Anxiety No More: The EFL Student's Voice on the Use of FTF VS SCMC toward Their Speaking Anxiety

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Abstract

In this era, many researchers already conduct research on using CMC in the education field. Several researchers have explored using SCMC (audio and text) and ACMC to know the benefits for students' skills in a foreign language. However, this study explores using SCMC (audio and video) to know the students' perception of their speaking anxiety. The present qualitative study examines the students' voices using FTF or SCMC toward their speaking anxiety. This study aims to know the students' voices related to their speaking anxiety in English under two conditions: Face to face and Synchronous computer-mediated communication. These voices were presented by five students of English language education who were interviewed about using FTF and SCMC. The result shows that the participants prefer to use SCMC to reduce anxiety while they speak English. An analysis of data from the interview explicates that two themes were related to EFL students' speaking anxiety, including (1) fear of making mistakes and (2) feeling under pressure. The interview results also stated the advantages and disadvantages of both environments (FTF and SCMC). This study implies that SCMC can increase students' confidence in speaking English. Therefore, this paper suggests that teachers should provide a supportive environment and support their students in practicing speaking in English using SCMC.

Keywords: Face to face interaction, Speaking anxiety, Synchronous computer-mediated communication,

INTRODUCTION

Technological development has progressed rapidly over the past few years and impacted the education sector. The use of technology in the classroom can foster new forms of communication during this pandemic. The change in the new system from traditional classes to online classes makes this issue very interesting to investigate, especially in learning English. To date, many education sectors suggest that computer-

mediated communication to supports the learning process system. Real-time communication using computers and the internet is referred to as "computer-mediated communication." (Cote & Gaffney, 2021). CMC consists of two types, CMC, synchronous computer-mediated communication (SCMC) and asynchronous computer-mediated communication (ACMC). Cote and Gaffney (2021) reported that Synchronous computer-mediated communication (SCMC) is an interaction in which the participant and interlocutor can send and receive messages immediately. SCMC include web conference, telephone conversation, and instant message. However, asynchronous computer-mediated communication (ACMC) describes a conversation that take a place anytime they want. An example of ACMC is email, blog, video recording, etc.

SCMC can be an effective way for students to increase their speaking skills (Sho, 2020). Several researchers have found SCMC can be a beneficial tool to support the learning language process. One of them is enhancing the student's motivation to learn (Tahriri et al., 2015). Sho (2020) found that videoconferencing increases students' enthusiasm to speak English independently and clarifies their goals for studying EFL. Besides increasing students' motivation, using SCMC can also reduce students' anxiety when speaking. The study by (Cote & Gaffney, 2021; Toyama et al., 2017) showed that using SCMC potentially reduces students' speaking anxiety compared with face-to-face interaction. The SCMC environment can create a comfortable and relaxed environment for students with a distance between the speaker and the interlocutor since they are not in the same place.

Moreover, the students are not required to speak in front of their friends. A study from Cote and Gaffney (2021) reported that since they are no longer required to speak in front of others, the students have more time to think and rehearse their speech, which may reduce the possibility that they will make mistakes. Considering that speaking is the modality that generates the most anxiety and also that speaking in front of peers is one of the main causes of FLA, typed synchronous and asynchronous CMC may be especially beneficial for students who suffer FLA in an FTF classroom. In addition, the students feel more confident speaking in SCMC than in FTF (Cote & Gaffney, 2021). Moreover, Gherhes et al. (2021) showed that students prefer online learning, especially introverts who may feel shy and insecure, those who have learning difficulties, those who find public speaking difficult, and those who are unwilling to talk in class.

The study from Cote and Gaffney (2021) evaluated the impact of SCMC on EFL students' anxiety and participation. In one week, 61 participants were separated into two categories (SCMC and FTF). They found that students in SCMC produce more words than in FTF. They also said that using SCMC can reduce the students' anxiety in speaking compared to FTF. Another study from Alqarni (2021) also found that online learning settings encourage students to communicate by using a foreign language. The study from Alqarni (2021) investigates the students' willingness to communicate (WTC) and speaking anxiety in two conditions: online and face-to-face learning. The result shows that the students are more comfortable speaking online than in conventional learning.

