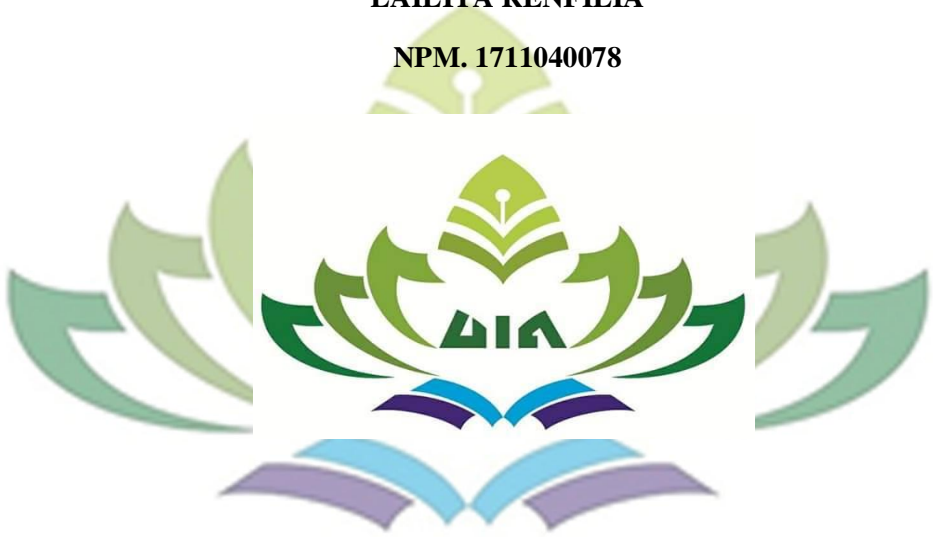


**THE CORRELATION BETWEEN STUDENTS' SPEAKING
ANXIETY AND THEIR FLUENCY IN VIRTUAL LEARNING
DURING ONLINE CLASS MEETINGS**

A Thesis

LAILITA RENFILIA

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Study Program : English Education

TARBIYAH AND TEACHER TRAINING FACULTY

RADEN INTAN STATE ISLAMIC UNIVERSITY

LAMPUNG

2022

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Submitted as a Partial Fulfillment of the Requirements for S1-Degree

By

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LAMPUNG

2022

ABSTRACT

The research was about relationship between students' speaking anxiety and their fluency in virtual learning during online class meetings. It was conducted because, speaking anxiety correlated to how someone control their fluency. This research limited the problems in monologue speaking practice. Therefore, this research aimed to prove that students speaking anxiety correlated with their fluency in monologue speaking practice. The students should had very anxious in facilitated their speaking fluency in monologue speaking practice.

This research used correlation research design. The population of this research was the the eighth grade of MTs Al-Khairiyah Banjar Negeri. There were two classes that A and B class which consisted of 57 students. The cluster random sampling was used to determine the sample. The class VIII A was chosen as the sample because it was chosen randomly. In collecting the data, the research used instruments in form of questionnaire consisted 33 statements for students' speaking anxiety and speaking test for speaking fluency in monologue speaking practice. In this research, SPSS was used to compute the data.

The results showed that there was a positive correlation between students' speaking anxiety and their speaking fluency in monologue speaking practice at the second semester of the eighth grade of MTs Al-Khairiyah Banjar Negeri. From the data analysis computed by using SPSS, it was obtained that Sig. $\alpha = 0.05$. It meant that H_a was accepted because Sig. = $0.000 < \alpha = 0.05$. Therefore, there was a positive correlation between students' speaking anxiety and their speaking fluency in monologue speaking practice.

Keywords: Correlation Study, Speaking Anxiety, Speaking Fluency, Virtual Learning, Monologue.

DECLARATION

I hereby stated with the following identify:

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Student's Number : 1711040078

Thesis :The Correlation Between Students Speaking Anxiety and Their Fluency in Virtual Learning During Online Class Meetings.

I hereby certify that this thesis is definitely my own work. I am completely responsible for the contents of this thesis. Other research opinion and research findings included in this undergraduate thesis are quoted or cited in accordance with ethical standards.



Bandar Lampung, July 2022

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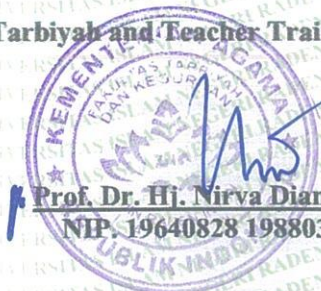
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MOTTO

