

CHAPTER I

INTRODUCTION

The current study aimed at investigating the factors that cause student's anxiety inspeaking English. Subsequently, the background of the study is followed by the background, problem, purpose, significance, and scope. A case study was employed as the research design of this study.

1.1 Background

To be able to communicate with people around the world, English speaking skill is considered to be an important skill. Students should have a good command of communication skills in English so as to prepare their future careers and lives. In reality, even though English has been taught for at least six years in school levels in Indonesia, which in Junior High School and Senior High School level and also in many elementary schools as local content subject, the students still have some difficulties in learning English whether it is the productive or receptive skill, especially speaking.

Teaching English in Indonesia has been part of the Indonesian government policy and it has been included in the national curriculum including the teaching of English for senior high school students. The Indonesian government has set the goal of teaching English in Indonesian senior high schools in order to help them to

achieve the informational level in communicating in English. Through this level, all senior high schools students are expected to be able to process speaking information in English (Depdiknas, 2006).

English in Indonesia is considered to be a foreign language. Most of time, students could only develop their speaking ability in an EFL classroom, but they usually don't use this chance to enhance their speaking ability. It happens because of many factors, one of the reason is the students are not comfortable to speak in front of others. According to previous research, Sugiharti (2007) found out that students don't feel comfortable to speak in front of the others.

This phenomenon happens because of many factors and anxiety is one of the most influencing factors. As suggested by Horwitz et al. (1986) teacher and students feel strongly that anxiety is the main factor of obstacle to speak another language. They also noted that counselors in LSC, (Learning Skills Center) in United States of America found that anxiety centers on two basic tasks; speaking and listening.

Speaking is anxiety-triggering activity that makes students feel anxious when they are inside and outside the classroom, many learners are highly anxious because of participating in speaking activities. In fact, it is often suggested that speaking is the most anxiety-provoking language skill in foreign language learning situation.

Many of them are silent during English lessons. This happens because English is a foreign language where they still do not really understand the words and meanings in the sentences in them. For this reason, it can cause anxiety for them whether in the classroom or even outside the classroom.

Anxiety is a general feeling, which everyone feels this is natural. However, this also cannot be allowed to continue because it will have a bad impact and can trigger excessive

anxiety such as fear because of a lack of confidence in yourself. If the fear has arisen then there must be assistance to help reduce the fear because of anxiety.

In this case, psychologists make a distinction between three categories of anxiety: trait anxiety, state anxiety, and situation-specific anxiety. Trait anxiety is relatively stable personality characteristic, 'a more permanent predisposition to be anxious' (Scovel 1978: cited in Ellis 1994: 479) while state anxiety is a transient anxiety, a response to a particular anxiety-provoking stimulus such as an important test (Spielberger 1983: cited in Horwitz 2001: 113). The third category, Situation-specific anxiety, refers to the persistent and multi-faceted nature of some anxieties (MacIntyre & Gardner 1991a: cited in 2001: 113). It is aroused by a specific type of situation or event such as public speaking, examinations, or class participation (Ellis 1994: 480).

Other anxiety is also caused by several factors such as their lack of knowledge of the vocabulary, those who do not master the material, those who are afraid if asked by the teacher to speak in front of the class, those who are afraid of receiving negative responses from their friends, and other anxieties.

MacIntyre and Gardner (1991) stated, "Empirical research shows that anxious foreign language students are less willing to participate in learning activities and have lower performance than non-anxious students."

So it means that anxious students tend to be passive in learning foreign languages. This is because anxiety triggers tendencies such as shyness, pessimist, insecurity, stammer, nervousness, and some negative prejudices from themselves which make it more difficult for them to learn and speak foreign languages.

Therefore, student's anxiety to speak English is very important to be solved because it can influence their speaking ability. To find out more related to student anxiety, then this will be investigated with several things related to speaking anxiety among EFL students. Some

indications that can be investigated are communication apprehension, text anxiety, and fear of negative evaluation. Besides, more practices are needed to make the students better in pronunciation and vocabulary to improve their speaking abilities and and reduce that anxieties.

In relation to the goals of teaching English in Indonesian senior high schools, in which they are supposed to achieve the informational level in communicating in English (Depdkinas, 2006; 2013), causes of the student's anxiety to speaking English will influence them to achieve the informational level in English language.

However, qualitative studies on Indonesian causes of the student's anxiety to speaking English are still limited. This study is intended to fill the gap in the literature on Indonesian causes of the student's anxiety.

Some of researches have been conducted related Anxiety to speak English. One of them is research that had been done by Laksmi Riadi Ningsih and Sitti Fatimah whose research is related to *An Analysis of Speaking Anxiety Experienced by Tourism and Hospitality Department Students of SMKN 6 Padang*. Their paper reported the result of a study that to find out the factor and the level of speaking anxiety experienced by Tourism and Hospitality students of SMKN 6 Padang.

