

# CHAPTER I

## INTRODUCTION

This chapter explains about background of the research, problem of the research, purpose of the research, significance of the research, scope of the research, operational definition.

### 1.1 Background of the Research

Speaking is a verbal technique for expressing thoughts or ideas from one person to another in order to make things easier (Raja, 2017). Speaking is an essential skill in life. Speaking needs to be learnt more, trained, concentrated on, and perfected by English as a Foreign Language (EFL) students, especially in school (Tridinanti, 2018). Therefore, it is important to master speaking skills which are an international language. Furthermore, Horwitz, & Cope (1986) claim that there are lots of benefits to speaking well and confidently, including the ability to ensure work, assist socialization, be effective in the workplace, increase confidence, and help students study and socialize at school. Many students, however, still feel nervous and insecure when performing speaking activities in front of the class, such as in a meeting forum. Tsiplakides & Keramida (2009) states that student speaking anxiety is a problem that is common in various lessons, especially English lessons.

According to Woodrow (2006), anxiety in speaking can lead to a variety of disadvantages, such as in social situations, group settings, or the workplace, all of

which have an effect on life and careers. According to Lucas, Miraflores, and Go (2011), English is becoming a second language in all parts of the world and in all situations for future jobs in this era. As a result, students must be taught basic English in school in order to advance in their jobs. There are many students still feel insecure in English classes. Students who are learning English are more nervous about speaking English than they are about other subjects since they recognize they have no more competence in English classes and are rarely trained in class (Tridinanti, 2018).

According to ztürk & Gürbüz (2014), students should not only rely on time to study at school, but also provide additional time to study at home, specifically for English lessons, because students only have a limited number of hours per week to devote to each lesson in school, which is ineffective in terms of achieving focus. According to Marwan (2007), a lack of preparation, particularly mental preparation, became a problem that impacted students' ability to speak English. As a result, students are always nervous when speaking or learning English. Tüm & Kunt (2013) found evidence that worry over foreign languages leads to a long-term feeling of insecurity when learning all abilities, including speaking, reading, writing, and listening.

According to Yahya (2013), one of the reasons why students feel uncomfortable and uninterested about speaking English in class is that they have a reason to believe that if they make a mistake at the beginning, they would be pointed out by the teacher. Students making mistakes in the learning process is natural, according to Gregersen (2003), but students were losing their anxiousness, so they did not recognize the mistakes they made were a good start in language acquisition.

Horwitz, Horwitz, and Cope (1986) developed Foreign Language Anxiety, which is the most common case study experienced by students in language classes. Various researchers have shown several studies on Foreign Language Anxiety, which is the most common case study experienced by students in language classes. Muhlis (2017) conducted the first research in this study, which attempts to assess anxiety when reading foreign languages in high school students in Indonesian schools, particularly in the Bandung area. This study employed a survey design with two different types of questionnaires to collect data. Horwitz, Horwitz, and Cope devised the Foreign Language Class Anxiety Scale questionnaire, which was adapted and translated for this study (1986). The second study, conducted by Ningsih and Fatimah (2020), intends to identify the causes and degrees of speaking anxiety among SMKN 6 Padang Tourism and Hospitality students. There are two types of research instruments used in this study: distribution questionnaires and interviews. The study included 59 students from the third grade at SMK who were majoring in tourism and hospitality. Horwitz, Horwitz, and Cope (1986) developed the FLCAS questionnaire, which consisted of 33 statements in each question. According to the findings of the data analysis, there is a dominant cause for students' speaking anxiety: the fear of taking a speaking test.

As a conclusion, the researcher found the gap that from previous study the researcher only focus to asses the anxiety level and found the causes of the anxiety, the researcher will try to find how students manage their anxiety during speaking in hybrid class. Based on the results of observations made by researchers in the hybrid class at the University of Muhammadiyah Jember, researchers found that a lot of

students have anxiety in their speaking class during hybrid class (from online to offline) the researcher is interested knowing more and obtaining more in-depth information about students' speaking anxiety in hybrid class at UNIVERSITAS MUHAMMADIYAH JEMBER

## **1.2 Problem of the Research**

Based on the previous background, the researcher formulates the research questions as follow:

1. What is level of students speaking anxiety in second year students during hybrid class ?
2. How do the second year students' overcome their speaking anxiety in hybrid class ?

## **1.3 Purpose of the Research**

Base on the research problem, purpose of the researcher are :

1. To describe the speaking anxiety level faced by second year students' in hybrid class.
2. To describe how students in second year overcome their speaking anxiety in hybrid class.

## **1.4 Operational Definition of the Research**

This section provides operational definitions of some the specific terms used in this research to clarify these terms.

### **1.4.1 Speaking Ability**

Speaking is process of conveying or expanding information in order to construct meaning during interactions between two or more people. In other words, the speaker must be able to convey ideas, information, and ideas clearly in the

speaking process, so that the listener can receive and understand what the speaker means. Speaking class aims to improve students' speaking ability in mastering English by creating several activities in the classroom.

#### **1.4.2 Speaking Anxiety**

In this study, operational speaking anxiety is defined as the feeling of worry and fear of each participant when using spoken language. This is realized by collecting questionnaires and interviews with participants through the Google Form application and Google meet or zoom. This explains how students perceive themselves when completing certain tasks, such as tension, fear, restless, nervous, and so on.

#### **1.4.3 Hybrid Class**

A class hybrid is a change in class situation from online to offline. Therefore, in recent times, almost all learning in Indonesian schools has undergone a class hybrid. In addition, the second year students of the University of Muhammadiyah Jember in the faculty of teaching and English education also experienced hybrid classes.

### **1.5 Benefits of the reesearch**

#### **1.5.1 Theoretical Benefits :**

The theoretical benefit of the research is expected to be able to help teachers to get information and overcoming second year students' who experience speaking anxiety in hybrid class.

### **1.5.2 Practical Benefits :**

The research is expected to be useful for :

- a. For teacher, this research could help the English teacher to analyze students' speaking anxiety at University Muhammadiyah Jember in the Second Year. So the teacher can solve the students' speaking anxiety.
- b. For Students, this research could provide some information about their speaking anxiety. So they can reduce their anxiety in speaking by knowing the factors that they face in speaking.
- c. For researcher, this research gives an experience, informations and knowledge about students' speaking anxiety in hybrid class. Thus, the future researcher can use this research as a reference to conduct another research.

### **1.6 Scope of The Research**

This research is dealing with all of students' in second year. Both of A and B class of faculty of Teacher Training and Education, English Language Education Program at Universitas Muhammadiyah Jember. In this study, researchers focused on speaking anxiety in hybrid class : online to offline. Speaking anxiety is influenced by factors such as Communication apprehension, Test anxiety, and Fear of negative evaluation.