

CHAPTER I

INTRODUCTION

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

1.1 Background

English is one of international languages. There are some reasons why English is as international language. According to Broughton, Brumfit, Flavell, Hill, and Pincas (2003) English is as international language, because it is dominant language used for daily international communication. Moreover, Crystal (2004) argues that people use English for their international contact. Thus, English is an international language because it is used by people around the world to interact among each other.

In Indonesia, English is taught to students at schools. It can be seen in some facts. 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 Saputra and Marzulina, 2017, 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, Asyrafi, Makmur, & Marzulina, 2018, p. 129). Briefly, English has become one important subject in Indonesia schools.

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, Peregoy 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. Second, 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 (Jing, 2008). In short, all four skills must be learned by students to master English properly and correctly.

Among those four skills, speaking is the one of important skill due to some reasons. The first reason is asserted by Ur (2009) that speaking is an important skill of all four language skills, because it is necessary for the effective communication. The second, Burns and Joyce (1997) believe that speaking is an important skill among other skills, because speaking skill is used for interactive process of constructing meaning that involves producing, receiving and processing information. To sum up, speaking skill is needed because it has various factors in communication.

When speaking, anxiety becomes a problem for students. It is proven by 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. The second fact is reported by Xiangpings (2017) in his study that the higher students' speaking anxiety scores, the lower their oral performance score.

Thus, some facts show that anxiety becomes a trouble for students when they speak.

Speaking anxiety is caused by some factors. Thornbury (2005) asserts that students' lack of vocabulary, confidence, improper grammar 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. Likewise, Fiadzawoo (2015) reported in his study that the factors of students' speaking anxiety were lack of self confidence, worried about making vocabulary and pronunciation mistakes, and unprepared to speak. Briefly, there are various factors causing speaking anxiety.

Speaking anxiety was also experienced by Islamic Economic and Business Faculty students at UIN Raden Fatah Palembang. Based on the results of my preliminary study conducted through informal interview on May 13rd 2018, students at international class of Islamic Economic and Business Faculty admitted that they felt anxious when they spoke in front of the class or in public speaking. They felt anxious because they were worried about making mistakes and avoided their classmates' criticism and comments. They reputed that their lack of vocabulary mastery and diction made them anxious when speaking.

Concerning to this, some people have conducted research about speaking anxiety faced by students. Ozturk and Gurbuz (2014) in their study found that participants who were Turkish students in English preparatory program at a state university had low level of speaking

anxiety. The causes were speaking skills, lack of confidence, preparation, fear of making mistakes, and fear of being evaluated. Then, Fiadzawoo (2015) found that the students in the Faculty of Education in Tamale had a high level of speaking anxiety in their French classrooms. The other researchers were Mukminin, Noprival, Masbirorotni, Sutarno, Arif, and Maimunah (2015) also explored the sources of speaking anxiety among Senior High School in Jambi, Indonesia. They reported that students had lack of vocabulary, low English proficiency and memory disassociation. To sum up, speaking anxiety is experienced by students which have been investigated by some researchers with different research results.

Based on the previous research results discussed above and phenomenon of speaking anxiety experienced by students, I was interested in conducting a research about speaking anxiety at international class of Islamic Economic and Business faculty. It is because no or little past research investigated students from international classes as these students might have different characteristics from those in previous research. By investigating these students view, it might provide wider insights to the literature and research findings related to speaking anxiety. That is why in this study I would like to find out whether their speaking anxiety is high or not as compared to other previous studies results. Besides, this study explored more about the problems so that used it both quantitative and qualitative to get deeper understanding. In this case, I conducted a research entitled "EFL Students' Speaking Anxiety in International Class of Islamic

Economic and Business Faculty at UIN Raden Fatah Palembang” by analyzing students’ level and causes of speaking anxiety.

1.2 Research Problems

The problems of this study are:

1. What was the level of English speaking anxiety in international class students of Islamic Economic and Business Faculty at UIN Raden Fatah Palembang?
2. What were the causes of English speaking anxiety based on students’ perceptions?

1.3 Research Objectives

This research aims to encounter the following objectives:

1. To find out the students’ level of speaking anxiety among international class students of Islamic Economic and Business faculty.
2. To investigated the causes of speaking anxiety based on students’ perception.

1.4 Significance of the Study

The result of the research is hoped to improve students’ motivation to speak in front of people and try to confident. Especially for students of international class of Islamic Economic and Business Faculty at UIN Raden Fatah Palembang. This study can be learned to increase their desire

to practice what they have learned about speaking well and reduce their speaking anxiety.

This study also can inform the English lecturers on the International class that students have speaking anxiety. Besides, it will help the lecturers to improve students' comprehension through the other method of speaking practice and improve the quality of teaching. Then, the lecturers can give more motivation about the important of speaking for communication, especially for business.

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.