

ABSTRACT

Permatasari, Maria A. I. (2022). *Students' Self-Regulatory Strategies for Foreign Language Anxiety in the Online Intermediate Listening and Speaking Class*. Yogyakarta: English Language Education Study Program, Sanata Dharma University.

Foreign language speaking and listening anxiety is the topmost barrier to learning a new language. It can negatively affect language learning quality if students do not have it under control. Moreover, due to the shift from face-to-face to distance learning, the ability to manage the anxiety about using a foreign language individually is highly required to ensure success in language learning.

Departing from the issues above, the researcher intended to discover the cause of students' speaking and listening anxiety in the online class and how they deal with it, particularly in their first year of learning English. There are two formulated questions to be answered: (1) What are students' foreign language anxiety to learning in the online Intermediate Listening and Speaking class? (2) What self-regulated learning strategies do students use to deal with their anxiety? This mixed methods research utilized an online close-ended and open-ended questionnaire and a semi-structured interview to collect the data. Thirty-six students from the Intermediate Listening and Speaking class batch 2021 of the English Language Education Study Program at Sanata Dharma University, Yogyakarta, willingly participated in this research.

This research revealed that the fear of negative evaluation was the main factor behind students' anxiety about performing in the online Intermediate Listening and Speaking (ILS) class. The participants said that their concerns increased during the online learning activity because students turned off their cameras most of the time, which triggered students who performed to make negative speculations about their friends' reactions to their performance. As a result, it could lower students' self-efficacy, self-confidence, and self-motivation to perform in the class.

The participants employed strategies to reduce their anxiety, such as setting goals, monitoring their work, establishing learning motivation, evaluating and modifying their learning method for better performance. However, this research indicated that some students with a low level of anxiety employed fewer strategies, especially in monitoring their learning.

Keywords: *foreign language anxiety, self-regulated learning, online learning, first-year students*

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Kecemasan berbicara dan mendengarkan dalam bahasa asing adalah penghalang utama untuk mempelajari bahasa baru. Rasa cemas tersebut mampu menurunkan kualitas belajar siswa jika siswa tidak dikendalikan. Selain itu, karena perubahan dari pembelajaran tatap muka ke pembelajaran jarak jauh, kemampuan untuk mengontrol kecemasan dalam berbahasa asing secara mandiri sangat diperlukan untuk menjamin kesuksesan dalam mempelajari bahasa asing.

Mengacu pada permasalahan tersebut, peneliti hendak mengeksplorasi penyebab kecemasan siswa untuk berbicara dan mendengarkan menggunakan Bahasa Inggris dalam pembelajaran daring dan bagaimana mereka mengatasainya, terutama di tahun pertama mereka. Terdapat dua rumusan pertanyaan: (1) Apa tantangan siswa terkait kecemasan berbahasa asing untuk belajar di kelas Intermediate Listening and Speaking online? (2) Apa strategi pengaturan diri yang digunakan siswa untuk mengatasi kecemasan mereka? Penelitian ini merupakan penelitian *mixed methods* yang menggunakan kuesioner tertutup dan terbuka dan wawancara semi terstruktur secara daring untuk mengumpulkan data. Tiga puluh enam mahasiswa dari kelas Intermediate Listening and Speaking angkatan 2021 Program Studi Pendidikan Bahasa Inggris Universitas Sanata Dharma Yogyakarta bersedia untuk berpartisipasi dalam penelitian ini.

Penelitian ini menunjukkan bahwa ketakutan akan evaluasi negatif adalah faktor utama di balik kecemasan mereka untuk tampil di kelas Intermediate Listening and Speaking (ILS). Para peserta mengatakan bahwa ketakutan tersebut meningkat ketika mengikuti pembelajaran daring, karena sering kali siswa mematikan kamera selama pembelajaran daring, sehingga siswa yang tampil mulai membuat spekulasi negatif mengenai tanggapan teman-teman atas penampilan mereka yang dapat mempengaruhi kepercayaan diri dan motivasi untuk belajar.

Untuk mengurangi kecemasan, siswa menerapkan strategi belajar, seperti menetapkan target capaian, memonitor kinerja, membangun motivasi belajar, dan mengevaluasi kinerja untuk hasil yang lebih baik. Namun, penelitian ini menunjukkan bahwa beberapa siswa dengan tingkat kecemasan rendah menggunakan lebih sedikit strategi, terutama dalam memonitor kinerja mereka.

Kata kunci: *foreign language anxiety, self-regulated learning, online learning, first-year students*