Chapter One

Introduction

This chapter presents the introduction of the research consists of the background of the research, identification of the problem, delimitation of the problem, research questions, objectives of the research, and significances of the research. In the last part of this chapter, the researcher mentions the outline of this research.

Background of the Research

Speaking is often considered as one of significant skill for EFL (English as a Foreign Language) students in learning English. If the students have poor speaking ability, it will effect on their speaking learning achievement with further effect on their practice as pre-service English teacher. Moreover, as their further prospect as an English teacher, speaking ability was mostly needed to convey and transform material between students and teacher. Therefore, speaking became one of the biggest challenge for students especially English students as pre-service teacher. To support the statement, Daud, Ras, Novitri and Audia (2019) argued that speaking rises as one of crucial English skills which play as a major part of human life in the social life context. Therefore, although it is necessary for the majority of EFL learners, it turned out many students felt anxious to speak English in the classroom learning process. For instance, the students will face speaking anxiety to deliver the material in front of numerous audiences in presentation or discussion context.

English learning required most of the students to fully accommodate both cognitive and affective domains in their learning activity. According to Abrar (2018), anxiety is a common problem that may have an adverse effect on students' performance and academic progress. Anxiety is also an affective aspect in language learning. Ali and Fei (2017) revealed the relationship between anxiety and students' language achievement or skill mastery. Generally, anxiety is related to subjective feeling about the condition of someone's psychology or nervous system when they face a particular circumstance. Ansari (2016) added that anxiety is a feeling such as tension, apprehension, nervousness and worry which rises as subjective in nature as a result of the autonomic nervous system arousal. In the same light, anxiety is considered as the feeling of unpleasant emotion like fright, alarm, dread, scare, horror, trepidation, or even panic (Yahya, 2017). Furthermore, anxiety is defined as mental disorder or unease induced by fear of danger or misfortune. Besides, general anxiety is the excessive and exaggerated concern over everyday matters (Suleimenova, 2013). Henceforth, anxiety comes as one of the main problems in the acquisition of speaking by EFL students in instructed language teaching context (Tercan & Dikilitaş, 2015).

Speaking is commonly recognized as a necessary language ability for effective communication in any language, including for speakers of other languages. Regarding the statement mentioned, Its nature sets it aside from other language abilities, which strive to demand speakers' mastery of linguistic and sociolinguistic competence. (Nunan, 2003 as cited in Al-Hosni, 2014). From two competences, many studies reported that linguistic competence appeared to be the

one of the main challenges for non-native speakers in learning and practicing a foreign language which is in line with numerous components in which one should gain proficiency (Abrar & Mukminin, 2016); Al-Hosni, 2014); Al-Jamal & Al-Jamal, 2014); Keong, Ali, & Hameed, 2015; Wang and Roopchund, 2017). Besides, Abrar (2018) mentioned that there are, at least, five components which the majority of speakers need to engage when speaking such as comprehension, grammar, pronunciation, word choice, and fluency. He also explained that comprehension comes as an ability to understand the meaning and capacity to engage in a conversation, grammar is well-structured sentences in delivering the information to other speakers, pronunciation is comprehensible articulation, word choice comes as appropriate diction used in speaking context as well as fluency aims to ease and speed the flow of expression in producing a conversation context. Henceforth, if most of English learners do not master the components of speaking, they will not be able to deliver the ideas or information to others so that the anxiety can occur in the speaking context.

Speaking and anxiety could not be separated in English language learning owing to the fact that if the majority of EFL learners have adequate ability in speaking without mastering its components, it will lead them to face anxiety in conveying information to other speakers (Fariadian, Azizifar, & Gowhary, 2014). Keong et al. (2015) stated that many studies have consistently shown that foreign language anxiety and speaking ability are, to a certain extent, interwoven. For instance, communication comprehension is conceptually relevant to foreign language anxiety. Abrar (2018) revealed that speaking in front of peers in the target

language provokes anxious feeling for learners in foreign language class. Wang and Roopchund (2017) argued that speaking can cause the most anxiety among foreign language learners. Clearly, the correlation between speaking and anxiety is a cause-effect relationship in which speaking itself leads to anxiety for foreign language users or learners.

