

CHAPTER I

INTRODUCTION

This chapter provides the research background, research problems, research purposes, scope and limitation, significance of study, and definition of key terms. Each section is given in the following order:

1.1 Research Background

Speaking English fluently is a goal for Many students studying English as a Second Language (ESL) or as a foreign language (EFL). Sometimes, language learners use the improvement in their spoken language abilities as a barometer for their language learning success. The development of speaking abilities and proficiency which are measured by an individual's ability to have a conversation in the target language is the most important aspect of learning a second or foreign language (**Leong & Ahmadi, 2017**). Speaking plays a key function in spoken language when delivering messages that exhibit traits different from those of written language. Voice potentials, facial languages, signs, pitch, articulation, stress, rhythm, and stopping could all be used to identify them. (**Wahyuningsih & Afandi, 2020**).

There are some problems for speaking skill that lecturers can come across in helping students to speak in the classroom. The first common problem is inhibition, it can happen when they fear criticism and concerned about making mistakes. The second problem is the lack of language knowledge, many students complain that they can't remember anything to say, and they don't have the

motivation to express themselves. The third problem is the extremely low level of the participants in the class. Each students in a large class will have very little time to speak because only one students speaks at a time and the other students listen to him or her. The final issue pertaining to speaking proficiency is that some students attempt to use their mother tongue in speaking classes since it comes naturally to them **(Leong and Ahmadi, 2017)**.

A worrying aspect that has been identified as having crippling consequences for the process of learning a foreign language is anxiety. This can happen because anxiety can affect the ability to communicate. Language anxiety has been considered a symptom of other anxiety disorders, such as exam anxiety, trait anxiety, or verbal communication anxiety **(Ahmed, Pathan & Khai, 2017)**. In addition, anxiety can be seen as a negative thing that students have and it's also why speaking anxiety is important to be studied. In this way, speaking anxiety is a result of English class activities. As a result, it is related to students' reluctance to use English. In addition, this hesitation will limit students' motivation in using English, which will prevent them from improving their language skills **(Wahyuningsih, S. & Afandi, M. 2020)**.

Speaking is actually the language skill that causes the most anxiety when learning a foreign language **(Tsai, 2018)**. Speaking in front of the class causes anxiety for many pupils, who view speaking as a terrifying skill. Students often report feeling overwhelmed and even frothing at the thought of having to do a role-play or give a speech, despite the fact that speaking abilities are of utmost importance **(Humaera & Pramustiara, (2022)**. In addition, qualities like

motivation, confidence, and attention to intonation and pronunciation are more important ones that contribute to high anxiety (Tsai, 2018).

When communicating in English, anxiety can make it harder for students to adapt to the environment and reach their academic goals. This makes it important to investigate anxiety experienced by students for some reasons. Firstly, **Putri and Marlina (2019)** found that the *types of anxiety* faced by the students were fear of speaking test, communication apprehension, and feedback by peers and lecturers. Secondly, **Wahyuningsih & Afandi, (2020)** reveal that the *factors* which caused students' speaking anxiety in English included lack of suitable vocabulary, poor grammar mastery, incorrect pronunciation, insufficient English usage outside of the classroom, lack of confidence and lack of English speaking curriculum development.. The importance of knowing the factors that cause students' speaking anxiety is to create a more conducive classroom atmosphere to increase their speaking ability. For lecturers, it can be used to improve their teaching methods so that students are no longer stressful when learning speaking.

There have been several research findings dealing with the analysis of the types and factors of anxiety in learning speaking skills, **such as Nurhayati and Nuraida (2020) and Asyisyifa, Handayani, Rizkiani (2019)**. According to **Nurhayati and Nuraida (2020)**, there are certain anxiety-related factors in the research's findings, namely speaking in front of the class, the pupils' perception of learning a language, and lack of preparation. They conducted this research by using a qualitative method. The research data were collected by using *interviews*, *questionnaires*, and classroom *observations*. They used Foreign Language

