CHAPTER I

INTRODUCTION

The aim of this chapter is to introduce the background of the study entitled EFL Students' Language Anxiety in English Speaking Classroom through Online Learning, the research question, the object of the study, theoretical framework, significance of the study, identification of key terms, and the outline of this thesis proposal.

1.1 Background of the Study

In this globalization era, a person can communicate with people around the world easily. Rao (2019) stated that English is the first world language that widely used in the world covering international trade, diplomacy, entertainment, international telecommunications and scientific publications. By that, English considered as an international language or *lingua franca*, which people use for communicating with other people coming from different countries across the world. Since that, Indonesia must enhance its human resources with sufficient skills and competencies as well as English speaking skill.

In order to face the issue, students in Indonesia are required to achieve English as their global communicative competence both in spoken and written forms. Indonesian government decides to put English as one of local subject curriculums in elementary school, junior high school, senior high school, and higher education institution like university.

According to Brown (2001), the aims of English learning are to enable students to participate in short conversation, ask and answer questions, find the way to express the idea, and collect information from others. The abilities also mentioned in the curriculum for the junior high schools in Indonesia about the aim of English learning. According to Permendiknas (2016) or the Regulation of the Minister of National Education in Indonesia, one of the expected goals of speaking is to enable the students to express the meaning in simple spoken conversation which

include interpersonal, transactional, and functional communication to interact with their immediate environment. The students expects to use the elements languages accurately and spontaneously. As can be seen, speaking is one of the basic language skills that are supposed to be master by the students.

However, learning English as a second foreign language has been a challenging subject for Indonesian students who learn the complex language merely only at school. According to several findings, the students still often use Indonesian in English class due to the high percentage of fear making mistakes. Horwitz (1986) states some learners may claim to have a mental block against anxiety when they come to learn to speak a second or foreign language. The learners do not realize the fact that they have such an anxiety that affect themselves to have less confidence, stress and nervousness that impede their learning process. From this statement, it indicates that students with anxiety are likely avoid activities that require them to speak in foreign language. Therefore, it is important to find out the causes of students' anxiety and the methods that the teachers use to deal with their anxiety in speaking using foreign language.

This phenomenon is not new and it always remains the same. Nonetheless, over the time, due to a change of environment situation and pandemic circumstances, the students are required to do the learning process through online system in order to prevent any negative possibility. According to the United States Department of Education (2012), it is possible for conducting online learning with entirely online or in conjunction with face-to-face interaction. This new method of learning may result in the emergence of certain new triggers within the students, since learning through online learning is significantly different from conventional forms of learning which have more room for a casual conversation. By looking from this condition, it is important to investigate the causes. In this case, the researcher intends to find out the causes that possibly hinder EFL

students in learning English especially speaking skill through online learning.

1.2 Research Questions

To achieve the purpose of this study, the main research question uses to guide this study is "What factors do students think to cause their anxiety in English speaking classroom through online learning?"

1.3 Objective of the Study

The purpose of this study is to find out what factors probably cause English speaking anxiety in online learning among the students of English Conversation and Role Playing class in the English Department of Faculty of Teacher Education in Widya Mandala Catholic University Surabaya.

1.4 Theoretical Framework

The theoretical framework uses in this study proposed by Brown (2007), he states there are some psychology factors in language learning. He continues that speaking anxiety as a part of personality factors plays a major affective role in language acquisition.

Based on Horwitz et al (1986), he explains that language anxiety regularly shows up in testing situation and speaking seems to be the most threatening factors in language learning that particularly develop students' anxiety. There are two types of anxiety:

(1) *Trait anxiety*, it refers to permanent predisposition to be anxious where each person might have different factors to cause their anxious.

(2) *State anxiety*, it refers to situation, event or act.

This research focuses on state anxiety because this type of anxiety happens according to the situation, in this case, talking English in class. Due to the current environment situation, instead of going with offline learning classroom where teachers and students are doing the learning activity face-to-face, the researcher have to go with online learning classroom which

using online meeting and do the virtual face-to-face interaction through Zoom.

There are three major factors of foreign language anxiety, which are communication apprehension, test anxiety, and fear of negative evaluation. Communication apprehension describes types of shyness characterized by fear about communicating with people. Test anxiety refers to types of performance anxiety stemming from a fear of failure. Last, fear of negative evaluation refers to apprehension about others' evaluation and the expectation of receiving a negative evaluation (Horwitz et al. 1986).

In this study, the researcher attempts to investigate causes that possibly hinder EFL students in learning foreign language, especially speaking English through online learning.

1.5 Limitation and Scope

In this study, the researcher limits the focus of problem on the causes of EFL students' language anxiety in English speaking classroom through online learning when the students have to perform their speaking English skill. The subjects are the students who have taken the English Conversation and Role Playing class in English Department English Department of Faculty of Teacher Education in Widya Mandala Catholic University Surabaya.

1.6 Significance of the Study

The result of this study expected to be beneficial for some parties. For most important one, the result can be beneficial to complement references for the English teacher about the importance of realizing that most of EFL students' have anxiety in speaking English. As we know that English considered as a foreign language, speaking English is probably a big problem for them due to the fact it is not their daily communication language. By this reason, the teacher should know what factors causing student's anxiety with the aim that they can evaluate and improve the way they conduct the class in the future.

For students, the researcher hopes the students can get a deep understanding of the factors. Thus, they can be more motivated to improve their speaking English skills.

For the next researchers, the result of this study can be used as a source of information for further research in the same field or else about finding effective ways to cope with the problem.

1.7 Definition of Key terms

Speaking is a form of communication where a speaker conveys their idea to a listener in the most effective way. How you say something can be as important as what you say in getting meaning across (Jones. 1989)

Anxiety is a subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the automatic nervous system (Horwitz et al. 1986).

Foreign Language Anxiety is a distinct complex of self-perceptions, feelings and behaviors related to classroom language learning arising from the uniqueness of the language learning process. Just an anxiety prevents some people from performing successfully in science or mathematics, many people find foreign language learning especially in classroom situation, particularly stressful (Horwitz et al. 1986).

Online Learning is education that takes place over the internet in a form of "distance learning" which means any kind of learning activity that takes place across distance and not in a traditional classroom, which usually use face-to-face meeting (Stern, J. 2004).

1.8 Organization of the Proposal

This study divides into five chapters. Chapter I is the introduction which explains the background of the study, research question, objective of the study, theoretical framework, limitation and scope, significance of the study, definition of key terms, and the organization of the thesis.

Chapter II is the literature review, which explains the review of some relevant theories. This chapter discusses the theories of the correlation between learning foreign language, which the researcher puts the focus within speaking in EFL learning, the nature of anxiety and online learning.

Chapter III is the research methodology including research design, research subject, research data, the instrument, procedure of collecting data, and technique of data analysis.

Chapter IV is the research findings that provides result of the research, which concluded from interviews that discussed, based on the related theories and previous studies in chapter II.

Lastly, chapter V is the conclusion and suggestion. This chapter contains a summary of the findings explained in the previous chapter. In addition, it outlines some suggestions that intended for lecturer, students and further researchers.