In addition, some researches have conducted studies concerning on the EFL students' speaking anxiety level context related to this study topic. Although anxiety has been widely discussed, there is still much that needs to be explored in depth and detail. Speaking anxiety in the EFL context is still widely discussed by researchers in worldwide countries. The first research was conducted by Sadighi and Dastpak (2017) focusing on finding out the main causes of speaking anxiety among Iranian EFL students. This study was conducted under quantitative approach, and there were 154 students (74 females and 80 males) in some English language institutes in Shiraz participated whose age ranged from 18 to 30 in this study. They were required to fill out a close-ended questionnaire which was designed for this purpose. Based on the research result, three main causes of speaking anxiety were found, namely having fear of making mistake, fear of being negatively evaluated, and limited of vocabulary knowledge. By three causes of speaking anxiety, fear of making mistake came as most significant in speaking anxiety contexts. Besides, the second study focussed on investigating the level, major causes, determining causes of foreign language speaking anxiety and learners' perceptions on it in Turkey conducted by by Öztürk and Gürbüz (2014). Pre-intermediate students (N=383) of an English preparatory program at a state

university participated in the study. The data regarding the level of EFL speaking anxiety were collected through a questionnaire and randomly selected participants (N=19) were interviewed to get in-depth data on speaking anxiety. The quantitative data were analyzed through descriptive statistics, and the qualitative data were analyzed via content analysis. Although the results of the quantitative data revealed that students experienced a low level of EFL speaking anxiety, the quantitative data demonstrated that most of the students perceive speaking skill as an anxiety provoking factor. It was also found that pronunciation, immediate questions, fears of making mistakes and negative evaluation came as the major causes of EFL speaking anxiety. Finally, the present study put forward that foreign language speaking anxiety is a separate phenomenon with its own sources, aspects, variables and effects on learners. Hence, the result of this study showed that students typically reported low levels of anxiety around EFL speaking in their classrooms.

The third research was undertaken by Öztürk and Gürbüz (2013), and this research aimed to find out the effect of gender on anxiety and learner motivation speaking foreign language in Turkish university especially at the Afyon Kocatepe University English preparatory program. This research was used quantitative approach. The result of this study had several significant differences between the students' motivation levels in term of gender context. The female students displayed a higher motivation level than the male students. In terms of integrative motivation, there was a substantial gap between female and male students, and female students had shown higher integrative motivation than male students. The last study was organized by Siplakides and Keramida (2009) concerning on

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investigating the characteristics of students who suffer from foreign language speaking anxiety, the sources of foreign language speaking anxiety, and the incorporation of project work and a supportive classroom atmosphere help these students overcome. As the result of this study, six of students exhibited anxiety about English speaking as a result offer of their peers' negative assessment and perception of poor skill in comparison to their peers. Regarding two aforementioned studies, those are highlighted as the gaps of the study owing to the fact that those have not clearly mentioned about the EFL students' speaking anxiety level context and differences between female and male EFL Indonesian students in terms of language speaking anxiety level related to this study topic yet. Therefore, the researcher focuses on investigating female and male Indonesian EFL students' speaking anxiety level and significant difference between female and male EFL Indonesian students in terms of language speaking anxiety level further through quantitative approach only.

In Indonesia, speaking anxiety is still a popular topic of discussion in the research context. It has been proven from several studies discussing it. The first study was taken from Natsir, Komariah, and Hasanah (2016) discussing about the causes of language anxiety in speaking. As the research results, the students' anxiety in speaking English was found to be derived from apprehension of communication, test anxiety and fear of negative assessment. Also, it was revealed that the students experienced lack of confidence, perceptions of themselves, lack of preparation and fear of negative evaluation. The second study was conducted by Suciati (2020) concerning on investigating the categories and factors of students' anxiety in

English as Foreign Language (EFL) classrooms. The results of this research showed the types of speaking anxiety observed in the EFL classroom or speaking about the professional context such as trait, state, and specific-situation anxiety. Meanwhile, there were several problems which caused speaking anxieties, namely cognitive and affective performance in language learning.

