

CHAPTER I

INTRODUCTION

This chapter contains background, background, research questions, research purposes, research significances, research framework, and previous research.

1.1 Background

Do Indonesian lecturers pay attention to students' anxiety in learning? Do lecturers even know what anxieties students probably experience during learning process? In order to create a good learning environment, lecturers need to take note to student's anxiety in the speaking learning activity.

Since language is the primary medium of communication, it is important to strengthen speaking skills as part of the language learning process. However, various factors can influence the successful development of speaking skills in language learning, one of which is the phenomenon of speaking anxiety. Speaking anxiety is one of the common barriers to learning English as a foreign language, which causes students to miss the opportunity in the classroom to speak English. However, numerous factors, including the influence of anxiety, can influence the successful development of speaking skills in language learning.

Focusing on anxiety encountered during the language learning process, MacIntry and Gardner (1994) cited by Tulgar (2018) describe anxiety as "the feeling of stress and fear directly associated with the second language experience, including speaking." When they speak in the target language, it will negatively influence their psychology and they may feel nervous because they are required to perform (Karatas et al., 2016). This nervousness will cause students to have a mental block. How well students in other subjects will not spare them from mental obstacles in learning a foreign language (Colapietro, 2012).

Anxiety in learning a foreign language had been linked to many negative outcomes classified as physical, psychological or social. Physical symptoms can include abnormal heart rate, sweating, and dry mouth. Psychological symptoms are seen as feelings of helplessness, shame, fear, bad memories. Social symptoms

include negative behaviors such as withdrawing from lessons, absence, unwillingness to participate. These symptoms influence the performance of language learners (Bailey, 1983; Daly, 1991; Onwuegbuzie, 1999; Oxford, 1999a; Andrade & Williams, 2009; Uzun, 2012; Yazdanpanah, Sahragard & Rahimi, 2010; Yarahmadi, 2011 cited by Özütürk & Hürsen, 2013).

Regarding anxiety as the key factor in developing speaking skills, teachers need to have a better teaching technique that can prevent the causes of speaking anxiety. The study by Aulia et al. (2020) in a certain junior high school in Bandung showed that using pair work teaching strategy can help reduce student's speaking anxiety. Pair work enables students to have an opportunity to work alongside another student in the learning activity to accomplish the same aim. Getting a pair will assist anxious students in managing their anxiety and acknowledging each other, according to Kondo and Ying-Ling (2004) as cited in Aulia et al. (2020).

There are many kinds of pair work teaching strategy to promote speaking. One of them, as Hayriye Kayi concluded from a variety of linguistics in her internet article for the Teaching English as a Second Language (TESL) Journal, is role-play (Fadilah, 2016). According to Thornburry (2005) cited by Adnyani et al. (2014), role play is a drama-related activity in which students take an imaginative leap out of the classroom, offering a helpful springboard for the use of real-life words. The role play technique is therefore the basic practice in the classroom in which the students behave as outside themselves or as another person who stresses the capacity of the students to function on the basis of the real situation.

The study by Situmorang et al. (2016) to high school students in Denpasar showed that the traditional teaching technique teachers used doesn't help student's speaking anxiety at all. Therefore, the researchers study the effect of role-play activity to reduce speaking anxiety and it has proven reduce the student's speaking anxiety. However, at the moment, where students learn at home, teachers need to elaborate new learning style and activity. As in role play material, teachers create other way of teaching using new media without lessen the learning value using zoom application. According to Bender (2005) In the typical classrooms of higher education, role-playing can work well, but it seems exceptionally well suited to an

online learning environment. In a virtual environment, without the stage fright they might have in a physical setting, many students have greater freedom to express themselves. At the same time, role-playing offers opportunities for students to engage creatively with their peers, promoting a sense of community and common purpose in the learning process.

This research investigated online role-play activity that influence the EFL freshmen's speaking anxiety, the learning process and their responses on Speaking Subject in UIN Sunan Gunung Djati Bandung so the teacher can improve the teaching technique to suit the student's needs and comfort to maximize the teaching result.

1.2 Research Questions

In relation to the background of the study as explained before, the problems to be researched are:

1. How is the speaking anxiety experienced by students in online role-play activity?
2. What is the student's responses toward online role-play activity?

1.3 Research Purposes

According to the formulation of the problems above, this research is to acknowledge the EFL freshmen anxiety in online role-play activity. This research is intended to:

1. To find the anxiety experienced by students in online role-play activity.
2. To find student's responses toward online role-play activity.

1.4 Significance of The Research

This study is expected to help future research and general knowledge as a reference to acknowledge student's speaking anxiety problem so the teachers can provide a suitable lesson that builds upon the matter. The significances of this research are explained below:

1. Teachers

This study could help teachers diagnose students' problems and needs in learning about the phenomenon, as a learner and a practitioner in English language teaching by acknowledging their anxiety regarding its nature, sources, effects, and treatment.

