

Chapter One

Introduction

This chapter presents about the introduction of the study. It provides the background of the study, identification of the problem, limitation of the study, research questions, the objective of the research, the significance of the research, and organization of the research.

Background of study

Pandemic covid-19 that occurs has an impact on all aspects of human life on earth. One of the most affected is in the world of Education. According to Allo (2020) Corona virus outbreak has impacted the education sector. Nearly 300 million students interrupted their school activities around the world and threatened their future education rights. Allo (2020) stated that social distancing and new normal life change an education system, so that almost everything that is usually done directly face to face becomes online through social media. Learning activities that were previously done by the face to face method in the classroom switched to the online learning system. And the online is done synchronously and asynchronously by online platform such as Microsoft Teams, Zoom, Google Classroom, etc. Because online learning is a new thing for students it can cause students anxiety.

Anxiety is a condition when someone is worried and afraid when they deal with something. Suadiyatno et al., (2020) stated that anxiety is a psychological construct which commonly defined as a state of apprehension, a vague fear that is

indirectly associated with an object. Anxiety happens to someone in the certain situation and every person has a different type of anxiety. Toubot et al., (2018) stated that it is possible for the learners to be more nervous when delivering a formal speech, even if they are confident with their own abilities because they have dealt with similar situation in the informal meeting. In synchronous online English class students should doing speaking activity and some students experience speaking anxiety.

Speaking anxiety is the condition when students feel anxious to doing speaking activity. according to Hanifa (2018) stated that speaking anxiety inhibits student's competency in this skill. Anxiety in speaking has a bad effect to the students. It entangles student's communication with other and obstruct students' ability in speaking English. Anxiety in speaking that happens to students can affect students' concentration in learning. Students who have anxiety will be more difficult to achieve their goals in learning than students who do not have anxiety. According to Hanifa (2018) stated if students that suffer from anxiety tend to have more difficulties in concentrating and grasping educational goals than other students, it can lead them into poor performance and outcomes.

In addition, based on the researcher experience as students at private Islamic university in Yogyakarta, speaking anxiety mostly common when learning English. Wardani (2017) stated that speaking anxiety happens to students at private university in Yogyakarta, some students feel nervous and afraid when speaking English. Wardani (2017) also find out that ELED students at private

Islamic University at Yogyakarta experience heart beat quickly when speaking English, and the other students sometimes trembling or saying that they are scared of speaking English. Students are at least required to be active in speaking and they have to show their speaking skills when doing synchronous class. In addition both online or offline synchronous online class can cause students speaking anxiety. Therefore, this research aims to examine the factors that can cause students speaking anxiety at synchronous online meeting and the strategies to handle it.

Identification of the Problem

Because of Covid-19 pandemic, ELED at Private Islamic University in Yogyakarta conducted online synchronous and asynchronous class. Based on an informal conversation between researcher and colleagues' batch 2020 who took the speaking class in the first and second semester, there are some problems related to students speaking in the synchronous online class. The problem faced by students in English speaking class is lack of vocabulary, lack of grammar, and pronunciation mistake. Furthermore, a student explains that problem faced by students in synchronous online speaking classes is anxiety in speaking. In online speaking classes, some students feel anxious to speak English and this problem will impact students' ability in speaking English. Therefore this problem needs to be further organized because speaking skill is one of the important skills in learning English. This study will be focused on the cause of anxiety in speaking at synchronous online speaking classes and strategies to handle speaking anxiety.

Delimitation of the Study

To make this study effective the researcher will focused on speaking anxiety problem. First this study will investigate the cause of students speaking anxiety in synchronous online speaking class. Second the researcher will investigate the strategies that can handle speaking anxiety on students while synchronous online speaking class. Third, the methodology used to get the data is qualitative method, and to found the factor and the strategies will come from student's perception that are taken by interview.

Research question

1. What factors cause ELED students speaking anxiety in online synchronous meetings?
2. What strategies are used by ELED students in handling speaking anxiety in online synchronous meetings?

The Objective of the Research

Based on the question above, the objective is:

1. To identify the factors that causing speaking anxiety on ELED students during online synchronous meetings.
2. To identify the strategies used by ELED students to handle their speaking anxiety during online synchronous meetings.

The Significance of the Research

This research is expected to be useful for:

Lecturers. The result of this research hopefully lecture can use as a basis acknowledging of students speaking anxiety in synchronous online learning and can help lecturer to overcome a student's speaking anxiety in synchronous online meetings.

Students. This research will help students to know about the factors that cause speaking anxiety on ELED students. Students can discuss with others about anxiety in speaking English and the strategies to handle speaking anxiety.

Other Researchers. And the last, this study can help other researchers to find the idea about the cause and strategies of speaking anxiety in online synchronous meetings. Additionally, other researchers can use this study as a research reference.

Organization of the Research

This study is divided into five chapters. Chapter one discusses about the background of the study, identification of the problem, research questions, research objectives, and research benefits. Chapter two discusses about the literature review, review of related studies which will be explained using variety of studies from experts.

Chapter three is about Methodologies. It contains research design, research setting and participants, data collection method and procedure, data analysis, and trustworthiness. Chapter four presents about the finding and the discussion about the result. The last, chapter five, consists of conclusion and suggestion from the researcher, and this is the last chapter of the study.