CHAPTER I
INTRODUCTION

This chapter is the beginning of the research, and describes the reasons for conducting the research. This chapter consists of the research background, research question, research objectives, research benefits, rationale, and previous research.

A. Research Background

English for learners must have received anxious, especially in speaking. A high percentage of students reported that it was easy for them to become anxious when they spoke in English; the reason is English as a foreign language (Chiu cited in Atas, 2015). Accordingly, students who tested high on anxiety in the study of Horwitz cited in Atas (2015) remarked that they are afraid to speak in the FL. For this statement, Horwitz (1986) has drawn to the feelings of the students during teaching-learning in the classroom. "*I just know I have some disability: I cannot learn a foreign language no matter how I hard try.*" In the educational world, learners who are learning a foreign language confronted with many problems. They have feelings of tension, concern, and worries about classroom tasks in English, such as how to speech production, composing writing, listening, and reading comprehension (Sadighi, 2017).

There are four skills that students should master in learning English for foreign language. They are reading, writing, speaking, and listening. As Ur (1996) stated, speaking is one of the language skills since it plays an essential role for individuals who learn a language referred to as the speakers of that language. Besides, Harmer (2007, p.38) stated, speaking is the way to construct the words and phrases with individual sounds by using pitch change, intonation, and stress to convey different meanings. Since speaking is an essential thing, the students should master speaking to increase their ability to learn English, Tarigan (1985: 26) states that speaking is the ability of someone to express the feels and ideas as a system of the human being to signs for the ideas. Chaney and Burkey (1998: 13) say that speaking is a process of building and sharing

the meaning of communication by people through verbal or non-verbal symbols. To sum up, speaking is the way to build communication and to express our minds, ideas feel, and thoughts about a topic to others.

Nevertheless, speaking is a tough skill to be mastered by EFL learners. According to Boonkit (as cited in Indrianty, 2016), there are many reasons to take into consideration, perhaps, the students might be a lack of confidence in terms of anxiety about making errors. Indrianty (2016) says that students can be stressful when they are expected to speak in a foreign language before the fluency achieved. In this case, most students in Indonesia have a sense of anxiety and feel afraid of using English, especially in speaking. This problem faced by college students at Hotel and Tourism College in Bandung, as pointed out by Indrianty (2016). The factors of anxiety in speaking English are lack of vocabulary and lack of preparation. In another case, Santriza (2018) pointed out that there are three factors of anxiety which cause the student to be reluctant to speak English: test anxiety, communicative apprehension, and fear of negative evaluation.

In education environment this year, teaching and learning process must use technology or e-learning. This reason exists because there have been global pandemic so that there are the regulations to all of activity including education doing at home. During the present COVID 19 emergency, remote learning is currently allowing teachers and students to remain connected and involved while working from their homes. Online or remote learning takes place when teachers and students are not used to using online tools or technology to provide instruction. Both teachers and learner are unprepared for the current learning environment and are working on major stress considerations. Learners may not only lack knowledge of instructional technologies, but many of them may also lack the motivation to learn online, which requires them to have self-discipline and to take greater responsibility for their own learning (Russell & Murphy- Judy, 2020; White, 2010).

The fact that students of university in early semester did not take face-to-face class at this time; therefore, they may have negative feelings associated

with online learning. In addition, students of university may have anxiety related to using a new educational technologies, anxiety about transition from senior high school to students of university, and anxiety about language learning especially in English. Inline, Frantzen et al. (as cited in Pichette, 2009) defined that anxiety has been shown for many years to be a key factor in language learning, especially for first-semester students, since course related anxiety has been shown to be higher for beginners than for experienced language learners.

Previous research by Putri and Marlina (2019), this research was carried out to find out the type and the level of speaking anxiety faced by the EFL freshmen students in English Language Educational Program of English Department at Universitas Negeri Padang. This study used a quantitative descriptive method. The instruments are questionnaire and interview. The findings of this research shows that the fear of speaking test (44%), communication apprehension (34%), and feedback by peers and lecturer (22%). The dominant type of speaking anxiety was fear of speaking test.

