

CHAPTER I

INTRODUCTION

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

A. Background of the Research

Communication is one of the basic needs in life. By communicating with others, people can express and understand what others want. One of the effective ways of doing communication is by speaking. Speaking skill is very important for foreign language learner. Ur (1991:120) states that of the all four skills, speaking is considered to be able the most important skill.

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. Harmer (2007: 265) states

that *Receptive skills* is terms used for reading and listening, skill where meaning is extracted from the discourse. *Productive skills* are the term for speaking and writing, skills where students actually have to produce language themselves. Even speaking is the most difficult one, it can be summarized that the learners have to be able to master speaking skill.

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.

In addition, Gebhard (2000:186) states that there are some problems in teaching students to speak English. Those problems are the students won't talk, the error treatment and any native speaker can teach

conversation. On the other hand, Al Nakhalah (2016: 101-103) finds out that there are psychological factors that hinder students from speaking. They are fear of mistakes, shyness, anxiety, lack of confidence, and lack of motivation. In the reality, anxiety is the common problem experienced by most students of English Department students.

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.

The problem of speaking anxiety not only happens in the low grade of students but also it happens much in the university students especially in the sixth semester students English Education Department at IAIN Tulungagung. It is supported by the experience of the researcher and also many students' opinion. 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 sixth semester students of English Education Department still have problem in speaking. Most of students are still anxious and nervous when they are

speaking in English in front of many people in the classroom. Almost TBI Lecturers in IAIN Tulungagung are speaking in English when they teach and explain material to the students in the classroom. Not only when teaching, but also when discussing something or asking question, almost TBI lecturers use English. It makes the students in the class use English when they have oral presentation, ask or answer question from the lecturers, having discussion with other students, even have a chat with their friends also in English. But there are some students who just keep silent and just little students are confident to speak in English fluently. Most students are just silent and feel nervous to speak and it makes the communication does not run well in the class.

In the previous study that had been conducted by Areti Keramida (2009), It was found that six of those students were experiencing English language First, those students were unwilling to participate in speaking activities. While a number of factors can potentially account for this, research showed that their unwillingness was not due to the fact that they did not realize the value of learning English, laziness, or lack of interest in the English language. Those students' narratives provided strong evidence that they did not participate in speaking activities, because they believed that they were not good at speaking. Consequently, they feared that their fellow students would evaluate them negatively. As Hara, a highly anxious student reported: "I like English, but don't take part in speaking, because I'm so bad at speaking, and my friends will laugh at me" From this

research, it can be concluded that it is important to reduce the student anxiety for students.

It happens also on the sixth 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 as 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. 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 sixth semester students of English Education Department at IAIN Tulungagung.

Based on the reason above, the researcher is interested to observe and conduct a research under the title **“STRATEGIES IN REDUCING SPEAKING ANXIETY BY SIXTH SEMESTER STUDENTS OF ENGLISH DEPARTMENT AT IAIN TULUNGAGUNG”**.

B. Statement of the Research Problems

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

1. How does the description of speaking anxiety encountered by sixth semester students of English Department at IAIN Tulungagung?
2. How do six semester students of English Department at IAIN Tulungagung overcome their speaking anxiety?

C. Objective of the Research

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

1. To identify the description of speaking anxiety encountered by sixth semester students of English Department at IAIN Tulungagung.
2. To identify the way of overcoming speaking anxiety encountered by sixth semester students of English Department at IAIN Tulungagung.

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 causes speaking anxiety by the sixth semester students. After knowing the causes, the lecturers can review how they teach to their students and they can give motivation to the students not to be afraid of speaking in English.

2. The university students

This research can help students to know and apply the suitable strategies for them to reduce their speaking anxiety.

3. The future researchers

This research can be the reference for the future researchers so they will 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.