Based on the previous researches, there were lack of studies did not differentiate of the speaking anxiety based on students' gender. One of the study by Hwa and Peck (2017) described that there was not a significant difference between female and male in speaking anxiety. Also, Karatas, Bademcioglu, and Ergin (2016) assumed that there was no significant difference in the students' foreign language speaking anxiety related to the high school level. Moreover, it revealed that there was no significant difference in the level of anxiety between male and female students (Gopang, Bughio, and Pathan, (2018). Regarding several studies conducting EFL students' speaking anxiety, Tercan and Dikilitaş (2015), Çağatay (2015), Luo (2014), Fariadian et al. (2014), Qaddomi (2013), Zhao and Whitchurch (2011), Cui (2011), and Liu (2006) explained that in speaking anxiety had been carried out from several differences such as gender and proficiency. The gender issues showed that female had higher anxiety than male in speaking. In addition, gender played a role in FLSA (Foreign Language Speaking Anxiety), in which females seemed to be more nervous than male learners when speaking even though skills did not (Abrar et al., 2016). Moreover, Tercan and Dikilitaş (2015) claimed that female students feel more anxious in speaking English, preparedness, QA (question-answer) session, testing, debate, public speaking, and error correction

than male students. Furthermore, the result of this study adapted from Öztürk and Gürbüz (2013) had several significant differences between the students' motivation levels in term of gender context. The female students displayed a higher motivation level than the male students. In terms of integrative motivation, there was a substantial gap between female and male students, and female students had shown higher integrative motivation than male students.

Regarding the previous results of previous researches, the female students felt more anxious than male students in English speaking problems. Çağatay (2015) also declared that the findings of the study showed a statistic difference between female and male students in FLSA (Foreing Language Speaking Anxiety). Meanwhile, Hwa and Peck (2017) indicated that there was no substantial difference in ESLSA (English Second Language Speaking Anxiety) correlated with three affective factors for both female and male undergraduates. From the aforementioned statements, speaking anxiety does not always depend on the gender of students, and it is still debatable as well as it does not provide fixed results of speaking anxiety depending on the research settings and group of respondents in conducting the research.

In this current study, the researcher confirmed what the debate stands about by focusing on pre-service teachers in an Indonesian context since none of the studies above has discussed pre-service teacher speaking anxiety levels. In fact, this phenomenon includes one of important point to investigate. As the researcher's reason, they would become English teachers after graduating the college and play a role model for their own students. In addition to that, the pre-service teachers need

to know the students' speaking anxiety level because it can ease the pre-service teachers in teaching process to reduce students' speaking anxiety. Besides, it can also facilitate the pre-service teachers to receive a great method based on the students' speaking anxiety level. Based on the preliminary observation conducted by the researcher at an English Language Education Department (ELED) of a private university in Yogyakarta, the majority of female and male students, pre-service teachers still felt anxious to have speaking performance in the classroom activity. For a reason, it is necessary to conduct the research concerning on students' speaking anxiety towards pre-service teachers of ELED so that they can be considered to find out solutions in terms of English-speaking mastery. Therefore, the researcher is interested in conducting research to investigate pre-service teachers' speaking anxiety level owing to the fact that it really needs to be measured and researched regarding the phenomena mentioned above.

Identification of Problems

Due to the need of speaking skill for English pre-service teacher and research's gap from previous researches that showed some of speaking anxieties which effect on cognitive and affective performance in language learning, therefore, it is necessary to find out the pre-service teachers both female and male students' speaking anxiety level, the dominant type of speaking anxiety faced by pre-service teachers, and the last is the significant differences at ELED. In order to gain the solution towards speaking anxiety faced by the students, it should have some actions to decrease the anxiety performance in the teaching-learning process of classroom activities.

