

CHAPTER I

INTRODUCTION

1.1 Background of the Study

English is very important as a media of communication in several activities, such as teaching, learning activities, international conference, and particular conversation with foreigner. English is use in many fields such as politics, culture, art, trading, and business especially in education. In Indonesia, the awareness of mastering English as the first foreign language is quite high. Thus, students must enhance their speaking abilities and skills in order to communicate with people all over the world. The role of speaking ability is to express an idea, someone's feeling, or thought verbally and spontaneously. According to Brown (2003), speaking is the most important skill to master. It brings the ability to carry on a conversation. In addition, Rajita and Alamelu (2020) say that the most basic and successful way of people communication is speaking. As a result, speaking is an important skill to be learned by the students beside listening, reading, and writing, so the students should have a good command of communication skills in English to prepare their future carrier and lives.

In this modern era with digital learning era, people have led a new way of communication and to the way of spreading the information. Much information in this digital technology era is shared in English and communication that is also carried out through digital technology. Those make the need for the mastering English is important to improve its people's knowledge especially for English students with

other people by relying sophisticated technology. The students may study English through digital learning, such as Online Courses, Online dictionary, Grammarly, Youtube, Instagram and so on. Today's era of developing technology has impacted students in educational institutions or Universities, and it is used frequently for their study.

English speaking is an anxious triggering activity that causes students to become anxious when they speak English. Nida (2020) found the problems with the students' fluency in speaking, which were anxiety, nervousness, lack of confidence, pronunciation, and also limited vocabulary. Therefore, the students are not only required to use correctly or have a good pronunciation and vocabulary but they are also required to know how to use the language. The problems in learning speaking occur in classroom in learning process. Speaking as productive skills is heavily influenced by psychological elements such as anxiety, which is one the most influencing factors.

Anxiety is defined as a sensation of anxiety, or hesitancy when speaking. Some students suffer nervousness during the teaching and learning process when they are asked to share their ideas, answer questions, or give a presentation. According to Aydin (2017), anxiety is a particular state of emotion, with fear and anxiety that may or may not be associated with a distinguishable stimulus, normally expressed as a biological stimulus that prepares the individual to take action to respond to a potential threat to danger". It means that anxiety can be seen when students show a form of physical activity that looks doubtful and not confident about what they are facing.

Thus anxiety is serious problems that disadvantages that make students unable to communicate well in discussing English. When students are expected to speak in front of their peers, they are unable to reproduce the correct meaning, tone, or intonation in the target language, despite constant and regular practice. But when they are in public, everything seems to go wrong. They forget the words they prepared ahead of time. The source of all of this is the anxiety that students are experiencing.

Students' language anxiety may come from some components. Horwitz and Cope (1986) describe three components that cause students' language anxiety these are communication apprehension, test anxiety, fear of negative evaluation. Similar to Horwitz and Nessler (2018), they divide the symptoms of speaking anxiety into three different categories: psychological, cognitive, and emotional symptoms. The psychological symptom covers hard breathing, strong pulse, and sweating a lot. Then, anxiety may also lead to some problems with the speakers' cognitive ability, such as blankness or forgetting what they want to say. Finally, the emotional symptom which is related to what we feel about something and how a situation or someone makes us feel, such as being nervous and afraid. These symptoms may lead to some problems when speaking, for example the students finds it difficult to grasp the meaning of words that we are trying to explain. Lecturer should aware about students' anxiety and there are not close their eyes over this situation which always happens during the learning process to any English students. On the other hand, the students must find the best strategies to resolve their own problems in order to decrease their speaking anxiety.

In English as a foreign language (EFL) classroom context, English is used by students as an instructional language. For example, they use English to deliver an oral presentation or participate in classroom discussions. Consequently, this situation naturally can provoke their anxiety. The researcher found that students of English department at one Islamic university in Jambi were not able to speak in English fluently. The students felt anxiety sometime can make them barely participate in classroom activities because they are worried about making mistakes, lack of confidence, etc. When the students cannot actively participate in a classroom, they will lack of English communication practice, which will affect their fluency in speaking, communication skills, and confidence. Thus, it will become a significant concern for lecturers in English language education because it can be a major obstacle to learning foreign languages, and learners need to accomplish it. It is supported by a research of Abrar et.al (2018), who found that in foreign language learning circumstances, some usual problems occur, such as lack of vocabulary, idiom, and feeling anxious when talking in front the class. Similarly, Tanveer (2007) ascertained that the feeling of anxiety is frequently expressed by English foreign language (EFL) learners in term of speaking a foreign language in a public places. The reason why in digital learning era students' anxiety still emerges in speaking English whereas they can learning English through using digital technology is because they have no enough time to express their mind, giving opinion, and so on. The foreign language is claimed by students as their most anxiety producing experience.

As a student at one Islamic University in Jambi especially for the students' English education, the researcher examined many cases in which some participants expressed nervousness when they speak English and discomfort when they are trying to speak in English. This is evident when the lecturer encourages students to create questions, show performances, and express ideas in English class, but some of students had difficulties in speaking English, as well as when they making a presentation and answering the question. Their anxiousness can interfere with their explanation and performance, as well as their ability to grasp speaking English. Based on the problems above, the researcher is interested to do a research about "An analysis of EFL students' speaking anxiety in digital learning era (a case study at the fourth semester students' English education at one Islamic university in Jambi)".

1.2 Research Question

Considering previous issues in the background, the problem in this research are as follows:

1. What are the symptoms of the students' speaking anxiety in digital learning era?
2. What are the factors influence students' speaking anxiety in digital learning era?
3. How do the students' strategies to overcome speaking anxiety in digital learning era?

1.3 Objectives of the Research

1.3.1 To identify the symptom of the students' speaking anxiety in digital learning era.

1.3.2 To identify the factors of students' speaking anxiety in digital learning era.

1.3.3 To identify students strategies to overcome speaking anxiety in digital learning era.

1.4 Limitation of the Research

This research focuses on the discussion of EFL students' speaking anxiety in digital learning era at the fourth semester students' English education at one Islamic university in Jambi. The participants in this research were the English education students at one Islamic university in Jambi and also the location doing the research at one Islamic university in Jambi. It is identifying the symptoms of the students' speaking anxiety in digital learning era, the factors influence students' speaking anxiety in digital learning era, and students' strategies to overcome students' speaking anxiety in digital learning era.

1.5 Significance of the Study

This study was expected to give more contribution in students' ability in speaking area. The information could help educators or lecturers to understand more the symptoms of the students' speaking anxiety in digital learning era. They also can get more information about the factor influence that trigger students' anxiety when they in speaking English, and try to find strategies to overcome their speaking anxiety and creating more relax atmosphere in learning English. This study was also expected to help students to find out ways or strategies to overcome their anxiety problems when they speak English. Through this study, it was hoped that educators

could also understand how anxiety affect students' speaking anxiety in digital learning era.

1.6 Definition of Key Term

There are some terms that are used in this research. To clarify the meaning of those terms, this research includes the clarification of those terms as following:

1.6.1 Anxiety: According to Horwitz, and Cope (1986) anxiety is the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system.

1.6.2 English as a foreign language (EFL) learners: those who are learning English in digital learning era where English is a still language as a foreign language. In this study the respondents are consider as a EFL students' anxiety in speaking

1.6.3 Speaking: refers to an interactive process of composing meaning which involves producing, receiving, and processing information.

1.6.4 Digital learning era: In digital learning era as it today the learners especially students they can learn English through anything like Instagram, Youtube, Online Dictionary, Online Course and there is a lot more.