaching English during the emergency remote teaching in general and also based on the three

components, namely communication apprehension, test anxiety, and fear of negative evaluation. According to Ozer and Akçayoğlu (2021), students' anxiety level statistically affect their achievement. This study will enable significant implications on English education in EFL environments, such as Indonesia, to create an effective learning during the emergency remote teaching.

C. METHOD

This study was a quantitative study that aimed to analyze the level of students and teachers' anxiety in English learning during the pandemic situation. In quantitative data collection, an instrument was used for gathering the data. Mathematical procedures named statistics were used for analyzing the quantitative data (Creswell, 2012).

Participants

The participants of the study were 199 10th grade students in the education year of 2021/2022 and 3 English teachers of a senior high school in Indonesia.

Instrument

Questionnaires were used for gathering the data in this research. FLCAS from Horwitz et al. (1986) was adapted to fit the emergency remote teaching context. The questionnaires consist of 30 items for the students and 13 items for the English teachers. Each questionnaire has 5 scales from strongly disagree, disagree, neither agree nor disagree, agree, and strongly disagree. The students' questionnaire has 4 positive items and 26 negative items. Meanwhile, the questionnaire for the teachers consists of 4 positive items and 9 negative items. The score of the items can be seen in Table 1.

Table 1. The score of the items

Statement	Scoring				
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
Positive	5	4	3	2	1
Negative	1	2	3	4	5

The questionnaires were validated by doing content validity, empirical validity, and reliability check. Content validity was done by doing expert judgment where the students' instrument had 0.84 score and the teachers' instrument was scored 0.93. Both of the instruments were categorized as a very high validity instrument. Empirical validity was done by trying out the instruments. The result showed that the students and teachers' instruments were valid. The last was reliability check

that was done by using Cronbach's Alpha formula as quoted from Sugiyono (2007) that can be seen below:

$$r_i = \frac{k}{(k-1)} \left\{ 1 - \frac{\sum S_i^2}{S_t^2} \right\}$$

Where:

- r_i = reliability of instrument
- k = mean squared among subject
- $\sum S_i^2$ = mean squared error
- S_t^2 = total variation

The category of the instrument reliability was:

- 0.00 – 0.199 = very low
- 0.20 – 0.399 = low
- 0.40 – 0.599 = average
- 0.60 – 0.799 = high
- 0.80 – 1.000 = very high

The reliability of the students' questionnaire had 0.896 score and the teachers' scored 0.983. Those meant that the instruments had very high reliability and were highly recommended to be used for gathering the data.

Procedures

The questionnaires for the students and the teachers were made in *Google Form* and then spread through *WhatsApp* (online chatting application) to avoid making a crowd during the pandemic situation. The students and teachers were asked to respond to the questionnaire through the link based on their experiences and feelings.

Data analysis

The data from the questionnaire were analyzed by using Statistical Package for the Social Sciences (SPSS) 21st version to find the frequencies of the students and teachers' anxiety scores and its level. Students and teachers' anxiety scores in general were categorized based on the Oetting's Scale that was adapted from Audia, Ris, and Afrianto (2019) which can be seen in Table 2.

Table 2. Students and teachers' anxiety levels in general based on the Oetting's Scale (adapted from Audia et al., 2019)

	Students' total score	Teachers' total score
Very relaxed	30-59	13-25
Relaxed	60-79	26-33
Mildly anxious	80-97	34-42

Anxious	98-111	43-48
Very anxious	112-150	49-65

D. FINDINGS & DISCUSSION

Findings

Students' anxiety level

In general, the result of the questionnaire showed that the mean score of the students' was in the moderate level which scored 3.04 (a result of students' mean score divided by the number of items). A scale from Oetting (1983) that adapted from Audia et al. (2019) was used to get the frequencies of the students' anxiety levels. The frequencies and percentage of the students' anxiety levels in general can be seen in Table 3.

Table 3. Frequencies and percentage of students' anxiety in general

Range	Level	Frequencies	Percentage
30-59	Very relaxed	3	1%
60-79	Relaxed	35	18%
80-97	Mildly anxious	95	48%
98-111	Anxious	54	27%
112-150	Very anxious	12	6%

Table 1 showed that the students were mostly felt mildly anxious with a percentage of 48%. There were 27% or 54 anxious students and 35 students with a percentage of 18% that felt relaxed. There were 12 students or 6% who felt very anxious, and only 1% or 3 of the students felt very relaxed in learning English during the emergency remote teaching.

Furthermore, students' anxiety levels based on the three components were also at the moderate level. Students' anxiety in communication apprehension was 3.06 and in the component of test anxiety and fear of negative evaluation were 3.008. Regarding the frequencies and percentage of students' anxiety levels in the three components, a scale adapted from Oetting's scale was also used. The results can be seen in Table 4.