هَلْ جَزَاءُ الْإِحْسَانِ إِلَّا الْإِحْسَانُ

“Is there any Reward For Good - other than Good.”
(Q.S Ar-Rahman: 60)¹

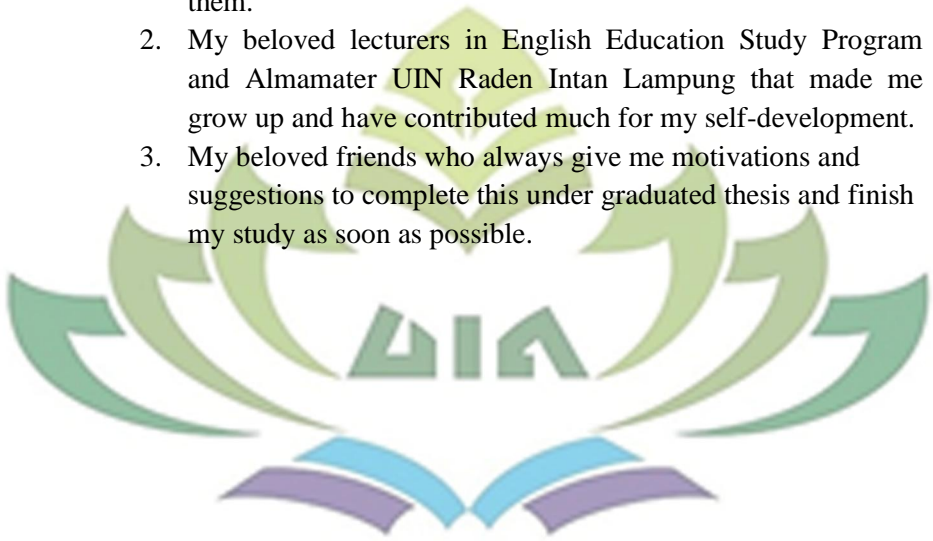


¹Abdullah Yusuf Ali, The Meaning of the Holy Qur'an, (Beltsville: Amana Publications, 2004), P.1404.

DEDICATION

This thesis is dedicated to everyone who support and care for me. I would like to dedicate this thesis to:

1. My beloved parents, Mr. Rusli Jamidin and Ms. Zainani who always pray, support, and guide me to reach my success. There is no word can express my feeling and gratitude to them.
2. My beloved lecturers in English Education Study Program and Almamater UIN Raden Intan Lampung that made me grow up and have contributed much for my self-development.
3. My beloved friends who always give me motivations and suggestions to complete this under graduated thesis and finish my study as soon as possible.



CURRICULUM VITAE

Lailita Renfilia was born in Pringsewu on July, 13th1999. Lailita is the first daughter of two children of a lovely couple Mr. Rusli Jamidin and Ms. Zainani. She has a sister, her name is Jesica Nazila Putri.

Lailita began her formal educational at SD N 1 Gisting Bawah in 2005 and graduated in 2011. In the same year, she continued her study in MTs N Model Talang Padang and finished in 2014. At the year, she continued her study in SMA Negeri 1 Talang Padang and graduated in 2017. Then, she continued her study at Raden Intan State Islamic University Lampung in Tarbiyah and Teacher Training Faculty in English Education Study Program in 2017.



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First of all, praise due to Allah SWT, the most Grateful, the most Merciful, the Master and the Creator of everything in this universe. His bless and mercy that given to me during my study to complete my undergraduate thesis. Peace upon the great messenger Prophet Muhammad SAW, his families, companies, and followers until the end of life. This undergraduate thesis entitled “The Correlation Between Students Speaking Anxiety and Their Fluency in Virtual Learning During Online Class Meetings at the Second Semester of the Eight Grade of MTs Al-Khairiyah Banjar Negeri in the Academic Year of 2021/2022” is submitted as the compulsory fulfillment of the requirements for S1 – degree of English Education Study Program at Tarbiyah and Teacher Training Faculty, Raden Intan State Islamic University Lampung. When finishing the thesis, a lot of helps, supports, and many valuable things from various sides. Therefore, sincerely thanks to:

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Finally, none or nothing is perfect and neither is this undergraduate thesis. Any corrections, comments, critics, and suggestions for the betterment of this thesis are always open heartedly welcome.

Bandar Lampung, July 2022

The Researcher,

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1711040078

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CHAPTER I INTRODUCTION

A. Background of Research

Speaking is a kind of communication, that most frequently used in our life. As a productive skill, it plays crucial thing in language learning. Speaking can be a bridge for communication among people for sending message. It helps people express their thoughts, ideas, feelings and emotions to others. The speaker can express their feeling and their idea to someone else, and others will understand what the speaker wants. The purpose of speaking ability is to smooth conversation skills, vocabulary mastery, improve grammar, perfect pronunciation, so make it easy to get the message of the speaker.

According to Brown, Speaking is an interactive process of conducting meaning that involves producing, receiving, and processing in information.²It means speaking is very important as an oral communication tool in conveying and producing information around us.

Thornbury defined, speaking is interactive and requires the ability to co-operative in the management of speaking turn. Speaking is a skill, and as such needs to be developed and practiced independently of the grammar curriculum.³ It means that speaking is the human activities that used to give and receive the information. Speaking shows that the students able to use a language to express what to inform.