Classroom Anxiety Scale (FLCAS) as the instrument. Furthermore, **Asyisyifa, Handayani, Rizkiani (2019)** discovered that the causes of students' speaking anxiety included a lack of preparation, a worry of not comprehending the lecture topic or what it covered, a fear of making mistakes, a fear of being made fun of by peers, lack of confidence in one's ability to spell, mispronounced words. This research used a qualitative descriptive method with the instruments of *questionnaire* and *interview*. The questionnaire was adapted from Foreign Language Classroom Anxiety Scale (FLCAS) by Horwitz, Horwitz, and Cope (1986). **However**, this current research also will use Foreign Language Classroom Anxiety Scale (FLCAS) by Horwitz, Horwitz and Cope and the fifth semester students of English Language Education Department of UMM as the subjects to collect the data. Using the same theory to determine the scale of student speaking anxiety will produce more accurate evidence than previous research Foreign Language because the researcher use the fifth semester students of English Language Education Department who really need to deepen their speaking skills. Classroom Anxiety Scale (FLCAS) by Horwitz, Horwitz and Cope is a scale used to gauge how nervous students are when speaking during class and to develops into indications and goes into more detail to answer the question. This research will use two instruments such as interviews and questionnaires to get more specific findings than previous research.

In this study, the writer chooses the students of the English Language Education Department of Universities Muhammadiyah Malang. Based on the results of preliminary study, it was found that the students still experienced anxiety

when speaking in front of the class. Some of them felt embarrassed when giving presentations in class. Others are afraid of getting bad feedback from their friends because of their poor speaking skills. Some others feel nervous when speaking in front of the class as they believe that the instructor and the other students are talking notice of them.

1.2 Statement of Problems

Based on the research background above, the research problems are formulated as follow:

1. What types of speaking anxiety do the students **experience** in learning speaking skills at the English Language Education Department of UMM?
2. What factors influence the students' speaking anxiety in learning speaking skills at the English Language Education Department of UMM?

1.3 Research Purposes

In line with the statement of the problems, the purposes of the study are stated as follows;

1. To know the types of speaking anxiety the students **experience** in learning speaking at the English Language Education Department of UMM.
2. To identify the factors that influence the students' speaking anxiety in learning speaking at the English Language Education Department of UMM.

1.4 The Scope and Limitation

This study focuses on analyzing the speaking anxiety that students experience during the speaking class. This study is limited on the types of anxiety and the factors which cause the students to experience anxiety during learning speaking. The research involves the fifth semester students in the speaking class at the English Language and Education Department of UMM as participants.

1.5 The Significance of the Study

The results of this study is expected to be used by English lecturers to find out the types of anxiety which the students experience and the factors make them anxious when speaking English. For the lecturer, the result of this research is expected to make the lecturer to be aware of and attempt to minimize students' speaking anxiety by knowing what factors influence it so that they will not feel stressed and afraid. In addition, for students, it is also expected to know the factors that make them feel anxious when speaking English in class. After knowing the factors, students can also find out what type of anxiety they experience when speaking English. Thus, students are able to realize their weaknesses in speaking and become motivated to improve their English-speaking skills and increase enthusiasm for learning English. In addition, this research is very beneficial for researcher as it can expand their understanding of anxiety and provide them with further details regarding the many types and contributing factors of anxiety in classes though in English.

1.6 The Definition of the Key Terms

In order to avoid misunderstanding of the main concept used in this study, the following key terms are defined.

1. **Speaking** is a skill that becomes a powerful tool for international communication to share their ideas and information (Akkakoson, 2016). In this study, speaking refers to the act of expressing thoughts, ideas, feelings, or information using spoken language.

2. “**Learning** is something about which we all have an understanding and in which we have all participated” (Fulton, 2018:1). In this study, learning is understanding knowledge or skills through experience, study, or by being taught to improve students’ speaking skills.

3. **Anxiety** is the sensation of tension, anxiety, trepidation, and worry that is brought on by an automatic nervous system activation (Horwitz, 2001). In this research, anxiety refers to the students’ feelings of being nervous whenever they are speaking in front of the class and when they are speaking with the lecturers.