Table 4. Students' anxiety scale for each component

Level	Communication Apprehension	Test Anxiety	Fear of Negative Evaluation
Very relaxed	20-39	5-9	5-9
Relaxed	40-52	10-13	10-13
Mildly anxious	53-64	14-16	14-16
Anxious	65-74	17-18	17-18
Very anxious	75-100	19-25	19-25

The frequencies and the percentage of the students' anxiety based on the three components can be seen in Figure 1.

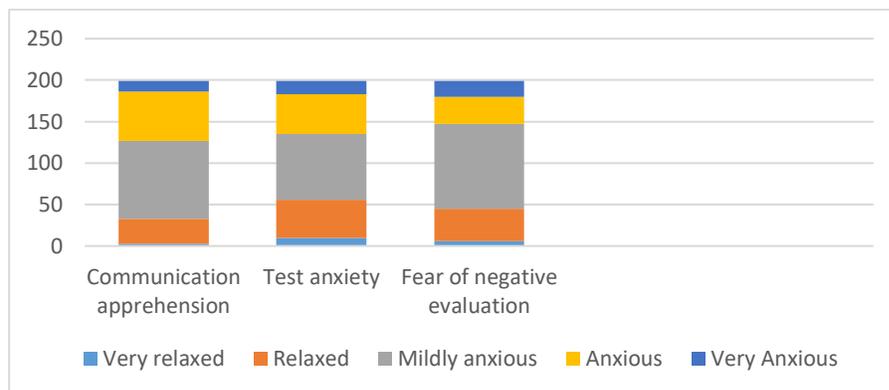


Figure 1. Frequencies of students' anxiety based on three components

Figure 1 showed that in the component of communication apprehension only 1% of the students felt very relaxed, then 15% or 30 of them felt relaxed. There were 59 anxious students with a percentage of 30%, meanwhile, 7% of them felt very anxious. The largest percentage in this component was 47% for the students that felt mildly anxious.

Furthermore, in the test anxiety component, the largest percentage was also the students that felt mildly anxious with a percentage of 40%. Then 24% or 48 of the students felt anxious, 46 students felt relaxed with a percentage of 23%. Meanwhile, 8% of them felt very anxious in test anxiety and only 10 students felt very relaxed with a percentage of 5%.

Regarding the fear of negative evaluation component, 6 students felt very relaxed students with a percentage of 3%. There were 20% of the students that felt relaxed. Then, 102 students who felt mildly anxious had the largest percentage with 51%, meanwhile, there were 17% students felt anxious, and 9% students who felt very anxious.

In conclusion, most of the students experienced mildly anxious in every component. Fear of negative evaluation in mildly anxious level had the largest percentage among the three components. It indicated that the students were not really afraid but also did not fully enjoy being judged negatively in learning English during the emergency remote teaching.

Teachers' anxiety level

The result of the questionnaire for the teachers showed that the teachers' anxiety level was 2.2 (a result of teachers' mean score divided by the number of items) and categorized as low anxiety. The same Oetting's scale was used for looking at the frequencies and percentage of teachers' anxiety in general.

Table 5. Frequencies and percentage of teachers' anxiety in general

Range	Level	Frequencies	Percentage
13-25	Very relaxed	1	33%

26-33	Relaxed	2	67%
34-42	Mildly anxious	0	0%
43-48	Anxious	0	0%
49-65	Very anxious	0	0%

Table 3 showed that 1 teacher felt very relaxed and 2 of them felt relaxed with a percentage of 67%. Then, 0% of them felt mildly anxious, anxious, and very anxious. Furthermore, teachers' anxiety based on the same three components with the students was also at a low level. In the component of communication apprehension, the teachers had a 2.26 score, in the component of test anxiety the teachers' score was 1.66, and in the fear of negative evaluation component the teachers had a 2.16 score. Related the frequencies and percentage of teachers' anxiety levels in each component can be seen in Figure 2.

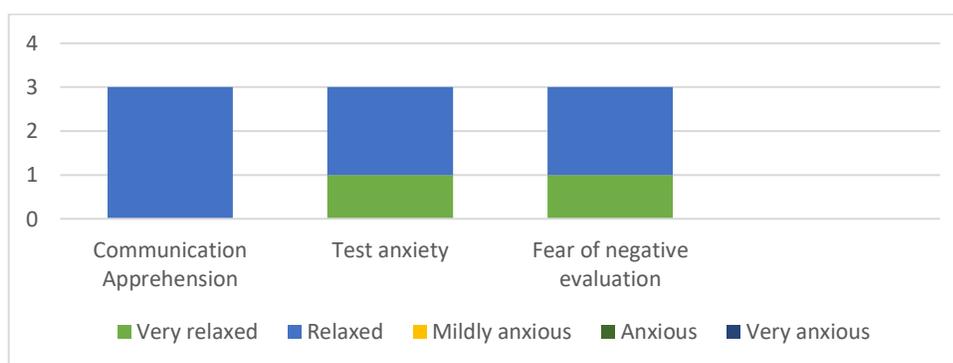


Figure 2. Frequencies of teachers' anxiety based on three components

Figure 2 showed that in the communication apprehension component 100% of the teachers felt relaxed. None of them felt very relaxed, mildly anxious, anxious, and very anxious. Meanwhile, in the component of test anxiety and fear of negative evaluation, 1 teacher felt very relaxed with the percentage of 33% and 2 teachers felt relaxed with the percentage of 67%. There were 0% of teachers that felt, mildly anxious, anxious, and very anxious.