²H. D. Brown, *Teaching by Principles An Interactive Approach To Language Pedagogy* (San Fransisco: Wesley Longman, 2003) p.267

³Scott Thornbury, *How to Teach Speaking* (Pearson Education Limited, 2005). p.04

From the description above, it can be conclude that in order to establish communication with other people in everyday life, of course we need good speaking skills. Speaking skill is the main key Establishment of good communication between one person to another. In other words, speaking is a person's ability to convey something to others with the intention of establishing communication. By mastering good speaking skills, it will be easier to convey and receive the information we need between the speaker and the listener. It is very important for us to make sure that the person we are talking to understands what we are saying.

Therefore, since childhood, children must be taught how to communicate properly and correctly by their parents so that when the children grow up they will speak fluently in their environment, including in the school environment. For teachers in schools, it is not easy for us to introduce languages to students, including English. English is considered a second language after Indonesian and has an equally important role.

From the explanation provide, the preliminary research was conduct at MTs Al-Khairiyah Banjar Negeri, the data the data was gathered through interview with English teacher and students questioner at MTs Al-Khairiyah Banjar Negeri. There are some problems in speaking especialy in monologue speaking practice. The teacher explain, many students difficult to learn English subject because they does not understand the meaning. The lack of vocabulary had make the students difficult to understand explanation in English. Furthermore, most of students feeling nervous and anxious when practicing speaking in English. This make almost of students can't speak fluently. According to some students, they feel nervous and anxious when they speak in English because they are afraid and do not master English well. it's that feeling that scares them while talking In addition, they are also lacking in pronunciation because in English there is a difference in form between written and spoken forms. Another problem found

was online teaching and learning process of English is not effective. English teachers admits that learning online is not effective because they cannot monitor students directly. While, according to some students they find it difficult to join online class because limited of smartphone and internet access. This problem indicates that some students at MTs Al-Khairiyah Banjar Negeri may have difficulty speaking English due to anxiety and fluency.

There were three researches related to this research. The first research, The correlation between students speaking anxiety and their speaking ability (by Azhar, 2018).⁴ The second research, The correlation between students anxiety and speaking skill at STKIP Kusuma Negara (A survey research first semester academic year 2018/20019) (by Megawati, 2019).⁵ The third research, The correlation between English grammar competence and speaking fluency of eleventh grade students in SMA N 1 Sidoarjo (by Priyanto).⁶

B. Identification of the Problem

Based on the research background, there were some problems in teaching and learning speaking, which are listed below:

- 1) Many students difficult to learn English subject.

⁴ Restuwatu Azhar, *The correlation between students speaking anxiety and their speaking ability*, (Malang, 2018).

⁵ Megawati, *The correlation between students anxiety and speaking skill at STKIP Kusuma Negara (A survey research first semester academic year 2018/20019)*, (Jakarta Timur, 2019).

⁶ Agus Priyanto, *The correlation between English grammar competence and speaking fluency of eleventh grade students in SMA N 1 Sidoarjo*, (Surabaya, 2015)

- 2) Most of students feeling nervous and anxious when practicing speaking in English.
- 3) Almost of students can not speak fluently in English.
- 4) Virtual Learning not effective and efficient for teachers and students.

C. Limitation of the Problem

The focus of this research was on the correlation between two variables. They were students' speaking anxiety and their fluency in monologue speaking practice at the second semester of the eighth grade of MTs Al-Khairiyah Banjar Negeri in the academic year of 2021/2022. This research focused on the limitation to conduct an effective research. This research focused on the speaking anxiety questionnaire using Foreign Language Classroom Anxiety Scale (FLCAS) adopted from Horwitz. While, the speaking test using monologue speaking practice about "Descriptive text."

D. Formulation of the Problem

Based on the background, the identification and the limitation of the problem mentioned above, the research can formulate the problem as follows: "Is there any positive correlation between students' speaking anxiety and their fluency in virtual learning during online class meetings at the second of the eight grade of MTs Al-Khairiyah Banjar Negeri in academic year of 2021/2022?"

E. Objective Research

Based on the research problems, the objective of this study is as follow: to explain whether there is any significant correlation between students' speaking anxiety and their fluency in monologue speaking practice or not.

F. Significance of the Research

This research is expected to give benefits, including:

1. Theoretically

The research hopes that this study could give contribution for the previous theories and provide information about the correlation between students' speaking anxiety and their fluency in monologue speaking practice.

2. Practically

The research hopes that this study could motivate students to practice speaking English confidently and motivate them to feel more interest in learning English. Moreover, the researcher hopes that this study would help teachers in improving students' speaking anxiety and their fluency in monologue speaking practice. The researcher also hopes that this research will give them solution to solve the problems that affect students' learning activity in speaking.

