CHAPTER III

RESEARCH METHODOLOGY

This chapter elaborates the research methodology which discusses what research design used in this study, research site and participants, instruments, procedure, how the data collected and analyzed.

3.1.   Research design

This research is intended to explore the implementation of storytelling in videoconferencing in order to reduce the level of speaking anxiety of high school students. This study was also conducted to explore students' perceptions toward the implementation of storytelling in videoconferencing to reduce the students' speaking anxiety level. In order to understand this implementation of storytelling, and the students' perception, a qualitative research design is used. As Dornyei (2007) states qualitative research clearly describes about social phenomena when they occur in nature without any effort to manipulate the situation under study. Therefore, this methodology is expected to comprehensively describe the speaking anxiety of secondary students in EFL classroom activities can be reduced by applying storytelling in Zoom application.

Based on the classification of research designs from Yin (2009), this research is a case study. This research only describes a case in a high school in Riau province. In addition, this research has a bounded scope that this study focuses on one class (eleventh grade) of the school. This is also in line with the suggestion of Merriam (1998), Nunan (1992), and Freebody (2003) that case studies should focus on a specific example of educational experience.

I in this study had a dual role, as the teachers and the researcher. As the teacher, I taught students directly in implementing storytelling with the Zoom

application. As the researcher, I collected data from observations, questionnaires, and interviews. I analyzed all collected data objectively without any attempt to manipulate the conditions under study in order to improve the feasibility of this study.

During the research, I was assisted by an English teacher who taught in that class for that semester. Her role was to help me to collect data by making notes during observation and conducting interviews with the students based on the questions prepared by me. During the teaching process, I activated the record feature to make it easier to observe the students. However, the notes made by the assistant helped me to cross check the data to get a better understanding on what happened during the class. After all meetings were conducted, the assistant interviewed the participants. In order to get the students were more open to the answers the interview, I asked the assistant to interview the participants. It was done because the assistant is their English teacher in class. I expected they were more relaxed to answer all interview questions. In addition, I also anticipated that students would not be forced to answer if the interview was conducted by me.

3.2.   Research Site and Participants

This research was motivated by the need to better understand the problems expressed by students when they learn from home during Covid-19. From the teacher's point of view, the students tend to show low interest in learning English because of their anxiety about speaking English without face to face classroom interaction. Based on a survey collected by me before this research took place, there were 86% of 103 students stated that they preferred face-to-face learning. Therefore, I decided to conduct a study that provides students with opportunities to learn speaking to meet face-to-face virtually. Through the research, the researcher attempted to reduce the students' anxiety in speaking by using storytelling via videoconferencing.

This research was conducted at a state high school located in Rokan Hilir Regency, Riau Province, Indonesia. This school was chosen as research site for several reasons. The first reason was the school provides English classes as compulsory and specialization subjects. Compulsory subjects are subjects that must be followed by students. While specialization subjects are subjects that are followed by students in order to deepen their English. Usually this subject has more hours in a week than compulsory subjects. So, students got the opportunity to learn more English in class. In addition, this school had extracurricular activities in the form of English club. The result of this research is expected to help the English teachers in this school to be able to implement and develop their technique teaching during this Covid-19. They could also apply it later as a teaching of teaching English in learning from home to overcome students 'anxiety in speaking and improve students' speaking abilities.

The second reason was my position as one of the English teachers at the school. This makes it easier for me to carry out the research because this chosen site provided easy access and time effectiveness. Ethics, Musa and Alkassim (2016) state that a researcher can take research subjects by considering easy accessibility, availability at certain times, or willingness to participate to be included for research purposes. Regarding the willingness of participants to be involved in this research, the researcher asked them before the research took place. Furthermore, I was fully supported and permitted by the principal because this research was expected to provide useful information for the school on how to teach students and overcome their problems and difficulties in learning English especially in speaking. In addition, my communication and interaction with all school members was very well established. Therefore, I was fully supported by school members to carry out research on this site.

This research was conducted in the first semester of class XI. As participants in this study, I selected five female students of class XI science. In selecting participants there were several considerations. First, eleventh grade is

middle level in middle school. In this grade the students are more experienced in EFL class activities. Second, because these eleventh graders are students who experienced classroom learning before the corona virus occurred and experienced online learning when they were required to study from home. Therefore, they should be investigated more deeply about their anxiety about speaking English. Through this research, I wanted to help these students alleviate their anxiety.

