

CHAPTER I

INTRODUCTION

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

1.1 Background

Language is one of the ways for people to communicate with other in order to socialize one another. Amberg and Vausie (2009) discuss language is foremost a means of communication and communication always take place within some sort of social context. In addition, Shahhoseiny (2013) mentions that language is the symbol to express a meaning used by people to communicate with each other of a nation or specific community or the symbol of a culture, people perception in a culture, and changes from a culture to another culture. Therefore, language has big role in humans' daily life.

English is one of the most important language in many aspects for example in the social and cultural, economy, and education. According to Lauder English is widely recognized the important language for Indonesia and the reason most frequently put forward for this is that English as a global international language(as cited in Saputra & Marzulina, 2016, p.1). English is not only used in the international community such as ASEAN Economy Community (AEC), Asian Pacific Economy Cooperation (APEC), but also English is playing a major role in many sectors including medicine, engineering, education, advanced studies, business, technology, banking, computing, tourism etc. As stated by Ahmad (2016), that English language plays a crucial role to weave the world into the

single thread. So, English is the most fundamental and common language in this world that is learned by students in most school around the world.

To master English well, students have to study four basic language skills of English. There are various reasons why students must learn four basic language skills of English. First, Peregy and Boyle (2001) argue that students should learn four basic languages to develop their own learning and language proficiency by responding verbally as they read, write, speak, listen, and learn in English for functional and meaningful purposes. In addition, Jing (2006) mentions learning four basic language skills is needed because students use more than one skill to communicate and all skills are learned to provide opportunities for students to develop these skills at the same time. In short, all four skills must be learned by English students to master English properly and correctly.

Among listening, writing and reading, speaking is one of the important skills should be mastered by the EFL students. As stated by Ur (2000) speaking is an important skill of all four language skills, because it is necessary for the effective communication. As well as, Mahmoodzadeh (2012) claims it is very useful to develop the speaking skill in the era of change and revolution of individual's life. In fact, good speaking ability in English draws that the people has good English proficiency especially for EFL.

However, anxiety is one of the students' problem in speaking. It is related to some facts. First, 'Gaibani and Elmenfi (2016) explain that speaking anxiety lead the students to feel they made more mistakes and perform weakly when delivering speeches or during oral presentation. This statement is supported by Gurbuz (2014), "speaking activities requiring in front of class and on spot

performance produce the most anxiety from the students' perspective and learners experience more anxiety over speaking than other language skills".

There are many factors that influence EFL students speaking anxiety. Thornbury (2005) asserts that students' lack of vocabulary, lack of grammar, lack of confidence are some factors that can contribute to speaking failure and causing an acute sense of anxiety when it comes to speaking. Likewise, Mukminin, Noprival, Masbirorotni, Sutarno, Arif and Maimunah (2014) said, 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. Based on explanation above, lack of preparation, improper grammar, low self-esteem, and fear of negative evaluation are the causing of speaking anxiety.

The effect of anxiety happens to university students of Indonesia. Similarly, Katemba (2013) found the university students of Indonesia have highly anxious in English. Related to this statement, EFL student teachers in State Islamic University of Raden Fatah Palembang has an issue in speaking anxiety. Those facts can be proven by the preliminary study conducted. I interviewed speaking lecturer of English Education Study Program on informal interview. It can be concluded that EFL students of Islamic State University of Raden Fatah Palembang has an issue in speaking anxiety.

There are three studies that already conducted about anxiety especially speaking anxiety. Mukminin, Noprival, Masbirorotni, Sutarno, Arif and Maimunah (2014). The finding shows 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. The second study is conducted by Mahmoozadeh (2012). The findings are indicated that the participants are more likely to attribute their most FL speaking anxiety experience in the classroom to their interlanguage meaning system as compare with the other two subsets of their interlanguage system. The other finding suggests that the female participants find to be more prone to experiencing FL speaking anxiety within the framework of their interlanguage system. The last is from Indriaty (2016). The study reveals two findings related to research question, the first is two types of anxiety are evidenced, i.e. trait anxiety and state/situational anxiety. Second, the student anxiety in English speaking class derives from three main resources: (1) communication apprehension, test anxiety and fear negative evaluation.

In brief, based on the previous research results discussed above and phenomenon of speaking anxiety experienced by students, I interested in conducting a research about speaking anxiety at English Education Study Program, State Islamic University of Raden Fatah Palembang because the research had been done here. In this study, I found out the factors that effect of students' speaking anxiety in class room. Thus, this study was entitled "Investigating English language speaking anxiety among EFL student teachers of English Education Study Program, State Islamic University of Raden Fatah Palembang".

1.2. Problem of the Study

Based on the background the problem of this study was “what are the factors causing speaking anxiety among student teachers at the English Education Study Program, State Islamic University of Raden Fatah Palembang?”

1.3 Objective of the Study

Related to the problems above, the research objective of this study is to find the factors causing of speaking anxiety among student teacher at the English Education Study Program, State Islamic University of Raden Fatah Palembang.

1.4 Significances of the Study

The results of this study were expected to give both theoretical and practical benefits. For students, I hopes the result of this thesis helps students know what makes them so anxious in speaking. And they know how to face and reduce the anxious by knowing the factors. For English teachers, this result of this study can be a consideration for making some new strategies in teaching speaking in classroom. Then for the next researchers, this study can give information how to analyze the students’ speaking anxiety. Besides, the other researchers 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.