G. Scope of Research

In this research, there are some kinds of information as the scope of the research. They are as follow:

1. Subject of the Research

The subject of the research are students of the eight grade at MTs Al-Khairiyah Banjar Negeri.

2. Object of the Research

The object of the research is the correlation between students' speaking anxiety and their fluency in monologue speaking practice.

3. Place of the Research

The research was conducted at MTs Al-Khairiyah Banjar Negeri.

4. Time of the Research

The research was conducted at the second semester in academic year of 2021/2022.



CHAPTER II REVIEW OF RELATED LITERATURE

A. Theory

1. Speaking Anxiety

a. Concept of Speaking Anxiety

Anxiety is one of the most well documented psychological phenomena. In general anxiety appears from human body as a response to a particular situation. Commonly anxiety can be identified as a feeling of being threatened, apprehension, tension, or worry.

According to Michael, speaking anxiety is the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the automatic nervous system.⁷ Anxiety as a state of tension and apprehension as a natural response to perceived threat.⁸ It means speaking anxiety is a feeling where the people are uncertain or hesitant with their competence or what they want to do. This anxiety can be described that if someone is feeling anxious, they cannot do something with maximal in their life.

⁷ Zhen Ying, *Anxiety and Second Language/Foreign language Learning*, (Canadian Journal for New Scholars in Education/ Volume 1, 2008) p.2

⁸Michael W. Passer and Ronald E. Smith, *Psychology: The Science of Mind and Behavior*, (New York: McGraw-Hill, 2009), p.546.

Speaking anxiety refers to the subjective feeling of tension, apprehension, and worry adjoined with autonomic nervous system.⁹ Anxiety is a sense of apprehension or doom that is accompanied by certain physiological reactions, such as accelerated heart rate, sweaty palms, and tightness in the stomach.¹⁰ It means, anxiety arises as a response to a particular situation. Students who are overly concerned about their speaking may become so anxious when they make errors.

Brown stated that speaking anxiety is associated with feeling of uneasiness, frustration, self-doubt, apprehension, or worry.¹¹ Anxiety responses consist of emotional component, feeling of tension; cognitive component, worry; physiological responses, increased heart rate and blood pressure; and behavioral responses, avoidance of certain situations.¹² It means that the students will be led to negative impact on their performance. The fear of speaking in public is related with anxiety or communication apprehension. It is a serious feeling associated with physical sensations that are all too painfully familiar to those affected—increased heart and breathing rates, increased adrenaline, over-rapid reactions, and a tension in the shoulder and neck area.

⁹ Horwitz, et.al, *Foreign Language Classroom Anxiety*, The Modern Language journal Vol. 70, No 2: Blackwell Publishing, 2015) p.125

¹⁰ Neil R. Carlson and William Buskist, *Psychology: The Science of Behavior*, (Needham Heights: Viacom Company, 1997), p.570.

¹¹ Brown, H. D, *Principles of Language Learning and Teaching* (4th ed). (San Fransisco: Addison Wesley Longman, Inc, 2001) p. 161

¹² Michael W. Passer and Ronald E. Smith, *Psychology: The Science of Mind and Behavior*, (New York: McGraw-Hill, 2009), p.546.

From the definitions explained above, it can be concluded that anxiety is a feeling of being threatened, of apprehension, tension, and worry as a response to a particular situation or something that might happen in the future. The more anxious the students are the greater speaking difficulties they will encounter since they will only have a little control of the communicative situation especially when their performance is monitored. Deriving from those theories, it can be concluded that speaking anxiety in EFL context is communication nervousness especially when it comes to performing foreign language speaking tasks in public.

b. Source of Foreign Language Anxiety

Language anxiety is the feeling of worry and nervousness expressed by non-native speakers when using a foreign or second language. Moreover, Horwitz and Cope, proposed conceptual foundation of anxiety. According to them, there are components of language anxiety that have been identified in order to break down the construct into researchable issues, they are:

- a) Communication Apprehension is students shyness characterized by fear communication with other people which may lead to difficulty in public speaking, or understanding others people which making them selves understood by the other test anxiety and fear negative evaluation.
- b) Test anxiety is about the feeling fear or failure of exams, quizzes, and other language assignment used to evaluate students performance.

- c) Anxiety is fear negative evaluation, fear of negative evaluation as the apprehension about people evaluation, avoidance of evaluation situations and the expectation that others would evaluate someone negatively.¹³

c. Foreign Language Anxiety in Speaking

Speaking seems to be the component of foreign language performance that most susceptible to anxiety effects. Speaking in foreign language is the most difficult aspects than other skills. Many researcher support the idea that communicating in foreign language class may be a traumatic experience causing feelings of fear.

