

# 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 the Study

Most students may struggle when it comes to speaking subjects because they lack of vocabulary or anxious to communicate their ideas in English. However, for certain kids, speaking anxiety becomes so regular or so scary. Anxiety manifests itself in a variety of ways, including panic attacks, phobias, social anxiety, and circumstances in which individuals feel exposed (Albadri, 2019). Nervousness over speaking performance may also include people's thoughts, feelings, and behaviors, which may be directly tied to anxiety at the time. The researcher is interested in researching techniques to lessen anxiety when speaking as a result of these issues (Albadri, 2019).

English is the world's most significant language (Wierzbicka, 2006:3). One of the foreign languages that must be taught as a condition to achieve a certain goal, English is the predominant language that people utilize in certain areas. It is utilized to gain successful employment, promotions, academic functions, corporate relationships, and so forth. Almost every second, a prospective foreign student who wishes to continue his studies must acquire and achieve a specific level of English

proficiency, as English is the language of teaching and assessment at almost every institution across the world. Speaking is the basic skill that every English education department student should mastery.

Speaking is one of the most crucial skills that people should have since it allows others to comprehend what they mean and what they desire. Speaking is an interactive process of meaning construction that includes creating, receiving, and processing information (Brown, 1994; Burns & Joyce, 1997). Speaking, on the other hand, becomes the most difficult. Nunan (2003: 48) reinforces the theory that speaking is difficult since many individuals believe that speaking in a foreign language is more difficult than reading, writing, or listening for two reasons. Pronunciation, fluency, grammar, emphasis, intonation, and so on are all components of speaking.

Speaking, on the other hand, becomes the most difficult. Nunan (2003: 48) reinforces the theory that speaking is difficult since many individuals believe that speaking in a foreign language is more difficult than reading, writing, or listening for two reasons. First, unlike reading or writing, speaking occurs in real time: the person you are speaking to is generally waiting for you to speak right then and there. Second, you cannot edit and amend what you want to say when you talk, as you do when you write." Furthermore, Brown (1999: 270) outlines what makes speaking tough. This is due to the fact that speaking contains clustering, redundancy, reduced forms, performance variable, and daily language.

Pronunciation, fluency, grammar, emphasis, intonation, and so on are all components of speaking. A person is referred to as a master of English if she or he speaks English fluently. He can talk in grammatically correct order, with appropriate stress and tone, and with effective sentence-by-sentence pronunciation. Speaking requires confidence in addition to what the researcher said above. Even if they have superb grammar, intonation, and pronunciation, it makes little sense if they lack confidence in speaking. Speaking has various difficulties, according to Ur (1996: 121). These are hesitation, having nothing to say, poor or unequal involvement, and using the mother tongue. Learners are frequently apprehensive about speaking in a foreign language in the classroom. They are concerned about making mistakes. Some pupils are unable to think of anything to say and have limited time to talk. Furthermore, people utilized their mother tongue because it is easier than learning a foreign language.

Anxiety refers to subjective experiences associated with an activation of the autonomic nervous system, such as tension, apprehension, uneasiness, and concern (Spielberger, 1983 in Chen Yusi 2015). Anxious EFL students believe they are terrified of generating something and would feel humiliated if they make a mistake. When the instructor asks pupils a question, they felt scared and afraid if their response is incorrect. They are afraid that if they are incorrect, the other pupils would laugh at them. They have an idea in their heads, but since they are nervous, they remain mute and do not react or respond.

In many countries, higher education in a multicultural setting has become an overpowering phenomenon. Over the last two decades, well-developed nations in higher education, led by the United States, the United Kingdom, Australia, Canada, and New Zealand, have seen an increase in the number of foreign students. According to recent British Council study undertaken in partnership with Universities UK and IDP Education Australia (Böhm et al., 2004, as quoted by Asteris, 2006), worldwide student flows would grow from 2.1 million in 2003 to about 5.8 million by 2020. Approximately 45 percent of these international students (2.6 million) to study in the five major English-speaking destination countries listed above. China, India, and Malaysia lead the demand for international education.