In addition, online learning also can help students to practice their foreign language. Namaziandost et al. (2021) found the same result as the previous study, which shows that the SCMC positively impacts the students. This study investigates the effect of SCMC (text chat and voice chat) on Iranian pre-intermediated EFL learners' proficiency and anxiety.

The results of the data analysis showed that only the text chat group's anxiety levels decreased. However, both experimental groups performed better on their post-tests than their pretest scores. The results showed that voice chat-mediated task interactions allowed EFL learners to improve their fluency, pick up new vocabulary, feel comfortable speaking the target language, and communicate with the interlocutor of that language.

In Indonesia, Yaniafari et al. (2021) conducted the same issue to examine the learners' levels of anxiety in face-to-face speaking classes before the Covid-19 pandemic and online speaking classes during the pandemic. This study seeks to determine whether it is also utilized in Indonesian education. This research collected the data using the foreign language classroom anxiety scale (FLCAS) questionnaire by Horwitz et al. (1986). This study revealed that the student's level of anxiety is reduced when using online classes than in traditional classes. This study also showed that fear of negative evaluation is the main issue of this study. Most students fear receiving unfavorable feedback when they make mistakes, such as being judged or laughed at by their peers or teacher. Most of them concur that speaking in an online class is more natural than in a traditional classroom setting.

Several studies that have been mentioned above have similarities and differences that serve as gaps to carry out this study. The first thing that can be noticed is the use of online learning as a new learning method. Some researchers try to explore the potential use of online learning for language learning and not infrequently also try to compare it with traditional classes (Yanguas & Flores, 2014; Kim, 2014; Alqarni, 2021; Cote & Gaffney, 2021; Mulyono & Saskia, 2021; Nasution, 2021; Yaniafari et al., 2021). However, some researchers focus on the general use of online learning. Moreover, there are several researchers only use text-based and voice for online learning contexts (Tahriri et al., 2015; Hung & Higgins, 2016; Nejad et al., 2021; Namaziandost et al., 2021). In contrast, this study used video and voice-based SCMC as the tool to support the learning process. Since using video and voice, CMC has become common in learning systems, but only a few researchers have tried to raise this issue. While many previous studies have addressed online learning in conventional-traditional classroom settings, few studies have specifically compared this variable in traditional versus online learning regarding the students' speaking anxiety.

Meanwhile, the use of CMC on students' anxiety in speaking is still rarely explored in Indonesia. The current study focuses on students' voices about the application of SCMC to their speaking anxiety to close the research mentioned above gaps. The study addressed the following research question: "what is the student's voice on the use of SCMC toward their speaking anxiety." This study wants to determine students' perceptions during the use of SCMC and FTF on their speaking anxiety. This issue can also be considered for teachers and students to be able to find out which environment makes them anxious when speaking a foreign language.

METHOD

This study was conducted at a private university in Surakarta, Central Java. Since 2020, this university has offered synchronous computer-mediated communication and online instruction for their learning process. Usually, they adopt a traditional approach to their learning process (face-to-face interaction). The pandemic forced them to switch to online learning for their educational needs. These private institutions use online platforms like Zoom, Google Meets, and Skype, for face-to-face learning activities, including

presenting the subject, engaging in discussion, asking questions, and receiving answers. This study was carried out when the pandemic was still in Indonesia, where most learning activities were carried out online.

This study used a qualitative methodology, which refers to descriptions of data often gathered from observations, surveys, and interviews. Purposive sampling was utilized in this study to choose the participants. Purposive sampling refers to selecting respondents based on the researcher's criteria, judgment, and typical traits (Cohen et al., 2011). The criteria include the students taken from a school that entirely conducts online learning to support their learning process. The students of English foreign languages who have experience using Synchronous computer-mediated communication (zoom, google meet, or skype) for a minimum of 2 years. Second, students who have attended speaking classes during the learning process in the class. There are eight students were selected as a participant in this study.

