

## **CHAPTER 1**

### **INTRODUCTION**

This chapter presents a wide-ranging description of the study. It comprises the background, formulation of the problem, operational definitions, aim of the study, and significances of the study.

#### **1.1 Background**

Speaking anxiety is one of challenges among EFL students. Speaking anxiety has negative effect on many aspects, such as oral performance, willingness to communicate, and low confidence. Suleimenova (2013) shows that students' speaking anxiety has a debilitating effect, which hinders student from speaking, causing them to face mental block, and feel inferior to others. In addition, speaking anxiety often makes students failure when they are unable to speak up, because speaking anxiety leads to low self-esteem which make students remain quiet in all situations. As stated by Rajitha and Alamelu (2020), EFL speaking anxiety is often regarded as one of the primary causes of language acquisition failure, particularly in foreign language speaking.

Speaking anxiety can emerge in a variety of physical, emotional, cognitive and behavioral symptoms, all of these can have a significant impact on a student's ability to communicate successfully. According to Nevid (2005) the symptoms of anxiety, they are: increased heart rate, shallow breathing, sweaty palms, these physical symptoms are frequently caused by the body's natural stress response, exacerbating the sense of uneasiness. Emotionally, individuals may feel a sense of dread, nervousness, or fear before and during speaking engagements. Cognitively, individuals may experience racing thoughts, difficulty concentrating, or a blank mind. Behavioral which are avoidance of feared situations and decreased task performance.

This research was embarked based on the preliminary questionnaire on 30 students of the English Education Department who joined the Professional Listening and Speaking course. The situation experienced by the students in

Professional Listening Speaking course activity indicated anxiety. For instance some of them get nervous, tremble, avoid questions that force them less or passive participation, and even if they are well prepared for performing action during the plays, they feel anxious about it. Speaking anxiety is a condition when a person experiences anxiety when speaking at a particular time. (Mak, 2011).

Professional Listening and Speaking (henceforth, PLS) is one of the tertiary level subjects. This subject is in the third semester at one of the Universities in Tasikmalaya. this course designed to enhance students' communication skills, both in listening and speaking. Speaking anxiety can hinder the achievement of the course's objectives, making it crucial to understand and address this anxiety. Selecting PLS as the setting for research is a choice that stems from various aspects. Firstly, Professional Listening and speaking courses are intentionally designed to enhance individuals' speaking skills and confidence. This course often involves students showing or delivering their performance in front of audiences from various professions such as news reporter, radio announcer, model of the United Nation and so forth. Which is a challenge and has an impact on student speaking anxiety. Second, with the transition to online learning, the PLS course faces new challenges, such as negatively affects student performance, reducing the quality of their presentations and active participation. Understanding these factors is essential because speaking anxiety can hinder the achievement of the course's objectives, lowering the quality of presentations and active participation.

A study done by Miskam, and Saidalvi (2019) found most of these undergraduates have a moderate level of speaking anxiety. These negative factors can influence the learners' effort to learn English, impede their learning performance, and cause them to not be able to speak English. Additionally, Özkan (2019) investigates the relationship between students' success and their level of foreign language anxiety. The finding reveals that foreign language

anxiety could be considered a debilitating factor in students' success. reveal that the teachers' role is very important in this situation. Students and teachers could build a positive classroom atmosphere to overcome students' anxiety.

Countless studies have examined the speaking anxiety context, yet there are some limitations. Damayanti and Listyani (2020) suggested explicitly for future research to look up more data on speaking classes. Therefore, to fill this void, this study aims to explore another speaking class, that is Professional listening and speaking course. The researcher will focus on describing factor contributing students speaking anxiety in professional listening and speaking course.

## **1.2 Formulation of the Problem**

Based on the background above, the writer can conclude the formulation of the problems with a research question, "What are the factors contributed to students' speaking anxiety in online learning context?"

## **1.3 Operational Definitions**

To avoid misinterpretation of this research, here are the operational definitions of each keyword:

- 1.3.1 Speaking Anxiety** : It is the feeling of tension, afraid, nervousness and worry when the student try to speak in front of the class or the teacher. It has a debilitating effect on students' speaking performance linguistic, could be caused by some factor such as linguistic, psychological, and/or cultural factors.
- 1.3.2 Professional Listening and Speaking Course** : a course aims at increasing the students' knowledge of professional communication by exposing them to it through a digital search. In order to achieve professional communicative

abilities, they then grow their speaking skills relevant to specific professions they have comprehended and are interested in in the form of a conversation practice, a case study, and a business meeting. In the context of this learning is online learning, and this course is conducted through online learning

#### **1.4 Aim of the Study**

Based on the background above, the purpose of the research is to know the factors contributing to student speaking anxiety during join professional speaking and listening course.

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

In this research, the researcher hopes that it will be useful and meaningful in the future. Hopefully, it can provide significant benefits and inspire further in-depth research as mentioned below.

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

The result of this research is expected to be a reference/resource for improving an understanding of language problems and can enrich existing theory about most factors that affect speaking anxiety.

##### **1.5.2 Practical Use**

From the Practical side, this research will provide knowledge regarding factors that cause speaking anxiety. Therefore, students can try to find a strategy to help them in reducing anxiety.

##### **1.5.3 Empirical Use**

This research will show an empirical understanding of what factors contributing student speaking anxiety during join professional listening and speaking course.