

# **CHAPTER I**

## **INTRODUCTION**

This chapter discusses background of the study, research problem, the purpose of study, significance of research, scope and limitation and definition of key terms.

### **A. Background of Study**

English is the world's most important language (Wierzbicka, 2006:3). is one of the foreign languages that must be learned as obligatory requirement to reach specific purpose, English is the major language which is used by people in some sectors. It is used for obtaining successful jobs, promotions, academic function business and interactions. Even though most of students are nervous or anxious to study English language, the teacher has to make effort so that English language easy to be learned. At least, the teacher has to change their mindset about bad score of their achievement, as long as they always make effort to be the best in class.

English is one of the international language, which is used by the most people in the world. Thus people all over the world have been using English either in formal or informal situation. In some countries such as America, Australia, England, New Zealand, the people speak English as their mother tongue and some countries such as Singapore, India, and Philippine speak

English as the second language. Meanwhile in Indonesia speak English as their foreign language (Rammelan, 1992:3).

Studying English as a foreign language needs to be concern on its skills as well as its purpose. John (1986:9) states that we have to know the reason of learning English and what it is for. This will help learner to develop their English better and easier. He also gives a view that there are various skills in the term of language teaching and the mastery of one language. They are listening, speaking, reading and writing. The four skills themselves are described in terms of their direction. Language produced by the learner referred as productive skills (speaking and writing) while language directed to the leaner referred as receptive skill (reading and listening).

Speaking skill is a form of productive and interactive skills that different from writing where attention to the grammatical, lexical and different discourses by writing (Carter & Nunan in Balemir. 2009-19). Despite of that, speaking is complex skill because it is concerned with comments of pronunciation, grammar, vocabulary and fluency (Syakur Royanita, 2014:14). There are many functions and forms of speaking. According to Brown in Richards (1990) there are three function and forms of speaking. They are; talk as interaction, talk as transaction and talk as performance. Talk as performance classroom presentation, public announcements, and speeches.

Speaking is one of the four skills that must be taught to the students. The teaching of speaking skill has become central in foreign language

classroom. Bailey and Savage (in Fauziati, 2010:15) state that “speaking in a second or foreign language has often been viewed as the most demanding of the four skills”. Speaking is assumed as the most important skill to be acquired by the students. But, most of them say that it is hard to speak English. Berkeley stated that English is quite different from Indonesian language being look at from pronunciation, structure or vocabulary.

In learning English as foreign language, speaking is harder than the other skills. Speaking happens in direct real time. We have to think the words, make it in right from to be understood and directly speak it in front of somebody. We can not revise or edit the word we have said. This is hardly surprising considering element (idea, what to say, language, how to use grammar and vocabulary, pronunciation as well as listening to and reacting to the person you are communicating with involved when someone is speaking.

According Balemir (2009:13) the source of the leaner speaking anxiety is becoming increasingly anxious when they cannot make improvements and bad language capabilities make learner becomes anxious. Aydin in Balemir (2009;23) explained that he found the four man sources of anxiety on writing and speaking in class after doing research in the context of EFL Turkey. They are personal reasons, learner beliefs, teacher manner and teaching and testing procedures.

Anxiety is a feeling of a general natural, in which one feels fear or loss of self-confidence that are unclear origin and its form (Wiramihardji, 2005). Anxiety is a natural thing that can be experienced by every being. It is already

considered as a part of everyday life. Anxiety is a normal reaction; stress is useful to help a person in the face of a difficult situation. People will try to find a solution and a way out when they face with a problem. The effort is due to person concerned wishes to reduce the uncomfortable feelings arising from the anxiety experienced. Humans often seized with anxiety when asked to speak in certain situations. However, too high anxiety affects language learning and communication process. Too high anxiety can lead to less success in language tests, students with little performance anxiety can do better and use more complex language structures (Philippine in Balemir, 2009:30). Anxiety can inhibit a person to communicate well. Anxiety occurs in students with lower levels of competency, while students with good competence would lend show better performance (Parker in Heng, 2012).

According to Spielberger (1966), there are 2 type of anxiety: trait and state anxiety. Trait anxiety refers to a rather stable individual tendency. It can be defined as an individual's likelihood of becoming anxious in any situation. Meanwhile state anxiety is represented by a transitory condition. It is a sense of uneasiness that may be experienced at particular moment in time, as a response to a definite situation. for example, prior to examination (Spielberger in Occhipinti, 2009).