Since this study wanted to know the students' voices related to the topic, an interview was considered the appropriate instrument for the research instrument (Brown, 2009). The main instrument used was an interview to investigate the students' voices related to their speaking anxiety, both in SCMC and FTF mode. The interview questions asked their thoughts and opinions about the mode that creates anxiety when speaking. The students were informed that they could answer the questions in Bahasa Indonesia to make it easier for them to communicate their idea since Bahasa Indonesia is their first language. The interview between the participants was recorded and transcribed into a text.

Additionally, to examine the data, the researcher used the interactive model from Miles et al., (2009). Data collection, condensation, data display, and conclusion drawing were four steps in analyzing the data. Data collection refers to the researcher collecting the data from the participants, using interviews, and recording it. Data condensation refers to the process of choosing, simplifying, and converting raw data from field notes, documents, and interview transcripts are known as data condensation. The researcher, in a short text, presented the data as a structured collection of information that was used to draw conclusions and take action. The last step is conclusion drawing, in which the researcher concludes all the participant's answers.

FINDING AND DISCUSSION
The EFL student's voice

The eight participants' voices regarding the use of FTF and SCMC had various responses to their anxiety. The researcher collected some themes related to the students' response to the interview questions.

Table 1. The EFL students' voice on the use of FTF toward their speaking anxiety

Students	Extract
A.13	I think SCMC is more helpful because there is no direct interlocutor. If I used FTF, we talk directly, so sometimes we feel nervous.
B.4	An FTF can create an environment that makes me anxious. That is why I am afraid to speak English.
C.5	I think FTF increases my anxiety ms. Than SCMC
D.4	When I use face-to-face, I feel more nervous, maybe because of stage fright. My

	fear and anxiety will increase when **I speak in front of many people.**
E.2	What makes me anxious is face to face because in FTF by seeing the audience directly, I think it, will increase my anxiety.
F.3	Compared to SCMC, FTF can increase my anxiety when speaking English. We need **to talk in front of friends** while we are in FTF situation
G. 12	I am more comfortable when using SCMC than FTF
H. 6	In my opinion, the environment that has a big influence on speaking anxiety is FTF

The statements above are a wide range of general answers from the five participants related to their voice in both environments toward their speaking anxiety. The result from the interview showed that almost the participants stated that they are more anxious when they speak in front of others. This result is in line with Young (1990), who found that speaking in front of a class is the natural setting that causes anxiety. She said the students that having to speak in front of others makes them more anxious. Several students agree that face-to-face brings the most anxious environment for them rather than SCMC. . It is in line with the study by Yaniafari et al. (2021), who found that in FTF interaction, the students may feel shy and not confident speaking in public or in front of the class. One of the reasons is that they need to speak directly in FTF. As participants A.13 and E.2 stated, if *she speaks directly with the interlocutor, she feels more nervous and anxious.* When someone is talking in the same room, people will automatically pay attention directly to what is being said. Mulyono and Saskia (2021) said that when speaking in class, students will be asked to speak in front of people, which will be immediately noticed.

From the results of participant interviews, it was found that FTF is an environment that can make students anxious. Otherwise, several students stated that even though they used SCMC to communicate and turned on the camera which they would be noticed directly by the interlocutor, they did not feel anxiety compared to during FTF.

> D.17 "When I'm used to on my cam in SCMC class, I feel less anxious compared to FTF because of the conditions and the distances".
> E.4 "if it is required to be on cam I am not so worried to speak compared to FTF"
> H. 11 when using video-based SCMC I don't feel so anxious because of the distance between me and my friends.

As stated in D.17, E.4, and H.11 they revealed that SCMC had a minor effect on their speaking anxiety than in FTF. Although they were required to turn on the camera and interact directly by using a laptop or computer, they did not feel anxious as FTF. The general answer from the interview showed that SCMC got a positive response from the participants. They revealed that SCMC is an environment that can help them reduce anxiety when speaking. Several studies found a similar result in which SCMC can be an effective way to reduce students' anxiety in speaking a foreign language (Hung & Higgins, 2016; Mehr et al., 2013; Cote & Gaffney, 2021; Alqarni,2021).

