Chapter One

Introduction

In this chapter, the researcher describes the introduction of the study. The discussion is in the form of subchapters. The first section is the background to the study. In this section, the researcher discusses student learning during the COVID-19 pandemic that affects speaking performances. The second section is the identification of the problems. It describes things related to speaking performances. The third section is the delimitation of the problems. In this section, the researcher discusses the basis of the study that was appointed to explain its purpose more specifically. The fourth section is the research questions. The researcher describes two questions that become the core of the study. The fifth section is the significance of the study. It discusses the benefits of this study. The sixth section is the organisation of the study. This section is the end of the discussion in the first chapter.

Background to the Study

During the COVID-19 pandemic, learning is done online and affects the condition of students for activities. Students active participation in learning plays a vital role in learning success. Speaking becomes one of the skills of high importance for student's language learning as it helps students with their learning success. Students who have good speaking skills will have high self-confidence. It is in line with Rao's (2019) who said that speaking is the most important skill among all the four language skills to communicate well in this global world. Speaking can potentially arouse students' interest to continue practicing so that success in speaking can be achieved. Effective speaking skills are helpful for students in understanding learning materials. If they do not

understand the material presented by the teacher or the one being studied, students can ask the teacher orally with their speaking skills.

Speaking activities require a learner to have focus, often giving the learner a stage fright. They may also worry about making mistakes, being criticised, or losing face in front of the rest of the class. It results in their performance where either they make many mistakes despite having very good knowledge in the subject studied or keeping silent. Those arguments indicate that inhibition is an important factor that hinders the students in their language acquisition and should be solved by teachers and students themselves. The students with inhibition will be exercising self-control in speaking English (Humaera, 2015). This fact is in line with Baldwin who stated that speaking in front of people is one of the more common phobias faced by students, and the feeling of shyness makes their minds go blank or forget what to say (as cited in Humaera, 2015).

Students' participation can be measured during activities in the classroom. In direct learning, classroom activities will be very dominant with high students' interest which can be assessed directly by the teacher. Meanwhile, online learning fosters the opposite attitude of offline learning, which reduces the level of students' activities in the classroom. In addition, the level of student intelligence experiences a significant change. In face-to-face learning, students are aware of their learning process experienced with the teacher directly. However, based on the researcher's prior observation, students with online learning during this pandemic experienced a decline in their learning due to various supporting factors. Challenges are the vanguard faced by students in the learning process in synchronous online meetings. When gauging the academic rigor or lack there of an online course, it is critically important to recognise the diverse varieties of formats

that online education can be delivered in, the multitude of subjects' online courses can teach, and the ever-growing population of students (Gilbert, 2015).

The problems faced by students when speaking performances are diverse and come from various aspects. Megawati and Mandarani (2016) stated that the problems include students' inhibition nothing to say, the low of participation, the theme to be spoken, and the use of mother tongue.

The first challenges encountered by students is inhibition. When students try to say things in a foreign language in the classroom they are often inhibited. They are worried about making mistakes, fearful of criticism or losing face. They are shy of the attention that their speech attracts. These problems arise from the students themselves, which affect their activities. Every student who wants to change will solve the problems that are preventing them from finding the best solution. The right solution comes from the students themselves according to the path they choose to achieve success.

The challenges faced by students during this pandemic certainly require the most effective solution. Against these challenges, the response commonly demonstrated by the students is to rely on their peers who are active in their class. They will often ask and consult the students with active participation regarding the classroom activities and learning materials. This phenomenon was found amongst students of private school in Yogyakarta. Thus, this habit must be addressed further with the aim of changing the passive speaking performances of students. This situation requires that it be resolved immediately to minimise problems related to changes in the learning process during this pandemic so that it remains in line and can help students in their learning success.

This study aims to find out the challenges and strategies in speaking performances for high school students when carrying out synchronous online meetings. The researcher formulated two research questions to gain the necessary data and information, so the research results can be used as a benchmark for students' speaking performance during synchronous online meetings to create success in their learning.

