

# CHAPTER 1

## 1. INTRODUCTION

This chapter presents the following subheadings: (1)background, (2)problem of the study, (3) objective of the study, and (4) significance of the study.

### 1.1. Background of the Study

Language is a tool of communication among people all over the world. Finch (2003) states that language is a system of communication used by certain particular individuals or communities in conveying their thoughts and feelings in various activities in daily life. In addition, Sanggam adds that language is a set of rules used by human as a tool of their communication (as cited in Herizal and Afriani, 2014, p. 25). From the definitions above, it can be concluded that the used of language is very effective as an individual needs to communicate with others.

English is an international language that is used by many people in the world for different purposes such as to communicate to other people from different countries and to provide a means for exchanging knowledge. It is in line with Richard (2007) who states that English is the language of globalization that is used as an international communication in various aspects of life such as economic, business, commerce, trade media, cultural and learning. While, Harmer also adds that English is a worldwide language spoken throughout all parts of life such as in the arts, sciences, human sciences, travel and the social sciences (as cited in Astrid, 2011, p. 176).

Therefore, since English is used in every aspect of the society life, it is important for people all over the world to learn English.

In Indonesia, English becomes one of important subjects to be mastered. Matarrima and Hamdan state that English has become increasingly important as a first foreign language in Indonesia (as cited in Pratiwi, 2016, p. 148). Additionally, Sari and Saun also state that English has become an important subject from junior high school up to senior high school (as cited in Saputra and Marzulina, 2015, p. 1). In short, it can be concluded that English had become the obligatory subject that must be mastered by the students and taught by the teachers in Indonesia from Elementary to University level.

There are four skills that should be mastered in learning English. There are listening, speaking, reading, writing. Harmer (2007) revealed that:

People use language in term of four skills: reading, writing, speaking and listening. These are often divided into two types, receptive and productive skills. Receptive skills are a term used for reading and listening, skills where meaning is extracted from the discourse. Productive skills are the term for speaking and writing, skill where students actually have to produce language themselves

In other word, there are two types of English skill that is learned by the students. Listening and reading are receptive skill, because the students have the language and decode the meaning to understand the message. While speaking and writing are productive skill, because students use

language that they have acquired and produce a message through speech or written text to make others to understand.

Speaking is the most important skill among other skills because it is a symbol for people who have a good communication in English. According to Burns and Joyce, “speaking is an interactive process of meaning construction which includes receiving, processing and producing information” (as cited in Abrar, Mukminin, Habibi, Asyraf, Makmur, & Marzulina, 2018, p. 130). Moreover, Salem and Dyyar (2014) also claim that speaking is an important skill as it is considered the bridge that connects people talking and plays a vital role in communication process in the same language. Therefore, it is important for people all over the world to learn English speaking skill in order to connect them from different countries.

Subsequently, since English is considered to be a foreign language in Indonesia, it is caused some problems faced by the English speaking learners. According to Bailey,

Speaking in a new language is believed to be harder than reading, writing, or listening for two reasons. First, unlike reading or writing, speaking happens in real time: usually the person you are talking to is waiting for you to speak right then. Second, when someone speaks, he/she can not edit and revise what he/she wishes to say, as he/she can if he/she is writing” (as cited in Asrida, 2012, p. 149).

It means that students still often get difficulties in speaking English. This happens because the students felt not confidence to speak in front of others. Abda (2017) claims that fear of making mistakes, lack of basic speaking

skills, poor speaking background, lack of self-confidence, lack of grammar and vocabulary knowledge, negative attitude towards speaking the language skills are considered as the factors of students' difficulties in speaking English. Furthermore, Putra, Ratmanida and Narius (2018) also supports that those difficulty factors in speaking English are vocabulary, grammar and pronunciation. Moreover, Leong and Ahmad (2017) define that the fear of speaking English is pertinent to some personality constructs like anxiety, inhibition, and risk taking. Thus, those factors above can appear the feeling of anxiety from the students.

The factor that influence students speaking is anxiety. Brown states that anxiety is known as factor in academic performance especially English speaking skill (as cited in Astrid, 2017, p. 88). Furthermore Abda (2017) say that anxiety is also one of the factor that affect teaching speaking skill. In short, anxiety has role in deciding the students' English speaking performance.

Anxiety is one of the internal factors in personality besides self-esteem, willingness to communicate and motivation. According to Horwitz, Horwitz, and Cope, "Anxiety is the subjective feeling of tention apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system" (as cited in Abrar, Mukminin, Habibi, Asyraf, Makmur, & Marzulina, 2018, p. 131). Moreover, Raja (2017) adds that anxiety is defined as a state of uneasiness and apprehension of fear caused by the anticipation of something threatening. From the definition above, it

can be concluded that anxiety is a negative way to present human feelings when someone is anxious, nervous, worried, and fearful.

In the preliminary study, I conducted an informal interview with the third semester students of English Education Study Program at Islamic State University of Raden Fatah Palembang. Based on the interview, the students had high speaking anxiety, they keep silent when the lecturer invited them to interact by using English in the classroom and avoided their classmate's criticism.

In addition, there were some researchers who have done the similar research about speaking anxiety in the world. First, Saputri (2017) investigated the effect of anxiety on the first students' speaking learning achievement at Sanata Dharma University. The finding of her research showed that anxiety was a common phenomenon in learning English as a second or foreign language, and high level of anxiety affected students' speaking learning achievement. Furthermore, Sari (2014) also investigated the students' speaking anxiety level, dominant aspect causing speaking anxiety, and dominant strategy in coping students' on the sixth semester of English Department, Muhammadiyah University of Purwokerto. The result of her study showed that the students were in speaking anxiety, exactly in severe level. Fear of negative evaluation became the dominant aspect causing anxiety and most of them asserted that made good preparation became strategy in coping anxiety.

Based on the explanation above, I would like to have deeper investigation about students' anxiety in speaking English to the Third

semester students of English Education Study Program at Islamic State University of Raden Fatah Palembang.

### **1.2. Problem of the Study**

The problem of the study is formulated in the following questions:

1. What were the levels of student's speaking anxiety of English education study program of UIN Raden Fatah Palembang?
2. What were the factors of students' speaking anxiety of English education study program of UIN Raden Fatah Palembang?

### **1.3. Objectives of the Study**

1. To find out the levels of students' speaking anxiety of English education study program of UIN Raden Fatah Palembang.
2. To investigate the factors of students' speaking anxiety of English education study program of UIN Raden Fatah Palembang.

### **1.4 Significances of the Study**

By conducting this study, it is hoped that it gives contribution to develop students' speaking skill, so that the student must be more confident to speak English and make them think that speaking English is easy but they only needs more practice. The teachers can be more creative to teach their students and the teacher can use suitable learning strategies to teach speaking, so the students can not feel worried or anxious to perform orally. For the reseacher herself, hopefully this study can motivate the researcher to speak confident because it can also increase her speaking achievement. For the future researchers, they can use this study as a reference to conduct similar research topics.