

# CHAPTER I

## INTRODUCTION

### A. Research Background

Covid pandemic is a very serious problem that is being faced by almost all countries including Indonesia. As a result, various policies issued by the government to stop the spread of this disease. All activities are restricted such as work, study, and worship all must be done at home. Covid 19 forced schools and colleges not to be able to hold teaching and learning activities directly and replace them with the online learning system. With this online learning system, it is hoped that students can continue to get learning without having to come to their schools so that it reduces the possibility of exposure to the Covid 19 virus. Students and teachers do not meet face to face but virtually using predetermined media.

Due to the pandemic, the teaching and learning process requires the use of technological innovations to guide, produce, and provide learning content, as well as to promote two-way contact between students and teachers. Students are expected to be able to master the technology that is currently being developed which is used as a media in distance learning. This learning from home requires students to use supporting devices such as smartphones and laptops. Students can carry out learning activities from their home.

The online learning continues in an online teaching tool such as Google Meeting, Zoom, and so on. Learning that used to be done face-to-face now has to be turned into videos, or video conferencing. Because learning is not done face-to-face, the teacher must also provide effective and interesting learning activities, so that students can understand what is being conveyed during learning. According to Albrahim (2020, as cited in Amiti, 2020) online instructors must focus on what they need to build, develop, and administer their online courses, as well as how to communicate successfully with learners in the absence of physical presence and contact. Teachers must be able to design effective and interesting learning activities, especially in online learning. In addition, teachers must be able to provide the best solutions for their students if they encounter difficulties during learning from home, which certainly do not harm anyone.

There are a lot of new experiences and effects they will encounter, good or bad, depending on the online classroom learning they are going through. One of the effects that will happen to them is that their confidence in their abilities decreases or increases in online classes, especially when learning English. It is the students' belief in their own abilities that will determine the success or failure of that learning process. Students' belief in their ability to achieve is what we might call student self-efficacy. The main source of students' self-efficacy comes from their experience, be it success or failure, which will affect their confidence in the skills they have acquired.

However, as foreign language students, they often experience problems in mastering English skills which include reading, listening, writing and speaking skills. Foreign language students often have difficulty when they practice speaking English. In practice, students still have difficulty conveying ideas, questions and other things using English confidently and correctly. Students still have difficulty in choosing words and also tend to use a mixture of Indonesian when practicing speaking. In the speaking class, a lot of students feel nervous, and some of them tend to be quiet. Tutyandari (2005, as cited in Ningsih, 2017) states that students remain silent because they lack self-confidence and topic understanding. On the other hand, Padmadewi (1998, as cited in Ningsih, 2017) explained that students who attend speaking lessons frequently experience anxiety as a result of the strain of speaking assignments that need them to attend individually and spontaneously in a short amount of time.

Based on the research background above, the study investigated students' self-efficacy and anxiety in speaking English through online learning.

## **B. Research Question**

This research is intended to find out the following research question:

1. What is the level of students' self-efficacy in speaking English through online learning?
2. What is the level of students' anxiety in speaking English through online learning?

## **C. Aims of Study**

Based on the research questions formulated in the research question, the recent study aimed to investigate:

1. To find out the level of students' self-efficacy in speaking English through online learning.
2. To find out the level of students' anxiety in speaking English through online learning.

## **D. Contribution of The Research**

1. Theoretical

The teachers can find out about the students' self-efficacy and anxiety they experience during online speaking learning. The teachers also can motivate the students in the online learning activity, and providing effective and interesting learning activities. This research is also expected to be a useful reference for future researchers who interest to this topic.

## 2. Practical

The results of the study can provide some useful information about the students' self-efficacy and anxiety in speaking English through online learning. In addition, it can be a means of reflection for the teachers in the teaching process, to be able to improve or develop the learning style so that it can be accepted optimally by students.

### **E. Clarification of Terms**

To ease the reader get the point of this research idea, the following clarification term hopefully will help :

#### 1. Covid 19

Huang et al. (2020, as cited in Adedoyin & Soykan, 2020) reported a new coronavirus named Covid-19 was discovered in a seafood market in Wuhan. Adedoyin and Soykan (2020) reported clinical examination of the virus revealing human-to-human transmission (Li et al., 2020; Paules et al., 2020; Wang, Cheng, et al., 2020).

#### 2. Speaking Activities

Individual efforts to deliver a message verbally to a group of people, sometimes known as an audience or assembly, are known as oral or verbal communication activities. It is vital to pay attention to a variety of things that might help in the success of a speech or message in order for it to reach the audience. In speaking,

it is necessary to have a) ability to use language, b) language, c) courage and composure, d) ability to communicate ideas fluently and frequently.

### 3. Online Learning

(Adedoyin & Soykan, 2020) cited that, online learning is the use of the Internet and other relevant technologies to create educational resources, deliver teaching, and manage programs (Fry, 2001). Hrastinski (2008, as cited in Adedoyin & Soykan, 2020) states that Asynchronous and synchronous online learning are often compared, but for successful and efficient online learning, teachers, companies, and institutions must have a thorough awareness of the benefits and drawbacks of each.

### 4. Self-efficacy

According to Bandura (1997, as cited in Hadriana, 2020), a person's self-efficacy is their conviction in their capacity to complete a task in order to attain a certain objective. It was about what he could do rather than what talents he has. Students who feel their performance is good will be driven to work hard in order to achieve their goals. Students with low self-efficacy, on the other hand, believe that the activities assigned to them are difficult or boring.

## 5. Anxiety

Chan & Wu (2004, as cited in Hakim & Syam, 2019) defines anxiety as “subjective, consciously perceived feelings of apprehension and tension, accompanied by or associated with activation or arousal of the autonomic nervous system.” This is a form of problematic mental state. Anxiety may be beneficial or detrimental.

