

## CHAPTER 1

### INTRODUCTION

#### 1.1 Background of The Study

Speaking anxiety that exclusively arises in foreign language learning is well known to have a negative effect on the language learning process. The negative relationship between foreign language speaking anxiety toward language learning performance is consistently being discovered (Rafada & Madini, 2017; Horwitz et al., 1986; Sadighi & Dastpak, 2017; Wang & Zhan, 2020). According to Liu & Xiangming, (2019) and Hasibuan & Irzawati, (2020), speaking anxiety is inversely related to learners' language learning performance including speaking tasks and overall language proficiency. Hidayati et al. (2022) also stated that language learning activities that involve speaking such as asking and answering activities and performing in front of the class trigger the learners to feel anxiety resulting to inhibit their learning process. Learners with high levels of speaking anxiety are prone to exhibit a lack of confidence, and negative feelings toward language learning and degrade their speaking skills (Hasibuan & Irzawati, 2020). This can lead to unsatisfactory language learning performance. Therefore, understanding the factors contributing to speaking anxiety in language learning is crucial to develop interventions to mitigate those issues.

The disastrous event of Covid-19 takes a big part in the shift of the learning environment from face-to-face learning to online learning. Added challenges faced by teachers and learners to adapt to hybrid or online modes of learning (Ledford et al., 2022). Technical issues such as internet stability and technical knowledge, and the needs to enhance virtual teaching skills become the challenges in online learning (Hidayati et al., 2021). In order to expand the potential of online teaching-learning changing the educational assessment mode is inevitable (Supie et al., 2023). Performance assessment such as oral presentation is one of the essential capabilities in language learning. Hence, a good presentation capability is important for ascertaining the learners'

performance achievement in any kind of working circumstance (Rahmania, 2020). Oral presentation in online mode demand teachers and learners use appropriate multimedia technology (Hidayati et al., 2022) as the learners will most likely do the presentation either by sending their speech recording (asynchronous) or by utilizing some kind of video-conference technology which enables learners to do a sharing screen, PowerPoint presentation, polling, web browser, whiteboard, and a synchronous chat session (McDougall & Holden, 2017). Although those technologies could support teachers and learners' language learners and are found to be flexible, and accessible to faraway learners (remote), challenges have also been found and reported by researchers. Issues in online presentations are related to communications & technical issues, technical resources, time management, and organizational skills (Bisht et al., 2020; Hizriani et al., 2022; Md. Supie et al., 2023). Moreover, Campbell (2015) and Valizadeh (2021) found that challenges in online learning could lead to learners' anxiety, and reduced the effectiveness of online learning. Therefore, the research regarding online learning remains important to find a more diverse solution to create a comfortable learning environment.

The use of online presentations does not eliminate the possibility of getting speaking anxiety (Campbell & Larson, 2013) especially when the learners must speak in a foreign language (Yan & Horwitz, 2008)). Campbell & Larson (2013) found that there were no significant differences in the level of anxiety between face-to-face presentations and online presentations. Horwitz et al. (1986) found that foreign language anxiety is related to three factors; 1) Communication apprehension, 2) Test-anxiety 3) Fear of negative evaluation. Hanifa (2018) classifies the factors into three categories, Cognitive, Affective, and performance factors. As additional factors in online learning mode, (Campbell, 2015) found that anxiety experienced by learners during presentations is related to the difficulties faced in online presentations such as the technical issue, and lack of

audience-presenters connection. Valizadeh (2021) stated that not all learners prefer to have virtual learning because they felt anxiety about virtual learning. This feeling arose because of technical issues, such as internet stability, lack of technical knowledge, and fear that their home situation is not support for learning environment (home setting, noisy), they also felt a sense of isolation because of lack of interaction and learners' engagement, and the absences of non-verbal cues made them more anxious as they afraid the teacher could not see their seriousness in learning process (Valizadeh, 2021).

The case of speaking anxiety in an online presentation also happened to some English department learners at a State University in Tasikmalaya. This online presentation refers to an academic oral presentation using web-based app Zoom, and was conducted at a virtual international conference namely "EDSA International ELT Conference on Intercultural Education" as the final exam of the Academic Listening and Speaking Class in the English education department at a State University in Tasikmalaya. Moreover, this online presentation demands the learners to speak English in front of many people and the learners has to present their research which they had conducted before, hence this is such a triggering-anxiety situation to the learners. Based on a preliminary study, those learners experience speaking anxiety during online presentation. Those learners showed the characteristic of speaking anxiety such as spoke at a fast pace, were tense, could not sit still, and often stuttered and trembled especially when doing the asking-answering session.

Although the previous study compared the anxiety of face-to-face and online presentations (Campbell, 2015; Ledford et al., 2022), and study factors that cause anxiety in EFL speaking skills (Hanifa, 2018; Hidayati et al., 2022), and FLSA Factors in the online learning environment (Campbell, 2015; Ledford et al., 2022; Valizadeh, 2021). However, previous research suggested that there

is still a need for more research regarding factors of FLSA specifically focusing on speaking anxiety in the online presentation context.

Therefore, this study aims to investigate factors cause learners' foreign language speaking anxiety during online English presentations. In order to gain a better understanding of foreign language speaking anxiety in EFL online learning-teaching context.

## **1.2 Formulation of the Problem**

The research question directed in this study is “What factors cause EFL learners' speaking anxiety during online English presentations?”

## **1.3 Operational Definitions**

1.3.1 Foreign Language Speaking Anxiety (FLSA) : The feeling of Fear, nervousness, and discomfort that come out specifically when individuals use or speak a non-native language in language learning.

1.3.2 Online Presentations : The online presentation in this research refers to an academic oral presentation using web-based app Zoom, and was conducted at a virtual international conference namely “EDSA International ELT Conference on Intercultural Education” as the final exam of the Academic Listening and Speaking Class in

the English education department at a State University in Tasikmalaya.

- 1.3.3 Causing Factors of FLSA: elements which are contributing to triggering anxiety in language learners on delivering oral English presentation.

#### **1.4 Aim of the Research**

This study aims to investigate the factors that cause EFL learners' speaking anxiety during online English presentations.

#### **1.5 Significances of the Study**

##### **1.5.1 Theoretical Use**

This study will contribute theoretically to the existing theories regarding factors causing foreign language speaking anxiety in online learning context.

##### **1.5.2 Empirical Use**

This research will present empirical insight on what factors triggered foreign language speaking anxiety in the online presentation so that learners and teachers can have a better understanding of foreign language speaking anxiety in EFL online learning-teaching context.

##### **1.5.3 Practical Use**

This study contributes to teachers and learners knowing the factors that triggered foreign language speaking anxiety in online presentations within the EFL context. Therefore, learners and teachers are expected to avoid factors that trigger foreign language speaking anxiety.