Table. 2 The EFL students' voice on the use SCMC toward their speaking anxiety

Students	Extract
A.12	The environment that can help to reduce my anxiety is **SCMC because there**

	is no direct interaction
B.2	For speaking, I prefer to use SCMC because there is no pressure when talking directly to the other person compared to FTF
C.17	If I use SCMC, it can reduce my anxiety when speaking in class.
D.5	When I use SCMC I feel less anxious, **because I do not have to face the audience directly.**
E.1	I prefer to speak by using SCMC than FTF
F.7	In SCMC my anxiety when speaking is reduced. because there is no direct gaze and being in a different environment and place
G. 8	I think SCMC can reduce my speaking anxiety
H.1	The effective environment that helps me to reduce my anxiety while speaking is SCMC

One of the students' opinions about SCMC is that the use of SCMC does not make them anxious because there is no direct interaction. The difference between FTF and SCMC is the environment that requires the students to interact directly. In FTF, we are in the exact location and room, so the possibility of direct interaction is more significant compared with SCMC. Therefore, the participants thought that in SCMC, they did not need to see and interact directly with the other person, so they felt safe and comfortable using SCMC. Young (1990) stated that they fear speaking in front of many people because they are being watched while speaking. This statement is also supported by Yaniafari et al. (2021) many students claim that they feel more comfortable speaking when no one is paying much attention to them. A comfortable environment to speak can help the students to reduce their anxiety when they speak. A different environment and atmosphere make students feel more comfortable and relaxed because they only deal with computers, laptops, and gadgets.

The cause that makes students become anxious when speaking English

There are several causes of students' anxiety in speaking English in class. Previous researchers also revealed that students are usually afraid of being wrong, afraid of being judged by friends, not confident in their abilities and so on (Hidara, 2016; Shen & Chiu, 2019; Audia et al., 2019; Alqarni, 2021; Yaniafari et al., 2021) The participants of this study faced the same problems, as explained by the participants' answers in the table below.

Table 3. Fear of making a mistake

Students	Extract
A.7	In FTF, there is the pressure that makes me more anxious and insecure because **I'm scared when I make a mistake**. I get nervous when people see me directly. They facial expressions and gestures can affect my focus when I am speaking.
B.10	When I see my real friend in front of me watching me when I speak. Their gestures and facial expressions can sometimes cause anxiety when speaking. **When I make a mistake, I get anxious.** and they will make fun of me. **I'm not confident because I'm afraid of being judged so, sometimes I forget what I said**
C.11	At FTF, it makes me more nervous and anxious when I express my opinion as I

	just explained before. **afraid to be blamed, fear of made a mistake** and feeling uncomfortable because of the environment. When I speak I feel my friends are paying attention to me so I am afraid to speak. **I am afraid they will judge my pronunciation or my sentences that is not appropriate.**
E.2	My anxiety arises from public speaking in front of the class. Like in FTF I can see directly my friends which I think can increase my anxiety. **I'm afraid to make mistakes**, **I'm also not confident in my abilities**
G. 14	In the FTF environment, I am afraid that if I speak in front of my friends and teachers, **they will immediately whisper and laugh at me when I make a mistake.**
H.7	The usual things that are feared during FTF are **fear of being laughed at, afraid of being judged, afraid of making mistakes** when making sentences or pronunciation that doesn't fit, Ms. sometimes they immediately judge in front of their friends in class, that's what makes me anxious.

One of the most frequent reasons people experience anxiety when speaking is a fear of making mistakes. The participants from the study also had the same problem, which was fear of making mistakes. These results have similarities with studies from Haidara (2016) who also found that the most common problem that makes students anxious is the fear of making mistakes study by Aida (1994) also found that language anxiety in Japanese students is significantly influenced by the afraid of making mistakes while performing in front of others.

The result showed that some students have negative assumptions, in case they make mistakes when speaking English, and they will get negative responses from their teachers and friends. Self-perceptions play an important role in foreign language learning and performance (Horwitz & Cope, 1986; Yon Yim, 2014). The more students instill negative thoughts, the less their self-confidence will be. This problem can affect the students-esteem. Individual with poor self-esteem frequently experiences more anxiety when learning a new language (Young, 1990). Hence, many of the students find themselves anxious when speaking due to their low self-esteem. According to Mukminin et al. (2015), some of the common causes of anxiety include inadequate language skills, low self-esteem, and a fear of receiving criticism from classmates and teachers.

