CHAPTER I

INTRODUCTION

This chapter presents some points related to this research. Those include background of the research, statement of research problems, objectives of the research, scope and limitation of the research, and definition of key terms.

A. Background of the Research

In term of communication, the mastery of English speaking skills is a priority for many second or foreign language learners. Learners, consequently, often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how well they can produce spoken language proficiency. Speaking itself, has some aspect such as accuracy and fluency. The students can be called master of English or have a good ability in English if they can speak fluently. It means that the students' fluency in English is a sign that they master of English. To be fluent in speaking is not easy for some students who have low self-confidence. It makes the students silent and do not want to speak in English. They feel anxious to make mistake in speaking. Anxiety itself is a negative way to present human feeling. When we are anxious, we feel nervous, worried and fearful. Related to anxiety, Horwitz cited by Mahfuzah et al.

(2014) defined foreign language anxiety as "a distinct complex of self-perceptions, beliefs, feelings and behaviors related to classroom learning arising from the uniqueness of the language learning process".

In their theory, Horwitz, Horwitz and Cope (1986) introduced the FLCAS (Foreign Language Classroom Anxiety Scale) as an instrument to measure anxiety levels. The FLCAS consists of 33 statements with significant part-whole correlations with the total scale, aiming to asses' communication apprehension, test anxiety and fear of negative evaluation associated with language anxiety. Each item on the FLCAS is rated on a five-point Likert scale ranging from 1 (strongly agree) to 5 (strongly disagree). Total scores of the scale range from 33 to 165 with lower scores indicate higher levels of anxiety. Twenty-four of the items are positively worded, and nine of the items are negatively worded.

The FLCAS has been widely used as an instrument to measure foreign language anxiety, although it covers quite a number of items addressing students' anxious feeling of speaking the foreign language in the classroom setting. The research conducted by Aida (1994) in second language settings tested Horwitz and associates' construct of foreign language anxiety by adapting Horwitz's FLCAS. Her result proved the validity of FLCAS through revealed two crucial foreign language anxiety components: speaking anxiety and fear of negative evaluation.

In fact, it is believed that speaking has been generally recognized as the most anxiety-provoking skill associated with foreign language learning.

For example, Horwitz, Horwitz and Cope (1986) identified communication apprehension to be conceptually relevant to foreign language anxiety. Other researcher, Palacios (1991) found that speaking caused the most anxiety among the learners. Meanwhile, Liu (2007), students even become more anxious when they are given questions or asked to perform in front of the class. This finding is quite similar to Horwitz, et al. (1986) one showing that EFL students are afraid to make mistakes and are thought as less competent by the others. On the other hand, Krashen (1982) also supported that they also do not have bravery to speak in front of others because of their high self-consciousness.

From the explanation above, it is believed that students' anxiety to speak English in the classroom become the main factor in speaking. The fact shows that anxiety determines the students' speaking ability. The fact is that the higher students' anxiety in EFL, the more they tend to gain low speaking proficiency (Aida, 1994; Cheng, 2012). Consequently, students cannot improve their speaking ability. Many students often feel afraid to speak in a foreign language classroom. They are usually worried in making mistakes. As a result of the fear of making mistakes, the students tend to think that learning and speaking a foreign language in the classroom is always a problem. Hence, the students decide to keep silent and become afraid or shy to express their ideas.

Based on the researcher experience, classroom oral presentation activity becomes one of challenging activities for students because they

have to speak English in front of their friends even the lecturer. This classroom oral presentation refers to an activity in which the students display their knowledge related to a particular subject in front of the lecturer and students. It occurs in an organized setting and time allotment. In addition, Al-Issa and Al Qubtan (2010:227), states that oral presentation is one of activity which can encourage students to take initiative, think beyond the mandated textbook, and the use language creatively, purposefully, and interactively and an important feature of the EFL classroom in different parts of the world. Thus, the students are taught to improve their creativity through the language.