Thornburry stated that the lack of vocabularies, improper grammar, and fears of mistakes are some of the factors that can contribute to speaking failure and cause an acute sense of anxiety when it comes to speaking. The difficulties of speaking can occur frequently, persistently, and barely noticeable. Although students show most interest in learning to communicate orally in the foreign language, their anxieties may play debilitating roles.

Anxiety in speaking foreign language turned to be more frequent in some cultural settings that in others. Anxiety as an important affect might exist in the foreign language speaking process and have an influence on the foreign language speaking process and performance. Anxiety in learning is an emotional state of apprehension, a vague fear that is only indirectly associated with an object. From the

¹³Horwitz et al, *Foreign Language Classroom Anxiety*, The Modern Language Journal, Vol. 70, No. 2 (Summer : 1986) p. 127

explanation above can be concluded that anxiety is a negative effect of speaking that could make speaker feeling nervous and worry about their speech.

d. Students' Strategies to Reduce Anxiety

In the teaching and learning process, especially in foreign language anxiety, students should understand that anxiety has an important function in affecting their oral communication. They should know how to cope and reduce their worry about speaking. There are many strategies for students' to minimize students' anxiety especially when they perform in front of the class. Meanwhile, Kondo and Ling, wrote in the academic journal about strategies for coping with language anxiety, such as:

a) Preparation

Preparation can be considered a behavioral strategy because it focuses on behavioral components of language learning that are related to effective performance in the class. Preparation is an effective way to help students to cope with their anxiety in oral performance because they develop students' self-esteem in speaking which can minimize the level of anxiety. Students should try to practice speaking at least once before they present it. Practice in an environment that is as similar as possible to where they will be giving the presentation.

Preparation is the key to feeling confident about giving a speech or presentation in front of the class. So, preparation can improve students' proficiency in the language helping them in decreasing anxiety. In addition, students should

develop their self-confidence to diminish their anxiety. Students have to exercise their presentations inside and outside the class and prepare themselves well to overcome their fears and improve their communication in foreign language.

b) Relaxation

Relaxation is characterized by its affective quality in that it aims at alleviating bodily tension associated with emotional arousal. Relaxation is one of the best ways to help students to cope with worry and anxiety in the classroom. Students should do this way too before performing their speeches in order to decrease their anxiety. A few minutes of calm is a good way for the anxious students. Relaxing can be done by taking a deep breath and trying to close the eyes for a while. Students can also feel comfortable by forgetting everything that can make them feel uncomfortable and nervous.

c) Positive Thinking

Positive thinking is characterized by its palliative function of suppressing problematic cognitive processes that underlie students' anxiety. These strategies are intended to divert attention from the stress full situation to positive and pleasant cues and bring relief to the anxious student.

Positive thinking is one of the strategies to reduce students' anxiety. It can be useful, especially for dealing with state anxiety which refers to students' anxiety because of a specific evaluative situation, a test or competition, and an

oral performance. Positive thinking is considered as an effective strategy for students to alleviate their speaking anxiety. Students have to stop their negative thinking.

d) Peer Seeking

Peer seeking is distinguished by students' willingness to look for other students who have the same trouble in understanding in the class and control their anxiety. For the anxious student, the realization that others are having the same problem may serve as a source or reduce their burden because they have friends to sharing.

e) Resignation

Resignation is characterized by students' reluctance to do anything to alleviate their language anxiety. Students reporting examples of resignation seem intent on minimizing the impact of anxiety by refusing to face the problem. Some of the actions are giving up, sleeping in the class. The researcher has argued that it is one of the extreme strategies. This may be caused accepting the reality is one of many ways to reduce stress and tension. They did not want to try and retry after failing because they were afraid of more stress.

Resignation seems to be one possible strategy choose by the students. This strategy only offers a temporary quick solution. Later, those students had to face greater problems. They may not be able to acquire proper mastery of the second language and may also fail in examination.

From the theory above, it can be concluded that students with low language anxiety would be more successful in their use of coping strategies. By

doing strategies in dealing the language anxiety, preparation, relaxation, positive thinking, peer seeking, and resignation.¹⁴

2. Fluency

a. Definition of Fluency

Fluency is known as the natural ability to speak spontaneously, quickly and comprehensibly with few numbers of errors that may distract the listener from the speaker's message. When students learn speaking skill, they also are expected to be able to have good fluency in speaking.

Luoma said that fluency is about the flow, smoothness, the rhythm of speech, the length of utterances, the connection of ideas, the absence of long pauses and even the absence of disturbing signals hesitation.¹⁵ Having good speaking fluency makes someone's English ability much better and sounds smoother, more natural and more impressive to listeners. It also provides more effective communication due to the absence of speech disturbances.

