CHAPTER I

INTRODUCTION

A. Background

Speaking is one of the productive skills that has an important role in communication. Speaking is a way of communicating with others by conveying ideas, feelings, creating and building information. This means speaking is a person's skill in producing sounds that have meaning and are understood by others, so as to create good and youthful communication to be understood. In addition, Rozakis revealed that having the ability to speak English is important to achieve one's success, because it affects the ability to find a job, plan or travel and so on.[1] This means that if a student or someone has the ability to speak English, they can automatically compete with others to get a good job.

There are many aspects that affect students' speaking ability, one of which is anxiety. Brown also confirmed the statement in his book that there are three types of affective factors that influence students in the learning process, namely achievement motivation, self-confidence and self-anxiety. According to Brown, anxiety is a feeling that occurs in a person, where these

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[1] Rozaki Laurie, *The Complete Idiots' Guide to Public Speaking English*, (Alpha Bools: US of America, 1999), p28

feelings cause the person to become restless, frustrated and anxious.[2]This means that anxiety is an obstacle in speaking that must be reduced and overcome by students.

Student anxiety is one of the factors that make a big contribution in determining whether foreign language / English lessons are acceptable or not. The level of language anxiety that a person has largely determines the learning process. The level of anxiety that a student has during learning plays a major role in determining whether the learning process can run or not in the English learning process.In this study, there are several levels that experience anxiety, including mild anxiety, moderate anxiety, and severe and panic-level anxiety. In principle, anxiety is important to increase motivation in achieving a goal, but the problem is when the anxiety experienced by students is too high which will cause a negative impact. In an effort to determine whether students experience anxiety or not, a careful study is needed by recognizing the symptoms or symptoms along with the factors behind them.

According Mc Croskey "Comunication apprehension is an individual's level offear or anxiety associated with either real or anticipated communication with another person or persons". From Mc Croskey's opinion it can be concluded that communication anxiety is a level of a person's fear or anxiety, whether real or just prejudice, related to

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[2] H. D.Brown, *4th edition of the Principle of Language Learning and Teaching*, (Longman, Inc., San Fransisco, 2000), p151

communication with other people or with many people.[3] Anxiety is often followed by psychological symptoms and physiological symptoms. What is meant by psychological symptoms are such as fear, confusion, unable to concentrate, worry, and restlessness. Meanwhile, physical symptoms such as trembling, sweating, and increased heart rate can be seen in faster breathing, excessive activity of the autonomic nervous system or muscle tension, palpitations, sweating, and headaches. This speech anxiety problem is handled when it is pathological.[4]

This anxiety is often ignored and most of the students think that it does not have a serious problem, even though if this anxiety problem is left to prolong and students are unable to cope with it, it can result in difficulties in interpersonal communication, difficulty expressing opinions and learning achievement to decline. As a result, students who experience social anxiety will think of negative evaluations made by someone against themselves both real and prejudice and to avoid themselves from this anxiety, so that students will create a sense of security.[5]

Even though there have been many studies that have examined students' anxiety in speaking English, detailed research regarding student

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[3]Aswida, Marjohan, & Syukur, Y, *Efektifitas Layanan Bimbingan Kelompok Dalam Mengurangi Kecemasan Berkomunikasi Pada Peserta didik.* (Jurnal Ilmiah Konseling, I, 1-11, 2012)

[4] Khairunisa, *Kecemasan Berbicara Di Depan Kelas Pada Peserta Didik Sekolah Dasar*, (Jurnal Tunas Bangsa. Vol. 6, No.2, 2019)

[5]Clark, D. M. (2001).*A cognitive perspective on social phobia.* In W. R. Crozier & L. E. Alden (Eds.), *International handbook of social anxiety: Concepts, research and interventions relating to the self and shyness* (p. 405–430)

anxiety during virtual learning during the Covid-19 pandemic was lacking. The average research conducted was before the Covid-19 / face-to-face learning. Because of that reason and the research arguments above, researchers are interested in conducting research entitled "Analysis of Students' Speaking Anxiety on Virtual Learning during the Covid-19 Pandemic (case study at the second grade of Sekolah Menengah Kejuruan Negeri (SMKN) 3 Enrekang)".

The research setting is SMKN 3 Enrekang, especially in the second grade, because on average students in that class have difficulty speaking due to lack of confidence, shame and anxiety. Meanwhile, the reason the researcher chose SMKN 3 Enrekang as the research location was because this school was affected by COVID-19 and required students to learn through virtual media rather than face-to-face. Based on previous pre-observations conducted by the researcher, the researcher found the fact that on average students at SMKN 3 Enrekang have anxiety in the process of learning English, especially in students' speaking skills. Based on information from the teacher, the emergence of student anxiety often occurs when students are suddenly instructed to answer questions using the teacher's English. On average, students feel anxious because they are embarrassed to be seen by other people when speaking, they still lack understanding of English lessons and are afraid if they make mistakes when speaking or answering questions.

In the online learning, the English teacher at SMKN 3 Enrekang tried to find a way to teach speaking through virtual media. One of the

teaching methods used by the teacher is to ask students to read the vocabulary builder that he has shown before via voice mail and sometimes the teacher also asks students to practice speaking in pairs and then one of his friends notes his actions. by recording a video and usually the teacher instructs students to tell their future hopes (dreams), depending on the learning material discussed.

B. Research Questions

Based on the background of the study above, the researcher formulates a research questions as follow :

1. What is the level of students' English speaking anxiety in virtual learning at the second grade of SMKN 3 Enrekang?

2. What causes students to feel anxious when speaking English in virtual learning at the second grade of SMKN 3 Enrekang?

C. Objective of the Research

Based on the problem statement made by the researcher above, this research has purpose to find out:

1. To know the level of students' English speaking anxiety in virtual learning at the second grade of SMKN 3 Enrekang.

2. To know the causes students to feel anxious when speaking English in virtual learning at the second grade of SMKN 3 Enrekang.

D. Significances of the Research

The benefits of this research classified into two parts, theoretically and practically.

1. Theoretically Benefit

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The findings of this study are intended to contribute to understanding students' anxiety in speaking English in virtual learning.

2. Practically Benefit

a. The findings of this study are expected to provide useful information about students' anxiety in speaking English.

b. Become a source of information for future researchers who want to examine student reports in speaking English both face to face and through virtual media