3.3. Data Collection

This section explains the procedures used in collecting data. This study used three data collection techniques namely observation, questionnaires, and semi-structured interview. These three techniques were used to collect data to answer research questions from this study. The use of three different techniques was expected to provide triangulation findings and analysis of the application of storytelling by videoconferencing to alleviate students' speaking anxiety. All data were taken online because it is still epidemic Covid-19 and schools are still implementing learning from home.

3.3.1. Observation

Observation occurred during teaching practice by using Zoom application. Observation was carried out to see participants' reaction and behavior during their spoken English performances. It was also conducted to see how the implementation of storytelling in videoconferencing and its effect on students' speaking anxiety. The focus of observation in this study was made on the following elements, as suggested by Merriam (1998), as cites in Cha (2006):

1. The physical setting

    Observations made on the physical environment (e.g., classroom layout). This observation needs to be done because it can affect students' feelings and behavior. Certain classroom layout especially which facilitates group work,

can influence the level of student-to-student interaction during class and thus their sense of friendship, which has been found to have a reduced effect on language anxiety (Samimy & Rardin, 199; Young, 1990 as cited in Cha, 2006). In this research, the participants studied in a virtual classroom using zoom meeting. Before the learning activities started, I explained to the participants about the use of zoom and the features used.

2. The subjects

   This observation element identifies participants in the activity. It is important to understand the characteristics of the participants, because they can produce useful instructions to appreciate the mechanism of language anxiety, which is otherwise difficult to understand.

3. Activities and interaction

   This observation was carried out on the specific activities and behaviors of all participants related to language anxiety, such as competitiveness, level and type of interaction, sequence of activities during carrying out storytelling in videoconferencing activity. Because this storytelling activity was carried out in a zoom meeting, to find out which students were still silent, or have started to interact frequently during teaching, I used the record feature and helped by the English teacher who participates in monitoring during the teaching process. It was done to observe whether the participants still had a high level of anxiety or it had decreased after some meetings were held.

4. Conversation

   The content of conversations between students and teachers is also recorded. Their conversations are directly quoted, paraphrased or summarized in field notes, which are needed to answer research questions. In addition, silent behavior is noted, such as avoidance which has an important relationship with language anxiety.

5. Subtle factors

This observation records behaviors that are relevant to language anxiety which contain symbolic and connotative meanings such as biting nails, making faces, sweating, staring, how to raise hands, etc. In this study, for the smooth running of the teaching process, students were prohibited from turning off their cameras. So, when I taught, their English teacher monitored students' attitudes during teaching. Furthermore, through the recordings made, I can observe the teaching that has taken place.

6. Researcher's behavior

Merriam (1998) as cite in Cha (2006) shows that thoughts, comments, roles of the observer is as important as the participant, because it influences what is observed. Therefore, the observer needs to record what she observes, because it can be used later to describe the sequence and pattern of events and activities recorded in the field notes.

In conducting observations, I recorded and made some field notes. The recordings were used to get an overview of class activities. Meanwhile, observation sheet and field notes were used to make a list of activities. Field notes were taken during observation and after observation.

3.3.2. Questionnaires

The second data collection was taken from questionnaires.   In this study, questionnaires were used to measure students' speaking anxiety level. There were two kinds of questionnaires distributed to students. The questionnaires were Foreign Language Classroom Anxiety Scale (FLCAS) which were adopted from Horwitz, Horwitz, and Cope (1986). I used FLCAS from Horwitz, Horwitz, and Cope (1986) by considering the suitability of the questionnaires with the students. There were two questions that were discarded because they were not relevant to the participants selected.

The first FLCAS involved the statements dealing with the level of communication apprehension, fear of negative evaluation, test anxiety, and general English classroom anxiety. The second FLCAS covered the statements concerning the implementation of storytelling towards the level of communication apprehension, fear of negative evaluation, test anxiety. The first questionnaires consisted of 31 items. The second questionnaires consisted of 31 items as well. To make the students easier to understand the questionnaires, I translated it into Bahasa Indonesia.

