

CHAPTER I

INTRODUCTION

1.1 Background of Study

Since speaking enables people to build successful social interactions and express their thoughts and opinions, It will be the most crucial skill in language learning. Speaking is creating and conveying meaning using spoken and non-spoken symbols (Dyah, 2020). Speaking is an interactive oral communication process that involves sharing information and expressing feelings and ideas (Pinatih, 2021). Speaking is a reciprocal, physically located, face-to-face interaction in which speakers can contribute to the conversation at the same time and quickly address each other's contributions (Hongwilai & Kawboonsai, 2022).

Speaking skills are the most important for all learners (Irmayani et al., 2022), communication skills in English can help in a better social life and better career opportunities in the future (R. Siregar et al., 2023). Many speakers think that mastering a language will help them succeed when speaking, which is the main objective of learning English as a second language, few people communicate well and intelligently without enough instruction (Sudarmo, 2021).

However, communication with this language is also challenging for some people including students. The main problem is the inability to express ideas and a lack of confidence (Fadhilah, 2022). Due to their fears of appearing foolish, facing mockery from their classmates, and facing judgment from friends or teachers, students avoid making mistakes during speaking exercises in the classroom, they frequently avoid communicating due to poor grammar or unusual pronunciation

(Andas et al., 2020). Moreover, a classroom where every student speaks the same mother tongue is a problem for individuals who want to speak English, most students prefer to communicate more in their mother tongue than in English, therefore when they try to talk or practice speaking English with their friends, they frequently don't respond well (Yaorm, 2019). Some of the problems above are the beginning of the formation of speaking anxiety in students.

Speaking anxiety is an emotional feeling and worry specifically related to the context of speaking, listening, and learning the language being learned, this leads to different behaviors related to language learning arising from the uniqueness of the learning process (Bozkurt & Aydin, 2023). Speaking anxiety is an example of state anxiety, which refers to fear, tension, nervousness, or worry (Mukhran et al., 2021). In addition to some of the individual reactions described above, (Suryadi, 2023) explains that this situation causes students to be unable to speak due to anxiety, when students are unable to communicate effectively and persuasively both inside and outside the learning environment, then they become aware of their anxiety. A study shows that 70% of learners still experience speaking anxiety at least when in front of the class (Khairunisa, 2019). Moreover, (Lintner & Belovecová, 2024) mention some other facts about Speaking Anxiety Disorder for students including (1) 61% of college students in the US are afraid of public speaking, which is second only to the dread of dying, (2) A survey conducted among students at two UK institutions, 80% of them reported feeling anxious when giving oral presentations, (3) According to a pilot study conducted at Murdoch University with 16 students, half of them had clinically significant anxiety scores. Therefore,

the researcher feels that the problem of speaking anxiety when learning English is a major problem that must be addressed clearly so that it can be the arbiter of all other problems.

Besides the handling process, improving communication technology today widens students' literacy access. Technology can present English learning applications that allow the development of English learning content (Haryadi et al., 2023). Some past studies have found that technological developments help in English language learning, especially in speaking, previous research, found that the HelloTalk platform can play an important role by providing authentic learning materials and connecting learners with native speakers (Damayanti et al., 2024).

Some previous studies have shown that HelloTalk allows students to explore topic discussions, this requires students to think critically and creatively to get a good response from native speakers through the HelloTalk application (Febriani et al., 2023). HelloTalk offers free phone calls for a more enjoyable language learning experience, allowing users to become familiar with casual and informal language conversation, a crucial second language skill (Makiabadi & Nushi, 2018). This application is also equipped with various tools to help students learn languages such as translation tools, spelling and grammar corrections, transliteration in certain languages, and more (Taufan & Wicaksono, 2022). The HelloTalk application boosts students' confidence in English lessons, as they communicate with foreigners. Despite many students believing they are incapable of speaking English, the study found that they are still uncomfortable speaking English because lack a partner So the research produced needs to be developed (Rosilah & Ulfa, 2024).

From several studies above, researchers believe the HelloTalk application can overcome students' speaking anxiety when speaking English.

This study aims to explore students' perceptions of the HelloTalk application as a tool to overcome English speaking anxiety, analyze and describe the level of English speaking anxiety factors experienced by students, and assess the perceived impact on increasing their confidence and speaking ability in English. Thus, this research is expected to provide a bright spot for existing problems and can be a gap for future research on developing language learning devices to help students overcome psychological challenges in learning foreign languages.

1.2 Statement of Problem

Based on the background of the research problem above, the formulation of the problem in this study is:

- 1) What are the factors that make students feel anxiety in speaking English?
- 2) How do the students perceive the HelloTalk application to overcome their anxiety when speaking English?

1.3 Purpose of Study

The formulation of the existing problem, it can be known that the objectives of this research are:

- 1) To identify factors that cause students to experience anxiety when speaking English.
- 2) To explain students' perceptions toward using the HelloTalk application to overcome student speaking English anxiety.

1.4 Benefit of Study

1) School and University

This research can enrich the source of learning methods, the researcher hopes this research can provide alternative innovative learning methods in helping students overcome speaking anxiety using HelloTalk. This research can help schools and universities complete the English learning approach more effectively.

This study increases student participation, by applying learning methods using HelloTalk learning at university or school, which will be more interactive. This study can help students reduce their speaking anxiety when communicating with others so that they will be more confident.

2) Readers

Providing an understanding of speaking anxiety, this study is beneficial for readers to improve their general insight into speaking anxiety, influence factors, and how the HelloTalk application is used to overcome anxiety in speaking English effectively and simply.

This study provides information to the reader, regarding alternatives that can be done to overcome speaking anxiety. Readers of this research will gain knowledge about using HelloTalk to overcome speaking anxiety, this research can be an inspiration for readers who are interested in researching this topic further to develop similar methods in the context of English language learning.

3) Researchers

Contribution to knowledge, through this research the author wants to contribute to knowledge about handling anxiety using English through the HelloTalk

application. The findings of this study can be used as a basis for further research in related fields.

The implementation of research results can give researchers or education practitioners ideas, for making HelloTalk a medium for learning English or other subjects so that it can open up the potential use of this media to overcome other learning challenges.

1.5 Scope and Limitation

This study focuses on efforts to overcome students' speaking anxiety using the HelloTalk application, where the subject of this study is also a university student and a user of the HelloTalk application. In this study, researchers used the HelloTalk application to handle users' speaking anxiety and improve speaking skills when using English. This research was conducted in conversations between users and researchers using the HelloTalk application to learn or exchange foreign languages.

The effectiveness of using HelloTalk to overcome anxiety can vary depending on factors that influence individual characteristics. For example, the presence of external factors experienced by students, such as motivation and the use of HelloTalk media outside the context of the study, will also impact the study's results. The number of samples in this study is still limited, so the results of similar studies will be different when using larger samples.

1.6 Definition of Key Terms

To clarify the keywords in this study, the authors added explanations according to experts such as the following:

Speaking : Is the physical manifestation of abstract systems, converting concepts into meaningful sounds and utterances. Speaking in terms of usage, which is productive and doesn't include contact, and speaking in terms of usage, which is both productive and receptive and frequently takes place in verbal exchanges or face-to-face conversations, (Guebba, 2021).

Speaking Anxiety : Is a type of social phobia or social anxiety disorder characterized by physical, and physiological reactions. One of the symptoms of public speaking anxiety is individuals feeling uncomfortable when speaking in public (Elin et al., 2023).

HelloTalk : Is a pioneering chat application that focuses on people who want to experience chatting while learning directly with people who speak foreign languages (Hasibuan et al., 2023).