

CHAPTER I

INTRODUCTION

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

A. Background of the Research

Language is used to create a meaningful communication among human beings. In other words, communication is the main function of language. Communication is impossible without shared knowledge and assumptions between speakers and hearers (Stubbs in Nurhayati & Yuwartatik, 2016a). English is an important language that we must learn in our lives, because English is an international language. People all over the world have used English both in formal and informal situations. In some countries, people speak English as their mother tongue such as; America, Australia, England, and New Zealand, and for some countries such as; India, Philippines, Singapore speak English as their second language. Meanwhile in Indonesia, speak English as their foreign language (Rammelan, 1992:3).

Nowadays, English to become a compulsory subject which is as foreign language, it is obvious that not all of Indonesian understand well about English. In covering that gap, in Indonesia English is taught starting from kindergarten until university levels (Nurhayati, 2020). In formal education, the government has determined that English is one

of the subjects that must be taught in Indonesia starting from elementary school, junior high school, senior high school, subject of the higher education institution. It is hoped that Indonesian students can master English through their education. The government prepared the students to be able to communicate with people around the world by mastering English as an international language. By learning the language, students are expected to be able to follow the development of science and technology. Teaching English lessons are needed with the aim that students can recognize and communicate well in English. In addition, they would be able to face global competition where English has an important role as an international language in the world. However, currently there are still many students who are not interested in English. They think that English is a difficult language to master, pronounce, learn, and practice in everyday life.

In learning English there are four skills that the students need to be mastered. They are; listening, reading, writing and speaking. 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 learner referred as receptive skill (reading and listening). One of the skills that must be mastered by the students is speaking. Speaking is the skill that the students would be judged upon most in real-life situation. It is an important part of interaction and most often the first impression of a person is based on the students' ability to speak fluently and comprehensibly. People can

be said to have mastered English when they are capable to carry out the conversation at ease, that's why speaking skill is a very important in learning English that students must be mastered besides other skills. Richard states "Speaking is one of the central elements of communication in EFL (English as a Foreign Language) teaching, it is an aspect that needs special attention and instruction". The ability to speak fluently presupposes not only knowledge of language feature, but also the ability to process the information and language 'on the spot' (Harmer, 2000:269 as cited in Nurhayati, 2016). For English language learners, speaking is one of the most important skills that they need to be developed (Tinjaca & Contreras, 2008). It means that in the process of learning English, speaking skill is one of the most important skills as a tool in communication. Bach (1979) as cited in Nurhayati 2016 explains that an action in verbal communication has message in itself so the communication is not only about language but also with action. By speaking, people can communicate directly and others can give responses. Moreover, Nunan (1991) stated that people must master the art of speaking is the single most important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation the language target. Moreover, speaking is not easy but we must try it since it is a way to express ideas and opinions directly what we are thinking.

Generally, speaking is used to convey information, arguments to others, or express thoughts and feelings in the spoken form. It means that

speaking used to communicate with other using a language to get some information, to compete arguments or expressing our thoughts and feelings. It is a process that include two or more people to communicate in oral communication which purpose to send and receive an information to speak and express ideas, feelings, and emotions to others. To summarize, speaking is the way when we say something to others depend on the situation to deliver a message or share a moment of the speakers which allow other speakers investigate or response their feeling or idea about the topic.

Seeing the fact that speaking as one of often becomes a difficult problem for students in conducting communication. Some difficulties which are faced by them such as first they feel shy, afraid of making mistakes, and get stumbling when utter ideas (Nurhayati, 2016:1). Pekrun (1992) defined anxiety as a “Sociobiological phenomenon experienced as a foreboding dread or threat resulting from the individual’s appraisal of a situation and of their capacity to dealwith it”. This means that anxiety is a natural phenomenon that happens to every individual human being in certain situations. Although the effects of anxiety can be positive and negative. In some cases, anxiety can be a motivation for students so that they can develop their abilities, but mostly anxiety has negative effects. For example, anxiety makes students less concentrated which ultimately affects their performance in the language learning process.

Rico (2013:54) argues that anxiety about language learning is feeling of self-consciousness, desire to speak perfectly, and fear of making mistakes. Speak using foreign language can threaten a person's sense of self because they know they cannot represent themselves fully in other language. Eda Taysi (2015:587) states that there are three main categories of student's opinions about the problems of students while speaking English. The first is lack of vocabulary, the students might be anxious about not being able to use already acquired vocabulary. The second is concerns about pronunciation, the students did not have confidence in pronouncing the words and they are afraid of mispronunciation. The last is grammatical concerns, the students feel hesitant about speaking English since they want to make grammatically accurate sentences and they are afraid of making mistakes. Whereas, Horwitz and Cope (1986:127) defined that foreign language anxiety concerns performance anxiety, such as communication apprehension, test anxiety, and fear of negative evaluation. Based on the opinion before, here are the illustration of factors that contribute student's anxiety when speaking English adapted from Rico, Taysi, and Horwitz. Those are lack of vocabulary, worry about making mistakes, worry they have mispronunciation, and fear of negative evaluation.

