

Chapter One

Introduction

In this chapter, the researcher discussed the background of the study, identification of the problem, delimitation of the problem, research question, research objective, significance of the research, and organization of the chapter. Firstly, the study's background describes the phenomenon under research. Secondly, identifying the research problem establishes the research nature of the problem. Thirdly, the problem's limitation explains this study's limitations. After that, the research questions are mentioned in the research formulation. The objectives of the study highlight the research's aims. The researcher then explains the significance and benefits of the research. At the conclusion of the chapter, the researcher describes the organization of this study.

Background of the Study

Speaking is an essential skill to develop when learning a foreign or second language. Brown (2004) discusses this as well, arguing that a successful process of acquiring a language is determined by learners' ability to interact and achieve pragmatic goals with others, which makes speaking skill an important role in language learning. Speaking includes numerous aspects of language acquisition, including word pronunciation, recognition, meaning, and grammar norms. Therefore, speaking, especially in a foreign language, is challenging for students, leading them to assume that English is difficult to master because it requires them to think critically and express their ideas orally. As a result, speaking has been

identified as the most anxiety-inducing talent, and it is the leading source of anxiety in the language classroom.

Anxiety is defined as a state of uneasiness and apprehension of fear caused by the anticipation of something threatening (Raja, 2017). Along similar lines, Abrar (2017) defined anxiety as a psychological construct that causes individuals to worry or fear something that negatively influences the process or the achievement of learning a foreign language. An individual who is experiencing state anxiety will feel tense or concerned because they are exposed to a particular stressful situation. In other words, it is only sparked by a certain environment or circumstance, such as a test, public speaking, or using a foreign language. Previous study by Abrar (2017) have emphasized that anxiety is one of the most examined affective factors which may negatively influence foreign language learners' performance and or acquisition of the language due to their difficulty in understanding the lesson/instruction, worry of getting negative feedback from on lookers, or fear of failing the class.

Students may experience speaking anxiety because of a number of aspects of the learning process, such as when they get tense and anxious due to the belief that they must avoid making mistakes (Rahim & Kenoh, 2021). These problems can act as hurdles in achieving one goals that could be both personal and professional. A recent study by Hanifa (2018) concluded that among several affective elements that impact foreign language acquisition, particularly speaking, anxiety appears to be the most important one that has a detrimental effect on students' oral performance. Additionally, previous researcher has discovered three

factors other well-known types of anxiety include communication apprehension, fear of negative evaluation and low self-confidence that contribute to increasing speaking anxiety among English as a Foreign Language learners (Toubot et al., 2018). From all the negative effects above, knowing anxiety in speaking is important for students regardless of any major to overcome speaking anxiety before they transit from academic life to professional life.

Furthermore, Brown (2000) considered gender to be a psychological element that influences language learning. However, there is inconsistency in the literature regarding research addressing gender. Some research has been reported differently regarding students' anxiety levels when speaking English. Prior research by Hadi et al. (2021) bring information that students have high anxiety level. However, in a different setting and participant, some research showed that most of the students feel moderately anxious (Batiha et al., 2016; Toubot et al., 2018). What is interesting is that in relation to gender, female students are found to experience less anxiety than male students (Abrar, 2017). However, in contradiction, a study by Batiha et al. (2016) reported that no significant gender differences exist in terms of Foreign Language speaking anxiety factors.

Therefore, many universities include the speaking course as one of the compulsory subjects that students must enrol in, such as in the Islamic communication and broadcasting at private university in Yogyakarta. This course facilitates the first-semester students to learn the basic speaking and the opportunities to use English in the class. However, as an English as a Foreign Language students, they might experience a more challenging situation when

required to deliver their speech in front of others. Having the ability to speak English, particularly for those who are majoring in communication is important in the event that one wishes to acquire employment, particularly after graduation. Given the demands of nature to communicate and reach more and more people with public speaking skills, especially when using English well, it is not surprising that anxiety in speaking English is very likely to occur in this study program.

Unfortunately, it is well-known that anxiety frequently happens in the context of speaking and has negative effects on students, but there are still relatively few researchers who conduct research on the topic in this setting. Consequently, it is crucial to conduct additional study in this area to determine if students have low or high levels of speaking anxiety and to understand the significant difference between gender. The purpose is to know the level of anxiety between gender in speaking English among undergraduate students of Islamic communication and broadcasting program.