An interesting statement was conveyed by participant E.2, who said he was not confident in with his ability to speak. Suleimenova (2013) stated that speaking anxiety will appear when students' have low proficiency. She also said that the lack of self-confidence in students could increase speaking anxiety. Students will feel embarrassed if they do not respond correctly and appropriately in front of their friends. Especially when the teachers ask questions and students voluntarily answer, they are afraid when they answer, they will be corrected or commented on by the teachers and their friends. Participant B.10 stated that when she is nervous, she quickly forgets what she wants to say. This statement is supported by Suleimenova (2013). Students' psychological reactions when anxious, such as handshaking and palpitations, can cause students to forget things and get confused quickly. This is also a common thing that language learners find.

Feeling under pressure

The environment can affect students' psychology and interest in learning. Several answers from participants stated that they felt uncomfortable speaking English or interacting when using FTF. The answers to some of the submitted questions stated that they felt pressured if they were in the FTF class.

Table 4. Feeling under pressure

Students	Extract
A.2	In the FTF environment, **I get my own pressure** from the classroom environment when I speak, such as factors from friends and teachers. I am nervous and anxious by looking them directly.
B.14	When I use a face face-to-face makes me feel more nervous or anxious when speaking compared to using SCMC. **Because I feel pressure when talking to the other person directly.**
C.1	The environment that makes me anxious when speaking, yes, when I am in a face-to-face class where lecturers and students conduct direct or face-to-face learning. If I'm in class, **it's like there is a pressure when my friends pay attention to me**.
F. 11	In ordinary class, (FTF) I sometimes feel under pressure. When I speak I can directly see the facial expressions of my friends. when I say words that don't match their faces can show my mistakes
G. 15	I feel pressured when I come face to face with my friends in class. especially when presenting in front of the class

Participants in this study stated they felt pressured to be watched directly while speaking. They fear negative feedback from friends and teachers if they make a mistake. The environment can also affect students' views on speaking. A threatening and uncomfortable environment makes it easier for students to increase their anxiety while speaking. This statement is supported by a statement from Suleimenova (2013) that increased anxiety can occur when students are in an uncomfortable and threatening environment for them. The word threatening here is the fear of students being viewed negatively, ridiculed, and commented on by their friends and teachers when they make mistakes.

Table 5. Comfortable environment

Students	Extract
A.14	In SCMC when I use a web conference where **the environment is more comfortable** and not disturbed by the surrounding environment or surrounded by friends. Because there is no pressure from the environment. In SCMC also increase confidence when interacting because it is more comfortable.
B.2	**A comfortable SCMC environment** can reduce anxiety when talking if you make a mistake you don't feel so stressed because there is only yourself and the computer. Because there is no pressure when talking directly to the other person compared to FTF
D.5	When I use SCMC, my anxiety is reduced. **I'm in comfortable environment when I do need to have met face to face to my friends and teachers.**
G.18	because I don't really like talking to people, I prefer SCMC as a comfortable

	environment and make me relax when I want to express my opinion
H.12	I think the most comfortable environment when speaking is the SCMC environment. We are not in class, we are not face to face when talking we are also in a comfortable place like home.

The participant thinks SCMC can create a positive and comfortable environment. According to Lee and Hsieh (2019), a digital environment can help students feel comfortable communicating. CMC can potentially be a comfortable and safer environment for the students (Mulyono & Siska, 2021). This statement is supported by Alqarni (2021) SCMC provides a less stressful environment than FTF, potentially reducing students' anxiety and increasing students' willingness to communicate. They can freely express their opinions without fear of dealing directly with the other person. In SCMC, they do not need to interact directly with the other person. They only need to interact via a computer or laptop where they do not feel pressured. Alla et al. (2020) reported that students' Anxiety about making mistakes when speaking was reduced in SCMC. The fact found from this study is that they work in small groups using web conferencing and are isolated from their friends and teachers so they can feel safe and comfortable. Anxiety will increase if the environment and situations that are felt are uncomfortable for students. According to Suleimenova (2013), Anxiety can be caused by an unfriendly environment that threatens students, feelings of hopelessness, and fear of failure. It is in line with Poza (2005) Anxiety can influence students' speaking skills when they feel pressured or uncomfortable in the situation.

