CHAPTER I

INTRODUCTION

This chapter discusses about research background, research problems, research objectives, research significance, scope and limitation, and definition of key terms. Those will be described below.

1.1 Research Background

In this global era, the use and the importance of speaking English are undoubted. English is conceded as a bridge into a better education and business opportunities (Ahmad, 2016, p. 478). In a foreign language classroom environment, being understandable when speaking, and to utilize their effective oral communication are so essential in language learning. Thus, as a student we must shape the speaking apprehension to have better English in order to bring us into a better future.

It is a compulsory for students to use English well both in written and spoken. However, for many students there is a genuine constraint of performing the foreign language, a simply phenomenon yet affecting as known as Foreign Language Anxiety (FLA) which is hinder students’ performance and their achievement. It was the general foreign language classroom settings that aim to be accustomed to use English
in any concern and become stressful task for most learners (Horwitz, 2000 as cited in Almas, 2016). Students are hopefully to be more active in speaking 4.

Some research reveals that foreign language anxiety was often listed as an important factor of the decreasingly learning motivation, intervention with the students’ learning process, and students’ poor presentation (Pappamihiel, 2002, p. 328). Hence, among the factors which affective related to students’ failure achievements, the most dominant factor is language anxiety and it is also responsible as the factor that makes students’ achievements are getting low.

Anxiety is identified as a clear affective variable in foreign language research (Gardner 2006 as cited in Zgutowicz, 2009, p. 16). Anxiety is a mere obstacle that almost students have it. It affects almost in every stage of students’ learning activity, starts from input the information, and processes the information, to their performances in classroom (MacIntyre& Gardner, 1986). Students are harder to deliver their thoughts and the point of a presentation in language classroom if they are anxious. It is a common scenario in the classroom that students are afraid of things that they could not understand even to respond the speaker appropriately or correctly and it is natural responses to get nervous or anxious whenever they speak or do communication in front of their classmates (Horwitz, 2000). Based on the explanations, speaking anxiety can be caused by some factors, students had bothersome thoughts before and during the presentation, bad performance orientation,
lack of linguistic knowledge and skills, excessively unnecessary body language use, and worried of audience’s thought about his or her performance.

The existence of the relationship between speaking English and speaking anxiety often become the negative climates for learners in the classroom environment. There are two basic task requirements of foreign language learning which anxious able for learners, such as listening and speaking (Horwitz, Horwitz and Cope, 1986, p. 126). To emphasize that statement, Linh also stated that “speaking is the most anxiety-provoking skill for learners” (2011 as cited in Almas, 2016, p. 3). In short, the most influential and probably the most frequently cited concern of the language anxiety problems, is speaking.

Based on the previous study done by Pribadi (2014) as cited in Almas (2016), she founded that the sophomore of English Language Education Department at University of Muhammadiyah Malang were only experienced trait and state anxiety. Those students were reported to have an anxiety that is caused by their lack of communication skills and fear of negative evaluation. Pribadi conducted the research affirmatively with questionnaire to the first year students. Besides Almas has done the same research with Pribadi’s which only examine the first year students of English Language Education Department. Both of them were used the Foreign Language Classroom Anxiety Scale (FLCAS), to collect the data and examined.
Based on the explanation above, this research wants to investigate the types of students’ anxiety in doing speaking. The writer wants to find out the types of anxiety that students are still experienced until today and want to give the solutions to cope with the anxiety problem in public speaking. Therefore, this research entitles “Speaking anxiety experienced by students of English language education department”.

1.2 Research Problems

Based on the background of the study above, the research problems are gathered as follows:

1. What are the types of anxiety found in Speaking 4 that experienced by students of English Language Education Department?
2. What are the causes of anxiety in Speaking 4 that experienced by students of English Language Education Department?

1.3 Research Objectives

Based on the background of the study above, the research objectives are gathered as follows:

1. To investigate the types of anxiety that experienced by students of English Language Education Department.
2. To investigate the causes of anxiety in Speaking 4 that experienced by students of English Language Education Department.

1.4 Research Significance
This study is expected to be beneficial for teachers, students, researchers, and English Language Education Department itself to recognize the types of anxiety and prevent that hindrance at the very beginning. First, teachers are hopefully can use this finding to help those students which have speaking anxiety to cope their anxiety problem. Second, students which have speaking anxiety could recognize their own types of anxiety by reading this study and solve their speaking anxiety. Third, this study is expected informatively to other researchers so they can use this finding for looking at deeper cause of anxiety in language learning. Fourth, English Language Education Department could redesign the curriculum that matched with students for the learning goals.

1.5 Scope and Limitation

The scope of this research is constrained on foreign language anxiety problems in English Language Education Department. The writer wants to investigate the types of anxiety experienced by students and what is the possible solution for the students. The limitation of this research is 4th-semester students of English Language Education Department in University of Muhammadiyah Malang.

1.6 Definition of Key Terms

To avoid any misunderstanding on this study, the writer gives the definition of key terms that are used in this study. The terms are defined as below:

1. Anxiety is a feeling of worry about something bad will happen if someone did not do for the best they can (Nevid, Rathus, & Green, 2005).
2. Speaking anxiety is the situation when someone is feeling incompetence at specific subject, such as speaking and they are messing up their own performance by sudden. (Cutrone, 2009, p. 56).

3. Speaking is an interactive process of building the meaning that involves producing, receiving and processing information. Its form and meaning depend on the context in which it occurs, the participants, and the purposes of speaking (Burns & Joyce, 1997).