Delimitation of the Research

Based on the identification of problems mentioned above, the researcher focused on investigating pre-service teachers of ELED in a private university in Yogyakarta both female and male regarding their speaking anxiety level, the dominant type of speaking anxiety faced by them, and the significant difference between female and male pre-service teachers in terms of speaking anxiety level.

Research Questions

This research was intended to answer the following questions:

1. What is the level of speaking anxiety pre-service teachers English Language Education Department (ELED)?

2. What is the dominant type of speaking anxiety faced by the pre-service teachers English Language Education Department (ELED)?

3. Is there significant difference between female and male pre-service teachers English Language Education Department (ELED) in terms of language speaking anxiety level?

Purposes of the Research

Based on the research questions, the objectives of the research were:

1. To find out the level of speaking anxiety pre-service teachers English Language Education Department (ELED)

2. To find out the dominant type of speaking anxiety faced by the pre-service teachers English Language Education Department (ELED)

3. significant difference between female and male pre-service teachers English Language Education Department (ELED) in terms of language speaking anxiety level

Significance of the Research

This research was expected to provide some advantages in English teaching and learning process especially in speaking skill. The study findings provided significant results for some parties such as readers particularly to students, lecturers, future researchers and institution.

For the students. In this case, the students further know their speaking anxiety level. By knowing the speaking anxiety level, the students can reflect themselves in English learning process of speaking skill. If the students had low level of speaking anxiety, they could learn to increase their speaking skill based on their weaknesses and shortcomings in the speaking context. Therefore, if the students had high level of speaking anxiety, they can further improve their speaking skill in this context.

For the lecturers. From this research, the lecturers could apply the teaching and learning strategies based on the students' speaking anxiety level to improve their speaking ability without raising their anxiety. Moreover, this research can be a tool of evaluation to the lecturers how they should teach speaking and overcoming students' speaking anxiety and developing students' speaking ability in teaching and learning process.

For the future researchers. Conducting this research, it provided a big benefit for the future researchers such as providing resources or references in investigating the same topic related to this study. In addition, this research could be theoretical overview to develop their process of conducting study on the same topic and might become recommendation of further research.

For the institution. The existence of this research is expected to give the advantages to institution as consideration in determining a new curriculum or material to improve students' speaking skills and reduce students' speaking anxiety level in teaching and learning process.

Organization of this Research

This research consisted of five chapters which explain an overview of each research chapter. The first chapter presented the introduction of the research. In introduction, there are seven parts, namely background of the study, identification of problem, delimitation of the research, research questions, and purposes of the research, significance of the research and organization of the research.

The second chapter of the research was a literature review. This chapter provided all the information and basic theory which cover a topic discussion on the investigation of female and male Indonesia students' speaking anxiety level. In the literature review, it highlighted some theories related to this research and conceptual framework of the research with the hypothesis.

In the chapter three, it discussed about research methodology. This chapter gave clear illustration of how this research was conducted by using quantitative approach and the use of questionnaire collection method. Moreover, the reserarcher explain the research setting, population and sample of pre-service teacher English Language Education Department (ELED) in private University of Yogyakarta. In addition, the research put some data analysis process of descriptive statistic and inferential statistics.

In chapter four, the researcher employed the result of the study and the discussion which answer the research questions. This chapter provided the detailed information about the data gathering from the conducted research and analysis of the data that found out the pre-service ELED speaking anxiety level was categorized in moderate low category, and the dominant types of speaking anxiety was Fear of Negative Evaluation (FNE). In addition, the researcher showed the result of independent sample t-test that there was no significant different between female and male pre-service teachers ELED in speaking anxiety which accept of Null Hypothesis (Ho). Besides, the researcher also related the findings of the research to the relevant literature reviews or theories provided in this research to be the discussion of the research.

Chapter five included the conclusion and suggestion. In this chapter, researcher presented the conclusion of the research finding related to the research problems. In addition, this chapter contained the suggestion for some parties related to this research such as the students, lectures/teachers and further researcher.