

Chapter One

Introduction

In this chapter, the researcher explains the basic reasons of conducting this research. This chapter is divided into introduction that concern with background of the research, identification of the research, limitation of the research, research questions, purposes of the research, and significance of the research.

Background of the Research

Speaking is one important aspect which it can apply to communicate directly. According to Nunan (2003) on title “Practical English Language Teaching”, speaking skill is more important than other skills because people can deliver what they mean directly and when people speak, they cannot edit and revise what they have said, unlike in writing. According to Harmer (2001) Speaking as a way of communication has two major categories namely accuracy and fluency. The accuracy of speaking is the involvement of good utilization of grammar, vocabulary, and pronunciation practiced through controlled and guided communication. In the other side, the fluency of speaking is the consideration to be able to keep going when people speak spontaneously.

Students faced several challenges in speaking English. According to Lazaraton (2001), oral communication is based on four challenges dimensions or competences such as grammatical competence, sociolinguistic competence, discourse competence and strategic competence. Grammatical competence consists of phonology, vocabulary word and sentence formation. Sociolinguistic competence is needs to be aware on the rules for interaction, social meanings and controlling anxiety. Discourse competences are the ability to learn about cohesion and how sentences are formed structurally. Strategic competences are ways to use word in speaking spontaneously.

The challenges of speaking consist of lack of grammar, lack of pronunciation and lack of vocabulary. The speaking challenges are in terms of grammar, vocabulary, and pronunciation (Bygate, 2005). If students make grammatical error, it would change the meaning. Inaccurate grammar becomes one of the common problems in speaking. Wang (2014) stated that grammar plays an important role in a language, so it is essential to master grammar. Wang (2014) stated that mispronunciation causes misunderstandings. It will be hard for students to speak in English without mastering a lot of vocabularies. This is in line with Wang (2014) stated that have quick access to words and expressions in mind while speaking is needed.

In general, anxiety is a psychological construct explained as a state of apprehension; a fear that is only indirectly associated with an object (Wang, 2014). Anxiety appeared on several types of learning. When associated with learning a second language, anxiety is called second/foreign language anxiety. Bygate (2005) defined anxiety as a subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the automatic nervous system who influences student in doing presentation.

In the researcher's observation, when the researcher joins in the speaking class, the students face many problems in speaking English. During the class, researcher joins subject such as Listening and Speaking for Daily Conversation, Formal Setting, Academic Purposes, and Career Development. Researcher observed that one of students' problems is anxiety. Anxiety is a fear that arise when a person learning English. It is also one of the factors faced by the students. For example, a shy student may feel anxious when asked to give a short story in front of the class. Tanveer (2007) stated that the anxiety makes students feel in doubt about the condition of themselves. It creates a situation that fluctuate students' confidence.

Based on researcher's observation, the researcher found that students sometimes trembling or shaking and shy to speak English. They look worried that the teacher will ask

them to speak English. There are some students that feel uncomfortable to speak English. According to Ansari (2015), “nervous, worried, fearful, and heart beats quickly became symptoms of anxious students” (p. 39). This situation are called speak anxiety. Mak (2010) stated that speaking anxiety is admitted as a situation occurred which takes place only on certain time when speaking is concerned. This statement is in line with Muslimin (2013) argued that anxiety can happen when people speak in front of the public. The conditions mentioned above show that speaking anxiety exists in ELED. Based on the phenomenon, students who are in courses such as Listening and Speaking for Daily Conversation, Career Development, Academic Purposes, and Formal Setting are having speaking anxiety. It is known that students are afraid and worried to speak in front of the class. Another problem in the speaking is the application of mother-tongue of Indonesian is very natural for students to use English become harder.

There are indications that students’ anxiety in speaking English at classroom are high. Those are the reasons why the researcher would like to conduct a research about students’ strategies in reducing their speaking anxiety in the classroom and the cause of speaking anxiety.

The reason behind this phenomenon is interesting to be studied. The strategies are the key to overcome this phenomenon. By conducting this research, the researcher would know the students’ strategies in reducing the speaking anxiety in English and what are the characteristic of anxious students in speaking English class.

Identification of the Problem

In relation to background of the research, speaking is an ability. Speaking also can improve students’ confident, reduce shyness and nervousness. The researcher revealed that anxiety decrease the students’ speaking skill. It is also important to know the students’ strategies in reducing their speaking anxiety in English. The researcher hopes that they could improve their speaking skill without afraid and feels more confident in speaking English.

Additionally, the researcher aims to know about what the cause of speaking anxiety in English at classroom. The researcher hopes that the student can avoid their problem about speaking anxiety in English at classroom. That is the reason why the researcher wants to conduct a research about the strategies of reducing the anxiety of speaking English at classroom and what the causes of speaking anxiety in English

Limitation of the research

In line with those problems which had been mentioned in the identification of the problem, the researcher is interested in speaking anxiety. The researcher's limitation of time, the things which were researched about the factors which cause speaking anxiety, and the strategies to reduce speaking anxiety at classroom.

Hence, through this study the researcher aims to reveal the characteristic of anxious students in speaking English and the strategies which is used by the students to reduce speaking anxiety at classroom in ELED. Moreover, the researcher also wants to know the strategies which can be applied by the students.

Research Question

Based on the background of the study, the researcher formulates the research problems as follows:

1. What are the characteristic of anxious students in speaking English at classroom in ELED of Muhammadiyah University of Yogyakarta?
2. What are the students' strategies in reducing the anxiety of speaking English at classroom in ELED of Muhammadiyah University of Yogyakarta?

Purposes of the Research

This research is focus on the students' strategies in reducing the anxiety of speaking English as follows:

1. To identify the characteristic of anxious students in speaking English at classroom.
2. To elaborate the students' strategies in reducing speaking anxiety in English inside ELED classroom.

Significances of the research

The significances of this research are for the students, teachers, and the other researchers. The following significances are:

For students. This research could motivate the other student to have more chances for using a target language in their daily life. Students can understand the strategies to decrease their speaking anxiety in English. It can improve their speaking ability highly by knowing the strategies to overcome the anxiety in speaking English.

For teachers. The results of this research will be important for teacher. It can be a path for the teachers to find the strategies to avoid anxiety in speaking English. It gives teacher as source to improving the strategies to teach in the class. If teachers know the strategies to minimalize students' anxiety, it will be good step to teach English to students.

For the other researchers. This research has a benefit for the other researcher, because the other researcher could have a different opinion in the same theme. Hopefully, the other researcher also has another reference to overcome some problem or to justify their statement. The other researcher can get the same problem in the other place and having a new the best strategies to overcome the problem.