2. Students

The students are expected to get the benefit indirectly. After the teacher acquired the knowledge needed, a better teaching strategy is expected to be applied in the class, and students' anxiety can be reduced.

1.5 Research Framework

According to Nunan (2003) as cited by Rahman (2014) speaking is an efficient aural or oral ability that involves creating systematic verbal utterances to convey meaning. Speaking, on the other hand, is an oral practice involving the development of sound that communicates opinion and constructs meaning. As in academic context, students can acquire information, comprehend the context of that information, and exchange that information with other students.

Students have a high level of anxiety when engaging in English speaking events, and they have a higher level of anxiety in speaking exercises than in other abilities especially for foreign language learners. "From the students' viewpoint, speaking behavior in front of the class and on-the-spot tasks cause very high levels of anxiety," writes Young (1990) as cited by Rajitha & Alamelu (2020)

Hilgard, Atkinson, & Atkinson (1971) specify anxiety as a psychological construct as a condition of fear, vague fear associated with objects indirectly. In anxiety studies, speaking is one of the four language skills that has gained a lot of interest. This argument is also reinforced by the fact that speaking is likely more complicated than other skills. There are numerous factors that can influence a learner's ability to communicate. Among these factors, language anxiety is a common issue that has an effect on students' speaking abilities (Sutarsyah, 2017).

Horwitz et al. (1986) identified three forms of foreign language anxiety (Sutarsyah, 2017):

1. Communication fear, which derives from learners' inability to properly communicate mature thoughts and ideas.
2. A learner's desire to make a good social impact on others that contributes to a fear of negative social assessment.
3. Test anxiety, or anxiety about academic assessment.

To encourage speaking and reduce anxiety, there are several activities of peer group. As Kayi (2006) concluded from several linguists that there are thirteen speaking promotion activities, they are discussion, simulations, information gap, brainstorming, story-telling, interviews, story completion, reporting, playing cards, picture narration, picture describing, identifying differences, and role play. Role play is another means of getting students to talk. Students claim to be in different social situations and have a variety of positions in society. In role-play, the instructor provides learners with information such as who they are and what they believe or feel. According to Thornburry (2005) (cited by Adnyani et al. 2014), role play is a drama-related activity in which students take an imaginative leap out of the classroom, offering a helpful springboard for the use of real-life words. The role play technique is therefore the basic practice in the classroom in which students behave as outside themselves or as another person who stresses the capacity of the students to function on the basis of the real situation.

There are two types of role-playing, either scripted and unscripted. The students would have to work in pairs or small groups to conduct role plays of the scripted kind. Prompts related to the target scenarios are given. Then, to build the aimed dialog, they will have to use the prompts as the model. Before performing it in front of the class, the students rehearse the dialogue. On the other hand, in the unscripted role-play the students are assigned to conduct the role-play activity in front of the class based on the prompts provided without planning or writing the script in advance (Byrne; Davies, 1990; cited by Adnyani et al., 2014)

To acknowledge and measure the student's anxiety level, Horwitz et al. (1986) cited in Rokiah Pae & Misieng, (2013) proposed a theory for predicting students' anxiety in a learning language called The Foreign Language Classes Anxiety Scale (FLCAS) as a hypothesis for studying three domains: negative

evaluation fear, communication fear, and test anxiety. Researchers can build their anxiety scale from students' self-reports, clinical experiences, and evidence that exclude similar instrument reviews.

1.6 Previous Study

There are number of researches regarding student's anxiety in role play activity. First, Adnyani et al. (2014) study the effect of scripted role play to the eleventh grade student's foreign language anxiety. It was an experimental factorial design study and 68 of high school students were chosen as the study sample. Two-Way ANOVA and Tukey Tests were used to analyze the results.

The result showed that there is a major interactional impact on the speaking skills of the students between the teaching technique applied and the foreign language anxiety, there is a significant gap in speaking skills between the students with high foreign language anxiety taught using scripted role-playing technique and those taught using traditional technique.

Second, Situmorang et al. (2016) examined role play technique as a method to overcome student's speaking anxiety. The subjects of this study consisted of 47 university students. The data obtained were processed qualitatively and quantitatively (mixed method).

From the research's results, it was found that 41 students (87.33%) were at a low level of anxiety. This result is supported by the achievement of oral test which showed 41 students (80.85%) passed the test successfully. After all the data obtained were processed and analyzed, it can be concluded that the role play technique was able to overcome student speaking anxiety in EFL classrooms.

The differences between this research and those previous researches are the student's level, research site, method, and the aim of the research. The previous researches were conducted in a senior high school and a health science institute. The method of the research was using experimental and mixed method design. The aim of the previous researches is to find the impact of speaking anxiety to student's speaking skill and to overcome students speaking anxiety through role-playing. Meanwhile this research was conducted in a university and using qualitative design.

The aim of this research is to find out student's speaking anxiety in online role-play activity in speaking class.