The outlines of questionnaires are as follows:

1. I never feel quite sure of myself when I am speaking in my English speaking class.
2. I don't worry about making mistakes in English speaking class.
3. I tremble when I know that I'm going to be called on in English speaking class.
4. It frightens me when I don't understand what the teacher is saying in English.
5. It wouldn't bother me at all to take more English speaking class.
6. During the English speaking class, I find myself thinking about things that have nothing to do with the course.
7. I keep thinking that the other students are better at English than I am.
8. I am usually at ease during tests in my English speaking class.
9. I begin to panic when I have to speak without preparation in English speaking class.
10. I worry about the consequences of failing my English speaking class.
11. I don't understand why some people get so upset over English speaking class.
12. In English speaking class, I can get so nervous I forget things I know.
13. It embarrasses me to volunteer answers in my English speaking class.
14. I get upset when I don't understand what the teacher is correcting.
15. Even if I am well prepared for English speaking class, I feel anxious about it.
16. I often feel like not going to my English speaking class.

17. I feel confident when I speak in English speaking class.

18. I am afraid that my English teacher is ready to correct every mistake I make.

19. I can feel my heart pounding when I'm going to be called on in English speaking class.

20. The more I study for an English speaking test, the more confused I get.

21. I don't feel pressure to prepare very well for English speaking class.

22. I always feel that the other students speak English better than me.

23. I feel very self-conscious about speaking English in front of other students.

24. English speaking class moves so quickly I worry about getting left behind.

25. I feel more tense and nervous in my English speaking class than in my other classes.

26. I get nervous and confused when I am speaking in my English speaking class.

27. When I'm on my way to English speaking class, I feel very sure and relaxed.

28. I get nervous when I don't understand every word the English teacher says.

29. I feel overwhelmed by the number of rules to learn to speak English.

30. I am afraid that the other students will laugh at me when I speak English.

31. I get nervous when the English teacher asks questions which I haven't prepared in advanced.

The questionnaires use Likert scales ranging from 5 (strongly agree), 4 (agree), 3 (neutral disagree), 2 (disagree) and 1 (strongly disagree). Before giving a questionnaire, the researcher explained to students about the answer choices from the questionnaire. Students had to answer them honestly according to what they are experiencing. The questionnaires were translated into Bahasa Indonesia in order to make it easier for participants to understand questions and answer them easily.

To manage the questionnaire distribution process, I delivered FLCAS at the beginning of the study to the participants. I also guide participants in filling out questionnaires to avoid misperceptions from the participants. The first questionnaires were distributed at the beginning of the study to determine the

level of speaking anxiety of students in learning English. Meanwhile, the distribution of the second questionnaires is conducted in the last week of the study to determine the application of storytelling to the level of students' speaking anxiety.

3.3.3. Semi structured-interview

Another data collection is interview. The interview type used in this research was semi-structured interview. Semi-structured interviews were suitable for cases where a researcher has a fairly good picture of the phenomenon or domain and is able to develop broad questions about the topic in advance but does not want to use ready-made response categories that will limit the depth and breadth of the respondent's story (Dornyei, 2007)

This semi structured-interview was used to obtain data relating to the implementation of storytelling by videoconferences and its effect on students' speaking anxiety. It was also used to obtain data related to students' perception. The questions given to students are in Bahasa Indonesia to make it easier for participants to understand the questions so they can answer very well. Interviews were given to all students to see their respective perceptions of the application of educational drama in reducing the level of their speaking anxiety. The interview took place at the end of the study.

Interview data were also used to support the questionnaire data. The questions presented in the interview emphasized the effect of the learning process in videoconferencing which had an impact on reducing students' speaking anxiety levels. Meanwhile the questionnaire data emphasizes the students' speaking anxiety. Therefore, these two data are complementary for this research.

3.3.4. **Videoconferencing**

Nowadays, there are many videoconferencing that offer many advantages for users during this pandemic. In this research, I chose Zoom application. Zoom is an application found on cell phones or computer networks that can be used for communication modern enterprise video, with an easy and reliable cloud platform for video and audio conferencing, chat, and webinars. Zoom is a free HD meeting application with video and screen sharing for up to 100 people. Furthermore, Zoom can be run via mobile, desktop, and room systems. Zoom Rooms is a genuine software-based conference room solution that is used throughout the world in board, conference, huddle, training rooms, executive offices, and classrooms).

