

CHAPTER I

INTRODUCTION

A. Background of Study

The global economy has been profoundly impacted by the deadly and contagious disease known as the Corona Virus or Covid-19. The education sector has also been shaken by this tragedy, and this fear is likely to spread globally. Many schools and colleges were forced to remain temporarily closed as a result of the Covid-19 pandemic. The government has switched to online learning as a way to preventing the spread of Corona Virus.

Means (2009) stated that online learning defined as learning from distance that can connect each other over the internet connection. Online learning is referred as learning experiences that take place in synchronous and asynchronous environments and are accessed via a variety of devices (such as laptop, mobile phone, etc.) with access to the internet. In contrast to asynchronous learning environments, which lack proper structure and do not require students to attend live lectures, there is possibility of instant feedback and real-time interaction between lecturer and students in a synchronous learning environments. Most of the schools and universities use video conference such as zoom, google meet etc. in learning media. This media has advantages and disadvantages in learning process. Especially, on speaking intensity because most of the students choose to stay silence during the learning process. The lecturer need to find solution to make students speak and active in online class because speaking is one of the most

important aspect of learning process.

Speaking becomes one of the most important things that people should have, because by speaking other people will understand what we mean and what we want. According to Kayi (2006), speaking is the process of creating and communicating meaning in a variety of contexts. Based on Ar-Rahman verse 1-4, Allah said.

الرَّحْمَنُ . عَلَّمَ الْقُرْآنَ . خَلَقَ الْإِنْسَانَ . عَلَّمَهُ الْبَيَانَ

Based on the verse above, Allah gave human potential such as speaking, thinking and express their thoughts. One of the innate abilities that been given to humans since they were created is the capacity to speak. Humans are able to form social relationships thanks to this ability. Humans can assist one another and perform other functions that cannot be separated from life by communicating with each other. Human should be able to speak their intention instead of silent or afraid to talk. That is why the ability to speak is very important. Based on the verse, the students should be brave to speak and voice their opinion and thoughts during teaching and learning process because speaking is one of the innate potential that Allah gave to humans. Unfortunately, most of students in online learning choose to remain silence during learning session.

Silence is known as a situation which students do not speak or respond to questions from the lecturer. Additionally, according to Leander & Kevin (2002), silencing is the process by which a person or group's participant is diminished or excluded entirely from an interaction. It is possible to assert that silence is a component of classroom interaction that causes students to become quiet in certain circumstances. This is because the condition of a student's silence

becomes an important issue that can affect their language academic ability.

Based on Harumi (2011), silence in the context of learning a second language can lead to conflict between students and lecturers or even among students themselves. It can also make it difficult to learn the language. However, their silence cannot be categorized as a negative behavior. Because, sometimes students who have been understand the material didn't want to show their ability to speak in front of public.

Students face psychological barriers in addition to grammatical issues, such as low self-esteem, lack of motivation and anxiety. Anxiety is one of them, and it plays a significant role in the affective domain (Balemir, 2009). The students frequently experience shyness and lack of confidence when speaking in foreign language, especially English.

When a student experiences anxiety, they feel anxious, shy and afraid to speak in front of the class. Students' behavior will be influenced negatively by anxiety. Students' lack of confidence when speaking will undoubtedly hinder their ability to succeed in the foreign language classroom teaching. The students have to find a way to reduce their anxiety. Allah says in Surah Al-Fath verse 4 as follows:

هُوَ الَّذِي أَنْزَلَ السَّكِينَةَ فِي قُلُوبِ الْمُؤْمِنِينَ لِيَزْدَادُوا إِيمَانًا مَعَ إِيمَانِهِمْ ۗ وَاللَّهُ جُنُودُ السَّمٰوٰتِ وَ

لِلْأَرْضِ وَكَانَ اللَّهُ عَلِيمًا حَكِيمًا (٤)

Based on the verse above, Allah will give peace to the heart of someone who put faith on him, that is his way to increase someone's faith. That is why the students have to try to avoid and reduce their speaking anxiety during English online

learning. Therefore, they will get peace instead of anxiety in their heart.

This verse interpret that Allah offer tranquillity for those people who never lose faith and always believe in him to increase their faith in addition to their existing beliefs. As long as we keep our faith in him, he will never disappoint us. He will replace our patient into peace and calmness in our heart and mind.

The researcher noticed on speaking, silence and anxiety phenomenon on students during online learning. Thus, based on the problem identification the researcher wanted to analyze the factors affecting speaking and what caused silence and anxiety during online learning. The subject of this research is the third semester students of English class at counseling and guidance major of Achmad Yani University Banjarmasin in academic year of 2022-2023. Therefore, the researcher is interested in write research about **Speaking, Silence and Anxiety Phenomenon During Online Learning**.