The population of this research was 12th grade students of Hospitality and Tourism department students of SMKN 6 Padang with the total number of students is 90. The samples of the study are students majoring in Tourism and Hospitality with the total number is 59 students that are grouped into two classes. The data was collected by using quantitative descriptive method. The research instruments were questionnaire and interview. There were two questionnaires used such as FLCAS and FLSAS questionnaire. Each questionnaire consists of 33 statements. Based on the data analysis, it was found the dominant factor of student's speaking anxiety was fear of speaking test.

On the other hand, the level of student's speaking anxiety from two questionnaires were in medium level with percentage from FLCAS was 75%, and from FLSAS questionnaire was 71%. Students felt anxious because of some causes such as mispronunciation, afraid of making mistakes, lack of vocabulary, and think that friend is better than themselves. The respondents are got from the same level of two questionnaires. The researcher ask the respondents in each level: low (2 students), medium (37 students), and high (9 students). The respondents contributed on the interview are 25% from the total samples of each level with total questions are 9 questions.

The data which has been collected by questionnaire were analyzed by using a formula. The researcher analyzed each factor of speaking anxiety in Tourism and Hospitality department by finding the percentage of it. After analyzing the data from the questionnaire, the researcher analyzed the data from the interview to get more information about speaking anxiety. In this data analysis, there are three questionnaires discussed.

First, FLCAS questionnaire that explains about the factors of speaking anxiety experienced by tourism and hospitality department students of SMKN 6 Padang. This data show that the samples of this research are two classes; tourism class and hospitality class of SMKN 6 Padang that consist of 59 students. There are three factors that are analyzed: communication apprehension, fear of speaking test, and fear of feedback by peers and teacher. The total points found from all factors are 6211. There are 2106 points for communication apprehension consisting of 1537 points for positive statements and 569 points for negative statements. On the other hand, the total points of fear of speaking test are 2761 points consisting of 1803 points for positive statements and 958 points for negative statements. Then, the total points of fear of feedback by peers and teacher are 1344 points consisting of 1168 points for positive statements and 176 points for negative statements.

From the data analysis, it can be seen that the most dominant factors of speaking anxiety is fear of speaking test (44%). The other two factors, communication apprehension (34%) and fear of negative evolution (22%) are those with the lower percentage which mean that the students did not feel as anxious as when they have speaking test.

Second, FLCAS questionnaire that explains about the levels of speaking anxiety experienced by tourism and hospitality department students of SMKN 6 Padang. This data show that there are 3 students in low level with the average score is 61.3 points. In the medium level there are 44 students with average score that is 102.81 points. Then, in high level, there are 12 students who got score 125.25 points. From the data, the lowest score is 52 points and 129 points in highest score. It can be concluded that the dominant level of speaking anxiety experienced by tourism and hospitality department students of SMKN 6 Padang is in medium level with percentage about 75%. The percentage from low level is only 5% and 20 % in high level anxiety.

Third, FLSAS questionnaire that discuss about the level of speaking anxiety experienced by tourism and hospitality department students of SMKN 6 Padang. This data show that the level of students speaking anxiety is in medium level. It is in the same level with FLCAS questionnaire, but the total point of each level is different. The total students from low level of speaking anxiety was 2 students that was 2 male, from medium level anxiety was 42 students with 16 male and 26 female, and from high level anxiety was 15 students with 6 male and 9 female. The percentage of low speaking anxiety was 3.38%, 71.19% for medium level of anxiety, and 25.42% for high level of speaking anxiety. Through the result of the data, the dominant level of speaking anxiety found by tourism and hospitality department students of SMKN 6 Padang was in medium level of speaking anxiety.

So, can be conclude that the findings of the present study further established that foreign language anxiety begins among young children over the course of language acquisition. Certain implications of these results should be noted.

1.2 Problem of The Research

The issue regarding language speaking anxiety has been identified in the background and research purpose sections. The following is one main question will guide the study:

1. What are the causes of speaking anxiety among EFL students?

1.3 Objective of The Research

The purpose of the research is mainly aimed at knowing the causes of speaking anxiety experienced by students in senior high schools in Banyuwangi.

1.4 Significance of The Research

This study is expected to give more contribution in student's ability in speaking skill. The information could help educators or teachers to understand more about the different levels of anxiety experienced by students when they speak using English. They also can get more information about factors that trigger students' anxiety when they speak in English. Through this study, it is hoped that educators could also understand how anxiety affect in student's English learning.

1.5 Scope of The Research

This research focused on knowing the causes of student's anxiety to speaking English. In this research, there are some limitations. First, the researcher only explored the causes of student's anxiety to speaking English, and it was not for any other skills. Second, the

participants were the eleventh grade students from some senior highschool in Banyuwangi regency. Last, this research used a qualitative method with a casestudy approach focusing on exploring the causes of student's anxiety to speakingEnglish.

1.6 The Operational Definition of Terms

1. Speaking Anxiety: Talking is a general character that is common when someone has a problem when speaking in public such as stage fright, fear of communication, fear of negative evaluation, etc. So, it can result in ineffective communication.
2. EFL Students: For students in Banyuwangi, learning a foreign language is a challenge, sometimes it can also be something unique. For that, they accept it also is different. For those who understand its meaning will be happy to learn it, and vice versa for those who do not understand it will be anxious when learning it or when asked to communicate in public.

