

CHAPTER I

INTRODUCTION

1.1. Research Background

Speaking is one of the language skills that should be mastered by the EFL students. Speaking itself is a language expressed by oral production (Haidara, 2016). Many students face difficulty expressing the idea through spoken language (Leong et al., 2017). So, it is crucial to know some factors that influence the students' difficulty in speaking skills.

Anxiety is one of the factors that make the learners difficult to develop their speaking skills. Anxiety is a psychological or physiological sign which appears due to pressure towards someone. In this case, it refers to speaking performance. It means that the individual has anxiety if they are in an uncomfortable situation. Anxiety also appears when the individual has to do a threatening activity. It occurs when the individual is forced to cope under the exerted pressure (Sutarsyah, 2017). When the individual is in those situations, they will sustain anxiety and show the symptoms like trembling, touching objects, stuttering, and others. Anxiety is also defined as a condition when a person has to avoid a threatening situation but they forced to face that condition. It will put them under pressure (Sikandar, 2017).

In language learning, anxiety contributes a massive influence on the learners because it can disturb students' learning process (Asyasyfa et

al., 2019). Speaking anxiety is the condition of humans who feel nervous when they express themselves in a spoken language. Furthermore, speaking anxiety is known as self-perception, belief, feeling, and behaviour during the language learning process (Horwitz et al., 1986). It means, feel anxious in speaking can affect the ability of students in mastering speaking skill. The learners who have a high level of anxiety in speaking English will find it difficult to improve their speaking English level and achieve the learning outcomes (Ghorbandordinejad, F., & Ahmadabad, 2015). Gregersen et al. (1991) also claim that the learners who have anxiety are passive in the classroom; they will not continue the activities that can improve their language ability, even they may avoid the class wholly. It can be seen from the second-semester students of English Language Education, UNDIKSHA.

Based on the preliminary research conducted before, many of them feel anxious while speaking English in front of the public, especially in formal or informal speaking. Preliminary research was conducted by the researcher in an online setting. The researcher gave several questions related to speaking anxiety to the students in the form of Google forms. Through Google forms, most of the students said that they have many experiences speaking in front of the public, such as presentation in front of the class, answering the question, and asking the question. Most of them said that they felt anxious when speaking English in front of the public or class. There were some symptoms that indicated students' anxiety in English speaking. Those were nervous, fast heart

beating, confused, getting cold, and trembling when speaking English in front of public or class. This case is supported by Suleimenova (2013) and Wardani (2018), who say similar symptoms occurred when the students sink on their anxiety, such as getting cold, weak knees, heart beating quickly, and squirming.

There are some similar studies related to speaking anxiety conducted by other researchers. Asif (2017) conducted a study aimed at finding out the anxiety factors in learning a language done by Saudi EFL learners viewed from the EFL teachers' perspective. This study showed that anxiety has an essential role during language learning done by the students in Saudi. Besides, anxiety was often found in speaking activities while learning a language. There were two main factors that cause anxiety in language learning: the psycholinguistic and the social-culture factor. The psycholinguistic factor consists of students' fear of making mistakes in the classroom environment, which encouraged them to lack vocabulary. Then, another similar research was also conducted by Tian (2019), which examined the anxiety of Korean students in the presentation classroom. The results showed that a presentation classroom was an activity that made the students felt more anxious than the other learning activities. On the other hand, this study revealed some factors that influenced anxiety during the presentation classroom, such as; preparation, audiences' attention, teachers' feedback, making mistakes, and a number of presentations.

Besides that, there was also similar research conducted by

Padmadewi (1998). This research aimed at finding the factors that provoke students' anxiety in the speaking class. This study also investigated the anxiety level of the group based on their ability level. The findings showed many factors cause anxiety in speaking class, such as; examination, spontaneous activity, and the limited time to prepare an individual presentation. It was also found that the students felt anxious when they were joining a speaking class. This result was clearly shown through both of the groups used as the research sample of this study. From those researches above, it can be concluded that anxiety is the thing that should be focused on language learning, and it requires deeper analysis to know more about anxiety in speaking.

Based on preliminary research above, many students had anxiety when speaking English, which was shown by various symptoms. It can be a problem because speaking skill has a dominant role in the communication. It helps people to deliver their oral message in the communication. Besides, it also supports students to participate actively in the discussion. As a result, when the students feel anxious in speaking, they will find it challenging to share their thoughts and information in communication and disturb their speaking performance.

This is a unique issue because having a good speaking skill is not always about knowledge, but it relates to human psychology. Considering that, the types of anxiety are required to be investigated as a further study. Therefore, this study is focused on revealing the types of anxiety experienced by second-semester students in English Language Education

and the factors that cause speaking anxiety in the language learning context.

1.2. Research Problem Identification

This study is emerged based on the phenomenon which happens in the language teaching environment, particularly in learning speaking. The common phenomenon that occurs while the students are participating in a speaking activity in language learning is anxiety. Particularly, some students feel anxious when they speak a foreign language. This phenomenon occurs in the second-semester students of English Language Education UNDIKSHA Singaraja while speaking English. Based on the preliminary research above, some students in the second semester experienced anxiety when they have English speaking practices. Therefore, it is essential to know the types of anxiety experienced by students in the second semester and what factors cause speaking anxiety in English Language Education, particularly for the second-semester students.

1.3. Research Limitation

The limitation of this study is the speaking anxiety experienced by the second-semester students of English Language Education at Ganesha University of Education in Singaraja. This study focused on investigating the types of anxiety which were experienced by the students in speaking English and the factors causing speaking anxiety of second-semester students who participated in speaking for academic course in both formal and informal speaking. Questionnaire and interviews were used as the

techniques in collecting the data. Qualitative and quantitative data analysis were also used in this study

1.4. Research Questions

Based on the research background above, the research questions of this study can be formulated as follows:

- 1.4.1 What types of anxiety are experienced by the second-semester's students in speaking English?
- 1.4.2 What are the internal and external factors that cause speaking anxiety on second-semester's students in ELE, UNDIKSHA?

1.5. Research Objectives

Based on the research background above, some purposes can be formulated. Those purposes can be seen as follows:

- 1.5.1 This study aimed at investigating the types of anxiety experienced by second-semester students while speaking English.
- 1.5.2 This study aimed at investigating the internal and external factors of speaking anxiety in second-semester students

1.6. Significances of the Study

There are two significances of this study which are theoretical significances and practical significance. Those significances of this study are mentioned as follows:

1.6.1. Theoretically

The results of this study are expected as a reference to build an understanding of students' anxiety in speaking English and a reference for the other researchers who want to conduct a similar study.

1.6.2. Practically

1.6.2.1. The product of this study helps the students to acknowledge some factors that cause speaking anxiety so that they can avoid the anxiety itself.

1.6.2.2. Teachers can choose and use some appropriate teaching strategies to help the students to be more comfortable in speaking.

1.6.2.3. The other researchers may explore and conduct the related study to deep analyse the factors causing English speaking anxiety.

