

CHAPTER I

INTRODUCTION

This chapter presents the following subtopics: (1) background of the study, (2) problems of the study, (3) objectives of the study, (4) significances of the study.

1.1. Background of the Study

English is one of global language that commonly used by people in communication. The globalization of English language highlights not only the increasing demand of English to acquire excellent communication skills, but also on the issues related to this language (Ayub & Lodhi, 2016). Moreover, Crystal (2004) argues that people use English for their international contact. In brief, English is needed to be used in communication for dicussing any issue.

In Indonesia, English is considered as a foreign language that taught from elementary school to university level. Besides that, English has become compulsory subject. For more convincing idea, Braine (2005) also explains that in order to equip Indonesians with an ability to communicate at the international level, English is the first foreign language officially taught to students from junior secondary school. This implies that English language cannot be separated from Indonesian educational system and Indonesian students' daily life. According to Lauder (2008), English has an important role as a compulsory subject that taught in schools. Indonesian children learn English since the fourth grade of elementary school as a compulsory subject. After the senior high school, many of the

Indonesian undergraduate students keep on majoring in English language education at one of the Indonesian prominent Universities. Therefore, English has a crucial role as foreign language that becomes mandatory subject must be learnt in Indonesia especially for students

Nowadays, people live in an educational world where oral proficiency is seen as a necessary tool to cope with different situations in society. Studying English as a Foreign Language has increased the demand to acquire good communication skills in English (Tanveer, 2007). According to a study carried out by Richard, “oral communication skills were ranked as the most important factor in helping graduate students obtain employment”. Speaking itself is one of the productive skills that enable people to convey or to express something in a spoken language. It is the ability to interact orally with others by sharing with them one’s point of views and feelings in different situations that take place in the real time. According to Akhyak and Indramawan (2013), improving the English-speaking competence is very important for the Indonesian students where it is known that speaking is extremely needed to give big contribution to students to perform their communication skill better. In conclusion, English speaking skill is needed to be improved that aims to give more contribution for oral proficiency.

However, English can be difficult when taught in a foreign language (FL) setting, where authentic language input may not be readily available outside the classroom (Al-Daihani, Al-Yaman, & Almutairi, 2016). Moreover, when students are learning a foreign language, they can encounter different situations that can control their performance. Learners of English regularly express a feeling of

stress, nervousness or anxiety while speaking English. The problem exists among EFL learners from beginning to more advanced levels. Even highly advanced learners might feel anxious while learning and particularly speaking English in some situations within the classroom setting.

Additionally, students of English language frequently show feelings of overloaded, tension and worries while communicating in English language and often feel psychological barriers while speaking English (Hashemi, 2011). It is because some “psychological barriers are one of the most important factors that hinder learners” oral expression and improvement” (Wu & Liang, 2011). Psychological barriers can be an obstacle for the students in speaking English. Thus, psychological condition can affect to students’ feeling.

Related to the discussion above, problems were also found in English Education Study Program Students of UIN Raden Fatah Palembang. Whereas, they are EFL students and they are candidates of English teacher, but they still have problem in oral communication. From the experience I got in the classroom since I am also one of the students of the major, it was found that the use of the English in the students’ daily life was really seldom. English was only used when they were doing presentation or being asked to speak English. Even, some of the students used mixing and switching English with Indonesia or Palembang language. This also occurred to the researcher herself, in which this situation could be caused by feeling afraid of making mistakes, feeling anxiety and shy. Moreover, based on the informal interview conducted, it was found that most of the problem in the oral communication was the feeling of anxiety. Some of them

felt afraid to be mocked by their friends if they made any mistakes. Furthermore, based on the informal interview with one of the lecturers, it revealed the similar thing as the researcher's observation and students' answers that most of the students didn't speak in English because they had little vocabularies. Due to that, they felt afraid to speak because they worried that their friends would not understand what they were talking about. In Addition, it revealed that some students felt afraid of making mistakes therefore they did not want to speak in English.

In the last few years, a great deal of work has been done in the border areas between linguistics and other disciplines relevant to language learning such as sociology, psychology and neurology. In these areas, the main aim for most researchers is to find solutions to the problem of language learning. From a realistic perspective, they argue that there is not in theory any limit to the degree of proficiency that may be achieved in a second language, and that consequently, the traditional distinction between native and non-native in language is a doubtful validity (Christopersen, 1973). In fact, socio-psychological factors, like motivation, stereotype, attitudes towards the target language community etc., are very important in learning a second language. According to Brown (2007), understanding how human beings feel and respond and believe and value is an exceedingly important aspect of a theory of second language acquisition. For Gardner and Lambert (1972) insist on the importance of attitude and motivation in learning a second language. Thus, socio-psychological factors can affect to proficiency in learning a second language.