Lennon stated that fluency to produce speech at the tempo of native speakers, unimpeded by silent pauses and hesitations, filled pauses, self-corrections, repetitions, false starts, and the like.¹⁶ It means that a fluent speaker

¹⁴Kondo, Yang, *Strategies for Coping with Language Anxiety: The case students of English in Japan*, ELT Journal Volume 58/3 Juli2004, (Oxford University Press: 2004) p. 262

¹⁵Luoma S, *Assesing Speaking* (Cambridge: Cambridge University Press, 2004) p.56

¹⁶ Lennon P, *Investigating Fluency in EFL ; A quantitative approach language learning* (New York: Mc-Graw Hill,1990) p.390

is the speaker who can speak at the same speed as the native speaker without having such problems that can hinder his or her speaking fluency.

Dore defined that fluency is when speaker speaks smoothly and flow easily.¹⁷ The terms smooth and easy flow here means the state where the speaker speaks in constant speech rate and makes no long pause. If one speaks with much stutters, it will affect the speech rate. Meanwhile, the longer pause the speaker makes the speech will not flow easily which disrupt the fluency.

b. Kinds of Fluency

In speaking fluency, there are four kind of fluency that consist of:

1) The ability to talk during the time.

It means that the speakers talk in long duration with few pauses. They do not need to stop in many times to think about what they want to say because they already know what they have to say next. Sports announcers is one of the examples of this kind of fluency.

2) The ability to talk in coherent, reasoned, and semantically dense sentences.

Speakers with this kind of fluency will talk what they want to say easily but carefully. They tend not to talk about something out of the discourse. The ideas they talk about are in sequence or coherent, so it will not get out of the topic they discuss.

¹⁷ Dore C, *Perceptions of Fluency* (Master's Dissertation: University of Reading, 2016) p.34

3) Proposes is the ability to say appropriate things.

This kind of fluency is related to the second one but the context is wider. Fluent speakers in this sense have plenty ideas in mind. In many different situations or conversational settings, they always say the right thing. It means that wherever they are or whatever the topic they discuss, these people will always be able to communicate well.

4) Being creative and imaginative in using the language.

The fluent speakers with this kind of fluency will speak in various styles, express their ideas in novel ways or even make up jokes. The speakers are able to quickly look over many alternative ways in responding to a situation in which they sounds clever.¹⁸

c. The Indicators of Fluency

Fluency has several indicators. Fillmore divided the indicators of fluency following:

1) Plenty Ideas

Speaking is a verbal communication between two or more people. In communication, people talk about many things in different situations. Fluent speaker always has appropriate things to say.

2) No Long Pause

The second characteristic of fluency the writer proposes is no long pause. The pause during speaking is a normal thing but the long pause in a conversational situation shows less fluency.

¹⁸ Fillmore C, *On Fluency* (New York: Academic Press, 1979) p. 85-101

3) Little Repetition

Repetition is one of items used in measuring fluency and belongs to repair fluency. Repetition means repeating the exact words or phrases during the speaker who has planned the material before performing is significantly more fluent than one who has not as planned performer makes little self-repair including repetition.

4) Clear Utterance

In order to deliver the message, the speaker has to speak clearly. Clear utterance will help the listener catch the meaning of what the speaker expresses and also indicates fluency. Fluency is a smooth or ease delivery of speech. From the statement, the writer concludes that clear utterance means that the speaker delivers the speech smoothly so that he or she is fluent in speaking.

Based on explanation above, speaking fluency is indicated by having plenty ideas so that he or she has appropriate things to say and during speaking makes no long pause. Other indicators showing speaking fluency are the speaker makes little repetition which means repeating exact words or phrases during the speaking and he or she speaks clearly as clear utterance will help the listener catch what the speaker says.

3. Virtual Learning

a. Concept of Virtual Learning

Virtual learning is defined as learning that can functionally and effectively occur in the absence of traditional classroom environments.¹⁹ An online course should be managed as the equivalent to a face-to-face course. If there was a group activity in the face-to-face course, then there should be an online group activity. If there were lectures on critical or complex topics in the face-to-face course, then the same should be offered in the online course.

Virtual learning as a set of components in which learners and tutors participate in online interactions of various kinds, including online learning. Virtual learning provides an easily available, yet rudimentary, measure of student learning activity. Although such systems may support flexible study, there is a concern that they may also foster a belief among those students already distanced by the system that learning can be delayed to some vague future date and diminishes further the perceived need to attend face-to-face sessions.

An online course should be managed as the equivalent to a face-to-face course. If there was a group activity in the face-to-face course, then there should be an online group activity. If the instructor explained the final project in detail, then they should in the online course as well. If there were lectures on critical or complex topics in the face-to-face course, then the same should be offered in the online course. Online teaching can quickly become overwhelming. Finding ways to offer

¹⁹Schlosser A & Siminson M, *Distance education: Definition glossary of term*, 2nd ed Greenwich (Information Age Publishing, 2006)

detailed and quality support, learning, and feedback, but through efficient and time-saving methods, will mean higher quality learning for less instructional time.

b. Types of Virtual Learning

There are three typically types of virtual courses depending on the nature of instructional interaction between the teacher and learner, particularly the point of time of occurring interaction.