Identification of the Problems

The things investigated in this study are related to speaking performance, especially during the teaching and learning performance done online because of the COVID-19 pandemic. The first problem is the low level of self-confidence. In synchronous online learning, the form of education affects the students' self-confidence. This happened at private school in Yogyakarta. Phenomena that often occurred at this school were some students who were initially active in traditional classrooms were not confident during online meetings. Confidence that in speaking performances is a serious problem that needs to be solved. This problem is often in the form of students' fear of expressing a question or statement that describes the condition of their understanding. When students are reluctant to do speaking performances, it will involve concerns for the teacher about the success of their learning.

The second problem is the internet connection. Even though private school in Yogyakarta conducted a trial meeting face-to-face, most of the learning process still depended on synchronous meetings. Internet connection conditions need to be considered. The unstable condition of the internet connection contributes to the magnitude of the challenges faced by students. It especially becomes a challenge for those who desire to demonstrate their speaking performances in class, but the poor

internet connection hinders the attempt. In addition, the nature of online learning and the instability of the internet limit them from asking each other or sharing with other friends as they usually do during face-to-face learning. Thus, it is undeniable that students' understanding has been affected by the factors mentioned above.

Delimitation of The Problems

In conducting this study, the researcher limits the focuses of the research. It was done because of the researcher's limitation of time. The researcher focused on the challenges faced by students in speaking performance. In addition, the researcher also investigated the strategies applied by students to cope with their speaking problems. In the learning process, students are usually not aware of the challenges they face and often do not know how to respond to them. This research was made to be an effective and efficient study result. First, the researcher will discover the challenges students face in conducting speaking performances in synchronous online meetings. Second, the researcher will seek information and examine the strategies of several students in responding to the challenges they face. Third, the participants of this study consisted of six 11th grade students of private school in Yogyakarta. The purpose of this study is to determine students' perceptions of the challenges of speaking performances and the strategies implemented to respond to the problems during online learning activities in synchronous meetings.

Research Questions

This study uses research questions as the basis to describe the challenges and strategies of speaking performances at synchronous online meetings. The research questions are presented as follows:

1. What challenges do students face regarding speaking performances at synchronous online meetings?

2. What strategies do students use to face the challenges in their speaking performances at synchronous online meetings?

Objectives of The Study

1. To analyse the challenges that students face when they perform speaking performances in synchronous online meetings.

2. To find out the strategies that students use in facing challenges in performing speaking performances in synchronous online meetings.

Significance of The Research

This research is expected to give some significant contributions to students, lecturers, and other researchers. The explanation is presented below:

Students. It is hope that this research can provide benefits and good impacts for students. By knowing the results of the analysis of the problems that arise from students regarding their speaking performances in synchronous online meetings, students can use the benchmarks established by the researcher's findings to measure their speaking performance in virtual learning. In addition, by learning effective strategies to overcome students' speaking performance problems, students can implement the methods to improve their speaking skills. This way, they can apply suitable strategies to enhance their speaking performance in synchronous online meetings.

Teachers. This research is hope to help teachers to deal with students who face challenges in their speaking performance in synchronous online learning. The teachers can implement the strategies based on the research findings as teaching materials or

teaching methods. This way, it is hoped that the research findings will help with students' speaking performances at synchronous online meetings.

Future researchers. This study is expected to inspire other English Education students to conduct a further study in the relevant area. It is hoped that this research can be used as a reference for the future studies.

Organization of the Study

This research consists of five chapters. The first chapter is the introduction which comprises the background to the study, identification of the problems, delimitation of the problems, statement of the problems, research questions, research objectives, and significance of the research. Each sub-chapter describes the purpose of the section in detail.

Chapter two is the literature review. The literature review is the frame of the research, which consists of quotations taken from relevant previous studies describing the purpose of this research.

Chapter three is the research methodology. The methodology is a way to find out the results of a specific problem, also called a research problem. By using the methodology in research, researchers will be able to draw conclusions to find solutions to the problems.

The fourth chapter is the research findings and discussion. This section discusses the results of the research based on the questions adopted. The research results will be elaborated on in detail.

The fifth chapter is conclusion and suggestions. This section discusses a brief, clear, and systematic statement of the overall results of the analysis, discussion, and

testing of research hypotheses. In this chapter, there are also recommendations from the author for readers who read this research, such as students, lecturers, or future researchers.