

CHAPTER I

INTRODUCTION

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

A. Background of Study

Most of student might get difficult when they face speaking subject because they have lack of vocabulary or they become anxiety to share their idea in English. However, for some students become so frequent, or so forceful, when speaking anxiety arises. Anxiety comes in many different forms such as panic attacks, phobia, social anxiety, and situations in which people feel vulnerable (Albadri, 2019). Anxiety of speaking performance can also be encompassing people thoughts, feelings and actions, and may be related directly to anxiety at given moment. From these problem the researcher interests to investigate strategies to reduce anxiety in speaking (Albadri, 2019).

English is the world's most important language (Wierzbicka, 2006:3) 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.

Language is a system of arbitrary vocal symbols, which permit all people in a given culture, or other people who have learnt the system of that culture to communicate or to interact. Speaking becomes one of the most important things that people should have, because by speaking other people will understand what we mean and what we want. Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 1994; Burns & Joyce, 1997). Learning to speak also demands a lot of practice and attention; we learn to speak our mother tongue by listening and repeating. The teacher can adopt the same natural way, asking short questions and use of short dialogues in the classroom to develop this skill, (B. Bloch and G.L. Trager: 1942).

Speaking itself has many aspects such as pronunciation, fluency, grammar, stress, intonation, etc. Someone is called master of English if she or he is fluently when he is speaking. He can speak in a good grammatically order, use suitable stress and intonation and he can pronounce the sentence by sentence well. Not only what the researcher mentions above, speaking also needs confidence. Even we have a good grammar, intonation, and pronunciation it is non sense when we do not have confidence to speak.

According to Ur (1996: 121), there are some problems in speaking. Those are inhibition, nothing to say, low or uneven participation, and mother-tongue use. Learners are often inhibited about trying to say things in a foreign language in the classroom. They worry about making mistakes. Some students cannot think of

anything to say and also just have little time to speak. Besides, they will use their mother tongue because it is easier than foreign language.

Anxiety has the meaning of subjective feelings relating an arousal of automatic nervous system, such as tension, apprehension, nervousness, and worry (Spielberger, 1983 in Chen Yusi 2015). EFL students who feel anxious will think that they are afraid of producing something and feel ashamed if they do mistake. When the teacher asks question to students, they will be so nervous and afraid if their answer is wrong. They are shy if they are wrong, the other students will laugh at them. Actually, they have idea in their mind but because they are anxious, they are just silent and do not give any comment or answer.

In the other hand, speaking also becomes the most difficult one. It is supported by Nunan (2003: 48) that the reason why speaking is difficult is many people feel that speaking in a new language is harder than reading, writing, or listening for two reasons. First, unlike reading or writing, speaking happens in real time: usually the person you are talking to is waiting for you to speak right then. Second, when you speak, you cannot edit and revise what you wish to say, as you can if you are writing". In addition, Brown (1999: 270) also explains what makes speaking difficult. It is because speaking involves clustering, redundancy, reduced forms, performance variable, and colloquial language.

Based on statement above, the students' problem about speaking is complicated. The students' written score is highest than their speaking ability in the class. Their ability cannot be balanced. The common problem is confidence, bore, lazy, afraid to make mistake, and so on. It make the students can't express their

ideas. And the students' activities only listening, and writing. Sometimes they do not want to read aloud because it uses an oral activity. The researcher know that the fluency in speaking becomes the problem in learning English.

Thesis is a work of knowledge (science), not just "science" or "knowledge". Therefore, the scientific truth must be tested, not speculative works and must meet scientific requirements (Hadi Kusuma, 1995). The scientific work is one of the requirements for taking the undergraduate examination before a panel of examiners formed by the head of the university concerned. According to Cameron and Bahar (Aswagati, 2002). Anxiety at a normal level is needed by individuals because it is related to alertness, increased effort, willingness to achieve and endurance. However, in a higher degree according to Prawiro Husodo (Aswagati, 2001:4) anxiety can inhibit appearance, cause obstacles, inhibit individual willingness to excel. High anxiety can also cause psychological disorders of an individual. In facing the thesis exam, a student must have the ability to overcome these problems, so as to reduce the emergence of anxiety. The ability of a person to form the desired behavior in order to produce something tangible as desired is called the term self-efficacy. In addition, Maddux (Richdayanti, 2003:4) also said that anxiety can be influenced by self-efficacy. Someone who has high self-efficacy will have the ability to adapt better, be more able to influence the situation and be able to use their abilities better, so that feelings of being threatened and insecure can be controlled.

The problem of speaking anxiety not only happen in the low grade of students, but also some university students face this problems especially in the

eighth semester students of English department at IAIN Tulungagung. In this grade, moreover in this department, students must be a master of English recall that they learnt English since they were in elementary school. But in reality, many students of the eighth semester students of English Education Department still have problem in speaking. From the previews study the previews researcher only mention about strategies reducing speaking anxiety and the subject just only focus for the Thailand students.