The other research conducted by Taftazani (2019) focuses on exploring education freshmen's speaking anxiety and the factors and the kinds of speaking anxiety in English education department. This research used qualitative method, trough questionnaire and interview procedure, 106 first year students participate in this research. The result shows that the kind of freshmen' speaking anxiety is categorized into three kind of anxiety: trait anxiety, state anxiety and special situation anxiety. In addition, the research report the factor of freshmen's speaking anxiety is categorized into three factors of anxiety: communication apprehension, fear of negative evaluation, test anxiety and the aspect of speaking, namely: pronunciation, grammar, fluency, vocabulary and comprehension.

This research is different from the previous research. While the previous research investigated speaking anxiety in university for freshmen students through offline class, this researcher focuses for first year student on English education freshmen's speaking anxiety in speaking class at State Islamic University Sunan Gunung Djati Bandung for third semester, which has studied

in virtual or online classroom. From the explanations above, the researcher is interested in conducting further investigating English education freshmen's speaking through virtual classroom. However, it is important to know the factors and impact of anxiety during learning English process in virtual classroom. Furthermore, it can be as an evaluation and consideration in using method in this situation for speaking lecturers.

B. Research Questions
From the description above, this study is intended to answer two following research questions:

1. What are the factors causing speaking anxiety experienced by English education freshmen' during speaking English in virtual classroom?
2. What levels of speaking anxiety do the English education freshmen experience during speaking English in virtual classroom?

C. Research Objectives
From the research questions above, this study aimed at obtaining the three following objectives.

1. To know the factors causing speaking anxiety experienced by English education freshmen' during speaking English in virtual classroom.
2. To know the levels of speaking anxiety, do the English education freshmen experience during speaking English in virtual classroom.

D. Research Benefits
This research gives several benefits. Practically, this research is useful in teaching and learning process in virtual classroom such as evaluation material or teaching consideration method for lecturers.

Theoretically, this research provides an information about speaking anxiety kind, factor and impact in English education during virtual' classroom. This research can be useful for researchers, teacher education department students, the lecturers that have the same situations.

E. Rationale

English Foreigner Learners have different anxiety in learning English, especially speaking. They may have experienced feelings such as nervousness, murmuring, trembling while the teacher asked them to speak, and then they speak in a low voice, sometimes some learners were not responding to the teacher because they did not know what they should say.

Speaking anxiety is something that has a significant impact on one's self-confidence since it often makes experiences failure when not being able to speak out and show what one knows (Lanerfeldt as cited in Basic, 2011 p.4). Speaking anxiety is negatively associated with the quality of the message encoded and with individuals' actual speaking behavior (Burgoon and Hale cited on Sutarsyah, 2017). It was found that the effects of speaking anxiety on speaking quality can be observed when they talk in front of the class. Speakers speak about personal topics that require disclosure of personal feelings, experiences and attitudes. Speaking anxiety has been found to influence willingness to speak or to take advanced speaking courses.

Rafada and Madini (2017) describe that diagnosing of anxious learners enables the teachers to understand the feelings of their students in order to support them and to provide them with a better learning environment. Moreover, identifying those manifestations will guide the teacher in differentiating between anxious and weak students. In order to investigate learners' anxiety, identifying their characteristics and manifestations must be considered. It can be concluded that anxiety could contribute to a negative feeling in learning something new. Although many causes of students' anxiety in speaking English, it is crucial for students' to find an alternative in reducing their speaking anxiety.

Speaking anxiety is the most dominant factor influencing students in learning English as a foreigner language. When learning a second or foreign language, some learners may claim to have mental block against anxiety. It makes learners have less confidence, stress, and nervousness obstruct their learning English.

