

CHAPTER 1

INTRODUCTION

1.1 Background of the Study

As stated by Crystal (2003), the ability to speak English is known to be one of the most useful and important skills in the world these days because English is considered as an international language. With this ability people can speak to other people from different countries and continents easily, meaning that it is possible to communicate with others. In many other countries in Asia such as Indonesia, English is not the second language of the country, English is considered as a foreign language here. Thus, people in Indonesia are not used to speak using English. Even for people who are learning English, it is still hard to speak English accurately.

Speaking is one of the skills that is very important for English students. To communicate with other people every human needs to speak. Speaking is also needed for English students to be able to express themselves to other people. One of the purposes of speaking is to express yourself to other people. In the context of learning English, speaking is considered to be a skill that measures students' language skill level. If you are good in reading, writing, and listening but your speaking skill is not so good, people will doubt students' skill in mastering English. However, mastering speaking skills is not easy for many English students.

Speaking is an active skill that English students must overcome. In learning English, students mainly need to learn 4 different skills, which are

speaking, listening, reading, and writing. According to Hauck & Hurd (2005), speaking and writing are considered active skills. Listening and reading are passive skills. Active skills are different from passive skills. Active skills are acquired when students act or do the skills. That is why students should speak and write to master their speaking and writing skills. The skills that can be acquired without reacting or responding are called passive skills. In addition, speaking is shown as the hardest to acquire among the other three skills because of the pressure and tension when learning it. To speak students need to interact with others which means that they need to produce and receive messages. In speaking activity, there should be at least two people for students to be able to communicate, it is not like writing, listening, or reading which can be done individually. This makes students may experience anxiety or fear because they need to produce and receive messages from other individuals.

Most students think that it is hard to speak fluently in front of people. Articulation, pauses, length of fluent run, phonation, and time ratio are the factors that students should learn to master speaking. These factors often make students encounter difficulty in speaking English. That is why most English students think that it is hard to speak in front of people.

Since speaking English is a hard skill, it often makes students anxious. Students need help so that they can speak English well and also reduce their anxiety in speaking. Students need not only practice but also teachers who can help them to reduce their anxiety in practicing speaking. Having teachers who can make a comfortable and fun learning environment will have an impact on the

students. Students will enjoy the class and learn better because they can reduce their anxiety when the classroom condition is relaxing for them.

Speaking performance can be affected if students have anxiety in speaking English. Anxiety can be triggered by the condition or the learning environment and many other things. Students with anxiety often do not talk fluently because they are hesitant and controlling their anxiety. Students who suffer from anxiety usually stutter a lot when they are speaking. Therefore, their speaking performance decreases.

To understand more comprehensively what factors that cause the students' speaking anxiety and the effects of anxiety on their performance, a study titled "Causes and Effects of the English Department Students' Anxiety in Their Speaking Performance" is worth conducting.

1.2 Statement of the Problem

In line with the title and the background of the study, three research questions are formulated as follows:

- a. What causes the English Department students' anxiety in their speaking performance?
- b. What are the effects of anxiety on the English Department students' speaking performance?
- c. How do the English Department students cope with their anxiety in their speaking performance?

1.3 Objective of the Study

Based on the statement of the research questions above, this study aims to find out:

- a. The causes of the English Department students' anxiety in their speaking performance.
- b. The effects of anxiety on the English Department students' speaking performance.
- c. The strategies done by the English Department students to cope with their anxiety in their speaking performance.

1.4 Significance of the Study

The results of this study are expected to be some meaningful feedback for:

- a. The improvement of the English Department's students' knowledge concerning the causes and effects of anxiety in speaking performance.
- b. The improvement of the English Department's students' self-awareness of the anxiety in speaking performance so that they can try to find a way to reduce their anxiety.
- c. The advancement of the teachers' knowledge on the factors that cause students' anxiety in speaking and the effects of anxiety on speaking performance so that teachers can find a way to make the class less stressful, and can find teaching techniques that can reduce the students' anxiety.

1.5 Theoretical Framework

This research is mainly based on the study of Second Language Acquisition or SLA and Teaching of ESL because it focuses on anxiety and

speaking performance. Therefore, in chapter 2 for analyzing anxiety and speaking, there will be studies about the concept of anxiety and the concept of speaking. For the concept of anxiety there will be theories about the definition of anxiety in general, foreign language anxiety, source of speaking anxiety, and the types of general effects of anxiety. For the concept of speaking there will be theories about definition of speaking, speaking performance, and elements of speaking performance.

1.6 Scope and Limitation of the Study

To meet the aims of this research, therefore this research focused on analyzing and finding out the causes of anxiety in speaking English, the effects of anxiety on students' speaking performance, and the strategies used to cope with anxiety among English Department's students of a university in East Java.

1.7 Definition of Key Terms

There are five important key terms in this study. To understand better, the definition of each key term will be elaborated below:

a. Speaking:

According to Zuhriyah (2017), speaking is orally communicating with other people to express yourself, which means that you use your speech organ to produce sounds.

b. Speaking Performance:

According to Sinaga (2019), speaking performance is the capability of English learners to present themselves by talking using their speaking skill consisting of speaking elements.

c. Foreign Language Anxiety:

Foreign language anxiety is a term to mention anxiety that related to fear that appears when learning foreign language as said by MacIntyre and Gardner in 1994 as cited in Pahargyan (2021).

d. Causes of anxiety:

As stated by Craske (2015), the causes of anxiety are the factors that trigger the feeling of anxiety to arise, the connection between genetic, cognitive, and environmental factors could cause anxiety.

e. Effects of anxiety:

The effects of anxiety are the reactions of anxiety on a person's mental and physical well-being, the effects can be seen in cognitive, emotional, and physical condition of someone as said by McNally (2009).