

CHAPTER I

INTRODUCTION

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

A. Background of the Research

English becomes the most important language in many countries and is used widely all over the world and is used in many field such as politics, education, bussiness, trading and culture. English is used by people to communicate with other people who come from different countries. If we want to communicate with people from different country we have to be able to use English, at least orally. In Indonesia, English has become a compulsory subject in school, from elementary school until university. It means that English is important to be learnt by by all students in every level of education. Also, in the hope of that the students are ready to face the globalization era by studying it in formal education.

English consists four skills that need to be taught. They are listening, speaking, reading and writing. That four skills are equally important and has its own goal to be reached as the requirement of English mastery. One of that skill that should be learned is speaking, because it is the most important tool to communicate. In speaking, people can express their ideas or opinions to others effectively. Tinjaca and Contreras (2008) says that, for English language learners speaking is one of the most important skills that need to be developed.

Speaking helps learners develop their vocabulary and grammar skills and it also can make their writing skills better. Students can express their emotions, ideas, and show the various functions of language. Speaking is also have vital importance outside the classroom. Therefore, language speakers have more opportunities to find jobs in different organizations and companies. These statements have been supported by Baker and Westrup (2003) who said that learners who speak English very well can have greater chance for better education, finding good jobs, and getting promotion.

According to Mackey (1965: 266) speaking is an oral expression which involves not only the use of right sounds in the right pattern of rhythm and intonation, but also the choice of words and inflection in the right order to convey the right meaning. When someone speaks English without inappropriate pronunciation and structure to their friend or even the foreigners. They can not understand what the speaker is talking about, it will happen a miscommunication between them. In case, speaking with appropriate pronunciation, grammar, and vocabulary is so necessary to obtain the right meaning of information. Most importantly, the information that the speakers say should be fluent and comprehensible in order to avoid misunderstanding between the speaker and the listener. Therefore, many learners state that they have spent so many years studying English language but cannot speak it appropriately and understandably (Bueno, Madrid, & McLaren, 2006).

Speaking is considered to be the most difficult skill because most of the students usually obtain some difficulties and they have problems when they want

to express their ideas even in a simple form of conversation. It needs great courage as well as preparation to speak well in the new language. For most people, learning speaking became the most difficulty when they learn a foreign language. They have to learn about the grammatical, pronunciation, and vocabulary at the same time. Nevertheless, its not easy to mastering speaking, especially for students who have low self-confidence.

Al Nakhalah (2016: 101-103) finds out that there are psychological factors that hinder students from speaking. They are fear of mistakes, shyness, anxiety, lack of confidence, and lack of motivation. In the reality, anxiety is the common problem experienced by most students of English Department students. It is believed that anxiety can have negative impacts that may result in physiological and behavioral symptoms in learners. For example, it can change the learners' behavior like unwilling to study, difficult in concentrating and etc. (Cooke, Bewick, Barkham, Bradley, & Audin, 2006). Anxiety makes students hesitate to speak English because they feel anxious to make mistake while speaking English. They may learn less and also may not be able to demonstrate what they have learned to practice. Even worse, they may experience more failure, which in turn increases their anxiety.

According to Oxford, "Most language research shows a negative relationship between anxiety and performance. Although English has been taught since elementary school, but there are still many students who feel insecure to speak English. Most of the students are understand English verbal, but when they asked to say something in English they immediately feel nervous. Condition like

this may influence students' speaking ability in a bad way. They will also think that learning speaking a foreign language in the classroom is a problem.

The problem of speaking anxiety not only happens in the high school or lower grade of students but also it happens in the university students especially in the fifth semester students of English Education Department at IAIN Tulungagung. In this grade, students are expected to be master in English. But in reality, many students of the fifth semester students of English Education Department still have problem in speaking. It is supported by the experience of the researcher and also some of students' opinion. Most of students got nervous and reduced participation in the classroom. The students had difficulty to speak up in the classroom, because they lack of confident and many students had less motivation and passive in learning speaking, they were forced an anxious to speak. They were fearful and shy to speak up in English, because they were worried about producing mistakes.

Based on the background above, the writer would like to conduct a research entitled: **“Students’ Anxiety in Speaking English at the Fifth Semester of English Department Students in IAIN Tulungagung.”**

B. Statement of Research Problem

Based on the background above, the research problem is formulated as follows:

1. What are the factors that cause students' anxiety in speaking English in the classroom?

2. What are the students' strategies to overcome their anxiety in speaking?

C. Objectives of the Research

Based on the formulation of research question above, the purpose of this research is:

1. To identify the factors that cause students' anxiety in speaking English in the classroom.
2. To know the students' strategies to overcome their anxiety in speaking English in the classroom.

D. Significance of the Research

The findings of the research are expected contributive for the students and the other researcher.

1. For students, this research is expected to be able to provide knowledge related to speaking anxiety and be more aware of the factors that cause anxiety in speaking.
2. For the other researcher, this research can be used as reference for further research in the same field and researcher hope other researcher can do research much better and deeper than this research.

E. Scope and Limitation

There are many aspects that can be studied about speaking anxiety such as the level of anxiety, types of anxiety, sources of language anxiety, factors cause language anxiety, strategies in overcoming language anxiety. However, in this

research the researcher just would like to limit the study on the causes of students' speaking anxiety in classroom encountered by the fifth semester students of English Education Department at IAIN Tulungagung.

F. Definition of Key Terms

1. Anxiety

Horwitz *et al.* (1986:125) states that anxiety is described by psychologists as a subjective feeling of tension, apprehension, nervousness, and wrong associated with an arousal of the autonomic nervous system.

2. Speaking

Brown, G Yule (1983) stated that speaking ability is the capacity of a speaker to tell something well to other persons, as his listener in speaking, thereby the listener can catch or understand the oral communication, could run smoothly. The speakers express his needs and communicate information at least in short burst.

3. Speaking anxiety

According to Brydon (1997), speech anxiety refers to the feelings of discomfort that people experience before or during speaking in public.

4. Strategy

According to Brydon (1997), speech anxiety refers to the feelings of discomfort that people experience during speaking public.