Identification of the Problems

Based on the preliminary observations and interviews in the setting of the study, the researcher can identify some problems and phenomena related to speaking anxiety. First, in general, just speaking English, regardless of the context, already makes students feel increased tension. Second, one of the triggers for anxiety is when students know their names will be called to speak English in class. This is the most common thing that makes students anxious. Third, speaking in front of peers or professors causes Islamic communication students' nervousness, and they avoid making errors. Hence, they feared ridicule from their peers if they

got into trouble when speaking. They also fear that the instructor may correct their speech. When speaking in front of the class, the students expressed concern about their inadequacy with the target language's grammar. Fourth, students claimed their lecturers frequently offered unexpected questions in speaking courses and randomly assigned students to respond. As a result, Islamic Communication and Broadcasting students said it would make them anxious since they would not have prepared their English sentences yet. Thus, spontaneous conversation increases tension in the language classroom. Fifth, regarding the symptoms that can be seen when students are required to speak in front of others, female students reported that they usually feel more trembling and have difficulty speaking, while male students tend to be calmer.

Speaking anxiety have a negative impact on students who experience it. Because they could not think of anything to say, students were unable to talk much, if at all, and grew hesitant to engage in the speaking classroom. These learning barriers have an effect on the performance of the students, and it is claimed that anxiety has been a terrible experience for some language learners. It is commonly assumed that second language classrooms are more likely to contain students who suffer from severe anxiety when required to speak in front of their peers. It is a problem that cannot be avoided in the teaching and learning processes. It is not only a barrier for students learning and producing communication in a foreign language, but also a challenge for teachers in the classroom. Reflecting on the student's level and significant difference of speaking anxiety level, the present research is expected to provide teachers with meaning and understanding so they can create and provide

a learning environment that contributes to reducing their students' anxiety when speaking English.

Delimitation of the Problem

Based on the issues mentioned in the identification problems, the researcher takes a closer look at the level of anxiety and the significant differences between genders in speaking English. This research was limited to the Islamic Communication and Broadcasting students at a private university in Yogyakarta. Although many studies are related to this speaking skill, there are several gaps and shortcomings because the research presented outside of the English department has remained limited.

Research Question

The question then arises based on the description and issues above into the specified one:

1. What is the level of speaking anxiety experienced by the Islamic Communication and Broadcasting students?
2. Is there a statistically significant difference in English-speaking anxiety level between male and female students of Islamic Communication and Broadcasting program?

Research Objectives

The general purpose of this study is to investigate the student's speaking anxiety level and explore at the difference between gender in one of the private universities in Yogyakarta. As the researcher noted earlier, this research addressed two purposes related to the research questions. These are:

1. To know the level of anxiety in speaking English among undergraduate students at Islamic Communication and Broadcasting program.
2. To know the significant difference between female and male towards speaking anxiety levels of the Islamic Communication and Broadcasting students.

Significances of Research

This study was conducted to draw attention to mastering Foreign Language Anxiety (FLA), which can play an essential role in learning speaking competence, especially when using English. By taking a closer look at the nature and level of anxiety that was seen in gender, the researcher hopes this research can benefit teachers, students, and other researchers in terms of the English teaching and learning process.

For the teachers

This study is beneficial for English teachers because the English teachers can identify and prepare different strategies for male and female students to cope with speaking anxiety starting from the first semester of their studies.

For the students

Students acquire greater understanding and develop solutions to deal with their anxiety in the classroom and in later social life.

For the other researchers

Future researchers can utilize this research to compare it to other research on English-speaking anxiety that examines the same topic. The findings of this research may be used as a reference and be valuable to other researchers who seek to analyze a comparable topic from a range of perspectives.

Organization of the Chapter

This research is divided into five chapters. Chapter one presents the introduction of the research. There are some important points in this chapter. First, the background of the study describes the definition and the important reason why the researcher is interested in discussing English Speaking Anxiety that is classified into gender. Moreover, this chapter also identified some problems that arise within this topic and then narrowed it down in the delimitation part that corresponds to the research questions. Furthermore, the objective of the study describes the specific objectives of the research. Also, the significance of the research presents the benefit of this research towards particular people. Finally, the outline of the research which shows the explanation of each chapter is presented.

Chapter two includes the literature review that is an overview of different journals, books and article related to the speaking anxiety, speaking anxiety between gender and factors of speaking anxiety. Chapter three is present about the

methodology, which is used to conduct this study, number of participants, details of the data collection and data analysis. Chapter four is the presentation of data analysis from “A Study on English Speaking Anxiety Among Islamic Communication and Broadcasting Students”, which is obtained through questionnaire. Lastly, chapter five presents the conclusion and recommendations related to the topic.