There are several previous studies about speaking anxiety that have been conducted by using different research design and subject. A study carried out by Abdun Nasihir Albadri (2019) used to recognize the kind of anxiety that faced by Thailand students. The result showed that researcher find two kind anxiety that Thailand students faced, they are state anxiety and situation-specific anxiety. And this research just only focus on strategies and the subject just only Thailand students. The next previous study used interview but different subjects was conducted by Khusunu Qurbayati (2019) which just focused to find out problem in daily English speaking activity. The result is this research showed that students had many problem in daily English speaking activity, particularly in vocabulary, students often forget the vocabulary when they will speaking. They are need vocabulary, because they are the first grade.

Speaking Anxiety happens also on the eighth semester students of English Education Department at IAIN Tulungagung. Most of them feel anxious when they are speaking. It can be known from their personality side such as prior knowledge; their academic reason such us aspect of speaking like pronunciation, grammar,

intonation, stress, etc or it is from the lecturer side. Some students may be afraid of some certain lecturers who are very smart and master in English so the students do not feel free when they are speaking in English. But if the students keep their anxiety well, it will give bad impact to them. The students will not master in English if they cannot master at least one skill. In this case is speaking (Desy Trisdianty, 2018). In reality, when learning to talk, some students have difficulty, especially when they experience anxiety. If the students' negative feelings are allowed to develop, they will be unable to express their thoughts, ideas, and feelings in the new language they are studying. Since "anxiety is a dynamic and multi-dimensional phenomenon (Young, 1991: cited in Onwuegbuzie et al, 1999) and can be characterized as "a subjective feeling of stress, apprehension, nervousness, and worry associated with an arousal of the automatic nervous system," the causes of anxiety in students must be discovered (Mcintyre & Gardner, 1994: cited in 1999). Furthermore, according to the American Psychological Association (2015), anxiety is "a feeling of stress, anxious feelings, and physical changes." Anxiety, according to Wooten (2008), is "a depressive mood of fear followed by physiological characteristics.". But if the students keep their anxiety well, it will give bad impact to them. Students should have strategy to reduce the speaking anxiety in the classroom when they are speaking with their friends or their lecturers. Each student may have their own strategy to reduce it and the researcher only focuses on the eighth semester students of English Education Department at IAIN Tulungagung. In addition, Maddux (Richdayanti, 2003:4) also said that anxiety can be influenced by self-efficacy. Someone who has high self-efficacy will have the ability to adapt

better, be more able to influence the situation and be able to use their abilities better, so that feelings of being threatened and insecure can be controlled.

Based on the explanation above, it is significant to investigate study entitled **“STRATEGIES REDUCING SPEAKING ANXIETYBY EIGHTH SEMESTER STUDENTS OF ENGLISH EDUCATION DEPARTMENT AT IAIN TULUNGAGUNG ”**.

B. Statement of Research Problem

Based on the background of the study above, the researcher formulates the questions. Those are:

1. What are the factors that influence anxiety in speaking encountered by eighth semester students of English department at IAIN Tulungagung?
2. What are the strategies of eighth semester students of English department at IAIN Tulungagung to overcome anxiety in speaking?
3. How eighth semester students of English department at IAIN Tulungagung preparing their thesis presentation so speaking anxiety will not interfere their speaking ability ?

C. The Purpose of Study

1. To know the factor that influence anxiety in speaking by eighth semester students of English department at IAIN Tulungagung.
2. To know eighth semester students of English department at IAIN Tulungagung strategies to overcome anxiety in speaking.

3. To describe eighth semester students of English department at IAIN Tulungagung preparation before facing the thesis.

D. Significance of The Research

The researcher hopes that the result of the study will give contribution to:

1. The English lecturers

The researcher hopes that the research can help the lecturers to know what cause speaking anxiety by eighth semester students. After knowing the causes, the lecturers can review how they teach the students, also give them motivation and help them to prepare the speaking before facing thesis.

2. The university students

This research can help university students to know the suitable strategies for them to reducing speaking anxiety.

3. The researcher

This research can be a reference to them for the future researchers so it can be develop and they can give the better research.

E. Scope and Limitation of the Research

There are many aspects that can be studied related to speaking anxiety. Those are types of anxiety, level of anxiety, sources of language anxiety, the causes

of speaking anxiety, and strategies in overcoming speaking anxiety. In this research, the researcher limits the study only for the causes of students' speaking anxiety during classroom interaction and the strategies to reduce it.

F. Definition of Key Terms

To build the same perception between the researcher and the reader, there are some definitions of key terms. Those are:

1. Speaking anxiety

Speaking anxiety is a feeling of nervous when someone is speaking in English in front of many people.

2. Classroom interaction

The interaction between students and lecturer or students and students using English in the classroom. It includes the activity of asking and answer questions and also giving opinion.

3. Strategy:

Strategy is the way to reduce speaking anxiety.