

CHAPTER I

INTRODUCTION

1.1. Background of the Study

In social life, being able to communicate appropriately is very needed, especially in oral communication. Oral communication cannot be apart from daily activity since human first existed, the essential point is to maintain relationship with others. People speak each other for particular purpose, such as businessman discussing in make a deal, bargaining between seller and consumer in market, and questioning-answering between teacher and student in the class. Meanwhile, in order to be expert in oral communication there will be barriers faced by learners, especially for students in EFL class.

Students in EFL class must speak in target language during the class, where it is not their language. Speaking in foreign language class often leads students to feelings of tension and fear that suddenly appear making them can not speak properly. The thing perceived by the student is assumed as anxiety, that is “*the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system*” (Spielberger, 1983). The type of anxiety is called as Foreign Language Anxiety (FLA), which is categorized as anxiety that occurs incertain reactions or often called as situation-specific anxiety, where it is only limited to the situations of language learning (Horwitz et al., 1986). FLA is different from other types of anxiety that commonly occur in every kind of situations and it permanently attached as a characteristic of an individual. This type of anxiety arise because some of particular conditions for example public speaking or participating in class (Ellis, 2008, as cited in Al-Saraj 2013: 1).

Anxiety becomes the main enemy faced by me personally when I want to speak with my friends or teachers. Based on pilot study I conducted among my friends, they agreed with me. This is also confirmed by the statement from Madntyre and Gardner (1994, as cited in Rahman, 2009) “anxiety maybe strongly aroused by speaking.” When the researcher was in the classroom, he often saw every time the students wanted to speak, the anxiety was arising. It made the students forgets their words and can not speak fluently, whereas in fact they have passed a series of speaking class for three semesters. As a result, students fail to convey ideas which will be presented in the classroom. In addition, they often speak with sentences that are not structured properly even in things that are considered an easy though, so the meaning captured by the listener is not clear and hazy. Often times, they suddenly became silent in the middle of presentation because of anxiety and seemed to forget the things that they should have known or have understood before speaking. Even researcher also saw students prefer to use their mother tongue instead of using the target language, while they are required to be able to use the target language.

Speaking anxiety closely is related to self-confident, because people who have anxiety are considered to have a lack of confident. Therefore, students are often insecure and afraid of making mistakes in speaking. As Lanerfeldt (1992, as cited in Lejla Basic, 2011: 53-54) describes speaking anxiety as:

“Speaking anxiety as something that has a great impact on one’s self-confidence since it often makes one experience failure when not being able to speak out and show what one knows. Irregular heartbeat, perspiration, stumbling and an inability to act are a few symptoms that block ones capacity to act and speak.”

In relation to that, the students should be aware that a little or much of anxiety in speaking will give an effect to their academic achievement in the classroom, because they

will find it difficult or even will fail to deliver and spread their ideas when speaking as a medium to convey ideas.

The things that happen in the previous paragraph are based on experience of the researcher when he was in fourth semester. Speaking anxiety was the major barrier which researcher had when trying to both communicate and deliver his idea in classroom using target language, which is English. Therefore, those things led him to conduct a research about student's speaking anxiety among students in the fourth semester at Jambi University. This study was conducted to determine the factors that contribute to foreign language anxiety in speaking, which in this case is English. In addition, this study also wants to know student's ways to handle their anxiety

1.2. Research Questions

The present study seeks to find the answers to the following research questions:

1. What are factors that causes student's anxiety in speaking?
2. How do students try to handle their anxiety?

1.3. The Purpose of the Study

The main purpose of this research is to identify factors which contribute to the student's anxiety in speaking among university students in the fourth semester of English study program at FKIP of Jambi University and find out how they deal with the speaking anxiety. Selection of students in the fourth semester as participants aims to know factors

which contribute to the student's anxiety in speaking EFL that they still face, where in fact they have been through three previous speaking class.

1.4. Significance of the Study

Theoritically, this research findings are expected to support the existing theories. It will contribute to fill gap in the literature review which can develop and increase the previous theories in teaching and can provide useful theoretical information about the types of activities that cause student's speaking anxiety and the ways which contribute to the student's anxiety resolving.

1.5. Limitations of the Study

This research focuses on the causes that become barriers for students to speak in speaking class. In doing this research, the researcher has some limitations in conducting this research : first, this research is only about finding out and investigate speaking anxiety causes experienced by the student and the way they resolve the problems in the speaking class, none of this research contained any other type of skills. Second, this research only explore the causes of anxiety in speaking from the second-year English Education study program's student in Jambi University. The last, this research used qualitative case study method to get in-dept information that are related to this research.

1.6. Definition of Key Terms

1. Speaking Anxiety

Feelings of fear in communication and public speaking followed by feelings of panic associated with painful physical sensations for those who are affected, such as heart rate and breathing which increase rapidly, increased adrenaline and tension around shoulders and neck. (Rita & Dalila, 2008)

2. Speaking Activities

Speaking activities are all activities related to speaking as a medium of communication, such as expressing feeling, share ideas, and give information to others in oral way.