CHAPTER I

INTRODUCTION

In this chapter, the writer presents background of the study, statement of the problems, purposes of the study, significance of the study, scope and limitation, and the definition of the key terms. All of them were explained as follows.

1.1 Background of the study

Speaking is the ability to express ideas, feelings, and emotions in oral communication. To practice speaking is a central part of English lessons in universities today. However, to make students speak the English language is not always easy and there can be several different factors why this is the case. The current study analyze speaking anxiety and its influence in speaking achievement or on University students particularly in English Department.

Anxiety according to the literature "It is associated with feelings of uneasiness, frustration, self-doubt, apprehension, or worry" (Brown, 2000, p. 151). Horwitz and Cope (1986) further explain that when anxiety is limited to the scope of language learning situation, it falls into the category of specific anxiety reaction; differentiate from the anxiety experienced by people who are generally anxious in a variety of situations. Specific anxiety reaction refers to language learning students who generally feel strongly that anxiety is a major obstacle to be overcome in learning a foreign language. This type of anxiety is prompted by a specific set of conditions for example public speaking or participating in classroom activities (Ellis, 2015). This is unique in that it occurs specifically in
the foreign language context, which in this case refers to the process of learning English language.

According to Sharifi and Lashkarian (2015), although all aspects of learning English can cause anxiety, speaking is the most provoking skill among them. It can desolate students self-confidence, self-esteem and level of participation in the classroom. It is possible that as an English language lecturers, they may find that some students are good at writing, some may have difficulty in speaking English, while some can comprehend what they listen in English, some cannot understand what they read in English or vice versa.

Speaking anxiety is a common trouble in speaking activities that the student wants to communicate which fear of expressing ideas, feelings, and emotion. According to theory, anxiety is a common perception exists that mainly blocks in succeeding foreign language learning; especially when it comes to speaking in the foreign language (Minghe and Yuan, 2013).

In addition, in digital library (Digilib) at University of Muhammadiyah Malang (henceforth UMM), there are only few researchers discussing speaking anxiety that English Language Education Department (henceforth ELED) students experiencing in the classroom. The first findings signify that the majority ELED students at UMM were experiencing medium level of anxiety during the speaking class which is caused by many factors. The second findings, the students experienced high level of anxiety.

There were 6 (six) factors that causing students’ anxiety in speaking class, they were namely, 1) Personal and interpersonal anxieties, 2) Student beliefs about
language learning; 3) Teacher beliefs about language teaching; 4) Teacher-Learner interaction; 5) Classroom tasks, and 6) Language testing. All six (six) factors seemed to significantly effect students’ anxiety in speaking class Almas (2016). These factors are considered as an effective affect in students anxiety.

As mentioned previously, few researchers have conducted and published their work about students experiencing anxiety, particularly in speaking skill in ELED students at UMM through Digital Library. However, the research number is not sufficient to portray the real conditions that really happened to the student now. Because of this fact, this research still need to be studied to obtain the data consistency. This served as the research urgency in this study.

1.2 Statements of problem

In this study, the following questions were addressed:

1. What are the level of the second year students’ speaking Anxiety in English Language Education Department at the University of Muhammadiyah Malang?

2. What are the factors of the second year students’ speaking Anxiety in English Language Education Department at the University of Muhammadiyah Malang?

1.3 Purposes of the study

Based on the background of the study, purposes of the study are formulated as;

1. To analyze the level of the second year students’ speaking anxiety in English Language Education Department at University of Muhammadiyah Malang.
2. To analyze factor in the second year students’ Speaking Anxiety in English Language Education Department at University of Muhammadiyah Malang.

1.4 Scope and limitation

The research was conducted in students speaking classes activities in English Language Education Department at University of Muhammadiyah Malang. It was limited to the second year students’ learning, particularly in speaking English. The students were already taken the fourth level of Spoken classes in English Department. They were Speaking 1, Speaking 2, Speaking 3 and Speaking 4. In order to know the student’s level anxiety in class, the scale namely (FLCAS) Foreign Language Classroom Anxiety Scale developed by Horwitz & Cope (1986) is employed.

1.5 Research significance

This study provides the contributions for students, instructors, and future researchers. All of them are explained as follows:

1. For students, it is expected that this research able to make students in English Language Education Department at the University of Muhammadiyah Malang aware of speaking anxiety and provide them with information about anxiety and they know the signs and how to respond to it. So, they can overcome it comes.

2. For lecturers, it is expected that lecturers can adjust the teaching and learning process to accommodate students anxiety as a result of experiencing anxiety in the classroom, so they can promote a good learning environment for students.
3. Relevant research, it is expected that this study will enrich the body of knowledge of student in English Language Education Department that exist in Digital Library (Digilib) at University of Muhammadiyah Malang and can be used as a reference.

1.6 **Definition of key terms**

Avoiding misunderstanding of the key terms used in this study, it is necessary for the writer to define them as follows:

1. **Speaking Class** is the action of conveying information or expressing one’s thought and feelings in spoken language.

2. **Anxiety** is a subjective feeling of unease, discomfort, apprehension or fearful concern accompanied by a host of autonomic and somatic manifestations. Anxiety is a normal, emotional, reasonable and expected response to real or potential danger (Richa 2010).

3. **Foreign language anxiety (FLA)** feeling of tension and apprehension specifically associated with second language contexts, including speaking, listening, and prevents foreign language learners from successful performance in the target language (Hashemi and Abbasi, 2013).