Do both environments can improve the student skill?

Besides the pros and cons that students face when using FTF and SCMC, they found the advantages and disadvantages of their ability to learn English. The first advantage of the use of SCMC that students stated are that SCMC helps them to increase their confidence to speak

Table 6. The advantages of SCMC

Students	Extract
A.6	**SCMC makes me more confident**, I also explore my vocabularies more, I can also use expressions and gestures. So, I can freely express my idea
B.6	The advantage of SCMC is that speaking becomes more relaxed because it is not faced directly with friends. **I feel more confident speaking**.
C.12	Strengths of SCMC students who are shy and easily nervous **become confident** because there is no pressure from the surrounding environment
D.1	The SCMC environment helps people who have social anxiety to **be more confident** and reduce anxiety.
F.10	I'm more confident speaking using CMC than FTF
G.19	like I said before, I think I feel more confident to speak when using SCMC

The students were confident that speaking could positively impact the learning process, not only on speaking skills but also on other skills. Hung and Higgins (2016) SCMC is the alternative way for shy students to speak in their foreign language since it helps them feel confident in their performance. According to Loranc and Barbara (2015), video

conferencing improves participants' speaking confidence. An increase in individual self-confidence can make it easier to access the input received. As participant A.6 said, she could explore vocabulary and use expressions and gestures freely to support her explanation. Another explanation from B.12 also stated that she could quickly get input because of the non-threatening environment, and some skills were improved.

> *"In SCMC there is no pressure in speaking, so vocabulary and pronunciation can be used optimally because i do not feel pressured by the surrounding environment"(Participant B.12)*
> *"Maybe because of the comfortable environment, it's also easier for me to get new knowledge, such as vocab and correct pronunciation" (Participant F.16)*

The improvement in speaking skills was also felt by participant D.15 when she used SCMC. *"I feel an improvement in vocabulary and grammar mastery" (Participant D.15).* Hung and Higgins (2016) stated that video-based SCMC is a tool that effectively improves pronunciation and fluency development. It is in line with Abe and Mashiko (2019). They claimed that using video-based CMC allowed students to more readily choose a topic to discuss and to increase their vocabulary. CMC. In addition, according to Nejad, Golshan, and Naeimi (2021) video conferencing encourages students to be more active. The learner can easily develop the subject and expand their vocabulary. It will be simpler for the students to provide input in a relaxed and unthreatening environment. Krashens's (1998) claimed in theory on second language acquisition we require a low level of anxiety to receive comprehensible input. For students to be successful in learning a second language, they need to be highly motivated, self-assured, in a relaxing environment and have low levels of anxiety. However, when we feel anxious and nervous, it will be challenging to get input.

Table.7 Advantages of FTF

Students	Extract
B.3	In FTF, **if there is a misunderstanding or miscommunication, it can be reconfirmed using gestures, facial expressions and body language**. The use of gestures in FTF can clarify the meaning to be conveyed and the conversation becomes more interesting and easy to understand
C.9	**The advantages of FTF are that they understand the material better, can interact directly, and can confirm directly using gestures, body language and facial expressions**. In FTF the pronunciation and grammar are slightly improved because of the input obtained from the class, **the pronunciation is clear and not distract by internet connection**
D.19	In FTF, **if the meaning to be conveyed is not clear, I can use gestures, facial expressions and body language**
H.18	The advantage of FTF may be clearer pronunciation when speaking. I can also reconfirm clearly to avoid misunderstanding

In contrast to SCMC, the participants also stated that FTF benefits them during the learning process. For instance, through FTF, the students can avoid misunderstanding and miscommunication while they speak. Using gestures, body language, and facial expressions

can help participants explain the ideas they want to convey. The use of gestures can be easier for listeners to understand when communicating. O'Malley and Pierce (1996) agree that speakers will easily interpret the meaning conveyed by the interlocutor through body language and facial expressions to prevent ambiguity and misinterpretation. This statement is also supported by Ziegler (2016) stated that communication using gestures, facial expressions, and body language provides important communication to explain information. Using FTF class, the students can demonstrate and explain their meaning using gestures and facial expressions.

