

CHAPTER I

Introduction

This chapter presents: (1) background, (2) research problems, (3) research objective, (4) significance of the study

1.1 Background

English becomes the most essential language in the world. Many people use it as a medium of communication and it is easier for people who come from different countries to make interaction and communication with other using English. According to Broughton, Brumfit, Flavell, Hill, and Pincas (2003) English is as international language, because it is dominant language used for daily international communication. Cylne (2008) explains that English is used both in a global sense for international communication between countries and in a local sense as a language of wider communication within multilingual societies. As a global communication, people use English for interacting to people from other countries. In short, English is very important to be mastered to communicate in globalization era.

In Indonesia, English is one of the key subjects in the all of school. Hence, it has been taught in several levels of education; such as elementary school, junior high school, and senior high school. In the hope of that the students are ready to face the globalization era by studying in formal education. Sari and Saun confirm that English has become a compulsory subject and it must be learned from junior high school to senior high school in Indonesia (as cited in Marzulina and Saputra, 2016, p. 1). Komaria argues that among many foreign languages, English gets a place as the first

foreign language to be taught and used in Indonesia based on the 1989 law on the Indonesia education system (as cited in Abrar, Mukminin, Habibi, Asyafi, Makmur, & Marzulina, 2018, p. 129). In short, English is important to study in Indonesia due to some facts.

In learning English, there are four language skills that have to be mastered. Those language skills are speaking, reading, writing, and listening. Khameis (2006) states that the four skills (speaking, reading, writing, and listening) naturally appear together in every English class even in English as Foreign Language (EFL) class (as cited in Herlina and Holandyah, 2013, p. 108). Thus, all of four skills are integrated to each other.

Among those four skills, speaking is the one of important skill due to some reasons. The first reason was asserted by Ur (2000) that speaking is an important skill of all four language skills, because it is necessary for the effective communication. The second, Joyce (1997) believes that speaking is the important skill among other skills, because speaking skill is used for interactive process of constructing meaning that involves producing, receiving and processing information. In brief, speaking very important to be mastered.

Speaking is one of the most difficult skill to mastered by students in learning English. In speaking, student have to master many aspect , as follows; vocabulary, grammar, and pronunciation. According Naushin, states that in speaking, the learners need to emphasize spontaneous, open ended, and evolving. Speaking needs that learner not only should know how to produce specific points of language such as

grammar, pronunciation, or vocabulary but also they understand when, why and what ways to produce language. So, speaking is not focusing on linguistics aspect. It also focusing on how to produce language (as cited in Herlina & Holandyah, 2016, p. 108)

However, Anxiety is one of the internal factors in personality besides self-esteem, willingness to communicate and motivation. There are several definitions about anxiety. Horwitz *et al.* (1986) states that anxiety is described by psychologists as a subjective feeling of tension, apprehension, nervousness, and wrong associated with an arousal of the autonomic nervous system. Carlson and Buskist (1997), anxiety is a feeling of fear or sorrow accompanied by certain psychological reactions, such as an accelerated heartbeat, sweaty palms, and tightness in the stomach. Anxiety becomes the most general emotional dilemma of someones' feeling. Everyone will feel anxious towards something that will happen in their life, especially when they have to face speaking exercise.

There are so many factors that influence EFL students speaking anxiety. Thornbury (2005) asserts that students' lack of vocabulary, lack of grammar, lack of confidence and avoid about making mistakes are some factors that can contribute to speaking failure and causing an acute sense of anxiety when it comes to speaking. There are 5 factors cause EFL students speaking anxiety: (1) low speaking due lack of grammar and vocabulary, (2) fear of negative response from other, (3) low self-esteem to speak English, (4) fear of being evaluated by teachers and (5) cultural influences to speak English due to more teacher centered-styles (Mukminin et al., 2015, p. 220)

Based on the preliminary study to the students of Arabic education study program of UIN Raden Fatah Palembang that has been conducted by the researcher, the result showed that there were several difficulties in speaking English. For example, they felt confused how to speak English well, because they were worried about making mistakes and avoided their classmates' criticism and comments. Furthermore, they had lack competence in English such as pronunciation, grammar and vocabulary.

Meanwhile, there are some researchers who have done the similar research about speaking anxiety in the world. First, Fiadzawoo (2015) found that the students in the Faculty of Education in Tamale had a high level of speaking anxiety in their French classrooms. Second, Alsowat (2016) found that Saudi English-majoring students had moderate level of anxiety. The highest provoking causes of students' anxiety were being worried about consequences of failed, forget things they know and feel uneasiness during language tests. Mukminin et al., (2015) also explored the source of speaking anxiety among Senior High School in Jambi, Indonesia. They reported that students had lack of vocabulary, low English proficiency and memory disassociation.

In brief, based on the previous research results discussed above and phenomenon of speaking anxiety experienced by students. I'm interested in conducting a research about speaking anxiety at Arabic education study program of UIN Raden Fatah Palembang because speaking class anxiety is the common issue.

1.2 Research Problems

From the introduction above, the research problems are formulated in the following questions:

1. What were the levels of students' speaking anxiety of Arabic education study program of UIN Raden Fatah Palembang?
2. What were the causes of students' speaking anxiety of Arabic education study program of UIN Raden Fatah Palembang?

1.3 Research Objectives

Related to the problems above, the research objectives are:

1. to find out the levels of students' speaking anxiety of Arabic education study program of UIN Raden Fatah Palembang
2. to investigate the causes students' speaking anxiety of Arabic education study program of UIN Raden Fatah Palembang

1.4 Significance of the Study

This study is expected to give information and reference to the readers about the causes of EFL students' speaking anxiety in Arabic education study program

of UIN Raden Fatah Palembang and also to complete the lack of previous research related to speaking anxiety.

For the researcher himself, I expect it can help me to gain knowledge especially in knowing the causes of students' speaking anxiety in speaking English, it is also useful to provide the solution in facing speaking anxiety.

The result of the research is hoped to improve students' motivation to speak in front of people and try to confident. This study can be learned to increase their desire to practice what they have learned about speaking well and reduce their speaking anxiety.

This research can be used as information and reference for the English teacher or lecture to analyze the causes of anxiety students' anxiety when they learn English especially when they are speaking English. Furthermore, the English teacher or lecture can arrange some strategies to reduce students' anxiety and increase their ability in speaking.

Then for the next researchers, this study can give information how to analyze the students' speaking anxiety. Besides, the other researcher can take the benefits of this research and if there is still a lack of feeding, other researchers can develop it so that similar research is better and more useful in its time.

