CHAPTER I
INTRODUCTION

A. Background of the Study

In learning English, there are four basic skills that must be mastered by students. Those are listening, speaking, reading and writing. Among those skills, speaking skill is the most important skill to success in learning language. Speaking is a people’s way to express their feeling and deliver ideas to others. It is also the way to get new knowledge and fulfill people’s life. Tarigan (2008:16) asserts speaking as an ability to express sounds, articulation or words, or deliver ideas, suggestion, and feeling. People get many benefits from mastering speaking skill. It makes people are able to deliver knowledge and information to others about something new or something needed. People are able to entertain others who get bad feeling. By mastering speaking skill people can also persuade the other to do what is wanted. For example, someone who wants to be an Indonesian Legislative Assembly has to persuade society to choose his or her.

In education area, speaking is a principal thing that students have to master. Students who have not good speaking ability are going to get difficulties in exploring idea. They also get difficulties when they are asking to the teacher or friend about some materials that are not understood. Therefore, speaking is the most important skill that must be mastered by students.
Mastering speaking is often related to students’ activity. The more students mastering speaking is the more active them in their class. In this case, teachers identify the students’ passiveness in speaking class as sign of low capability and also motivation, whereas they just experience anxiety. In fact, many of students have mastered speaking but they still experience anxiety when speaking in front of the class.

Anxiety which occurs in daily life also occurs in speaking classes. In foreign or second language learning process, anxiety is defined as a specific negative reaction experience in particular foreign in second or foreign language learning contexts when learner are expected to perform in the second language or foreign language (Gadner & McIntyre, 1993 cited Melouah: 2013). Broadly, Nevid (2005:163) conceptualizes anxiety as apprehension or worry condition that someone complains something wrong will happen soon.

Anxiety can be a common condition that is experienced by people but when anxiety is excessive it will bring negative effect. In foreign language learning process, excessive anxiety will disturb learning process such as in speaking classes especially in debate class. Anxiety creates a low confidence which makes students remain quite in all situations, even if they have the capacity to express their selves and knowledge (Lanefeld, cited in Basic: 2011). This condition makes students cannot perform successfully, and it is in line with Horwitz, Horwitz, and Cope (1986) that anxiety prevents...
students to perform successfully. Consequently, anxiety in some levels should be eliminated.

Considering this condition, some researchers have conducted research relates with speaking anxiety. One of them is Melouah (2013). The research is aimed to investigate the nature of anxiety in License Master Doctorate Algerian Students of English at Saad Dahlab University of Blida when they perform orally. The result shows that 56% of 30 respondents experience anxiety.

From that research, it is hoped that students and teacher know about anxiety. In this case, students are able to know their anxiety’s level. When students know their anxiety’s level, they will decrease their level. In other hand, teacher is able to know students’ anxiety level and try to find appropriate strategies to cope it.

Based on the explanation above, the research will be conducted to sixth semester students of English Department, University of Muhammadiyah Purwokerto on academic year 2013/2014.

B. Reasons for Choosing the Topic

There are two reasons why “Anxiety in Speaking Classes” is choosen as the topic of this research. They are as follows:

1. Speaking is an important skill that must be mastered by students. When the students are successful in mastering speakingskill, they are able
tocommunicate with others well. Therefore, it is important for students in English Department to maximize their activities in speaking class.

2. Many students often experience anxiety when they are speaking but teachers are seldom aware of it. Teachers still relate the students’ capability with students’ activity. When students participate in the class, teachers often assume that students are in high capability. As a matter of fact, many students have good ability in speaking class, but they are not active because they are anxious of using foreign language. Foreign language speaking anxiety is a crucial factor that often decreases students’ oral performance. Therefore, it is important for a teacher to know the students’ anxiety, because speaking is not only a matter of knowing how to explore ideas but also speaking in public without anxiety.

C. Problems of the Study

1. What are the levels of anxiety when the students are in speaking classes?
2. What is the dominant aspect of anxiety that students experience during the speaking classes?
3. What is the dominant strategy that is used by the students to cope with their anxiety?

D. Aims of the Research

This research is designed;

1. To find out the levels of anxiety when the students are in speaking classes.
2. To find out the dominant aspect of anxiety that students experience during the speaking classes.

3. To find out what the dominant strategy the students used to cope with their anxiety.

E. Clarifications of the Term

To understand topic of the research easily, here are the main definitions of the terms;

1. Anxiety

Foreign language anxiety is a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process (Horwitz, Horwitz, and Cope, 1986:125).

2. Speaking

Speaking is an ability to express oneself in life situation, or the ability to report acts or situations in precise words, or the ability to converse, to express a sequence of idea fluently (Lado, 1961:240).