Researchers found signs of anxiety among students. Many students become anxious such as their lack of participation during the learning process. They have difficulty speaking in class because they are afraid, shy, lack self-confidence and worry that they would make mistakes. To

overcome all these problems, it is very important to know the factors that influence students' feelings of anxiety and try to help them overcome their anxiety problems.

The researcher examined for some research concerning those media, there are: Nur Isnaini carried out her research in the English department of UIN Lampung. This research was focused on *analysis of students speaking anxiety of English Foreign Language (EFL) in fifth semester*. The research was conducted to gather the data through observation, interview and questionnaire. The students speaking anxiety factors in English Foreign Language (EFL) where the students have over self-prediction, unreasonable confidence in English to say something, anxiety sensitivity, incorrect body attribution signal because they cannot express their feelings well in English, and low self-efficacy, which are factors that influence the practice of speaking English Foreign Language. There are several forms of anxiety, it can be concluded that the students were unconfident, afraid of error, shyness, worry, panic while getting signs of anxiety are heart breathing, short breath that prevents them from speaking English.

Other previous study was conducted by Herwanto (2013) "Factors that cause language anxiety in the English classroom speaking performance in SMPN4 Pakem Yogyakarta". This study focused on describing the factors that cause language anxiety in the English classroom speaking performance as one of the causals in order to get the broader understanding about this phenomenon. This study is categorized

as descriptive qualitative research. The finding of this study describes six factors that cause language anxiety.

Another interest study has been done by Ati Saidatul Ula 2016. The research has done at IAIN Salatiga. The participant was 2nd semester of International Class Program (KKI) of IAIN Salatiga. The research was focused on *Analysis of Speaking Anxiety in the Production of English in Speaking Class*. The research was conducted by Questionnaire to collect the data. The conclusion of this research is the anxious students are not necessarily having low score, and mildly anxious students might not always have a good score.

The differences between this study with previous studies were the object of the research, data sources, and focused on factors that influence students speaking anxiety and forms of anxiety. The object of the research were the fourth Semester of English department of IAIN Tulungagung. This research focused on investigating the level of anxiety and description of students' speaking ability from their anxiety level.

From the background of the study above, the researcher was interested in researching the fourth Semester Students of English Department of IAIN Tulungagung by the title **“An Analysis of Students' Anxiety of Speaking English of the Fourth Semester of English Department of IAIN Tulungagung”**.

B. Statement of Research Problems

The researcher developed the statement of the research problems as follows:

1. What factors do influence students of the fourth semester feel anxious in speaking English at English Department of IAIN Tulungagung?
2. What strategies are used by the students of the fourth semester to overcome their anxiety in speaking English at English Department of IAIN Tulungagung?

C. Objective of the Research

1. To know the factors that influence the students of the fourth semester feel anxious in speaking English at English Department of IAIN Tulungagung.
2. To describe the strategies are used by the students of the fourth semester to overcome their anxiety in speaking English at English Department of IAIN Tulungagung.

D. Significance of the Research

By this research, the researcher hopefully that it would give contribution for:

1. The fourth semester of English Department of IAIN Tulungagung

For the fourth semester students this research can help to know and understand their characteristics, so the students can find reasons and solutions why they feel anxious when they speak English, so they can be

motivated to learn English, they can develop their skill to speak English. The researcher hopes that they can be more active in English class whether they are able to speak or not. It just increases Their courage to use their skills of speaking class or everywhere.

2. Lecturer of (IAIN Tulungagung)

From this research, the lecturers of IAIN Tulungagung would get more information about the level of student anxiety in speaking English. This information would help the lecturer to design the effective teaching methods that can help students reduce their anxiety in speaking English. The results of this research can also be used to help students find strategies that are suitable for the problems they are experiencing, reducing students' anxiety when they speak English inside and outside the classroom. It's important to ensure that they can do well in speaking English so that they would have competence in the secondlanguage.

3. For Researcher

The researcher can use the used techniques/media to teach in the future teaching-learning. The research also gives insights to the researcher about what things which have to be considered in every teaching and learning process.

E. Scope and Limitation of the Research

Although there are other language skills (listening, reading, and writing) that have to be studied, the researcher limits the research focused only to speaking skill. Therefore, the researcher only focuses on

speaking anxiety in English language. There might be a different result about this research for previous and future study, it caused by different subject used in the research. The research would be done in the fourth semester students of IAIN Tulungagung in academic year of 2019/2020. To complete the data, the researcher would not organize the speaking test, yet by collecting the students' score from the speaking lecturer.

F. Definition of Key Terms

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

1. Anxiety: Anxiety is “the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system” (Horwitz et al, 1986. P.125).
2. Speaking: Speaking: Speaking is ability to express legibility, accurately, reasonably and without too much doubt (Bryne 2013:13).
3. Speaking Anxiety: Something that has a great impact on one's confident since it often makes one experience failure when not being able to speak out and show what one knows (Lanerfeldt in Basic 2011). This research used questionnaires and interview items to measure foreign language learners' speaking anxiety.