Talking about classroom presentation activity, there are two major activities related to that. The first one is presenting topic orally and the second one is question answer activity. The later can improve the students' participation in the classroom. In the classroom presentation activity, the classroom atmosphere can change spontaneously. The classroom environment becomes more formal and stressful for the students when presentation begins. When the students cannot answer the question from other students in question and answer activity, they tend to avoid classroom participation and lost confidence. It can give a bad impact in learning a foreign language when students do not have ability to present the materials well. These kinds of problems could cause a lot of disadvantages to EFL students. Such as they will become passive students and lose their opportunities in using English in classroom context to enhance their

speaking ability. Many students feel anxious when speak and some are likely to keep silent, because they lack self-confidence, lack prior knowledge about topic and because of poor teacher-learner relationship.

Concerning to the anxiety in classroom presentation, the students need strategies to minimize it. The most appropriate strategies will help them in minimizing their anxiety in classroom presentation. If the students do not have the most appropriate strategies to minimize their anxiety, it will give bad impacts to them in the classroom oral presentation activity. Based on the reasons above, the researcher carries out a research entitled **"Speaking Anxiety in Classroom Presentation Encountered by the Sixth Semester Students of English Education Department at IAIN Tulungagung".**

B. **Statement of Research Problems**

Based on the background above, the research problems are formulated as follows:

1. What are the causes of speaking anxiety in classroom presentation encountered by the sixth semester students of English Education Department at IAIN Tulungagung?

2. What are the students' strategies to minimize their speaking anxiety in classroom presentation?

C. **Objectives of the Research**

Based on the formulation of research questions above, the purposes of this research are:

1. To identify the causes of speaking anxiety in classroom presentation encountered by the sixth semester students of English Education Program at IAIN Tulungagung.

2. To know the students' strategies to minimize their speaking anxiety in a classroom presentation.

D. Significance of the Research

The findings of the research are expected contributive for the English lecturer, the students and the other researchers.

For the English lecturers, the research could help the English lecturer to identify speaking anxiety encountered by the students in classroom presentation. Moreover, they give information about the factors causing speaking anxiety among the students, so that the English lecturer can determine and create interesting and effective learning strategies to make their students motivated, confident and enjoy learning English without feeling worried or anxious to perform their skill orally.

Meanwhile, for the university students the findings are useful to help them in finding the most suitable strategies to minimize their speaking anxiety in classroom presentation.

Finally, for other researchers, this research can give insight and a reference to conduct a similar research with wider focus of the research.

E. Scope and Limitation of the Research

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 presentation encountered by the sixth semester students of English Education Department at IAIN Tulungagung and students' strategies to minimize their speaking anxiety in classroom presentation.

F. Definition of Key Terms

To present a clear definition as the guideline for the reader to understand the research, the definition of key terms is shown here.

1. Speaking anxiety

   Speaking anxiety is a worry feeling to speak and perform the language that the learner got in foreign language class.

2. Classroom Presentation

   Classroom presentation is an activity in which the students display their knowledge related to a particular subject in front of the lecturer and students. It occurs in an organized setting and time allotment.

3. Strategy

Strategy is a way do by the student to overcome speaking anxiety problem in classroom presentation.

G. Organization of Research

This research paper is divided into six chapters as follows.

Chapter I Introduction

This chapter provides Background of the Research, Statements of Research Problem, Objectives of the Research, Significance of the Research, Scope and Limitation of the Research, Definition of Key Terms and Organization of Research.

Chapter II Review of Related Literature

This chapter contains related theoretical foundations. It contains of Definition of Speaking, The Function of Speaking, Types of Speaking, The Speaking Problems, Factors Supporting the Effectiveness of Speaking, Definition of Oral Presentation, Types of Oral Presentation, Definition of Anxiety, Types of Anxiety, Components in Foreign Language Classroom, Source of Language Anxiety, The Factors Cause Language Anxiety in Speaking English, Strategies in Overcoming Language Anxiety in Classroom Presentation.

Chapter III Research Method

This chapter presents the method used to collect data and to analyze the data about speaking anxiety. It covers Research Design, Data and Data Sources, Technique of Data Verification and Data Analysis.

Chapter IV Research Finding

This chapter consists of Data Presentation and Data Finding of the research about the causes and the strategies to minimize speaking anxiety in classroom presentation.

Chapter V Discussion

This chapter presents the discussion of the findings using related theories to clarify the findings.

Chapter VI Conclusion and Suggestion

This chapter presents conclusion and suggestion concerning with the results of the research.