1) Asynchronous online courses

Asynchronous online courses do not take place in real-time. Students are more self-directed, doing the course work and assignments within a time frame. The teacher-student interaction takes place through discussion boards, blogs, and email, etc. There is no appointed class meeting time. Asynchronous are flexible and effective to students with time constraint or busy schedules.

2) Synchronous online courses

Synchronous online courses require the instructor and student to interact online simultaneously. Students receive instruction from teacher and interact with their teacher and course mates through texts, audio chats, and video chats in a virtual classroom. Synchronous learning environments enable students to participate in a course from home in real time.

3) Hybrid online courses,

Hybrid online courses alternatively blended courses, facilitate both in-person and online interaction. Hybrid courses require meeting in-person during a semester and provide for computer-based communication in between those face-to-face sessions. Hybrid type of virtual learning therefore can be both asynchronous and synchronous, and face-to-face interaction.

c. Advantages and Disadvantages of Virtual Learning

1) Advantages of virtual Learning

The recent advances of virtual learning in computer and internet technologies have helped in the development and improvement of distance. According to Hjeltnes, virtual learning has several potential benefits which include the low cost, effectiveness. Accessibility and a learning opportunity that generates well prepared students for a knowledge-driven society. Virtual learning is a flexible approach that allows students to access their courses at different times and locations.²⁰

Many factors influence students' preference towards virtual learning. Five factors were found to significantly influence students' preference. Those being gender, technology skills, previous online courses, working status, and learning pace.²¹ While, according to Joshi, that student training, instructor training, and consistent scheduling pattern are key players that influence the success of virtual teaching. The influence of work-life balance, lack of social interactions, and academic integrity on virtual teaching. Compared to face-to-face instruction, students lamented the loss of collegial atmosphere. Indeed, peer to peer teaching and collaborative work is vital to the development of well-rounded students.²²

²⁰ T.A. Hjeltnes, B. Hansson, *Cost effectiveness and cost efficiency in e-learning*, (QUI; Quality, Interoperability and Standards in e-learning, Norway, 2005). p.22

²¹ L. Liu, *Factors influencing students' preference to online learning: development of an initial propensity model* (International Journal of Technology in Teaching & Learning (2), 2011) p.7

²² O. Joshi, *Benefits and challenges of online instruction in agriculture and natural resource education*, (Interact learn environ, 2020) p. 12.

2) Disadvantages of Virtual Learning

General perception regards virtual learning as being of lesser quality compared to face-to-face instruction. Virtual learning as a low quality choice. A study among Dental Medicine students at Harvard School revealed that the move to e-learning has worsened their learning with increased stress, decreased engagement, and the same perception level of class attendance. Students reported a preference for recorded live lectures and prerecorded lectures with live follow-up sessions as a mode of teaching in comparison to non recorded live lectures. In many cases plans for virtual learning were cobbled together overnight. The hasty transition, a general lack of preparedness, and bandwidth led to an unfulfilling virtual learning experience for both instructors and students.

4. Monologue

a. Concept of Monologue

Foreign language speaking skills need much practice and exercise to be improved. There are two main forms of speaking which are dialog and monologue. A dialogue, the speaker needs to speak in turn to communicate, while in a monologue, the speaker is the single character that has a speech to deliver and there is no need for a partner.

A monologue is defined as the individual oral work of students with the aim of practicing all the areas of the language system, which enhances both the language skills and the student's self-confidence. They require a clear task and time for preparation, which is followed by the performance.²³By a monologue speaking task the

²³Harmer, J. *Essential Teacher Knowledge: Core Concepts in English Language Teaching*, (1st ed.; Pearson Longman: London, 2012)

authors understand a process of making meaning in the form of a sustained monologue that includes receiving information, processing it, and finally producing and delivering your thoughts orally in a logical and coherent way.

In the context of working on the monologue, a systematic approach can lead to high results in a short time, due to the elimination of the problems of academic adaptation, which are frequently expressed by such states as fear, shyness, anxiety, lack of self-confidence, and fluency. Many of students avoid speaking test due to their fear of being laughed at because they make mistakes. Thus, the fear of mistakes becomes one of the major factors in students' lack of enthusiasm in speaking English in the classroom, including in monologue practice to improve their speaking skills.

From the explanation above, it can be concluded that the use of monologue speaking task in assessing students' speaking fluency has taken a great role to students' anxiety level because of its difficulty. Monologue requires students to be fully prepared, have high students speaking fluency and students anxiety in monologue practice. Students shyness and experience can hinder their performance while practicing with monologue speaking tasks in an English class. The level of students' anxiety, self-confidence, and self-esteem has given a great influence to the result of students' speaking skills using monologue practice in English classroom.

