

CHAPTER I

INTRODUCTION

This chapter presents the background of the study, research problem, objective of the study, significance of the study, scope and limitation of the study, and definition of the key terms.

1.1 Background of the Study

Speaking is one of the productive skills that demands English language learners to have huge courage and confidence in conveying message to the listener. According to Torky (2006), speaking is an interactive process of building meaning that requires producing, receiving, and processing information. Speaking is about expressing ideas or thoughts in mind, also transferring and presenting about new information to other people and society. It is important for everyone to build good communication among them (Fitriah & Muna, 2019). From those, it can be concluded that speaking is an important skill which has to be taught in learning process of English language especially in EFL classroom because speaking is a tool of people to express ideas and feeling, also a tool to communicate and transfer information.

There is an assumption that students should be able to speak English fluently in this globalization era and speaking should be learned and practiced in the classroom. However, the fact shows that students have restricted English oral exposure in the English classroom and also few golden opportunities outside the

school to practice their speaking skill (Zhang, 2009). Some students may have problem to implement their language skill in the classroom and it happens because they were not comfortable and confident to speak in front of others and experience anxiety. Several research have found that one of the difficulties in speaking that is relatively high is the anxiety to speak in English. Azher, Anwar, & Naz (2010) state that speaking in front of people is rated as the hugest cause of anxiety followed by worry about grammatical mistakes, pronunciation and being tense and unable to talk spontaneously or immediately. Moreover, the students will not feel confident when they have to say something to the others because they are too afraid and anxious to talk in English.

The digital revolution has completely impacted daily living and obvious in the ubiquity of mobile devices and the awesome integration of technology into common tasks such as shopping, reading, and finding directions (Zickuhr & Raine, 2014). The advanced technologies such as computers, mobile devices, and internet is at its highest level to date and expected to continue to increase and grow rapidly as technology becomes more accessible, particularly for people in developing countries (Poushter, 2016). Technology can guide people to bring new educational opportunities for everyone and transform global education at all age levels. Incorporating education and technology will be a way to approach learners' learning needs to gain skills for their future jobs. While many types of courses are offered online, educators are switching into the digital revolution to help learners reach out their full potential by applying new technologies.

E-learning has grown rapidly over the years as an educational tool just like

technology has variegated, developed, and progressed. Online education offers big opportunities to present new markets for higher education institutions (Sun & Chen, 2016). E-learning is accessible and can reach out to remote and rural areas. It is considered to be a comparatively cheaper and effective mode of education in terms of the accommodation, lower cost of transportation and the overall cost of institution-based learning. Furthermore, another strong and interesting aspect of online learning is flexibility since a learner can plan their time and location to complete the online course (Dhawan, 2020). The obvious and noticeable difference between classroom speaking and online speaking is the physical presence. Being together in the same room is obviously easier in a lot of ways for the teacher to handle the students, feel the atmosphere in the classroom, and monitor the body language of the students. The biggest advantage of E-learning is the recordings since live online classes are usually recorded. Teachers and students can watch and listen to the interaction again and it is great for feedback, correction and helps students to improve their speaking skill. E-learning is really useful too since during the lesson teacher can concentrate on supporting the task, maintaining engagement, participation, and making sure students' getting a fair and enough chance to speak without worrying about correcting errors or grading performance. A survey by Grant et al. (2013) shows that learners' anxiety about making mistakes is lower in online language class rather than in face to face class and virtual environment is less stressful and traumatic in terms of language use. Furthermore, students become more aware of themselves as speakers and once they resolve the initial shyness, it can help them to observe their progress and

overcome their anxiety.

Anxiety in speaking is prevalent. Anxiety is an instinctive natural factor which influences each individual from the time of birth and it can appear on its own when someone is in a stressful and pressured situation. Anxiety is one of the affective variables in language acquisition that connects to a psychological phenomenon and take effect in the human body's response (Fitriah & Muna, 2019). General factors causing students' anxiety are inadequate vocabulary storage, linguistics problem, lack of preparedness and confidence (Liu & Ni, 2015). The most common symptoms of speech anxiety are shaking, swaying, sweating, butterflies in the stomach, dry mouth, rapid heartbeat, and squeaky voice. Kaisar & Chowdury (2020) found that language learners feel nervous and anxious in an online classroom when they are worry of being left behind and can not attend their communication models in their best. When students got nervous while speaking, their mind has a propensity to cause negative self-talk significantly and enhancing the imagination that they saw negative reactions in others.

