

CHAPTER I

INTRODUCTION

A. Background of the Study

One of the language skills is speaking which is very important in learning English as a foreign language. For English language students speaking is one of the most important skills that they need to be developed (Tinjaca & Contreras, 2008). It means that speaking is important to be learnt by students to create good communication, thus having a good speak competence is needed for students .

If teachers want to help learners overcome their difficulties in learning speaking skill, they should identify some factor that influence their speaking performance. Students' speaking performance are influenced by factors like performance conditions, affective factors, listening skill, and feedback during speaking tasks (Tuan & Mai, 2015).

Despite the competence that the students should have, there are some factors that can impact to the students. One of them is anxiety. The term anxiety refers to the complex set of negative emotions, which include fear, apprehension, and worry. Horwitz et al. (1986) stated that anxiety is “the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system” (p.125). According to Spielberger and Rickman (1990), “anxiety is an unpleasant emotional apprehension” (as cited in Cheng 2009). People with high levels of trait anxiety are generally nervous people in many different situations; they lack emotional stability (Goldberg, 1993 as cited in Cheng 2009).

Anxiety is one of psychological phenomenon which is influence the activity of the student ,it will give big effect to students when they will speak or socialize.

Anxiety interferes with the learning process that affect most speaking activities and is not simply related to spesific situations such us public speaking or oral presentation in front of class.

Based on the researcher's experience in learning process at semester two of English Department , it found that many students were afraid of or anxious when they speak. Such feeling was due to some problems. First, the students may not have adequate vocabulary. Then ,the students are reluctant ask to their teacher about their problem in their speak, . However, students anxiety in speaking must be solved to make their speaking skill better and can reach learning English competence.

Due to the limit number of the research about student's anxiety, This research will discuss students anxiety speaking at first semester in English department of Muhammadiyah university of Purwokerto.

B. Reason for Choosing the Topic

The reason why the writer choose the topic is because speaking is important skill. Based on writer's experience, there are many student who get anxious in speaking English and the writer also wants to find the causes of student's anxiety in speaking. It is important because the student's anxiety in speaking have correlation with their willing in learning English.

C. Statement of the Problems

The problems of the research is “ What are the causes of student’s anxiety in speaking at the first semester students of English department, Universitas Muhammadiyah Purwokerto?”

D. The Aim of the Research

The purpose of this research is to describe the causes of anxiety at the first semester of English department, Universitas Muhammadiyah Purwokerto in speaking .

E. Contribution of the Research

The result of the research is expected for teacher to be able to give some benefits for some sides as follows :

1. For teacher

This study is expected for teacher to know the causes of student’s anxiety, so that teacher can analyze the solution in teaching speaking in EFL.

2. For student

The students are expected to know about their problem in speaking, so they will decrease their anxiety level in speaking

F. Clarification of Term

To make the study clear it is wanted to clarify the key of terms as follow:

1. Anxiety

Anxiety is “the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system” (Horwitz al,1986. P.125)

2. Foreign Language anxiety

Foreign language anxiety as “a distinct complex of self-perceptions, feelings and behaviours related to classroom language learning arising from uniqueness of the language learning process” (Horwitz et al.1986,p.128)