Knowing the role of monologue towards students' speaking skill and its effects on students' fluency, this research chose monologue as the "tool" to investigate the correlation between students' speaking anxiety and their speaking fluency.

b. Types of Monologue

Such activities as a monologue speaking task develop thinking and improve the practical use of the language in communicative situations. Oral production in the form of a monologue can be of several types: “sustained monologue: describing experience”, “sustained monologue: putting a case”, and “sustained monologue: giving information”.²⁴ A sustained monologue describing experience was used as a type of a monologue speaking task. It focuses mainly on descriptions and narratives and includes described aspects from simple everyday information, through classic functions (for example, describe plans and arrangements, habits and routines, past activities and personal experiences) and a wide range of subjects related to fields of interest, to detailed descriptions of complex subjects.

The complexity of discourse ranges from simple words/signs, formulaic expressions, and simple sentences or short paragraphs, through relating as a sequence of points, to integrating sub-themes and developing particular points in a smoothly flowing description.

B. Relevant Studies

There are some researchers have conduct research related to conduct speaking anxiety and fluency:

- 1) “The correlation between students speaking anxiety and their speaking ability” (by Restuwati Azhar). In this research, design of this study was quantitative non experimental design; correlational study. It was due to

²⁴Pavlikova, K. *Use of Monologues, Games and Problem Solving Activities for Development of Speaking Skills*, (Boosting the Educational Experiencing of Language; International Association for the Educational Role of Language: Gda ńsk, Poland, Volume 1 2019) p. 83–92.

the fact that correlation study methods are used to assess relationships and patterns of relationship among variables in a single group of subjects. In collecting the data, the researcher utilized some techniques and instruments; questionnaire and speaking test. The questionnaire was utilized in order to collect the data of students' speaking anxiety, while the speaking test was administered in order to collect the data of the students' speaking ability. The data were examined by using Pearson correlation.

- 2) The correlation between students anxiety and speaking skill at STKIP Kusuma Negara (A survey research first semester academic year 2018/20019) by Megawati, 2019. In this research, the research used quantitative method and the design was correlation research. While the data of students' speaking skill were collected by using speaking test. In this research, researcher has two variables, independent variable which variable students' anxiety and dependent variable consists of students' speaking skill. The researcher use SPSS program, before doing the analysis the data normality was tested by using Kolmogorf-Smirnov test to see if the population was distributed normal. The result of this research concluded that there is significant correlation between variable (X) students' anxiety and variable (Y) speaking skill.
- 3) The correlation between English grammar competence and speaking fluency of eleventh grade students in SMA N 1 s Sidoarjo (by: Agus Priyanto dan Lies Amin L). In this research, focuses more on the speech accuracy while the other emphasizes the fluency. The results of the study can help English teachers make better prediction regarding how far grammar competence correlate with speaking fluency.

C. Conceptual Framework

Based on statements above, the research concluded that speaking is the way people exchanges information, convey a message or ideas orally. Speaking is a form of communication to express/convey about our ideas/ thoughts/ opinions/ feelings/ information to others. Speaking also can be an effective way to convey the messages as the tool to communicate with other. Speaking has some skill such as vocabulary, pronunciation, accuracy and fluency. These are the main that make student can be a good speaker in communicate with the other people before practice.

Speaking Anxiety is one of the factors that influences speaking ability. Anxiety is feelings of uneasiness, frustration, self-doubt, apprehension of worry. It is a serious feeling associated with physical sensations that are all too painfully familiar to those affected - increased heart and breathing rates, increased adrenaline, over-rapid reactions, and a tension in the shoulder and neck area. Speaking anxiety creates a low self-confidence which makes students remain quiet in all situations, even if they have the capacity to express themselves and knowledge that is worth hearing.

Fluency in speaking is the ability to produce utterances or spoken productions that can be understood by both the listener and the speaker himself. Fluency is the ability to speak spontaneously, without having to stop and pause a lot. This can be done by habituation so that communication material can be obtained that understands each other between the speaker and the listener.

D. Hypothesis

It is assumed that there is a positive correlation between students' speaking anxiety and their fluency in monologue practice at the second semester of the eighth grade of MTs Al-Khairiyah Banjar Negeri. The following is the hypothesis that this research is based on:

1. Null Hypothesis (H_0)
 H_0 : There is no positive correlation between students' speaking anxiety and their fluency in monologue practice.
2. Alternative Hypothesis (H_a)
 H_a : There is a positive correlation between students' speaking anxiety and their fluency in monologue practice.

The following is an interpretation of coefficient correlation:

- a. Among 0.800 to 1.00 : Very high correlation.
- b. Among 0.600 to 0.800 : High correlation.
- c. Among 0.400 to 0.600 : Medium correlation.
- d. Among 0.200 to 0.400 : Low moderate.
- e. Among 0.00 to 0.200 : Very low correlation.

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