Vygotsky's general theoretical framework is highly relevant to modern multicultural education for several reasons. For example, his fundamental interpretation of signs and symbols as mediators in the development of cognitive processes through social interaction has great potential for teaching culturally diverse learners. This potential stems from the fact that signs, symbols, and social interactions themselves are, for the most part, culturally specific, not universal. Increasingly, research has demonstrated this deep cultural specificity in many general and educational contexts (Moll, 1990; Rogoff, 1990; Martin, 1995; Cole, 1995). The research also shows that significant positive educational outcomes can be achieved when these cultural specificities are fully considered in educational practice (McNamee, 1990; Au & Kawakita, 1991; Bruner, 1996; Shade, Kelly, & Olberg, 1997; Hollins, 1997; Gernsten & Himenez, 1998; Diaz, 2001).

Further research is needed, however, to fully understand the importance of cultural specificity for the education of culturally diverse learners, including cultural specificity of social interactions and interpersonal relationships. As Carolyn Panofsky states (see Panofsky, this volume), “Sociocultural learning theory has explored extensively the role of signs and symbols in mediation but must consider more and more the ways in which interpersonal relationships mediate students' school lives and their consequences. - means for learning.” In the last part of this chapter, discussed some issues related to the cultural specificities of interpersonal relationships and their mediating role in the teaching-learning process.

The value of overseas students to receiving universities is well acknowledged. Aside from financial contributions to university development, overseas students' different need for certain courses (such as mathematics and engineering) from domestic student's aids receiving universities in maintaining a varied choice of disciplines. Serving foreign clientele from various cultural backgrounds would also enhance educational experience. International students are no longer a "optional extra" for institutions, as their reliance on them has grown "inevitable" (Ivor Crewe, president of Universities UK, as quoted by Taylor, 2005). As a result, given the increasing rivalry among institutions, how to improve international students' study experiences is a strategic concern for most of them.

This research had a purpose to fill the GAP from previous study about speaking anxiety among students. There are many previous studies that also

conduct speaking anxiety, every stage of education also has different result of the finding. Previous study only focused on levelling, such as junior high school, senior high school, university students. Next aspect that previous study focused just only district of the study, the example is SMP 2 Ngrejo, and Thailand students at IAIN Tulungagung. And the last aspect of their focused is physical factor of speaking anxiety itself. So, from that the researcher improved this research into international stage, because even they are categorized as an international student in a multicultural class, it doesn't mean that they did not find a speaking anxiety. These statements related with researcher previous survey about speaking anxiety among multicultural students in the second semester of researcher master's degree, researcher find the subject to be study to find speaking anxiety among multicultural class. As you can see from previous study every stage or every level of education have their own factors of speaking anxiety, so this research significant in finding the factors of speaking anxiety among multi-cultural students at UIN SATU Tulungagung.

Based on the explanation above, it is significant to investigate study entitled **“SPEAKING ANXIETY ENCOUNTERED BY EFL MULTI-CULTURAL STUDENTS GRADUATE AT UIN SAYYID ALI RAHMATULLAH 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 among multi-cultural students at UIN SATU Tulungagung?
2. How do the multi-cultural students at UIN SATU Tulungagung used to overcome their anxiety in speaking?

## **C. The Purpose of the Study**

1. To know the factors of affecting speaking anxiety among international students at UIN SATU Tulungagung.
2. To know the strategies that multi-cultural students at UIN SATU Tulungagung used to overcome speaking anxiety.

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

The researcher hopes that the result of the study gave contribution to:

1. The English lecturers

The researcher hopes that the research can help the lecturers to know what cause speaking anxiety by international 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 Multi-cultural students

This research can help multi-cultural students to know the suitable strategies for them to reducing their speaking anxiety.

## 3. The Future 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 international students' speaking anxiety and the strategies to reduce it.