

CHAPTER I

INTRODUCTION

2.1. The Background of the Study

English as Foreign Language (EFL) learners are those who are learning English while people in their society do not use English as the main language to communicate each other. Thus, it means that English is a new language for them. Indonesia is one of the countries that used English for Foreign Language. It is not easy for EFL learners for mastering English well since they rarely use English in their daily life, they just use English in the class. Although there are four English skills that should be mastered, but students feel the most difficult skill is speaking. According to Qunying (2007: 5) cited in Mayangta (2013:3), many Chinese university students who are able to pass English examinations with high score are actually weak at communicating with the language in real life situations orally. It shows that students have better skill for reading and writing but when it comes for performance, they cannot give their best. Therefore, it is one of the difficult skills that felt by students.

Another reason is because speaking to other people need confidence and it depends on how their emotion when delivering their speaking. Emotion have a big impact on speaking skill. According to Brown (2001), emotions affect learning in the most fundamental way because they are the foundation of learning. Students get confidence deliver their speech if they are happy when speaking. In the other hand, students fail to speak properly if they feel angry, sad, and anxious.

Anxiety is commonly identified as a feeling of being threatened, apprehension, tension or worry, cited in Anggiyana (2014). It becomes one of the most common problems to students when they try to speak English. As defined by Horwitz et al. (1986) teachers and students consider that anxiety is the main obstacle to speak another language. It means that anxiety becomes one of the powerful element to distract student's speaking ability.

Anxiety makes the students loose the chance to improve the speaking's ability in EFL classroom. They feel doubt to speak in foreign language because they are afraid making mistakes and thought as less competent by the others (Horwitz, et al, 1986). This problems can lead students to be passive in the classroom. They avoid to sit in the front row and choose to sit in the back row. The worse is if the students do not have motivation to join English speaking class and prefer to escape from English speaking class.

Some researchers had already conducted researches about students' speaking anxiety, such as Na (2007), Mushollina (2017), Tesalonika (2013), but they discussed the anxiety generally. Thus here the writer wants to figure out the causes that make students feel anxious during speaking class in the term of internal and external factors. Besides, most of previous researches are about student's speaking anxiety that focused on senior and junior high school's students. Meanwhile, this research investigated the university students with the title "Causes Of Students' Speaking Anxiety in English Foreign Language Classroom" (A Case Study at the 2nd Semester of English Education Department in Muhammadiyah University of Purwokerto in the Academic Year 2017/2018).

Based on the previous research from Khusnia (2016), the students of English Education Department in Muhammadiyah University of Purwokerto had the speaking anxiety, so the writer choose the students as the object of research. The writer choose the 2nd semester students as the object of research because in Indonesia, English is being taught from Elementary School and in the Junior High School, they have learnt from 1st grade until 3rd grade in Junior High School. The students also learn English 3 years more in the Senior High School, so actually they have experience on speaking English. In this case, English Education Department's students in the second semester had a specific experience to develop their speaking skill in the speaking class for one semester. However, most of them still feel anxious during speaking. The students in English Education Department will be an English teacher after they have graduated. Thus, they will become a role model for their students, but how if they still have anxiety when speaking in front of their students? Hence, here the writer figure out what are the causes of students' speaking anxiety, in order that the teacher can help the students to reduce their speaking anxiety.

2.2. The Scope of the Study

This study focuses on the causes of student's speaking anxiety in the terms of Internal and External factors.

2.3. The Significance of the Study

1.3.1. For the teacher

1. To help the teacher to be aware that speaking anxiety is exist among the EFL students
2. To help the teacher to know the factors that make the students have the speaking anxiety so they can develop their approaches and method in the teaching and learning process

1.3.2. For the students

1. For the students to know whether there are anxiety among them, so they can try to overcome it

2.4. The Research Questions

The research questions for this research paper are:

1. What are the causes of students' speaking anxiety felt by second semester students in English Education Department of Universitas Muhammadiyah Purwokerto?
2. What is the dominant cause felt by the second semester's students in English Education Department of Universitas Muhammadiyah Purwokerto?

1.5. The Objectives of the Study

The purposes of this study are:

1. To understand the causes of students' speaking anxiety in EFL classroom and how those causes can influence student's speaking anxiety, so the teachers can overcome the problems.
2. The understand the dominant cause felt by the students.

1.6. The Clarification of the Study

1. Students

According to Handayani (2007:4), students are people who study as a college, polytechnic or university: boy or girl attending school, anyone who studies or who is devoted to the acquisition of knowledge, cited in Rofiatulumah (2014).

2. Anxiety

Carlson and Buskist (1997:570) defined that anxiety is a sense of apprehension that showed by some psychological reactions such as accelerate heart rate, sweaty palms and tightness in the stomach.

3. EFL Classroom (English as a Foreign Language)

Based on British Council, EFL Classroom refers to learning and using English as an additional language in a non-English speaking country.