

CHAPTER I

INTRODUCTION

1.1 Background of the study

Nowadays, English has become much more important than it was. English is one of the languages that is mostly used by people around the world. English is used to help people to be able to communicate well with those from other countries whose native languages are different. In other words, English is a connector for people from different countries willing to speak with one another.

Spoken language production seems to be the most important skill because people who know a language are usually referred to as speakers of that language (Ur, 1996). However, speaking is also considered as one of the most difficult aspects of language learning (Brown & Yule, 1983). Moreover, even though students in Indonesia have learnt English since they were in elementary school, most of them still find difficulties in using English as a communication device.

There are a lot of factors affecting the students' inability to speak English with other people nor to give a speech in front of audiences. Generally, the students feel anxious whenever they have to talk in English.

Many students experience this feeling in their learning process. The pressure of learning a new language (English) can put them under stress and thus students might feel anxious. When it comes to the relationship between language learning and anxiety, the term foreign language anxiety has been identified by Horwitz, Horwitz and Cope, (1986). Foreign language anxiety can be observed at every stage of the learning process. In language classroom interactions, it becomes particularly obvious because risk taking is an important part of the foreign language classroom, and learners may want to avoid making mistakes, thinking that this could do harm to their self-image, so they may feel anxious and keep silent (Aydın, 2001).

Anxiety appears because of several matters which come from both inside ones' self and outside. The factors contributing to foreign language anxiety may either be internal or external factors (Mahmoudi & Mahmoudi, 2015). The internal factors relate to the learners' sense of "self" which encompasses ones' self-esteem, perceptions, beliefs, attitudes, etc. Meanwhile, the external factors relate to the learners' sense of "others" that are involved pertain to the learning environment, teacher factors, classroom procedures and teacher-learner interactions, socio-cultural factors and other possible factors.

When feeling anxious, learners may have problems such as reduced word production and difficulty in understanding spoken instructions (Chen & Chang, 2004). The correlation studies showed that high language anxiety is related to low achievement in language learning (Budin, 2014). In other words,

students who experience high anxiety will perform worse than those who don't experience it. This kind of problem could cause a lot of disadvantages to language learners. Consequently, those who experience this may find their learning process will be less enjoyable.

In Indonesia, English is taught as a foreign language. It is possible to find many students experience this issue in their language learning process. This study is conducted to analyze the factors that contribute to anxiety of English Department students and to reveal the factor which contributes their speaking performance the most, so that the future readers of this research will be more aware of the effects of anxiety.

1.2 Statement of the problem

In accordance with the title and the background of this study, two research questions are formulated as follows:

1. What are the internal and external factors that contribute to the foreign language anxiety of the English Department students in their speaking performance?
2. Which factor contributes the most to the foreign language anxiety?

1.3 The objective of the study

The objective of this study is to find out the internal and external factors that contribute to the foreign language anxiety of the English Department students and the factor which contributes the most.

1.4 Theoretical framework

The basic theories underlying this study are Krashen's theory of second language acquisition especially anxiety, the factors affecting anxiety of English Department students in speaking performance, and how to deal with it. The theory of speaking as the subject being observed is also discussed in this study.

1.5 The significance of the study

This study is addressed to teachers and students as the future readers. Both of them are expected to understand better in overcoming anxiety.

There are some beneficial methods that can be used by teachers to help their students be able to cope with their anxiety, such as ¹⁾making the classroom friendly and relaxing by designing a group activity (cooperative learning) strategy, ²⁾honoring the students' native language, background, and culture by creating an environment where errors and mistakes are acceptable, and so many more.

Students learning foreign language (English) are also expected to be able to cope well with anxiety. By reading this paper, the students are wished to be more aware of the factors contributing to anxiety so that they can prevent experiencing anxiety or minimize the effect of anxiety and gain their motivation to increase their speaking skill.

1.6 Limitation and Scope

This study is to analyze the factors that affect speaking anxiety of English Department students. The participants of this study were the students who were joining Speaking A course. This study chose Speaking A class at Widya Mandala Catholic University as the variable of the analysis taken. The analysis is about what causes the students experience anxiety in their speaking performance.

1.7 Definition of key terms

Speaking performance An interactive process of delivering meaning that involves producing, receiving, and processing information (Burns & Joyce, 1997).

Anxiety	A feeling of uneasiness and fear which is usually along with the feeling of something terrible experience will occur (Stevenson, 2008).
Factors	A circumstance, fact, or influence that contributes to a result or outcome.

1.8 Organization of the research

This study consists of five chapters, which are Chapter 1 until Chapter 5. The first chapter covers the background of the study, research questions, objectives, theoretical framework, significance of the study, limitation and scope, and definition of the key terms. The second chapter covers the review of related literature and the previous studies including the research gap. The third chapter discusses the research method of this study including the research design, respondents, instruments used to get the data completed, the procedure of data collection, and the data technique analysis. The fourth chapter shows the findings and the discussions of this study. Last, the fifth chapter sums up the whole chapters in a conclusion and provides the suggestions for the English teachers and the future researchers.