

# CHAPTER I

## INTRODUCTION

### A. Background of Study

Learning English has several skills students can hone through a lot of practice and study. According to Siagian & Adam (2017), speaking is a way of using language to communicate with one another. By speaking, people all over the world convey information and let others know what the speaker is talking about, meaning that speaking is an activity that is commonly done in daily life which contains the interaction between speaker and listener. In learning English, speaking is the way we communicate verbally to convey our expressions in any form. Similarly, Widyasworo (2019) argued that speaking in English class is considered difficult because linguistic aspects of speech difficulties include a lack of vocabulary, pronunciation, and grammar. While non-linguistic aspects such as fear, not speaking anything, uneven participation, mother tongue, anxiety, shyness, lack of self-confidence, and low motivation are present. In Indonesia context, English is considered difficult because it is not the first language. As a result, students often experience speaking anxiety since they still find those difficulties in speaking English (Lauder, 2008).

According to Asyasyfa et al. (2019), students' anxiety about speaking to appear in front of the class or with teachers or other students can affect several aspects, such as language acquisition or their ability to master a foreign language. Fauzi et al. (2021) stated that most students feel nervous, insecure, and anxious when attending speaking classes. This phenomenon is called foreign language anxiety. Students feel that if they make mistakes when speaking, they will get ridiculed by their peers (Fatmawati et al., 2020). Mahdalena & Muslem (2021) explained that anxiety occurs to attack students of various factors that influence students' anxiety in speaking English, namely speaking activity, inability to understand, pedagogical practice, error correction, fear of negative evaluation, external factors and

internal factors. According to Gumartifa & Syahri (2021) anxiety is generally defined as a state of physiological arousal characterized by the brief intensity of emotional reactions and sensations of discomfort, as well as enhanced nervous system activation. Anxiety that occurs in the speaking class is caused by low English ability, lack of English practice, lack of self-confidence, fear of making mistakes, fear of ridicule by other students, and grammatical errors (Rumiyati & Seftika, 2018).

At the beginning of 2020, the spread of Covid-19 caused our country to become a pandemic, causing Indonesia to experience a lockdown. Nurmahalayati et al. (2022) stated that the presence of this virus makes all teaching and learning activities carried out from home for all levels of education from elementary to college in order to reduce the transmission of the virus. This is done to maintain health and to create a sense of security for all of us (Rizki & Hanik, 2021). Every student has problems when doing online learning. One of the problems they face is their anxiety about taking online speaking classes. Pahargyan (2021) stated that the majority of the students in the class are dealing with their anxiety in speaking English during distance learning owing to the Covid-19 pandemic. In a similar vein, Noviyanti (2022) found that majority of students suffer from severe speaking anxiety. Her study also revealed that students' stress was caused by a lack of vocabulary, confidence issues, making mistakes, fears, and shyness.

Offline and online speaking classes will have different situations. The characteristics of the instructor in correcting errors with a positive, friendly, and relaxed attitude can reduce student anxiety. Several studies about speaking anxiety focused on students' speaking anxiety in offline class. Meanwhile, there is still limited study about students' anxiety in virtual speaking class. Thus, the researcher chose to conduct a study about students' speaking anxiety in online classes.

## **B. Research Question**

According to the background of the study, this research tries to answer the following question:

How are the students' speaking anxiety in virtual speaking classes?

## **C. Aims of the Study**

According to the research question, this study aims to find out students' speaking anxiety in virtual speaking class.

## **D. Significance of the Study**

Nowadays, the teaching and learning process can be conducted through online, especially speaking. Meanwhile, students still face anxiety when they have online speaking classes. In addition, students still have difficulty in speaking class. The results of this study will be useful for lecturers because it can be a source of information about why students become anxious when speaking in online classes. This research can help lecturers as information about what students experience when online speaking classes are carried out. So that it can help the lecturer to find a way to avoid speaking anxiety in class. In addition, students still have difficulty in English speaking. For students, this research will be useful to increase knowledge about what speaking anxiety is, which will help them in finding information related to this that may happen to them. For other researchers, this research will be useful to provide new ideas as research material related to speaking anxiety in online classes, and provide new things about important related issues.