

CHAPTER I INTRODUCTION

1.1 Background of Study

English mastery is considered to be important to make it easier for us to interact with other people, especially for foreign students. In addition, with the ability to speak English well, we can introduce the diversity of culture and language of the Indonesian people to those who want to know about this nation. Besides, another important reason to speak English is for career advancement. In fact, finding a suitable job is not easy, but if we are able to speak English, it can give us a great opportunity for us to get a job. Then, having the ability to speak good English, can give us the opportunity to continue our education abroad. Furthermore, speaking English is very necessary and important for everyone to master. Not only for citizens who basically use English as their main language, but it is also important for countries that do not use English as their main language. Especially for students so that they have better and greater opportunities in various aspects in the future.

In speaking English, sometimes students who do not use English as their first or second language do not have good self-confidence. Some of them are afraid when they have to speak English, especially in front of the class, for example, to do a presentation. In fact, self-confidence is important and must be possessed by students if they want to be able to speak English well and fluently. As stated by Brown (2004), self-confidence is students' belief that they are fully capable of completing a task. In various tasks, including speaking English well, it must also be balanced with high self-confidence.

There are several things that influence a person to feel anxious when speaking English. First is their own suggestion, it is due to language difficulties (lack of vocabulary, worried about structure and speaking English correctly), then concern about other people's responses (maybe they feel embarrassed if they are the object of ridicule because of their lack of

English speaking skills is not good enough), low self-confidence and lack of motivation. The second is the presentation in class, because they are the centre of attention, afraid of questions from other students and they do not prepare the material well. The third is the worrying of making mistakes, it is because they do not master the material, lack of vocabulary and fluent pronunciation. They will feel nervous because they are monitored by lecturers and other friends. According to Liu (2006) there are a few reasons for reticence (Anxiety of speaking English), and these include: Low English proficiency, lack of familiarity with task, lack of confidence, worrying of making mistakes, and incomprehensible inputs. Jones (2004) stated that “Classroom is always a problem... you find many people watching you and try to correct you, laugh at you, you will be blamed for any mistakes, and you have to be correct because it is a class. $1+1=2$, you have to say 2, if not say 2, of course, it will be wrong”. There are some reasons why worrying of making mistakes becomes source of speaking anxiety.

One of the reasons students get uninterested in speaking English in class and experience anxiety because they anticipate being singled out by the teacher if they make a mistake when they first start speaking (Mosaddaq Yahya, 2013). According to Gregersen (2003) it is normal for students to make mistakes during the learning process. However, when students' anxiety levels decreased, they began to lose sight of the fact that their errors served as a solid foundation for language learning.

There are some factors affects anxiety. The first is internal factors which include gender, age, education level, and experience in care. The second is external factors, which include medical conditions or disease diagnosis, access to information, therapeutic communication, environment, health facilities (Kaplan & Sadock, 1997). Sigmund Freud (1936) argued that anxiety is an effective, unpleasant state, accompanied by physical sensations that warn the person of impending danger. This has the potential to make students fail to do their job in speaking English.

In general, the researcher will conduct research involving third semester students as a sample. Curiosity made researcher choose them in this study. The reason why the researcher chose this subject because they were in the beginner semester. The researcher want to know whether they have anxiety in speaking or not. In addition, with this research, the researcher hope that it can contribute or become new information to know in responding to the problem of speaking English anxiety.

In light of the background, the researcher made the decision to investigate the dominant causes of students' anxiety in speaking English and the levels of anxiety in speaking English in the third semester students.

1.2 Research Problems

The problems of researcher are:

1. What is the level of anxiety of the third semester students?
2. What is the dominant causes of the third semester student' anxiety in speaking English?

1.3 Aim of the Research

The aim of this study are to find out the level of students' anxiety and the dominant factors that influence anxiety in speaking English in the third semester students.

1.4 Significance of study

This research will reveal various causes of anxiety in third semester students when speaking English. This research will help to find the cause and see the comparison of each student. In addition, it can also be used as a comparison with previous studies in different places and different method. The researcher want to know whether they have anxiety in speaking or not. And if the students have anxiety, then what teachers will to do to anticipate this problem.