

# CHAPTER I

## INTRODUCTION

This chapter presents the (1) background of the research, (2) Identification of the problem, (3) Limitation of the research, (4) Research Purpose, (5) Significant of the research.

### 1.1 Background of the Research

Speaking is a way that the speaker use in transferring their personal or impersonal message to the listener. Speaking has its own important role to make the communication occur between two or more people (Harmer, 2007). In this case, both of the speaker and listener have to be able to understand each other in order to make an active conversation. As supported by Brown (1987), people who are involved in a communication definitely exchange information with each other. Through an active conversation, the speaker can deliver the messages and the message will be received, processed and responded properly by the hearer. In addition, according to Huebner (1969) speaking is the important skill that people should be mastered to make the communication process happens naturally. Therefore, by mastering the speaking skill, people will be able to communicate and express their thought or feeling to their groups or society effectively.

People who can communicate language fluently tend to be better in producing sentences for real communication or in reaching their objectives (McDonough & Shaw, 1993). That is why fluency is one of the important element of communication. Hughes (2002) states that fluency is the ability of students to speak in understandable way in order to make the communication run well without losing listeners' interest. In addition, Hedge (2000) explains that fluency is the ability to speak coherently by involving a correct words and phrases, having clear

pronunciation and using an appropriate stress and intonation. Furthermore, according to Baker and Westrup (2003), students who speak English fluently and accurately will have a great chance for better education, jobs and promotion. From explanation above, it can be stated that fluency is needed to be taught to make the learner can speak reasonably, coherently and semantically without breaking down the communication.

However, speaking English fluently is seen very difficult for the students (Horwitz, 1986). There are some influencing factors and one of them is anxiety (Tanveer, 2007). Anxiety is a symptom which occur because of the shake in the nervous system, it refers to high tension, frightened, discouraged and tremble of the body (Spielberger, 1983). Studies believed that there is a relationship between anxiety and oral performance in the speaking class (Horwitz, 1986; Cui, 2011)

MacIntyre and Gardner (1991) also support that anxiety is a problem for the learners in learning the language. In addition, an extreme anxiety can lead them to a failure in language learning because they feel unconfident in speaking English (Bashir, Azeem, & Dogar, 2011). As Woodrow (2006) identified, anxiety mostly affecting students' speaking performance and skill. Students will get many problems in learning the language especially when they try to master the speaking skill. Thus, anxiety has a big contribution in ruining students' confidence to perform or communicate the target language.

In addition, some studies also support the role of anxiety on students' speaking fluency. For instance, the study which focus on the students' anxiety to their fluency done by Apriado (2018) found there is a significant correlation

between anxiety and students' speaking fluency. This result shows that anxiety is the inhibiting factor which inhibit the language learner to comprehend their speaking. Another supported study done by Nakhalah (2016) who found that there is some difficulties in speaking of the students due to some reasons such as, fear of making mistake, shyness and anxiety. From those studies, it can be said that in speaking the target language the learner still obtain anxiety as the obstacle or inhibiting factor to be fluent speaker in the target language.

However, there are also some studies showed a different result regarding the influence and correlation between anxiety and speaking performance (Mayasari 2013; Surya. 2017). They found that there is a weak correlation or even no correlation found between anxiety and students' speaking performance. By having this result anxiety is the symptom which occur to the students but only has a bit influence or even no influence in inhibiting students speaking skill. Moreover, there also a study found that even the students obtained anxiety while they are speaking but they still fluent in transferring their ideas through speaking (Marjan, 2016). The results from those studies showed that anxiety is not an affecting factor regarding to the students speaking skill.

Basically, those previous researches were done in a classroom context which only seek the students' anxiety and fluency through the conventional way. Yet, only few researches were found that examined about the anxiety and fluency in online learning context. In fact, the movement on using online learning has grown up rapidly through the world-wide over past decade, which means, it can allow the students to attend classes without needing the physical campus to attend (Means, Bakia, & Murphy, 2014). As a result, in a year of 2012, over than 20 million

college-level students were actively registered in the online classes in the United States (U.S. Department, 2012). Further, in 2017 Indonesia put itself into the eight position of the highest demand in using online learning. Meanwhile, the demand in using EdTech in Indonesia shows a massive growth, it reached 25% every year (Setyaningsih, 2017). Moreover, during the outbreak disease namely COVID-19 which spread out through the globe at the end of 2019 and still continuously spread out in the middle of 2020 made the government changed the teaching and learning process into online. As a result Indonesia hit 98% users in using online learning services (Rizkia, 2020).