I chose the Zoom application for several reasons. First, Zoom offered the easiest facilities for individuals when joining a conference/meeting simply by using the link or room number provided by the meeting organizer or admin. Furthermore, using Zoom made it possible to write and talk together on one occasion (Zucker & Hicks, 2019). In addition, Zoom offered a good webinar experience with low financial costs (Deal et.al, 2019). Most importantly, Zoom can be used for community-based discussions (Siergiejczyk, 2020). Because of these advantages Zoom become one of the most popular applications used by the world community during the Covid-19 pandemic. In addition, students are familiar with this zoom application because it is often discussed by many people. Even though they are familiar with it, some students have not used the zoom for their learning. Therefore, I am interested in introducing and inviting the students to use this application as a medium for the implementation of storytelling.

To anticipate the obstacles that occur in the implementation of learning activities, I did several things as follows.
- Before starting the lesson, I checked the students' attendance through group chats.
- I ensured participants' internet connection is available.
- I remind the participants again about the function of features in zoom

- I reminded the participants not to turn off the camera while the learning was taking place.

3.4. The procedures

In this research, to reduce the level of students' speaking anxiety, storytelling in videoconferencing was applied as an extracurricular activity. To obtain research data, I used three data collection techniques, namely observation, questionnaires, and interviews. The following subsection explained the procedure of implementing storytelling in videoconferencing and collecting the data.

3.4.1. Distributing Questionnaire 1

Before conducting research, I determined the research subject first. In this case, I gave initial questionnaires to 30 students of class XI Science. Of the 30 students who filled out the questionnaire, I took 5 students with the lowest questionnaire results as the subjects of this study. These students were selected to participate in the storytelling in videoconferencing activity.

As explained in the section, the questionnaire given was a measuring tool to determine the level of student anxiety about speaking English. In this case, the questionnaire was the Foreign Language Classroom Anxiety Scale (FLCAS) which was adopted from Horwitz, Horwitz, and Cope (1986). There were 31 statements that have to be answered by the 30 students. To make it easier for students, the questions in the questionnaire were in Indonesian.

3.4.2. Storytelling in videoconferencing

After getting subjects for this study, I applied storytelling in videoconferencing to these samples. The videoconferencing used was the Zoom application. This storytelling in zoom application took place in six meetings. The

main focus on the activity was the process of performing storytelling by students through giving opinions, retelling and performing storytelling in front of four other friends and the teacher. It was done to see the storytelling by students reduce their anxiety towards speaking during learning from home. While carrying out this storytelling, students were observed to find out whether this activity affects their speaking anxiety.

Table 3.1.

The schedule of the implementation storytelling in videoconferencing

Meeting	Date	Time	Story
1	Tuesday, 13 Oct 2020	4.00 – 4. 45 PM	*True Friends*
2	Thursday, 15 Oct 2020	4.00 – 4. 45 PM	*True Friends*
3	Tuesday, 20 Oct 2020	4.00 – 4. 45 PM	*True Friends*
4	Thursday, 22 Oct 2020	4.00 – 4. 45PM	*Snow White*
5	Monday, 26 Oct 2020	4.00 – 4. 45 PM	*Snow White*
6	Wednesday, 28 Oct 2020	4.00 – 4. 45 PM	*Snow White*

Based on the table above, this research was conducted in six meetings using two different texts. The purpose was to familiarize students with the stories used for storytelling. Thus, when doing storytelling, students really remember the the story. I did not give any text to the participants. The story *True Friends* and *Snow White* was chosen because they were easy for students to understand. In Snow White's story, students were given a different story from *Snow White* that they usually hear or read but it still was easy to understand.

I used different activities at each meeting. It was done to make participants enjoy for new activities in each meeting. By doing this, students were expected to be relaxed and were expected to reduce their speaking anxiety. These activities were described as follows:

1. Meeting one
   - Before storytelling

I show a front cover to the students. Then, they are encouraged to tell what they see in the picture. Each of them should tell what they think about the front cover.

- During storytelling

I show some other pictures to the students. Then, they have to guess and tell what the pictures are about; also tell what the characters are doing in the pictures. Each student gets one picture.

Among the students discuss to place the pictures into the correct sequences. Students arrange them based on what they tell before.

- After storytelling

Each student tells their part, forming a student version of the story.

2. Meeting two
   - Before storytelling

   I introduce some difficult words to the students, then, encourage them to find the synonym of difficult words by telling them in a sentence.

   - During storytelling

   I tell a story based on the pictures that were discussed with students at the previous meeting.

   Each student listens to the story told by me seriously while paying attention to the pictures.