During the present *Covid-19*, E-learning is allowing teachers and students to stay connected while they work from their homes and educational units are struggling to find possible alternatives to deal with this hard situation. E-learning is defined as learning experiences in synchronous or asynchronous environments using diverse devices (e.g., mobile phones, laptops, etc.) with internet access (Dhawan, 2020). E-learning can both develop through the use of technology and online platforms. Students can be independent to learn and interact with teachers

and other students in this situation (Singh & Thurman, 2019). E-learning have the great benefit of being designed, expanded and developed in advance with dedicated structure and supports in place. Researcher believe that anxiety in online speaking class was a big issue that deserve more investigation because it is a noticeable factor that can obstruct learners' performance and achievement also decrease their motivation to participate in teaching and learning activities in the class. Al-Qahtani (2019), who conducted a research in English department of King Khalid University found that online classroom has an important role as it enables powerful environment for interaction and participation in increasing students' communication skill. Furthermore, online classroom provides a less anxious and more comfortable environment and atmosphere to facilitate learners' communication skills. It has may benefits for students, especially for shy students who have anxiety in face to face class. Using and involving technology in language activities may increase the development of learners' language skills, especially speaking (Ataiefar & Sadighi, 2017). During this online learning, many students lost their motivation to learn, as evidenced by the majority of students being proved by those who were late or reluctant to complete the assignment that the teacher had given (Purwanto & Tannady, 2020). By using Google Meet Application, Teachers and students can meet face to face and greet each other. When students turn off their video conferencing, the teacher only then asks students to activate their video as attendance that day they are participating in learning activities. In addition, teachers and students can exchange stories or provide motivation directly to each other, especially during this pandemic, the

important thing that is needed is motivation to keep up the spirit of carrying out activities even though all day long it is just at home.

There is limited number of research investigating learners' anxiety level in an online classroom and research about the correlation in speaking anxiety has mostly been conducted in face-to-face environments. From the explanation above the researcher conducted research entitled "A Case Study of Online Speaking Class Anxiety in EFL Classroom". This study uses qualitative case study for 17 students of the third semester students at IAIN Kediri. The purpose is to know the levels of speaking anxiety and dominant type of anxiety that occurred in EFL online class. Researcher expected that teachers or educators can reduce or decrease learners' tense and anxiety, create comfortable classroom environment, also encourage and motivate students so that students can increase their performance skill in EFL online classroom.

1.2 Research Problem

To clarify the problem that is going to be analyzed, the statement of the problem is formulated as follows:

- 1.1.1 What are the levels of students' speaking anxiety in EFL online classroom?
- 1.1.2 What is the dominant type of speaking anxiety that occurred in EFL online classroom?

1.3 Objectives of the Study

Based on the statement of the problem above, the objectives of this study are as follows:

1.1.3 To know the levels of speaking anxiety in EFL online classroom of the third semester students in English Education Departement at IAIN Kediri.

1.1.4 To find out the dominant type of speaking anxiety that occurred in online EFL classroom of the third semester students in English Education Departement at IAIN Kediri.

1.4 Research Significances

This research had some practical signifinaces as follow:

1.1.5 For teachers/educators

Studies of this nature could provide insights and perceptions into how educators can build appropriate actions to reduce anxiety in online speaking class among foreign language students and use some strategies to increase the self confidence of students and lower their speaking anxiety level. The researcher can have experience, knowledge, and comprehension related to the levels of speaking anxiety and the dominant type of anxiety that occurred in EFL online classroom, then researcher can broaden to understand related to research world itself.

1.1.6 For learners

As a measure to identify and evaluate their personality and recognizing their anxiety levels so that they can gradually motivated to improve their self-confidence.

1.1.7 For educational institutions

As a reference and guide to determine the level of learners' speaking anxiety that can affect or influence learners' skill achievements in order to hold up the quality of education.

1.5 Scope of the Study

This research only covered a limited number of third semester students in the English Education Department of Tarbiyah and Teaching Faculty of IAIN Kediri. The focus was describing students' speaking anxiety level in online classroom activity and the dominant type of anxiety that occurred in online English classroom.

1.6 Definition of Key Terms

1.6.1 Speaking

Speaking is an oral and production language skill that covers pronunciation of individual sounds to build a great communication and convey intended meaning accurately with sufficient vocabulary.

1.6.2 Anxiety

Anxiety is a kind of mental issue about personal feeling such as nervousness, tense and worry. Anxiety is a psychological and physiological condition related with an influence of the autonomic nervous system.

1.6.3 Online Learning

E-learning is organized and structured learning that implicates using internet connection and technology that occurs in a different place.