The underlying reason that laid back in this learning phenomenon exist on the demand from the society of using internet-based technology in their daily basis (Blake, 2008). Therefore, the aptitude of the students in using the internet and technology has aroused the institution to offer online program which can help the students to meet their needs in education and economic field from all over the world (Moore & Kearsly, 2005). Moreover, the Industry 4.0 era also has dragged the curriculum of education oriented on ICT-based learning, internet and computerization (Lase, 2019). Thus, all of the institution in educational field from all around the world has to changed or mix the courses into online courses besides the face-to face meeting. In language learning itself, this transformation into online learning has helped the students to reduce the level of their anxiety in learning the language (Huang, 2002) and it's also beneficial for the teacher to assess their students in learning the language (Hopkins, 2010). Since then, many language teachers or instructors turned their way of teaching into online learning. When the nature of language is to communicate it fluently and coherently, the language

instructors have to use a creative yet communicative way as their tools in teaching online language course. It beliefs that video can portray all the illustrative relationship and convey the meaning coherently and more comprehensible (Cakir, 2006). Moreover, asking the students to make video project in language learning can provide the students to get lot of benefits in developing and maximizing their positive confidence and their individual independence (Jensen, Mattheis, & Johnson, 2011).

As can be seen, there are conflicting founding which show how anxiety affecting the speaking fluency of the students through traditional classroom environments but none of them examined the students anxiety and fluency through online learning since nowadays online learning is very popular among the students and also the outbreak of Novel COVID-19 has turned the learning process into online. This contrary makes the researcher wants to find out whether there is any significant correlation between anxiety and students' fluency in the faculty of language and art, Ganesha University of Education. Since there is no study mention above has analyzed the students' anxiety and fluency through online environment, the researcher initiatively want to investigate the correlation between anxiety and speaking fluency of the second semester students in English Language Department from Ganesha University of Education. In line with it, the researcher proposed a study entitled "The Corellation Between English Language Education Students' Anxiety And Speaking Fluency"

## **1.2 Identification of the problem**

Fluency is the speaker ability to talk rapidly but the listener can receive the content or the massage. A fluent speaker in speaking will communicate their

thoughts or ideas to the listener with fast and smooth way without breaking down the communication. Fluency is consider as an important element in determining the success of communication. That is why it is important to teach fluency to the students. The more teachers implement fluency in their learning design the more fluent the students will be. However, some factors that link to the students' speaking fluency may inhibit them to achieve their goal to become fluent in speaking. One of the contributing factor is anxiety. Anxiety appears when the student is practicing to speak English. Students who fell anxiety becomes insecure and afraid to speak even in their traditional learning environment or in online learning environment. This problem creates difficulties for students to become fluent in speaking. Looking at the previous researches related to anxiety and students' speaking performance, some studies found that there is weak correlation or even there is no correlation between anxiety and speaking which means that anxiety is not an inhibiting factor toward students speaking skill. Thus, the researcher wants to find out the correlation between speaking fluency and anxiety that faced by the students in the second semester of English Language Education in Ganesha University of Education .

### **1.3. Limitation of the Research**

This research only focuses on students' speaking anxiety that is predicted to be correlated with the students' fluency in speaking. The study is also limited in terms of participant. The participant of this study is 2<sup>nd</sup> semester of ELE students in Ganesha University of Education

### **1.4. Problem of the Research**

The problems of this research can be formulated as follows:

1. Is there any significant correlation between students' anxiety and speaking fluency of the 2<sup>nd</sup> semester of ELE students in Ganesha University of Education?

### **1.5 Research Purpose**

The objective of this research is to analyze whether there is a significant correlation between students' anxiety and their fluency in speaking.

### **1.6 Significance of the research**

1. Theoretically, this study is expected to give a clear explanation about the relation between anxiety and speaking fluency
2. Practically,

The result of this study is expected to give positive contribution for some parties including students, English teacher and other researchers.

- a. For Students

This study can be used as a reference for them about anxiety to their speaking fluency.

- b. For English Lecturer

The result of this study can be used to enrich the English teachers' knowledge about how anxiety affect their students speaking skill and find the way to minimize it.

- c. For the other researcher

Hopefully, this research can be used as a reference to conduct further study