

Chapter One

Introduction

Chapter one provides general information about this research. The background of the research, identification of the problem, delimitation of the problem, the research question, the objective of the research and the significance of the research.

Background of the Research

English speaking is one of the productive skills which is greatly significant to be mastered by students. Almost every time, English students have to study and acquire specific levels of English competency as English is the tool of indication and evaluation in class in almost every educational establishment around the world. Davies & Pearse (2015), stated that the major aim of any English language teaching is creating students that are capable to fluently and precisely communicate in English. Furthermore, Richard (2008), pointed that speaking skill has become a parameter on whether a teaching and learning process in a classroom is successful or not.

In Indonesia, English is one of highly significant and obligatory subjects that is introduced and taught in every level of education, from elementary through university. However, students are still facing some challenges in learning the productive or receptive skill, with speaking as the most notable problem (Mayangta, 2013). With this fact, it is worth to study on why Indonesian students

still cannot be considered as high achievers in English speaking proficiency even though they have spent many years studying English (Ariyanti, 2016).

From years of experiences in learning English, the researcher finds that it is not entirely easy to master English speaking. Especially with the fact that English is so much different with Bahasa Indonesia, the researcher's mother tongue, which is challenging in acquiring proper English speaking skill. The differences between English and Bahasa Indonesia, the students' first language, cause problems in linguistic aspects for the students and make it more difficult for them to produce the correct and accurate grammar, vocabulary and pronunciation compared to native speakers (Bygate, 2005). Apart from the challenging factors in linguistic aspects previously mentioned, factors that come from psychological aspect are also said to negatively influence students' English speaking skill. Bourezzane (2014), pointed that statements on how psychological factors have the highest negative effects to the students' speaking fluency have been made by several experts.

One of the psychological factors that has been recognized as one of the most influencing factors in speaking another language is anxiety (Oxford, 1992 as cited in Al-Saraj, 2011). During the researcher's time in studying English, the researcher had experienced extreme nervousness and uneasiness when involved in speaking activities. Xu (2011), defined this feeling of worry and nervousness as anxiety. Studies found and suggested that speaking is the most anxiety-triggering language skill in English language learning (Subasi, 2010; Oxford, 1992).

According to Brown (2001), as cited in Wang (2014), students often worry about being wrong and incomprehensible which greatly affects their oral performances.

As a great factor that inhibits English students from mastering oral performances, speaking anxiety needs to be studied more. The researcher finds this problem interesting, as from the informal observation on the researcher's classmates, feeling anxious while engaging in a speaking activity is a common sight. That leads the researcher to conduct a further research in speaking anxiety, focusing in first year's student of English Language Education Department in a private University.

Identification of the Problem

During the time of learning English inside and outside classroom, the researcher often observed the researcher's own self, as well as fellow students. From those observations, the researcher found that difficulties and challenges in learning English speaking that the students are facing come from many aspects. Some of the prominent issues that commonly occur are inaccurate use of grammar, inability to memorize vocabularies and mispronunciation, which play the important roles in speaking proficiency and eventually make the three requirements as the big obstacles from linguistics aspect. These problems lead students to lose their chance in improving their oral ability as well as blocking their way in mastering English speaking skill.

Another influential problem that the researcher discovered and also experienced come from psychological aspect. It is the most common issue that is

called speaking anxiety. Students with anxiety are facing many disadvantages. This condition causes students to be discouraged because when they try to speak in an anxious state, they will stumble and stutter, consequently keeping them silent from the fear of making mistakes. They also tend to be passive and inactive in any speaking related activities. Either from linguistic or psychological aspect, all of the issues are negatively impacting students and are in urgent need to be inspected.

Delimitation of the Problem

Based on the problems in English speaking mentioned in the previous section, there are many obstacles in English speaking that can be discussed. However, due to the researcher's time limitation, the researcher chooses only speaking anxiety as the main focus in this research. Speaking anxiety is one of the most mainstream issues among students that occurs from various causes. Therefore, the researcher limits the interest to only examine the factors that contribute in students' speaking anxiety, especially in first year students of English Language Education Department in a Private University. In addition, this research employs qualitative method, with individual interview as the data collection technique.

Research Question

Based on the limitation of the problem, the research question is conceptualized as follows:

What are the factors that contribute to the English Language Education Department first year students' speaking anxiety?

Objective of the Research

The objective of this research is to examine the factors that contribute to the English Language Education Department first year students' speaking anxiety, be it from the internal aspect as well as the external aspect.

Significance of the Research

Students. This research discusses the information related to students' speaking anxiety so that firstly, this research might help the students in becoming more knowledgeable about speaking anxiety. Moreover, this research might be a helpful source for the students to identify the factors of speaking anxiety.

Lecturers. Through this research, the lecturers might be able to identify students with speaking anxiety problem as well as identify the factors that caused speaking anxiety in students. Furthermore, the lecturers might be able to help students that are experiencing speaking anxiety by using personal approach and/or adjusting the teaching strategies into a more suitable ones.

Future researcher. This research is hoped to motivate the other researchers in applying the next research related to speaking anxiety. This research might also give information about speaking anxiety that the future researchers need in order to understand more about the issue. It also can be a helpful source for the future researcher in finishing their own research related to speaking anxiety.