

Chapter One

Introduction

This research aims to investigate the causes of students' anxiety in speaking English. This chapter consists of five parts. There are background of the research, identification and delimitation of the problem, research questions, objectives of the research, significance of the research, and organization of the research.

Background of the Research

In this globalization era, learning and mastering English is a must. English is one of the most important languages with 1, 5 billion learners spread all over the world learning this language, and 101 countries in which English language is spoken making English very important to master (Noack & Lazaro, 2015). In addition, English is used as a tool for communication, to share any information and to express any ideas verbally. That is why speaking becomes one of the most important skills which need to be mastered by the students. Besides, many language learners define speaking fluency as an achievement in learning language (Bashir & Ashiq, 2011).

Therefore, in Indonesia, teaching and learning English subject is very important. From the past up to now, English has been used as the obligation course taught at senior high schools level to improve students' global communication skills. English is used as obligation course in order to encourage student to have a good ability in understanding and using English as a tool for international communication. That is why learning and understanding English for

communication purposes is a necessity to offer more opportunities for students once they graduate from high school.

Although speaking is very important in learning a language, to be able to understand and use English as communication skill is not easy. Many of the students found that speaking becomes one of the hardest skills in learning a language (Dalem, 2017). This statement is also supported by Tanveer (2008) who said if speaking becomes one of the hardest problems faced by foreign language learners and many of them admit that they have inability in speaking and they are lack of success in speaking. Moreover, anxious language learners address speaking as the most terrifying skill in learning a language (Yalç & İnceçay, 2013). Worde (2003) also argued that many language learners feel pressured when they must take turn in class to practice their speaking. Many students even tend to feel very anxious when they need to join speaking activities (Tsiplakdis & Keramida, 2009).

Elsewhere, Tanveer (2008) pointed out that theorist and second language acquisition researcher called this problem by language anxiety, which is mostly correlated with learning and speaking a second language. Scovel stated that language anxiety is a feeling of anxiousness which is correlated to the feeling of uneasiness, frustration, self-doubt, comprehension, and worry that emerge because of the language learning process (as cited in Brown, 2000).

According to Horwitz et al., (1986), anxiety is mostly caused by communication apprehension, test anxiety, and fear of negative evaluations. Mohtasham and Farnia (2017) defined communication apprehension as anxiety

that strikes due to people's involvement in real communication to one another. Meanwhile, Lucas (2011) defined test anxiety as a performance test that arises due to the fear of failing a test. The fear of negative evaluations is "apprehension about others' evaluations, avoidance of evaluative situations, and the expectation that others would evaluate one-self negatively" (Horwitz et al., 1986, p. 128).

In the act of learning speaking, anxiety has a lot of negative effects which can also influence a students' physical and physiological effect including causing tremble, procrastination, truancy, forgetfulness and nervous (Horwitz, 1986). Unlike reading or writing, students need to have many requirements in order to be able to speak English fluently such as language feature (e.g., speech, lexical, grammar, and lexical) and the ability to process the information (Hammer, 2001). Furthermore, the anxious feeling can also make learners less fluent than they really are, because anxiety affects the quality of spoken language (Juhanna, 2012). Therefore, the ability to regulate anxiety is very crucial and for students to make sure the conversation goes fluently.

In general, based on newest curriculum (K13), an Islamic Private Senior High School in Yogyakarta offers English subject which a syllabus that demands a lot of speaking activities and practices in order to use the language for communication purposes. As senior high school students, students learn English as compulsory subject in order to prepare them to use English language after finishing high school. Having good English skills, especially speaking, hopefully can help them to use English as communication tool in the world context to open more opportunities.

Unfortunately, based on the researcher's experience in teaching and observation program, many senior high school students have difficulties in speaking their mind in English language. Many learners feel afraid when it comes to speaking practice. For example, the students tend to avoid any speaking practice by saying that they do not know the vocabulary or how it is pronounced. The students become passive and feel unmotivated in the speaking section. Furthermore, Juhana (2012) stated that lack of opportunity to practice can lead to a decrease in self-confidence, as well as causing shyness, and silence that hinders a natural communication.