In conclusion, the component of communication apprehension had the largest part since all of the teachers felt relaxed. Meanwhile, in test anxiety and fear of negative evaluation components, most of the teachers felt relaxed. None of the teachers felt mildly anxious, anxious, and very anxious in all components. It showed that the English teachers were not afraid of teaching the students during the pandemic situation with the new learning system.

Discussion

Generally, the result of the questionnaires showed that the students' anxiety was 3.04. It was categorized as a moderate level of anxiety. Meanwhile, the English teachers experienced low anxiety levels with a score of 2.2. Furthermore, based on the frequencies table, most of the students felt

mildly anxious while the teachers mostly felt very relaxed. It meant that most of the students were not anxious, but also did not really enjoy learning English during the COVID-19 situation with the emergency remote teaching system. Meanwhile, the teachers enjoyed teaching English during the pandemic. Alnahidh and Altalhab (2020) also found the students' anxiety was at a moderate level with a score of 3.12. In general, students' anxiety score was 3.32 and it was categorized as moderate level (Neman and Ganap, 2018). Kobul and Saraçoğlu (2020) revealed that the in-service teachers had a low level of anxiety with a score of 2.42.

Furthermore, the students and teachers' anxiety were analyzed based on the three components. In the communication apprehension component, the study found that the students had a moderate anxiety level with a score of 3.06. The frequencies also showed that most of the students felt mildly anxious. Neman and Ganap (2018) revealed the students' anxiety in communication apprehension was at the moderate level, with a mean score of 3.17. The teachers had a 2.26 score in this component that can be categorized as low anxiety level. Kobul and Saraçoğlu (2020) discovered the EFL teachers' anxiety level in the low level with the score of 2.42. It meant that the teachers had no problem in communicating during the emergency remote teaching. Meanwhile, the students still had problems and felt anxious in communicating using English during the emergency remote teaching.

In the component of test anxiety, the anxiety of the students was 3.008 and it was also categorized as a moderate level of anxiety. The percentage of the students' anxiety also showed that mostly they felt mildly anxious in this component. It showed that the students were not afraid but also did not really enjoy taking an English test. Students' test anxiety level was in the moderate level with a score of 3.07 (Neman and Ganap, 2018). Gerencheal and Mishra (2019) also found that students' anxiety in this component was 3.47 and categorized as low level of anxiety. Meanwhile, based on the percentage, most of the teachers felt relaxed and the score of the teachers' anxiety was 1.66. It can be categorized as a low anxiety level. It showed that the teachers were not anxious about being tested in teaching English. Aydın and Uştuk (2020) also found the teachers' anxiety was at a low level.

Fear of negative evaluation was the last component that also discovered students' anxiety was in the moderate level (3.008). The frequencies also revealed that most of the students felt mildly anxious in this component. Gerencheal and Mishra (2019) also found that students' anxiety was 3.5 and it was categorized as moderate level. Students' anxiety in the component of fear of negative

evaluation was scored and 3.25 and it indicated a moderate level of anxiety (Neman and Ganap, 2018). Meanwhile, the anxiety of the teachers was 2.16 which was categorized as a low level in this component. From the percentage, most of the teachers felt very relaxed. EFL teachers' anxiety was in the moderate level (Aydın and Uştuk, 2020; Kobul and Saraçoğlu, 2020). It indicated that the students were not anxious but also did not fully enjoy being evaluated negatively in learning English during the emergency remote teaching. While the teachers enjoyed and did not have problems of being judged negatively by other people in teaching English during the COVID-19 pandemic with the new learning system, named emergency remote teaching.

E. CONCLUSION

Students' anxiety level in general and also in each component was in the moderate level. It also can be seen from the frequencies and percentages of the students in general and in each component that showed the students mostly felt mildly anxious. It was different from the teachers that had low level anxiety both in general and in each component. The frequencies and percentages also revealed that the teachers mostly felt relaxed in general and also in the three components. It indicated that the teachers' felt more relaxed than the students in the teaching and learning process during the emergency remote teaching. The teachers enjoyed teaching the students with the new teaching and learning system. Meanwhile, the students were not really afraid and did not enjoy learning English during the pandemic. The students' largest percentage in the mildly anxious level in the fear of negative evaluation component. Meanwhile, the teachers' largest percentage in the relaxed level was in the component of communication apprehension.

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