Psychological barriers are commonly faced by people in speaking. In speaking English, it can cause problem in oral communication. According to Kimura (2008), psychological barriers in oral English communication are the psychological abnormal phenomena including nervousness, anxiety, self-abasement and lack of self-confidence that are caused by being afraid of, in fear of, or shy of speaking English. As a matter of fact, the numbers of people who are facing foreign language anxiety appear to be countless, and even many successful language learners do realize that the language anxiety is making their lives nerve wracking, in writing or speaking (Horwitz, 2001). Personality traits in second language acquisition as these variables can block or impede the process of learning and speaking second language but because of the negative influence on student's performance learner anxiety has accepted as an important issue (Tseng, 2012). Therefore, people experience psychological barriers in speaking English will cause problem in speaking performance.

Additionally, motivation has been broadly recognized by scholars, researchers, and teachers as one of the major variables that determine the level and success of second language learning (SLA). As emphasized by Dornyei (2001), Teacher skills in motivating learners should be seen as central to teaching effectiveness. Motivated learners are enthusiastic, eager to work hard, concentrate on the tasks given, do not require constant encouragement, willingly confront challenges, and could even motivate others, facilitating collaborative learning. The early attempt to understand the impact of motivation on English language learning stems from the field of social psychology (Gu, 2009). In brief, motivation

can affect to students' performance and effectiveness in teaching and learning process.

Furthermore, many experts point out that psychological factors give the most negative influence to the students' speaking activities (Bourezzane, 2014). Not only presents the negative influence, the psychological factors can make the students' English-speaking performance difficult (Haidara, 2014). As an example, Putri (2014) has conducted a research on the correlation between anxiety as one of the psychological factors and students' speaking performance. As a result, there was a significant positive correlation between low anxiety score got by the students and their speaking performance and significant negative correlation between the students who got high anxiety score and their speaking performance. In other words, psychological factors are potential to affect the students' oral performance in negative ways.

Some related studies have been conducted on the psychological factors affecting speaking performance, a study conducted by Juhana (2012) revealed psychological factors faced by senior high school students in Tangerang, Banten, such as fear of making mistake, shyness, anxiety, lack of confidence and lack of motivation hinder students from speaking in English class. Those factors were commonly caused by their fear of being laughed at by their friends.

Another study conducted by Javed (2013) revealed that both Pakistani and Indonesian students at Islamia University of Bahawalpur had anxiety towards the English language learning. Moreover, Ozturk and Gurbuz (2014) stated that Turkish university students felt language anxiety, especially when they do English

speaking. However, each affective factor derived from a number of causes. Tseng (2012) mentioned several causes of anxiety among language learners, namely the pressure by parents and teachers to get good marks at school in English, subsequent punishment or ostracism, self-belief that English is difficult to learn, and fear of foreigners as well as their behavior.

Therefore, it was necessary to conduct a research which was to find out and elaborate the psychological factors that affecting students' speaking performance in which the state of the study is English Education Study Program Students of UIN Raden Fatah Palembang. Hence, the researcher carried out the study in title "Psychological Factors Affecting Speaking Performance of English Education Study Program Students of UIN Raden Fatah Palembang.

1.2 Problems of the Study

Based on the general background of the study above, this study aimed to answer the following questions:

1. What were psychological factors affecting speaking performance of English education study program students of UIN Raden Fatah Palembang?
2. What were the causes of the psychological factors affecting speaking performance of English education study program students of UIN Raden Fatah Palembang?

3. What were the possible solutions to cope with psychological factors affecting speaking performance of English education study program students of UIN Raden Fatah Palembang?

1.3 Objectives of the Study

In accordance with the problems above, the objectives of this study were:

1. To know psychological factors affecting speaking performance of English education study program students of UIN Raden Fatah Palembang are.
2. To know the causes of the psychological factors affecting speaking performance of English education study program students of UIN Raden Fatah Palembang.
3. To offer possible solutions to cope with the psychological factors affecting speaking performance of English education study program students of UIN Raden Fatah Palembang.

1.4 Significances of the Study

This research is expected to give significance in many fields. Theoretically, the result of this research could become one of the sources that could strengthen the theory of psychology of language acquisition itself and enhance theory related to the factors that altering oral proficiency. Moreover, for the pedagogical implication, the finding might be very beneficial for both students and lecturers in the field of the study. First of all, students could realize what the problems that

hinder them to speak English are. Therefore, by knowing their problems, they could find out the solution that could help them overcome the problem. And then, for lecturers, by knowing their students' psychological weaknesses in speaking English, they could help their students by implementing the solution offered in this study. Moreover, they could manipulate the situation where the students could improve and enhance their English oral proficiency. Moreover, this research could become one of the resources for other researcher in investigating the similar problem. it is really hoped that further investigation could be more deeply conducted and extended more widely related to psychological factors and other factors that give contribution to students English speaking performance.