CHAPTER 1

INTRODUCTION

In this chapter, the researcher presents research background, research problems, research objective, research significance, scope and limitation and definition of key terms.

1.1 Research Background

As foreign language, English language has four skills: speaking, listening, writing and reading. Listening and reading are includes receptive skill, meanwhile speaking and writing are productive skill. The four skills are learned by the people in order to make them understand English well. English language is very important as international language and plays a more and more important role in many parts of our life. According to Zeremba (2006), of all the four macro English skills, speaking seems to be the most important skill required for communication. Besides, when a speech involving an audience is taken into consideration, the act of speaking is considered to be more complicated than general everyday conversation and a number of other skills are therefore included in the speaking delivery process e.g. choosing topics, organizing thoughts, tailoring the message, and adapting to listener feedback (Lucas, 2001).

Speaking is one of the four language skills (reading, writing, listening and speaking). It means through which learners can communicate with the others to achieve certain goals or express the opinions, intentions, hope and viewpoint. According to Brown (2001), when someone can speak a language it means that he can carry on a conversation reasonably competently. In addition, he states that the benchmark of successful acquisition of language is almost always the demonstration of an ability to accomplish pragmatic goals through an interactive discourse with other language speakers. Besides, according to Richards and Renandya (2002), effective oral communication requires the ability to use the language appropriately in social interactions that involves not only verbal communication but also paralinguistic elements of speech such as pitch, stress, and intonation. Moreover, non linguistic elements such as gestures, body
language, and expressions are needed in conveying messages directly without any accompanying speech. However, there are still a lot of factors that cause students to face the difficulties in learning to speak in English. One of the factors is the anxiety. Students’ anxiety is a real problem that majority of students face in learning English as a foreign language. According to Horwitz (1986), some learners may claim to have a mental block against anxiety when they come to learn to speak a second or foreign language. It makes students have less confidence, stress, and nervousness that impede their learning process. The psychological factors should be identified early before reducing and controlling them to cope with the mental block. In the recent approach such as Communicative Language Teaching (CLT), students are expected to interact with other people through pair or group works. Otherwise, the demand on communication in the modern language classes may enhance student anxiety, as there are more chances for their weaknesses to be exposed in front of others (Mosaud Hashemi, 2011). Horwitz et al (1986) considering language anxiety related to performance evaluation within academic and social contexts, drew parallels between it and three related performance anxieties: communication apprehension, test anxiety, fear of negative evaluation. There is a dilemma about how to conduct teaching and learning activities which are suitable for all students. The condition makes the anxiety in English speaking performance important to be investigated.

Anxiety is a kind of disadvantage that makes students unable to perform their competence. Actually, students know something about what students have to say but they cannot show it due to anxiety. Therefore, the problem should be identified to get some solutions to encourage students’ confidence and competence. According to Horwitz and Wang (2005), learners’ develop erroneous beliefs about ELF speaking when they initiate the very process of learning to speak English as a foreign language. Learners then tended to imperceptibly keep those beliefs with themselves and get unknowingly influenced by the same. The beliefs that had so far been reported were guessing of meaning, desire for accuracy, flawless pronunciation, and quick gaining of fluency. According to Ohata (2005), some specific student cognition as the reasons behind their ELF
speaking anxiety. Those cognition included students’ preference to speak flawlessly, to speak in the western way, use high power words, and set unrealistic deadlines to learn to speak and to become accurate in speaking before becoming fluent. Besides, according to Kayaoglu and Saglamel (2013), competitive classroom environment as a potential cause behind learners’ anxiety in speaking English as a foreign language.

Anxiety is an innate natural factor which affects each individual from the time of birth. Anxiety can appear on its own when someone is in a stressful situation and or something threatens her. Anxiety is a feeling in which a person fells anxious, nervous, confused and or flustered in a situation that could marginalize her. According to Mayer (2008), anxiety is defined as a state of intense agitation, foreboding, tension, and dread, occurring from a real or perceived threat of impending danger. Language anxiety is viewed as one of the hindrances for language learners from their successful achievement in a high level of proficient in a foreign language (Horwitz, 2010). According to Kondo (2009), language learning anxiety may pose potential problems for language learners.

There are two previous researches related to the current research with deals with students speaking anxiety of speaking class. The first previous research was conducted by Abdillah (2018) entitled “Students Anxiety Factors in Speaking English (A Case Study at the 8th Grade of SMPN 16 Semarang) in the Academic Year of 2016/2017”. The researcher investigated foreign language anxiety of EFL junior secondary school students. The finding of the research showed that there are six internal factors, such as: Attitude, Speaking in front of the class, being laughed at by peers, incomprehensible input, students beliefs about speaking English, lack of preparation. There are three external factors, such as: teacher personality, school environment, family environment.

Another previous research was conducted by Indrianty (2016), entitled “Student Anxiety in Speaking English (A Case Study in Hotel and Tourism College in Bandung)”. The researcher investigated students anxiety in speaking English in one hotel and college in Bandung. The finding of the researcher showed that there are two types of anxiety were evidence, such as: trait anxiety and state/situation anxiety. Second, the student anxiety in English speaking class
was derived from three main sources of anxiety, such as: communication apprehension, test anxiety and fear of negative evaluation.

Based on the previous explanation, the researcher attempts to conduct the research of student speaking anxiety entitled “Student’s Anxiety Factors in Speaking Class at English Language Education Department University of Muhammadiyah Malang”

1.2 Research Problems

1. What are the factors influencing Student’s Anxiety in Speaking Class at English Language Education Department University of Muhammadiyah Malang?

2. How do the students solve their Student’s Anxiety in Speaking Class at English Language Education Department University of Muhammadiyah Malang?

1.3 Research Objective

Based on the problem statement above, the researcher organizes the research objectives as the follows:

1. To know what are the factors influencing Student’s Anxiety in Speaking Class at English Language Education Department University of Muhammadiyah Malang?

2. To describe how to solve influencing Student’s Anxiety in Speaking Class at English Language Education Department University of Muhammadiyah Malang?

1.4 Research Significance

The result of this study is expected to give contribution in two targets: those are lecturers and the next researchers. Firstly, it is intended for English lecturers and students. The result of this expected to give contribution in increasing their knowledge to choose the appropriate student anxiety in English Department. Secondly, this research is intended for the next researchers. The result of this research is expected to give contribution as a reference for the next
researchers to particularize other factors influencing student anxiety in learning English.

1.5 Scope And Limitation

The scope of this research is investigating the factors of anxiety which is including three factors such as: communication apprehension, fear of negative evaluation and test anxiety. Besides, the limitation of this research is on Student’s Anxiety Factors in Speaking Class at English Language Education Department University of Muhammadiyah Malang.

1.6 Definition Of Key Terms

Certain key terms related to this research need to be defined in order to avoid misunderstanding. The terms which need to be defined are as follows:

- **Anxiety**: Anxiety is often labeled as being characteristic/trait or state in arena of education research (Woodrow, 2006).
- **Speaking**: Speaking is the ability to speak fluently and presupposes not only knowledge of language features, but also the ability to process information and language ‘on the spot’ while Quianty (Hammer, 2007).
- **Factor**: Factor is one of several things that affects or influences a situation