B. Definition of Key Terms

The researcher felt it is necessary to explained the following terms involved in this study in order to avoid misinterpretations of the title and topic. The terms were explained bellows:

1. Speaking

Speaking is someone's ability to voice their minds or thoughts to someone, it is the way to make someone's comprehend or understand what the we wanted to tell. In this study speaking refers to the third semester students' English speaking performance during online learning.

2 Silence

Silence is the students' unwillingness to speak during teaching and learning process. In this study, silence refers to the silence phenomenon that happen to third semester students during online learning.

3 Anxiety

Anxiety can be defined as someone's afraid or worry feeling of something that might be happen in the future. In this study anxiety refers to the afraidness to talk in English that happen to the third semester students during online learning.

C. Research Question

Based on the background above, the research questions are determined as follows:

1. What are the factors that affect speaking, and caused silence and anxiety phenomenon in third semester student during online learning?
2. What strategies that can be used by the students to overcome silence and anxiety phenomenon that happens to student during online learning?

D. Objective of Study

Regarding the research questions above, the objectives are determined as follows:

1. To find out the factors that affect students speaking, and what caused

silence and anxiety phenomenon during online learning.

2. To know the strategies that can be used by the students to overcome silence and anxiety phenomenon that happens to student during online learning.

E. Significance of Study

The results of this research are expected to give advantages, such as:

1. Theoretical

The result of this research can be used as profound study to explore more about speaking, silence and anxiety phenomenon during online learning.

2. Practical

To overcome the problems of speaking, silence and anxiety phenomenon that usually happens during online learning.

F. Previous Study

There are several studies that have been conducted in the discussion of speaking, silence and anxiety phenomenon. First, it is a research conducted by Ati Saidatul Ula (2016), student in English Education Department, Educational Sciences Faculty, Salatiga State Islamic University, Central Java. The research

discussed about “An analysis of speaking anxiety in the production of English in speaking class”. The subject of the research was the 2nd semesters students of International Class Program of UIN Salatiga in the academic year 2015/2016. Regarding the findings on her research, it can be concluded that most of the students were in the mildly anxious level of anxiety. This research used questionnaires and speaking test score as the research instrument. The speaking test result from the teacher have 4 aspects of assessing; fluency, vocabulary, grammar and comprehensibility, and content. It can be concluded from the result that most of the students have good speaking ability, they just having anxiety in showing it. The similarities between this research and the researcher is both of them observed anxiety phenomenon that happen during foreign language learning and the difference between this research and the researcher is this research used quantitative research method, the research was conducted offline and researcher wanted to know the anxiety level of students while the researcher thesis used qualitative research method, the research was conducted online, and the researcher also wanted to find out the strategy to overcome the students silence and speaking anxiety.

Another research related to speaking, silence and speaking anxiety phenomenon is conducted by Alfia Dwi Handayani (2021), student in English Education Department in State Islamic University of Sultan Syarif Kasim Riau Pekanbaru. This research discussed about “Students Strategies in Reducing Speaking Anxiety at SMK Negeri 1 Pekanbaru”. Regarded to the findings on this research, it can be concluded that the strategies of reducing speaking anxiety by SMK Negeri 1 Pekanbaru students when studying in English classes were preparation, relaxation, positive thinking, peer seeking and resignation. This

research used questionnaire and interview as research instrument. The similarities between this research and the researcher is both of them wanted to know the strategies that can be applied by the students to overcome their anxiety during class. While the differences between this research and the researcher is this research was held offline and used quantitative research method meanwhile the researcher thesis was conducted online and used qualitative research method.

Another research related to speaking, silence and anxiety is conducted by Husnawati (2017), student in English Education Department in State Islamic University of Ar-Raniry Darussalam Banda Aceh. This research discussed about “Students’ Speaking Performance: Some Challenging Factors”. Regarded to the findings on this research, it can be concluded that students speaking performance was affected by internal and external factors. The internal factors include students’ psychology and linguistic competence. While the external factors refer to the performance condition such as time pressure, planning, amount of support and learning environment. This research used observation and questionnaire as the research instrument. The similarities of this research and the researcher is both of them wanted to find out the factors that affect student speaking performance during foreign language class. While the differences in this research and the researcher is this research used quantitative research method and the research was conducted offline meanwhile, the researcher thesis used qualitative research method and the research was conducted online.