CHAPTER I
INTRODUCTION

A. Research Background

The emergence of a virus called Covid (Corona Virus Desease) 19 in early 2020 in Indonesia had a major influence on almost all aspects of life. The spread of the virus originating from China is very fast so that many victims in a short time. Therefore, the government immediately took some policies in dealing with this situation, one of them is by making a policy to stay at home. This policy also applies to the education sector. The government enforces distance learning or online learning as a step to prevent the spread of the Corona Virus Desease. This policy is stated in a circular letter from the Minister of Education and Culture Number 36962/MPK.A/HK/2020 which states that all learning activities in schools and universities are not allowed to take place face to face, but through online.[1]

Distance learning means that students do not meet face-to-face at schools or universities in the learning process, but they learn through online platforms such as zoom meeting, google meet, google classroom, whatsapp, and so on. Therefore, the online learning process can be done anywhere and even the time can be more flexible. This learning method is considered the most appropriate step to reduce the spread of Covid 19, even though face-to-face learning cannot be replaced with online learning. Students and teachers are required to be able to adapt to the online learning process which is very different from face-to-face learning as usual. Students no longer interact directly with their teachers or classmates, but they can only interact through their mobile or laptop screens.

Online learning, which had been implemented in Indonesian schools and universities for approximately 2 years, created new problems in the world of education, especially regarding the psychological condition of students. Lack of communication and physical interaction of students with other students for a long time

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[1] Sri Wulan Lindasari, Reni Nuryani, and Nunung Siti Sukaesih, "Dampak Pembelajaran Jarak Jauh Terhadap Psikologis Siswa Pada Masa Pandemik Covid 19 The Impact of Distance Learning on Students ' Psychology During The Covid-19 Pandemic", *Journal of Nursing Care* 4, no. 2 (2021): 131, diakses pada 22 <https://jurnal.unpad.ac.id/jnc/article/view/30815/15517>.

can cause stress, depression, and anxiety disorders.[2] One of the challenges in the learning process is speaking anxiety of students, especially in language learning process, where students are expected to have good speaking skill. When students have speaking anxiety, their speaking ability will automatically become low.

Anxiety is defined as "the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system".[3] Speaking anxiety makes students difficult to understand and pronounce the rules in the target language being studied. Recently, the government has reintroduced face-to-face schooling after approximately two years of distance learning or online learning. Now students have to re-adjust from online learning to face to face learning.

In English class, students are trained to be able to speak English well. However, due to online learning that was previously implemented, where the practice of practicing speaking skills was carried out indirectly, coupled with the lack of communication between students with each other made them have speaking anxiety. It caused students became difficult to pronounce sentences in English according to pronunciation. Moreover, when students asked to speak English in front of the class, they will be excessive nervousness and anxiety so that their speech becomes unclear and stammered. They may understand what is being taught, but have difficulty in practicing it. In fact, the ability to speak English is very necessary in today's life which acts as an international language.[4]

After the implementation of offline learning is re-opened, students are still carried away by the atmosphere of online learning. Their speaking ability is also low due to the lack of practice speaking during the implementation of online learning. They pronounce words or sentences in English with hesitation, worry, and nervous so that

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[2]Nan Jiang and Haoda Feng, "Research on Students' Anxiety in Online English Classes during the Epidemic", *Advances in Social Science, Education, and Humanities Research*, (2020): 627, diakses pada 2022 <https://doi.org/10.2991/assehr.k.201214.576>.

[3]Nermin Punar and Esra Kurtuldu, "English Speaking Anxiety and Accent in an Online Speaking Classroom", *International Conference on Research in Applied Linguistics*, (2020): 102, diakses pada 2022 <https://www.researchgate.net/publication/348190627>.

[4] Nermin Punar and Esra Kurtuldu, "English Speaking Anxiety and Accent in an Online Speaking Classroo", *International Conference on Research in Applied Linguistics* (2020): 102, diakses pada 2022 <https://www.researchgate.net/publication/348190627>

2

the words or sentences spoken do not match the correct pronounciation. The volume of sound issued is also not loud.[5]

Therefore, the researcher wants to investigate the impact of online learning on students' speaking ability in English class, the factors that cause students' speaking anxiety in English class and the students' ways to control their speaking anxiety in English class. The research will be conducted at MTs Al-Hidayah Langon Jepara. So, the researcher was interested in conducting a research entitled: **"An Analysis of Students Speaking Anxiety in English Class After Online Learning at MTs Al-Hidayah Langon Jepara Year 2022/2023.**

B. Research Focus and Scope

In this research, the researcher focused on students speaking anxiety in English class after online learning. The object of the research is the ninth grade in class C with 15 students of MTs Al-Hidayah Langon Jepara. The research is conducted in academic year 2022/2023.

C. Research Questions

Through the interaction between researchers and students, most of the problems are anxiety that hinders students' speaking skills. So, in relation to this statement, this research was conducted to obtain answers to the following questions:
1.   What is the impact of online learning on students' speaking ability?
2.   What are the factors that cause students' anxiety in speaking English after the implementation of online learning?
3.   How do the students control their speaking anxiety in English class?

D. Research Objectives
1.   To know the impact of online learning on students' speaking ability
2.   To find out the factors that cause students' anxiety in speaking English after the implementation of online learning
3.   To find out the students strategies to control their speaking anxiety in English class

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[5] Eko Wahyudi and Hanum Hanifa Sukma, "The Effect of Online Learning Process on Speaking Skill", *Al-Ishlah: Jurnal Pendidikan* (2021): 268, diakses pada 2022 <10.35445/alishlah.v1313.618>

E. Research Significances

The significances of this research:

1. Theoretically

This research is expected to increase knowledge and understanding for students, teachers, and researcher spesifically related to English speaking anxiety..

2. Pedagogically

Pedagogically, this results of this study are expected to add reference literature and knowledge in education, pshychology, and communication.

3. Practically

Practically, this research is expected to contribute to:

a) For lecturers or teachers

This research is expected to be able provide some suggestions for interaction classes in English class in the ninth grade of MTs Al-Hidayah Langon Jepara.

b) For researcher

This research can add new knowledge for researcher about students anxiety in speaking English in the ninth grade of MTs Al-Hidayah Langon Jepara.

c) For others

This research is expected to be useful as a reference guide for further research in the same study but on a broader and in-depth scope.

F. Organization of Thesis

Chapter I contains Introduction which includes Research Background, Research Focus, Formulation of the Problem, Objectives of Research, Significance of Research, and Systematic Writing.

Chapter II contains Review of Literature which includes Theoritical Framework, Theoritical Studies Related to the Tilte, Previous Research, Thinking Framework, and Research Question.

Chapter III contains Research Method which includes The Types and Approaches, Research Setting, Research Subject, Data Resources, Data Collection Techniques, Data Validity Testing, and Data Analysis Techniques.

Chapter IV contains Research Result and Discussion which include Description of Research Object, Description of Research Data, Analysis of Research Data.

Chapter V contains Conclusion and Suggestions. The last part consist of Biblioghraphy and Appendices.

4