   I tell the story once again. In some parts, I stop and ask students to tell what happen next. Then I continue to tell stories and stops again, and so on

   - After storytelling

   After finishing the story, I give several questions with the answers in the form of true or false to find out the students' understanding of the story. Question and answer are done verbally.

3. Meeting three
   - Before storytelling

Before students practice their storytelling, I give them warm up by pronouncing some words followed by the students

- During storytelling

  I ask students to practice their storytelling. In this section, I divided the story into five parts. Then, the students collaboratively did storytelling based on what part they get.

  I provide feedback on their performance.

  I ask them to perform their storytelling better once again.

- After storytelling

  I ask students' opinions, what they will do if they meet a bear in the forest. They exchange opinions on the situation.

4. Meeting four

   - Before storytelling

     I show some pictures of a story to the students (pictures of characters in the story). Then, the students should tell what they see in the pictures.

   - During storytelling

     I give each student a chance to choose one picture and give them some minutes to analyze the picture.

     I ask the students to give some information about the picture.

     The students should find and tell the relationship of the pictures. I bring their imagination about the picture is related to a famous fairytale.

   - After storytelling

     Each student tells that story shortly based on what they know and remember about the story.

5. Meeting five

   - Before storytelling

     Before telling the story, I ask students to play a ten key words game with me.

   - During storytelling

I tell a story based on the pictures that were discussed with students at the previous meeting. I tell the stories while showing pictures.

Each student listens to the story told by me seriously.

I tell the story once more.

After finishing the story, I give a question about which part they like most from the story and tell the reason.

- After storytelling

The students discuss and find the difference between the two stories (my version and the famous one). They have to tell it.

6. Meeting six

- Before storytelling

I warm up pronouncing some words related to the story

- During storytelling

I ask the students to practice their storytelling individually.

I provide feedback on their performance.

I ask them to perform their storytelling better once again.

- After storytelling

I ask the students to reveal the moral values from the story

3.4.3. Observation

When the students were doing storytelling in videoconferencing, I conducted the observation. To make observation easier, I recorded all activities during the program. This was done because I acted as a teacher and observer. Observations were carried out according to the criteria described in the previous section.

3.4.4. Distributing Post-Questionnaire

After the students received storytelling in videoconferencing program, I distributed a post-questionnaire. The post-questionnaire aimed to determine the

level of students' speaking anxiety after receiving a storytelling in videoconferencing program. The question in the post-questionnaire was still the same as the pre-questionnaire. The questionnaires were 31 questions adopted from Horwitz, Horwitz, and Cope (1986). I made some changes in the words on the post-questionnaire, such as "English class" on the pre-questionnaire being changed to "zoom storytelling".

3.4.5. Interview

The next stage of this research was to conduct interviews. Interviews were conducted after the storytelling in videoconferencing program. All samples were interviewed by using the same questions. This interview was used to find out students' perspective about the implementation of storytelling in alleviating their speaking anxiety during learning from home. The interviews were also used to strengthen the data gained from the questionnaires.

For the interview session, I conducted the interviews are helped by the other English teacher. The interviews were conducted in Bahasa Indonesia to avoid misunderstanding about the questions and answers. The questions in the interview implied the benefits and challenges that students encountered when using storytelling in videoconferencing. There were eight questions of interview, as follow:

1. In your opinion, is the storytelling in videoconferencing activities useful for speaking learning, especially when learning from home? Give your reason?

2. Which class of activities do you find most ineffective in learning speaking English by using storytelling in videoconferencing? Give your reason?

3. Do you think that storytelling in videoconferencing activities help you reduce your anxiety in speaking English during the pandemic Covid-19? How? Please give your explanation.

4. How do you feel now after using storytelling in videoconferencing in studying English lesson at home? Please explain!

5. How do you feel about the class atmosphere while implementing storytelling in videoconferencing activities? Please explain!

6. Mention three words that can describe your experience in storytelling in videoconferencing? Please explain.

7. Do you want to continue learning English with storytelling in videoconferencing activities to increase your English ability in the future with your classmates? Please explain.

8. Are there any obstacles you want to share during the storytelling in videoconferencing activities?

3.5. Data Analysis

This section presented how the data analyzed. To analyze the data, this study focused on the data collected through observation, questionnaires, and interview. The data from questionnaires were counted, displayed, and analyzed. The data from interview were transcribed, coded, categorized and analyzed. Finally, the analysis of each data collection wassynthesized and discussed to answer the Research Questions.

