Chapter One

Introduction

This chapter presents the introduction of this study. It consists of six sections: background of the research, statement of the problem, delimitation of the problem, research questions, research objectives, significance of the research, and organization of the research.

Background of the Research

In this globalization era, learning English is important. English is one of the languages that should be learned and used in everyday activities around the world. Everything can be communicated meaningfully in English. Furthermore, it is used as a tool for communication, sharing information, and verbally expressing thoughts. Therefore, in Indonesia, learning English subjects is the most important. From the past until now, English has become one of the important courses taught at the school level to improve the communication skills of English-speaking students globally. English is also used in lectures as a compulsory subject to encourage students to have the ability to understand English as a tool to communicate internationally.

Although speaking is important in language learning, to understand and understand using English as a communication skill is certainly not easy. Many students find speaking skills to be one of the difficult things in learning a language (Dalem, 2017). This statement is supported by Tanveer (2007) that it is a difficult thing faced by many English language learners and most of them say that they are unable to speak in public. As a result, speaking is an important component of English that students must learn that is why speaking one of the most crucial abilities that students must develop is speaking (Ariyanti, 2016).

One of the activities that support speaking skills is a public speaking. Students must learn public speaking as a language skill in order to communicate effectively. Fulcher (2003) pointed out that the process of speaking to a group of people with a unique point of view is

known as public speaking. It indicates that public speaking can assist speakers in improving their quality and transforming their ideas into something useful to others. As public speaking necessitates the speaker remaining in front of an audience whose eyes and attention are fixed on him or her, the speaker may feel pressured before or during the speech.

There is a problem with students' difficulties in speaking English that arise from internal factors. From the researcher's experience, when the researcher spoke in English, the researcher felt worried, afraid, and nervous. Something that happens to researchers is a psychological phenomenon called anxiety (Yahya, 2013).

Anxiety can make students tense in learning English. In this problem they are very uncomfortable in the learning process. Horwitz, Horwitz, and Cope, (1986) argued that some people experience problems when learning English. This happens to students who learn English. According to Ansari (2015), when people feel anxious, they feel afraid, worried, and nervous. In that case, it can have a big impact on students as it will slow them down in learning the language. They can experience anxiety when conveying the language and at the same time, they are not confident about what they convey in English (Fulcher, 2003; Tanveer, 2007). In line with Bookit (2010), students feel anxious due to their self-confidence. Supported by Sadighi and Dastpak (2017), anxiety includes fear, uncertainty, and worry with the situation in which the language is learned.

During the study period at the English Language Education Department (ELED) in a private university in Yogyakarta, speaking skills are needed in several class activities such as group discussions, presentations, debates,role-play and interacting with lecturers or classmates. It can be concluded that speaking is an activity that is often done during the learning process in class. The researcher often finds their classmates sometimes silent. For example, when the lecturer asked students to have a discussion or debate, some of them just kept quiet. Then, another example is when the lecturer explains the materials in front of the class, students still

pay attention to the lecturer. However, when the lecturer asks about the materials that has been conveyed, they are sometimes silent. There are one or two students who respond. Only a few students wanted to ask questions or have an opinion as they were afraid to speak in front of their friends in class. In situations like this, it is called speaking anxiety in class. Based on Fulcher (2003) and Mak (2010), speaking anxiety is an event that occurs only at one particular time when speaking. This situation shows the anxiety of speaking in public. In addition, the researcher also felt afraid or nervous when she had to speak English in public. The feeling felt by the researcher was that the heart was beating fast and lack of focus when speaking English. According to Brown (2000) and Ansari (2015), fear, nervousness, worry, and a faster heart beat are symptoms of students' anxiety when speaking English. The researcher also found that students from batch 2019 are sometimes afraid to say something in English. This symptom of speaking anxiety is indeed true in ELED. In understanding that speaking anxiety is not only experienced by the researcher, the researcher finally decided to do this study. Therefore, the reason why the researcher chose speaking anxiety as one of the topics is based on her experience and the second reason is there are some students who experience speaking anxiety in every class. To examine this topic clearly, the researcher is interested in conducting a study entitled "English Language Education Department Students' Perception on Speaking English Anxiety in Public"

Statement of the Problem

Based on the experience of the researcher during his study, there were several problems that occurred when the class spoke. The problem is that some students experience anxiety during discussions, debates, role-plays, or interacting with lecturers or classmates. When they find out that there are several problems in speaking, namely anxiety that arises in ELED students, there must be a strategy to overcome them.

Delimitation of the Problem

From some of the problems that have been explained in the statement, they are interested in discussing student problems. Then the things studied were the causes of students' anxiety when speaking English in public and strategies to overcome this anxiety. Therefore, by conducting this study, we wanted to find out the causes of speaking anxiety among university students and the strategies used by students to overcome speaking anxiety.

Research Questions

There are two research questions in this study.

1. What the causes students of English Language Education Department to feel anxious when speaking English in public?

2. What strategies students of English Language Education Department use to handle their anxiety when speaking English in public?

Research Objectives

1. This research conducted to find out the causes students of English Language Education Department who feel anxious in speaking English in public.

2. This research conducted to find out the ways to handle speaking English anxiety students of English Language Education Department in public.

Significance of the Research

This study aims to determine students' perceptions of anxiety in public speaking English in the ELED. It is hoped that it will have a positive impact on teachers, students, and future researchers in a variety of ways.

For teachers. Teachers can take some advantages from this study to emphasize how they play a role in the anxiety felt by students. They can help students in feeling anxious when conveying something in public using English. They can also be able to do more preparation to teach and prepare some preparation related activities to reduce students' anxiety in learning English.

For students. Students can take advantage of this study on the knowledge of knowing what makes them feel anxious and how to deal with it in their future. Students can improve their skills in various aspects, especially in education is speaking. By knowing the advantages of this study, they can have more knowledge about learning what the problems are and how to overcome them. Hence, students can have meaningful results and a deep understanding of their anxiety when speaking English in public.

For further researchers. Future scholars can use these findings as a starting point for their own study. Finally, this study can aid future researchers in their quest to discover learning approaches that can alleviate students' anxiety.

Organization of the Research

The research organization provides information from each chapter in the study. This organization consists of five main chapters. There are chapter one, chapter two, chapter three, chapter four, and chapter five.

Chapter one focuses on the introduction of the research which includes the background of the research, statement of the problem, delimitation of the problem, research questions, research objectives, and research significance.

Chapter two presents a literature review including theories about public speaking including definition of public speaking and characteristics of public speaking. Anxiety including definition and types of anxiety, public speaking anxiety, causes of speaking anxiety,

Strategies to handle public speaking anxiety review of related studies, and conceptual framework.

Chapter three presents the methodology consisting of the research design used in this study is qualitative research and using descriptive design. Research setting in this research at Private islamic university in Yogyakarta. Participants in this research are six students batch 2019 from ELED. Data collection techniques using semi structured interview. Data collection procedures in this study are,prepare interview protocol, choose participants, and interview. Data analysis in this research using transcribing,member checking, and coding. In this chapter, the researcher gave the member pseudonyms and there is an interview guide that can be seen in the appendix section.

Chapter four contains findings and discussion. This chapter presents the results of the data analysis: the causes of ELED students' public speaking anxiety including lack of self-confidence, fear of judgement, and inadequate knowledge of grammar. The strategies to handle their anxiety including preparation, thinking positively, memorizing, and improving knowledge of grammar.

Chapter five contains conclusions and suggestions. This chapter discusses the summary of the findings and provides recommendations for students, lecturers, and future researcher.