Mustika (2016) stated that the learners with higher level of anxiety are predicted to have lower language performance. It also means that every learners has a different level of anxiety. To know the level of anxiety for learner, there should be a tool or indicator to measure it.

The Foreign Language Classroom Anxiety Scale (FLCAS) was developed to assess anxiety levels as demonstrated by communication comprehension, fear of negative assessment, and test anxiety in foreign language classrooms (Horwitz, Horwitz, & Cope, 1986). Then, to know whether speaking anxiety is experienced by the learner or not in virtual online class, it can be observed from several signs. Studies reported that there are a number of signs of anxiety that the learners can show which includes apprehension, tenseness, trembling, perspiring, palpitations, freezing, and going blank during class. In addition, learners seem have difficulty in concentrating, become forgetful, avoid eye contact, spoke in a soft voice and responded with short answers to avoid making mistakes.

Pichette and Russell (as cited in Russell, 2020) investigated that language anxiety among online learners found that this group of learners can experience significant levels of language anxiety. Pichette (2016) found that perceived level of anxiety tended to high of student among face-to-face language students at the intermediate and advance levels of language study in the online environment.

In summary, foreign language anxiety has been the focus of increased research recently, especially in speaking. In line with Horwitz et al as cited in Pichette (2009) stated that speaking anxiety has gain a lot of attention in world of research component to investigate in depth. Therefore, the research of speaking anxiety in virtual online for English for learner should be conducted to find out what kind and factors can affect it.

F. Previous Research

There are several research conducted regarding speaking anxiety during virtual classroom. From the previous research, the first research was conducted by Anandari (2015), aimed to examine what causes speech-production-related-foreign-language anxiety among Indonesian students majoring in English Language Education. Also, it looks into whether and how self-reflective activities can help these students reduce their anxiety. The data gathered from qualitative research conducted on a group of Indonesia students taking a Public Speaking course at Sanata Dharma University. The result of the study showed that there are three causes of foreign language anxiety: fear, shyness, and discomfort. The results also demonstrate that self-reflection helped the students deal with foreign language anxiety because they helped the students identify their strengths and weaknesses, conduct problem solving, and increase confidence.

The second research was conducted by Wahono (2018) to know the kinds of students' speech anxiety, the causes of students' speech anxiety occur, and the ways students reduce or overcome speech anxiety in public speaking subjects. The results of this study showed that there are six kinds of speech anxiety; they are humiliation, physical appearance, rigid rules, audience interest, mistakes, and negative results. The causes of speech anxiety encountered by students of the second semester are preparation, personality traits, and unfamiliar role. The ways students do to reduce or overcome speech anxiety in the public speaking subject are preparation, relaxation, positive thinking, peer seeking, and resignation.

The third research was conducted by Karatas et al (2016) to identify whether the students' foreign language speaking anxiety demonstrate significant differences in terms of their gender, language level, receiving English preparatory training, and the kind of high school they graduated from. The result of this study showed that the relationship between foreign language speaking anxiety and students' proficiency levels, it was noticed that the language level did not affect on the students' levels of foreign language speaking anxiety.

Furthermore, the foreign language speaking anxiety is affected by gender and receiving English preparatory training.

The last research was conducted by Alfarizi (2020), focused on finding out what anxiety factors affect students in the language class during the teaching and learning process. This study employed the qualitative research method with descriptive approach. The collecting data of this study has taken from Online Class Zoom observation. The result shows that they have low skill speaking; this reason makes negative responses from others, low self-esteem to speak English, fear of failure to speak English with lecturers, and cultural influences to speak English due to more lecturer-centered. In addition, they feel anxious speaking English in front class or through online class.

Concerning the previous studies, this research is different from the others. This research focuses on exploring the factors and levels of students' speaking anxiety during virtual classroom using 36 third semester students participate which specific speaking classes during virtual classroom. Meanwhile, the previous studies more discuss the causes of speaking anxiety for offline classroom.