3.5.1. Analyzing Observation

The analysis of observational data was based on the steps reported in data collection techniques. Data obtained from observation were transcribed, coded, categorized, and analyzed to reveal the implementation of storytelling by videoconference and how the level of students' speaking anxiety. The first step started with copying data obtained from video recording, then, they were coded and categorized. After that, the data was analyzed to answer research questions. The following table related to the observation used in this study.

Table 3.2

The Observation List adapted from Merriam (1998) in Cha (2006).

No	Aspects Observed	Results	Notes
1.	Setting		
2.	Subjects		
3.	Activities and interaction		
4.	Conversations		
5.	Substle factors		
6.	Comments		

3.5.2. Analyzing Questionnaires

To determine students' speaking anxiety level, I used the classification of anxiety level from Horwitz, Horwitz, and Cope (1986). Each of questionnaires consisted of 31 questions. There were seven positive statements and twenty three negative statements in the questionnaires. The positive statements were found in questions number 2, 5, 8, 11, 17, 21, and 27. The negative statements were in questions number 1, 3, 4, 6, 7, 9, 10, 12, 13, 14, 15, 16, 18, 19, 20, 22, 23, 24, 25, 26, 28, 29, 30, and 31.

There were differences in the scoring of positive statements and negative statements. The difference in scores was measured on a Likert scoring scale, which was shown below.

Table 3.3

The Likert's Scale Scoring

Scoring					
Statement	SA	A	N	D	SD
Positive	1	2	3	4	5
Negative	5	4	3	2	1

Note: SA=strongly agree; A=agree; N=neither agree nor disagree; D=disagree; SD=strongly disagree.

After the score of each student was obtained, I calculated the result of questionnaires by using excel program, then, it was classified into five levels of speaking anxiety (Kardaş & Koç, 2017). The questionnaires in this study were

FLCAS modified from Horwitz, Horwitz, and Cope (1986). The students' speaking anxiety level was shown in the table below.

Table 3.4

Speaking Anxiety Levels' Classification (Kardaş & Koç, 2017)

Range Score of Questionnaires	Level of Speaking Anxiety
31 – 55	very low anxiety
56 – 80	low anxiety
81 – 105	intermediate anxiety
106 – 130	high anxiety
131 – 155	very high anxiety

The data from the questionnaires were analyzed qualitatively. They were presented in the form of descriptive statistics. The result of questionnaires was used to obtain students' speaking anxiety level.

3.5.3. Analyzing the Interview

As discussed in the previous section, the data collected through interviews were about implementing storytelling by videoconferencing to reduce the level of students' speaking anxiety. In analyzing the results of interviews, the steps used were by transcript, coding / labeling, grouping, looking for interconnection between categories and writing (Zerey, 2008). Firstly, the data from interview recording were transcribed. Then, they were coded, categorized, synthesized based on the need of the research to answer the research questions. Finally, they were written descriptively and relevant to the theoretical framework.

3.6. Sample of Data Analysis

The first data analyzed is observation. In this research, the observation listswere adapted from Merriam (1998) in Cha (2006). Observation lists were adjusted to the use of videoconferencing during the teaching process.

Table 3.5

The Explanation of Observation List

No	Aspects Observed	Results	Notes
1	Setting	Skill used was speaking. Materials were narrative texts. Teaching process was done using Zoom application. I observed the students interaction during using Zoom.	
2	Subjects	The subjects of this research were XI science students who had handphone with internet data package. I observed which students was active, passive, keep silent, enthusiast).	
3	Activities and interaction	The first meeting was in the form of an introduction. The teacher explained in detail about the activities carried out. At this meeting, I analyzed student interactions during the activity.	

		Were these students able to respond well? At the following meetings, students interacted more because they have to present their storytelling. At these meetings, it was seen how the students look, whether they perform it confidently or not.
4	Conversations	Student and teacher conversations were recorded. It was done to see which students were more active in speaking and which students were still quieter, mainly because they were anxious to speak in front of their peers and teacher. Then, I analyzed the results.
5	Subtle factors	I observed student behavior that was relevant to language anxiety such as aggressive, aware to the activity, only as a

		listener etc.
6	Comments	I provided opinions on several subjects about their anxiety during the meeting at Zoom.