

Chapter One

Introduction

In the introduction part, the researcher describes the background of the study, identification of the problem, and limitation of the problem. The researcher has a number of research questions and the objectives of the study, concerning important issues relevant to the study context. The researcher also mentions the study's importance why this research is necessary to be conducted. Moreover, the outline of the research is included in this chapter.

Background of Study

Speaking ability is one of the basic skills in learning English that everyone has to master if people want to survive in this field. It also becomes the most important skill that needs to be developed because speaking is a tool for communication. Based on the researcher's experience, there are many advantages to practicing speaking. The advantages of practicing speaking are improving fluency, training self-confidence, and being able to interact with more people. Moreover, Baker and Westrup argued that learners who speak English very well can have a better chance of doing more, finding a great job, and getting promoted (as cited in Leong & Ahmadi, 2017, p. 35).

Frequently, it is not easy for EFL (English as Foreign Language) students to speak English in the classroom because they have to speak in their second language with strong self-confidence. Student's fluency- in speaking English could be proof that they have a good understanding of learning a foreign language. However, many of them face a difficulty when speaking English, that leads to nervous feeling, not being confident, and having anxiety. Asy syifa et al.,

(2019) stated that the phenomenon is called foreign language anxiety. Anxiety usually leads to negative emotions of students. According to the researcher's experience, anxiety because the speaker has nothing to say, empty mind, and fear of making mistakes.

In English teaching and learning, especially speaking, anxiety becomes an interesting factor that needs to be concerned by the lecturer, teacher, and students itself. Sutarsyah (2017) stated that among language skills, speaking becomes the primary effect of anxiety in language learners. Basically, speaking requires both active and receptive skills. As the active skills, the speaker creates and uses the language by communicating thought, while at the same time attempting to get the thought, that is the method of delivering the message or the coding process.

In foreign language issues, gender become one of factors that affect student's achievement and intellectual interest (Collins et al., 2000, as cited in Zoghi et al., 2008). Gender differences toward speaking anxiety have been observed in several studies, because it has become a crucial factor affecting foreign language student anxiety, for some studies particularly speaking (Aida, 1994; Ngidi & Siberya, 2003; Sarıgül, 2000, as cited in Han et al., 2016). Shams' (2008) argued that both female and male confused and anxious when they speak English before other students (as cited in Abidin et al., 2012, p. 124). McLean and Anderson (2009) revealed that the difference in levels of anxiety between females and male caused by biological factors (genetic factors, physiological reactivity, hormonal influences), broad vulnerability factors, stress and trauma, behavioral influences, and environmental influences (p. 498-503).

Various research with similar topic has been conducted several times. A study by Almira et al., (2018) who observed 15 female and 15 male EFL students on speaking anxiety in class-oral presentations, found that both female and male students are anxious when they should present a presentation. Another study by Öztürk & Gürbüz (2015) who observed 225 female and 158 male pre-intermediate students about the effect of gender on foreign language speaking anxiety, revealed that female get more anxious than male while speaking. Those two previous studies were not held in Yogyakarta. Therefore, the researcher wants to explore more about the issues, especially in Yogyakarta, where the researcher lived. Both studies also used the FLCAS (Foreign Language Classroom Anxiety Scale) as the research instrument, meanwhile present research used PSCAS (Public Speaking Classroom Anxiety Scale) as the research. The instrument for present research is simpler and more specific on speaking anxiety than previous study.

The English Language Education Department has had speaking classes since the first semester for the students. For example, Listening and Speaking for Daily Conversation and Formal Setting, Listening and Speaking for Academic Purposes and Career Development. Another subject also requires students to speak in front of the class. Most students have experienced speaking anxiety. Based on the researcher's observation and indirect interview at English Language Education Department's (ELED) speaking class, many students speak confidently but some are not. The researcher found that female students are having more anxious feelings before the speaking performance in front of the class than male students. Furthermore, female students tend to make fewer mistakes when they speak in front of the class, so they have made some preparation before speaking in front of the class. Besides, some male students are having less preparation.

