Chapter One

Introduction

As the first chapter in this research, this chapter mainly discuss why the researcher is interested with the topic related. The structure of this chapter consists of background of the research, identification of the problem, delimitation of the problems, research questions, research objectives, and significances of the research. At the end of this chapter, there is organization of the research to describe this whole research.

Background of Study

English serves as a means of communication for various purposes, including education, acquiring knowledge, professional development, cultural understanding, trade, and business, and interacting with the ASEAN community and the global population. Wibowo (2014) found that language is the most effective from of communication for conveying ideas, messages, intentions, feelings, and opinions to others. Given diversity and cultural differences, it is necessary to be aware of communication to understand the medium language and show mutual understanding. This is because English is an international language and used to communicating with multilingual countries.

As an international language, English plays an important role. Teaching and learning English based on the curriculum are about developing all four skills namely listening, speaking, reading, and writing skills. Of the four skills, speaking skill is the most important skill. Speaking skills are important because they demonstrate how well a person can use language to express their thoughts, ideas, and emotions in everyday situations. Someone who lacks engagement in

English communication, struggles with language structures and idioms, and has limited understanding of native speaker culture.

Related to speaking English, the researcher is interested in how fearful international students at one of Islamic private university in Yogyakarta are when they use English to communicate. Currently, one of Islamic private university in Yogyakarta has many international students from different countries. Some of them do not speak Indonesian. Therefore, although the main communication is primarily in English, not all international students can speak English, as every country uses English as a second language or learns it only in the classroom. Instead, they use their mother tongue for everyday communication.

Undoubtedly, English holds great significance when studying in Indonesia as it becomes imperative for communication due to lack of ability to speak in one's native language. Therefore, English proficiency is crucial for effective communication, as it serves as an indicator of one's ability in the English language. (Shobikah, 2017) stated that as people enter the era of globalization, better known as the free market, all individuals need to be prepared with trustworthy resources, especially in communication. In this case, the role of English is required both in mastering communication skills and in direct dialogue. However, many learners have a genuine fear of performing in a second language, a phenomenon known as (foreign or second) language anxiety, which can affect performance and success. This is because a huge amount of money and energy is spent on study and research abroad.

Further, there is a significant amount of research regarding the impact of culture on spoken English. As in Thailand, the utilization of English to communicating with companions is not much since most Thai understudies do not see much significance in English, and when utilizing English in communication, it can cause uneasiness. Concerned with communicating in

English, including the structure of sentences that differ from English and the need for precision in articulation, this current research investigated how their fellow react when they use English to communicating. Thus, the purpose of this study is to investigate international students' discomfort with using English for college-level communication and the strategies they had to employ to overcome it.

Miskam and Saidalvi (2019), who conducted a study on English language speaking anxiety among Malaysian undergraduate learners in a public university, also note that whenever students have to give class performance or do public speaking, they experience high to moderate levels of anxiety. According to Melouah (2013) anxiety originates from a fear of students' inability to obtain their target goal. Chu et al., (2013) explain that it is a common phenomenon for ESL/EFL students to feel anxious at the time of speaking performance before teachers and peers in the classroom as students fear making mistakes and they feel not confident to perform well. Furthermore, the classroom environment and educational models do not provide students with enough support to cope with their anxieties. Students are described as experiencing "mental block" when learning English and this problem exist among ESL/EFL students from beginner levels of proficiency to more advanced levels. A major gap in this area of study is that little research has been done about psychological and sociological perspectives behind speaking anxiety among international students from different nations. Therefore, this study, focused on the academic context in order to get insights about international students' practical experience regarding speaking anxiety.

Identification of the Problem

A private Islamic university in Yogyakarta, now has many international students coming to study either undergraduate or postgraduate studies. There are many students from some countries such as United States, Turkey, Tunisia, Thailand, Malaysia, Brunei Darussalam, Russia, and Poland (UMY International Relations Office) (Superadmin, 2022). From the researcher's personal observations, a common problem that Thai students face is the language barrier. Base on the communication issues and writing difficulties to validate this study, the researcher interviewed several Thai students, Cameroon student and Yemen student and discovered that the majority of the problems involved changing between English and Indonesian to explain class material (Code Switching). Consequently, they became confused between the Indonesian and English languages. Because they are discouraged from studying, the students may consider burdening their studies at the same time, students from Malaysia, Brunei Darussalam have not much problem with communicating because the mother tongue of those countries is like the Indonesian language. In addition, the English communication skills in Brunei and Malaysia are at the same level.

Delimitation of the Problem

In this study, the researcher focuses on the international students' anxiety in communicating in English at Islamic private university in Yogyakarta, as well as the strategies to overcome their anxiety. Participants for this study were identified and selected from international students currently studying at the private Islamic university in Yogyakarta. Participants are two students from Thailand, one master's students from Brunei Darussalam, two students from Malaysia, and one student from Cameroon. This study uses a qualitative approach.

Research Questions

Based on the underlying factors stated previously, the researcher formulates the researchers question for this current research as follows:

1. What factors cause international students' anxiety to be communicating in English?
2. What are the strategies to solve anxiety to communicating in English confronted by international students?

Research Objectives

Based on the research questions formulated above, the researcher sets the objectives of the research as follows:

1. To identify the factors causing international students' anxiety in communicating in English at Islamic Private University in Yogyakarta.
2. To identify strategies to solve international student's anxiety in communicating in English at Islamic Private University in Yogyakarta.

Significance of the Research

This research is expected to be useful to those who want to know the problems and strategies used in international students' anxiety in English communicating. The results of this research can lead to the development of English for communication. The purpose of this research is to create positive advantages for certain parties such as international students, English teacher, and other researchers.

For International Students

The researcher expects from this research that students studying abroad become more aware of the difficulties that international students face. Therefore, before they choose to study abroad, they should be prepared in English and select strategies to overcome problems of anxiety in English. They can choose the right strategy to help them communicating in English.

For the Teachers

This current research is expected helping teachers to know more about the difficulties faced by international students and encourage them to use different strategies to overcome the problems of international student anxiety in English communicating. Thus, teachers can choose appropriate strategies to help them learn English.

For the Future Researchers

Since this study only focused on international student's anxiety in communicating in English at Islamic private university in Yogyakarta, other researchers can use this research to do further research. After knowing this study's research question one and two, other researcher can also use the strategies of this study to improve English skills.

Organization of the Chapters

There are five chapters in this research. Every chapter introduces a set of significant ideas that aid readers in comprehending the researcher's intended message. The first chapter introduces this current research. It includes the background of the research, problem statement, delimition of the problem, research question, research aim and significance of research. Chapter Two, devoted to the literature review. The researcher discusses the challenges, problems that arise, and how to

deal with the problem. as well as reviewing relevant studies and the conceptual framework of the literature review. Research methods are discussed. Chapter Three, cover research design, research setting, research participants, data collection method, research instrument, data collection procedure, and data analysis. In chapter four, the researcher reports the findings based on the data analysis, which are then followed by finding and discussion "The researcher's findings indicate that the data obtained from the international students' anxiety in communicating in English at Islamic private university in Yogyakarta " There are two points of the findings found in this research. First, it presents the factor causing international students' anxiety in communicating in English. Second, it discusses about the strategies to solve anxiety to communicating in English confronted by international students. In chapter five, the researcher discusses two key components the recommendation and the conclusion. The researcher summarizes the investigation in the section that follows the conclusion. The researcher then offers some advice for the institution, other researchers, teachers, and international students in the suggestion section.