CHAPTER I

INTRODUCTION

This chapter introduces background of the study, formulation of the study, objective of the study, significance of the study, the formulation of hypothesis, scope and limitation, definition of key terms related to this study.

A. Background of the Research

Language is mean of communication. Nurhayati, et. al. (2016) language is used to produce a valuable communication between human being. Creating good communication means having a capacity to enhance herself/himself with numerous knowledge about language. The position of English as a communication language in globalization era has a very important role. As we know in Indonesia is not easy to learn English because English was classified as a foreign language. Therefore, it really needed to master English for better communication. In Secondary school, English is one of obligatory subject that must be learned. There are four skills that students have to mastered in English, they are listening, speaking, reading and writing.

Among those four skills, speaking is one of the important skills to be mastered by students to have a good communication. Paramasivam (2013, 7) stated "English language learners, speaking is one of the most important skills that they need to be developed". So as an English learner, it is so important to learn speaking in language learning process, because one of communication tools is speaking. Speaking involves many factors, so that the ability to process language and

information, that makes speaking become a complex matter in a foreign language (Harmer, 2001). Therefore, based on researcher's experience, speaking is one of the difficult English skills that students felt because English is a foreign language for Indonesian learners. It was supported with Nurhayati (2020 in IJELTAL) that English in Indonesia is treated as foreign language, so it is obvious not all of Indonesian students not understand well about English. Ariyanti (2016) said, "acquiring English speaking is not easy as first language especially for Indonesian students where English is foreign language for them." (p.78).

The reason why speaking English is difficult, especially as an English foreign learner is because English is not students' mother tongue. According to Nurhayati (2019) there are some terms in speaking that must be available, they are grammar, vocabulary, and pronunciation. The difficulties that students with English as a mother tongue faced is in the component of speaking, such as in terms of grammar, vocabulary, and pronunciation (Bygate, 2005). Based on Ansori (2015), many learners are afraid of speaking English, because they are afraid of making mistake in term of grammar. Another that, lack of vocabulary can make students difficult to speak English. Beside grammar and vocabulary, Goh (2007) stated that pronunciation plays an important role in speaking. Nurhayati (2015) explain that the student's problem is pronunciation, since English is foreign language, the pronunciation and spelling of words in English was different. If learners do not know how to pronounce English words and pronounce it incorrectly, it will leads mispronounce and make misrepresentation of information.

The problems in speaking English are not just from external factor, there are internal factors that students faced in speaking English. Based on researcher's experience, when students want to speak English, the students feel afraid, worry and nervous. That's the students feel is a psychological phenomenon which is called as anxiety (Yahya, 2013). Anggiyana (2014) stated "anxiety is a feeling of being threatened, apprehension, tension or worry". It becomes the common problem of students when they want to speak English. Teacher and students consider that anxiety is the main obstacle to speak foreign language, cited Horwitz et al (1986). It means that anxiety is the intense problem in students' speaking ability.

The factor that makes students become anxious when speaking Englis that the students are too afraid because they are afraid in making mistake, and the other students will laugh and mock to them, that will make students' anxiety become higher. Horwitz (1986) defined speaking anxiety as a distinct complex of self-perceptions, belief, sense, and behaviors related to classroom language learning growing from the uniqueness of the language learning process. Learners feel unsuccessful and may encounter spacious tension while having to speak in front of their peers. These may guide into the idea that anxious students are incompetent foreign language communication.

M Tzoannopoulou (2016), mention the factor that cause speaking anxiety are unreadiness for class, communication cognition with teachers, other learners and native speakers, examines and negative manner towards English classes and teachers' corrections and evaluation. They also said that the fear of negative evaluation sources includes negative judgement and others disagreement, making

oral or misspelling, and leaving terrible impressions on others. Fear of negative evaluation specify the stage of students' self confidence in two specifics aspects, that are the teacher's manner against students' speaking mistake, and the teacher's attitude of correcting the students' mistake, in other words the feeling of being judged (Samiha, 2015).

Based on researcher's observation, there are a lot of students that face some problems in speaking English such as speaking anxiety. As in International class, the students feel restless to speak English because in the class there are some students from aboard with different culture. Nurhayati, et. al. (2019) state that the bigger the difference among communicators, the harder the communication process runs effectively. In international class, foreign students were more active and sometimes they didn't give a chance to Indonesian students to speak, that was made Indonesian students feel anxious and become a passive student. Therefore, the researcher was interested in investigating the strategies to overcome the students' speaking anxiety and negative evaluation in speaking performance. Chamot (1987) stated that language learning strategies is a process, techniques, approaches and behaviors that students take to simplify the learning and recall of both linguistics and content area information. So, language strategies can help learners to become independent and learn foreign language effectively.

The previous researcher Mohammed Bagher S (2012), Samiha (2015), and Ahmed Maher M. (2016) had already done investigation about the level, the sources, and the effect of speaking anxiety and fear of negative evaluation in EFL students. Thus, the researcher conducts the research entitled "International

Students' Strategies to Overcome Speaking Anxiety and Fear of Negative Evaluation in Speaking Performance". The researcher chooses postgraduate English education department students in UIN Sayyid Ali Rahmatullah Tulungagung in international class. Because postgraduate students in international class may had experience in overcoming speaking anxiety in speaking performance, here the researcher wants to know their strategies how to overcome their anxiety and fear of negative evaluation in speaking performance.

B. Statement of Research Problems

Based on background of the study that had been explained, the research question can be formulated as:

1. What factors do cause international students' speaking anxiety in speaking performance?

2. What kind of strategies do international students apply to overcome their speaking anxiety in speaking performance?

C. Objectives of the Research

Based on the statement of research problem, the purpose of this study is:

1. To know the factors that cause international students' speaking anxiety in speaking performance.

2. To investigate the kind of international students' strategies to overcome speaking in speaking performance.

D. Significance of the Research

This research will be contributed to:

1. Students

For students can help them to know the strategies to overcome their speaking anxiety and negative evaluation in speaking performance, so that they can introspect themselves, cope their anxiety and elaborate their speaking skills. After they know the strategies to overcome their anxiety in speaking English, the researcher hopes they can be more active in English class and brave to speak English.

2. Teacher/lecturer

For teacher or lecturer can know the solution how to faced students with speaking anxiety and by knowing the strategies, can help the students in decreasing speaking anxiety and negative evaluation.

3. Researcher

There are some things which are related to speaking anxiety which can be researched by other researchers. So, the researcher hopes this study can be a reference for other researchers who has similar topic.

E. Scope and Limitation of the Research

In this research, the researcher focused on the strategies to overcome speaking anxiety in speaking performance. This research only conducted to the post graduate students in English Department of UIN Sayyid Ali Rahmatullah Tulungagung in international class.

F. Definitions of Key Terms

1. Strategy: a plan of action that deliberately choosing a different set of activities to deliver a unique mix of value, (Porter in Harvard Business Review 1996).

2. Speaking anxiety: an action that has a great impact on someone's self-confidence because it often makes someone feel failed when they are not able to speak foreign, (Lanerfeldt in Basic 2011).