There are 3 source and component of anxiety according to Horwitz and Cope (1986), they are communication apprehension is type of shyness characterized by fear or anxiety about communicating with people Difficulty in speaking in groups or in public or in listening to or learning spoken

message is all in manifestation of communication apprehension. Test anxiety refers to a type of performance anxiety stemming from a fear of failure.

They are the fourth and eighth semester who took English Department as their subject. They are including students that have higher anxiety than domestic students. They feel communication apprehension and social anxiety. Robertson et al. (in Sawir, 2005: 569) concluded that language issues were the major area of unsolved problems facing international students. They have to learn Indonesian language first, to make success in second language learning. In the other hand, they took English Department in IAIN Tulungagung that have to be learned by them. It means that they have to learn both Indonesian language and English language. They should make balance to learn both of the languages.

In academic study, especially for English Department, they have to take speaking subject from the first semester. Speaking in front of their classmates or the teacher is likely to be activity which deeply worries Thai showing their students. They are afraid of losing their own self-esteem, or language weaknesses. Thai students were anxious about “presenting a prepared dialogue in front of the class” and about “making an oral presentation or speak in front of the class”. While the entire class wait silently to listen their classmate, for the student called up to the top in front of the class time seems infinite, Students report that they start trembling and feeling panic struck in such situations. All performance activities should be properly tailored in

relation to the affective needs of the students and should not be completely avoided.

The study is purposed to investigate the anxiety of foreign language experienced by Thai students in English Department of IAIN Tulungagung. The interpretation will be administered across gender and some other personal differences. Therefore, this research is conducted under the title English: **“Anxiety of Thai students in learning English speaking at English department of IAIN Tulungagung”**

## **B. Research Problems**

1. What factors cause Thai students feel anxiety in learning English speaking at English Department of IAIN Tulungagung?
2. What strategies are used by Thai students to overcome their in learning English speaking at English Department of IAIN Tulungagung?

## **C. The Purposes of Study**

1. To know the factors of Thai students feel anxiety in learning English speaking at English Department of IAIN Tulungagung.
2. To describe about the strategies are used by Thai to overcome their in learning English speaking at English Department of IAIN Tulungagung.

#### **D. Significance of Research**

By this study, the writer hopefully that it will give contribution for:

1. Thai students of (IAIN Tulungagung)

For Thailand's students this study can help to develop student skill and understanding characteristic of student, so that the student can be motivated to study English and make them think that English is very easy subject to learn, it is not difficult but only need more practice. The writer hopes also they can be more active in English class whether they are able to speak or not. It just to increase their braveness to use their skills in speaking class or everywhere.

2. Lecturer of (IAIN Tulungagung)

From this study, educators especially lecturers in IAIN Tulungagung institutions will get useful information about student's anxiety level in English. The information will help them to design effective teaching methods that can help to reduce language anxiety and to create less stressful learning atmosphere. The findings from this research also can be used to help students to find suitable strategies to overcome their anxiety problem. It is very important to ensure that they can perform well in English so that they will have competency in the second language. And they can perform well more than my generation.

3. for researcher

The researcher can use the used techniques/media to teach in the future teaching-learning. The study also gives insights to the researcher

about what things which have to be considered in every teaching and learning process.

### **E. Scope and Limitation**

In this research, the research choose subject research from Thai student studying at IAIN Tulungagung (4th semester and 8th semester). The total nineteen students. The research choose 4th semester and 8th semester because they often told about the problems in their English language subject, especially speaking like lacking in speaking they could not catch what was delivered by the lectures and they also they were still lacking in speaking with them feeling anxious, afraid of being wrong, can not arrange the right sentence. So it was very interesting for research to make research from that semester.

In this research are some student from 4th semester and 8th semester of Thai students scholarship. There are students for this research, consist on 2 students from 4th semester and 3 students from 8th semester.

### **F. Definition of Key Terms**

To avoid misunderstanding, the writer explains words used in title of this thesis.

1. Anxiety: Anxiety is a feeling a general natural, in which one feels fear or loos of self-confidence that are unclear origin and its form (Wiramihardji,2005)

2. Speaking: Speaking is ability the ability to express eligibly, accurately, reasonably and without too much doubt. Byrne (2013:13).
3. Speaking anxiety: Something that has a great impact on one's self confidence since it often makes one experience failure when not being able to speak out and show what one know. (Lanerfeldt in Basic 2011).
4. International student are those who have crossed borders for the purpose of study (Organization for Economic Co-operation and Development: 2013).