Participant C.9 felt an increased pronunciation when using FTF because she was not distracted by the network where pronunciation became clearer. The statement from participant C.9 has a similar result to a study from Nejad et al. (2021). He stated that in face-to-face groups, the students improve pronunciation. Behind the benefits that participants get when using these two environments, they also find some disadvantages of each environment. One of the weaknesses that participants found when using SCMC in the learning process was the internet connection. According to Adnan (2020), a challenge for students is a lack of an internet connection and proper student-teacher engagement. This problem usually frustrates the participants because the internet is a bridge to communicate with friends and teachers.

Table 8. The disadvantages of SCMC

Students	Extract
A.8	**The weakness of SCMC is the network**. When I try explaining my opinion due to network constraints, miscommunication occurs more often, I forget what I want to convey.
B.7	The lack of SCMC is when I speak with the other person, sometimes they do not understand what I am saying. **The bad signal also one of the problems that I usually found.**
C.10	**Weaknesses of SCMC are signal** constraints and students find it difficult to focus
D.13	The weakness of SCMC is that it is difficult to express what you want to convey because of delays or errors **due to internet connection**
E.7	**Lack of SCMC is connection problem**
H.17	**the problem at SCMC is the internet connection**

The problem when using online learning is a bad connection. This study also showed that bad internet could interfere with their learning process. This is confirmed by Cahya (2020), who states that a bad internet connection causes the problem of poor distance education. Internet connection is the biggest thing that many students face when using SCMC. Participant G.13 said, *"sometimes I have to re-join when my internet is having problems. Problems like this make me emotional and lose motivation to learn".* The same thing was expressed by participant F.17, who stated that *"when I lost my internet connection, I also missed an explanation from my teacher so that sometimes I became unmotivated".* According to Wright (2017), Poor internet connectivity may have had a

negative impact on motivation; in fact, some students complained that having issues connecting to the internet was frustrating.

However, between some of the advantages and disadvantages felt by the participants, participants A and E stated that there was no improvement in these two environments. This statement is supported by the study by (Abuseileek & Qatawneh, 2013; Handayani et al., 2021), who discovered that using SCMC did not suggest a beneficial effect on the student. They agree that the ability can be improved depending on one's desire if there is a particular intention to learn.

CONCLUSION

This study shows that students respond positively while using SCMC. The data analyzed from this study showed that, SCMC can help students feel less anxious while speaking a foreign language. Meanwhile, the students agree that FTF can increase students' anxiety in speaking a foreign language. The factors that make the students anxious while speak (1) fear of being judged or laughed (2) fear of making mistakes (3) uncomfortable environment (4) being under pressure (5) not confidence. However, behind these fears, students find advantages and disadvantages when using these two environments when speaking English. The study's findings showed that, in comparison to FTF, SCMC made them feel less anxious when speaking in English.

The above conclusions have a number of pedagogical implications for academic and teacher foreign language. First, the findings of this study have consequences for teachers, who need to be more careful when giving assessments and feedback to students when speaking. So that speaking errors are not viewed negatively by students. Increasing student and instructor engagement is one practical method. For example, the teachers can make the classroom comfortable and unthreatening so that students feel more comfortable and calm when speaking. Additionally, teachers can inform their students on the value of controlling their negative emotions, including speaking anxiety, in order to improve their ability to communicate in the target language. With the results of this study, teachers are expected to be able to maximize the use of SCMC to help students learn English, primarily by reducing anxiety and increasing students' self-confidence. Second, students should be encouraged to improve their speaking and practice L2 communication in various circumstances, especially those with low language skill levels.

The results of this study are still concentrated on student voice related to the use of FTF and SCMC toward their speaking anxiety. However, since this researcher only used the interview to know the students' voices, the results of this study cannot see the effect and the impact of using both environments on their speaking. In other words, the current data cannot provide accurate evidence of the effect of these two environments on students' speaking anxiety. In order to learn more about students' psychological states throughout the two contexts of language learning and to gain insight into their speaking and communication anxiety in L2, a variety of additional techniques are also required.

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