Many students said that they still cannot speak English and do not have courage to practice their speaking skill. Based on the researcher's teaching experience and observation program in this school, anxiety is one of the factors that hinders' students speaking ability to develop. In line with the explanation above, the researcher aims to carry out a research in order to find out the causes of the students' anxiety in speaking English and how to handle it. Therefore, the result of the research can give the teacher in this school information on the factors that cause their students to have anxiety in speaking English and also the ways to solve the speaking anxiety problem.

Identification and Limitation of the Problem

In an Islamic private senior high school in Yogyakarta, teaching and learning method that demands lot of practice from the students has been applying. The lesson also involves a lot of speaking activities and projects in order to encourage students to be able to speak fluently and confidently. From the

researcher's point of view, encouraging students to be able to speak without causing anxiety is not easy. In the speaking exercise, anxiety plays an important role and it can impact learners' motivation to practice their speaking such as be less participate in any speaking session.

Maclintyre and Gardner (1991) mentioned empirical research that shows anxious foreign language students have lower motivation to participate in learning activities, as well as performing which is worse than students without anxiety issues (as cited in Wahyu, 2011). Unfortunately based on researcher teaching and observation program, many learners are afraid to perform their best when it comes to speaking. Many of them said that they cannot speak English although they have been learning this language intensively since junior high school until senior high school. Specifically, the problem that is faced by the students is the lack of confidence which leads to anxiety.

Based on the researcher's experiences, anxiety makes the students feel less confident to speak English, and declines to practice their speaking ability in front of their friends. Therefore, the researcher focuses on students who have lower speaking ability or anxious student to be involved in this study because they will tend to give broad and richer data due to they face the problem.

Delimitation of the research

In order to limit the study, researcher pointed out several limitations of the study. First, in this research the researcher only focuses on exploring the causes of student's anxiety in speaking skill and the strategies to handle speaking anxiety. Secondly, the participants of this research are the students of Islamic Private

senior high school. Third, the methodology used to get the data is qualitative method by conducting an interview which focusing on the causes of anxiety and strategies to handle it.

Research Questions

The research questions in this research are formulated as follows:

1. What are the causes of anxiety in speaking English faced by senior high school students inside the classroom?
2. What are strategies used by high school students to handle anxiety in speaking English inside the classroom?

The Objectives of the Research

Based on research questions above, the objectives of the research are:

1. To identify the causes of anxiety in speaking English inside the classroom that faced by senior high school students.
2. To identify the students' strategies to handle anxiety in speaking English inside the classroom.

The Significance of the Research

The researcher expects that this research will be useful for:

Teacher. The researcher hopes that this research can be used as a reference to teach speaking in order to decrease students' anxiety in speaking English. The result of this research can help the teacher to find out the solution in order to solve the issue.

Pre-service teacher. This research can be used for English students who are doing their internship in school to gain information about what kind of factor that cause anxiety. Therefore, they can be more creative in using teaching method and activity to teach speaking in the future.

Students. This research gives the students information about the factors or causes that make them have anxiety in speaking English. It will help them overcome the anxiety and motivate them to be more confident and active in speaking.

Other researcher. This research can be used as the reference to get a better result in conducting research on students' speaking anxiety, or speaking issue. Reading this research hopefully give a lot of information to develop knowledge about the causes and the strategies to cope with speaking anxiety.

Organization of the Research

Chapter one: Introduction. In this chapter, the researcher presents the background of the research, research questions, objectives of the research, and also the benefits of the research. The main reason of this research being conducted is provided in this chapter.

Chapter two: Literature Review. In this chapter, the researcher discusses the literature review about the factors that cause students' speaking anxiety. Those things will be explained further in this chapter by using a variety of source from around the world. In addition, in this chapter, the researcher also explains the strategies to cope with speaking anxiety. Review of related studies and conceptual framework are also presented in this chapter.

Chapter three: Methodologies. The researcher explains the methods used to get the data. In this chapter, there is further explanation on how the researcher gains and gathers the data of the research.

Chapter four: Findings. The finding section consists of every finding of the research to answer the research question. The researcher would also explain the body of the research. In this chapter, the researcher presents the findings of the research, and the analysis of the data.

Chapter five: Conclusion and suggestions. In this chapter it consists of the suggestion and conclusion of the study. The researcher would explain and makes conclusion, and suggestions for the studies. This chapter is the end of the research.