CHAPTER I
INTRODUCTION

This chapter presents and introduces the background of the study, the research question, the objective of the study, limitation of the study, significance of the study, and definition of key terms.

1.1 Background of the Study

Foreign language anxiety is not a new issue in the context of foreign language learning especially speaking class. Although foreign language anxiety is not a new issue, there is a little bit information about how foreign language anxiety has been experienced by Indonesian students who study English as a foreign language. It is argued that learners can easily feel anxious when exposed to foreign language situations (Marwan, 2008).

Foreign language anxiety has relationship with gender. Information about gender on foreign language anxiety isn’t detail. Some researchers said that gender is interesting topic or part of research that should be conducted. A little research about gender that already conducted by previous researchers. Some researchers that conducted the research about gender are Gargalianou (2015), Hwa (2014), Torres (2006), and Piechurska-kuciel (2012). They stated that gender has influence on foreign language anxiety and female has high anxious than male student. Pappamihiel (2001) stated that gender does seem to be a mitigating factor for foreign language anxiety, and it would seem that male and female students are responding differently to the pressures associated with using English in this
setting such as an EFL classroom. Between male and female have different characteristic, different learning strategies and cognitive ability especially in speaking class. Their way to solve the problem about foreign language anxiety in speaking class is different.

Foreign language anxiety has a significant influence on language learning (Haryati, 2007). Foreign language anxiety has negative impact to success in learning a foreign language especially in speaking class. Foreign language anxiety may impact their language learning and performance abilities, especially when practice speaking English in speaking class. They became nervous. It can make the students feel anxious to speak English.

Researcher wants to conduct the research in Jambi University and choose students of English Department because research or issue about gender and influence of gender on foreign language anxiety rarely in Jambi and based on researcher’s experience in the speaking class; some male students never try to speak in front of class and female student more active to speak in the speaking class.

Some male and female students speak in front of the class with anxiety and they become passive in the speaking class because they are shy and fear of making mistakes. The students are less willing to participate in learning activities and have lower performance than non-anxious students. Foreign language students who exhibit foreign language anxiety do not feel easy when required to perform in the target language. They are afraid to speak out loud in front of the class, during speaking practice. The students prefer to remain silent viewing
speaking in front of the class rather than take a chance to improve their ability in speaking skill.

Students’ anxiety in speaking class is very important to be solved because it can influence their speaking ability and can make the students get not maximal score. Students’ anxiety in speaking class to perform in front of the class may influence in some aspects such as in language acquisition or to increase their ability in mastery foreign language.

1.2 Research Question

There were some questions in this research:

1. What is the level of foreign language anxiety in speaking class based on gender?

2. Is there any significance difference level of foreign language anxiety between male and female students in speaking class?

3. What are dominant factors of foreign language anxiety that contribute on male and female students?

1.3 Objective of the Study

The objectives of this study were:

1. To find out the level of foreign language anxiety in speaking class based on gender

2. To investigate the significant differences level of foreign language anxiety experienced by male and female students
3. To identify dominant factors of foreign language anxiety that contribute on male and female students within speaking class

1.4 Limitation of the Study

This research focused on differences of foreign language anxiety between male and female students in Speaking for Professional Context at English Education Program Study of Jambi University. Researcher focused on speaking anxiety that experienced by students in the speaking class, it was not for other classes. Researcher used a survey design and a quantitative method with questionnaire to collect the data.

1.5 Significance of the Study

By this research, the researcher hopefully that it will give contribution for university, lecturer and students. Theoretically, this finding can give more information of that existing theory of foreign language anxiety in Jambi term. Practically, For University, the finding of this study would help to develop student speaking skill; university can make the curriculum based on students’ speaking ability and appropriate to apply in speaking class. This research would help lecturer can be more creative to teach their students and make them motivated to learn English without feel nervous, worried or anxious and the lecturer can know factors that contribute on male and female students toward foreign language anxiety. For students, the finding of this study would help students in foreign language class to be confidence in studying English.
and they can identify factor that contribute on them. So, they can reducing
level of foreign language anxiety that they experienced.

1.6 Definition of Key Terms

1. Foreign Language Anxiety
   Foreign language anxiety is the feeling of worry, nervous and
   apprehension when student learning or using foreign language in speaking
class.

2. Anxiety
   Anxiety is a feeling where the student uncertain or hesitant with
   their speaking ability or what they want to do in the speaking class.

3. Speaking
   Speaking is the activities by which students try to express thought,
   feeling, and opinion to exchange information by using utterances in the
   form of communication.

4. Gender
   Gender is the range of characteristic that used to distinguish
   between male and female.

5. Factor
   Factor is one of the elements contributing to a particular result or
   situation that influence on male and female students.