Based on the different feelings toward speaking in front of the classroom between female and male students at English Language Education Department, the researcher was interested in conducting a research under the title “Gender Differences in Speaking Anxiety at English Language Education Department of Private University in Yogyakarta.” This research searched to what extent gender influences students in speaking English in front of the class.

Identification of the Problem

As an English language learner, speaking is one of the important basic skills to support ability improvement. However, each student has their own anxiety in speaking activity. Through the preliminary informal interview and observation, the researcher found that students looked nervous, trembling, and pointing each other when lecturer asked them to speak in front of the classroom. Some of them also said that they were nervous, fear of making mistakes and their hand was cold. Another problem that students may face when they speak are, the lack of vocabulary and fear of making mistakes. Usually, students felt the challenge which classified into linguistic and non-linguistic problems. The linguistic challenge happens when students are having less knowledge of grammar, poor pronunciation, and lack of vocabulary. The non-linguistic problem happens when students are afraid to speak, not being confident, and being afraid of making errors.

There are internal factors that influence a learner's anxiety in speaking, called affective factors. Affective factors refer to the feeling and personality of the learner. Kasbi and Shirvan (2010) stated that a lack of interest from the student in such subjects/topics prevented them from finding more knowledge about the topic

(as cited in Hanifa, 2018, p. 233). As a result, the learner feels anxious when they are asked to speak because they had no clue about the topic.

Moreover, male and female students are having a different view about speaking anxiety, caused by biological and environmental aspects. Therefore, in this research there are several things that will be investigated more, such as gender differences about the learner's level of anxiety toward speaking at English Language Education Department in Private university in Yogyakarta, and how substantial the difference is.

Delimitation of the Problem

Based on the problem identification, the researcher focuses on female and male student's anxiety in speaking at the English Language Education Department, especially in one of Private University in Yogyakarta.

Research Questions

The research questions of this research are:

1. How is female student's anxiety in speaking at the English Language Department of Private University in Yogyakarta batch 2019?
2. How is male student's anxiety in speaking at the English Language Department in Private University in Yogyakarta batch 2019?
3. Is there any difference between female and male students of the English Language Department in Private University in Yogyakarta batch 2019 in terms of foreign language speaking anxiety?

Research Objectives

Based on the research questions, the objective of this study can be figured out as follows:

1. To find out the female student's anxiety in speaking at the English Language Education Department of Private University in Yogyakarta batch 2019.
2. To find out the male student's anxiety in speaking at the English Language Education Department of Private University in Yogyakarta batch 2019.
3. To find out the differences between female and male students at the English Language Education Department of Private University in Yogyakarta batch 2019 in terms of foreign language speaking anxiety.

Significance of the Research

This research is expected to contribute to the English teaching and learning process, especially in terms of speaking. The findings of this research have significance for the teacher, lecturer, students, and the future researcher. The following are the significances:

Teacher. This research can give teachers an insight about the anxiety among female and male students. So, they can adjust or arrange the learning strategies in the classroom based on their anxiety in speaking English. In addition, the information about student's anxiety may help the lecturers to have a different approach too, to female and male students.

Students. Students will be able to know their anxiety when speaking English. So that, if they have anxiety in speaking, the researcher hopes they can put an effort and find their specific strategy to speak English and realize it will be useful for their future.

Future researcher. This research may bring a benefit to future researchers for the resource that has a similar focus on gender differences in speaking anxiety especially in Yogyakarta. Other researchers also can use this research as comparison to other research that contains the same topic of research.

The Outline of The Research

There are five chapters on this *skripsi*. Chapter one describes the description of research. This chapter describes the background of the study, identification of the problem, research question, objectives of the research, and significance of the study. Chapter two discusses literature review, there are definitions of speaking skill, general definition of anxiety, definition of anxiety in learning language, differences in speaking anxiety between female and male students, gender role in the differences of speaking anxiety, and conceptual framework between female and male students. Chapter three explains about methodology. This chapter consists of research design, research population and sample, methodology, and data analysis. Chapter four is about result and discussion. This chapter explains the result of this study and discusses the result to answer the research question. The last chapter is chapter five. This chapter consists of the conclusion and recommendation.