

CHAPTER I

INTRODUCTION

1.1. Background of the Study

Learning English is a very important skill for learners around the world, especially in educational institutions that includes English learning as part of the institution's policy. English has four skills that must be mastered. Those skills are speaking, listening, writing, and reading. Each skill creates challenges for foreign language learners. However, the most challenging skills that often create difficulties on learning English as a Foreign Language (EFL) is speaking (Luo, 2013). Oxford (1990) argues that speaking can create pressure on the internal mental state of the learners. Communicating in second language make the interlocutors became anxious and inhibit learners to master the target language (Hwa, 2014). Even though there are many aspects which influence the language learning, such as: culture and learners' behaviour, anxiety is an aspect which influences speaking skill much (Aslowat, 2016). The learners are not be able to use target language well when they are anxious in classrooms (Horwitz, Horwitz & Cope, 1986; MacIntyre & Gardner 1993 as cited in Zhanibek, 2001).

Speaking anxiety is a crucial issue of EFL learners' language skills output. Some learners feel anxious when they are performing with English language because some factor from themselves. Al Tamimi (2016) investigated the potential cause of domains of language learning anxiety in a college. The results of this research were indicated that "communication apprehension", "fear of negative evaluation" and "test

anxiety” were the main domains which caused anxiety among the students in higher education. According to Horwitz, Horwitz & Cope (1986) language anxiety based on the many aspect from the thought itself, assumption, feelings and characters which are related to second language learners’ language structure. Indeed the language anxiety is complex of the negative internal factor of emotional from the established on different concern of the learners.

There are many researchers who have studied speaking anxiety in EFL context. In the English language subject, EFL speaking anxiety has been studied by Zia & Sulan (2015) who examine the sources of foreign language speaking anxiety of Afghanistan EFL Learners with 115 first year EFL undergraduates from one university in Afghanistan, Debreli & Dermikan (2016) conducted a study at English Preparatory School of a Cyprus Private University in Turkey. Al Tamimi (2016) conducted a study in Hadramout University, Yemen which consist of 31 female English students at an English Department. Mede & Kairmark (2017) discuss relationships between foreign language speaking anxiety and demographic factors among 205 undergraduate students in a Turkish private university. Fauzia (2019) studied the correlation of students’ anxiety to their speaking performance in public speaking class at English Language Education Department, Universitas Islam Indonesia with 51 participants. Inspired by Fauzia’s (2019) study, the researcher also conducted the study which involves English major students in order to provide updated information concerning the potential factors of anxiety in speaking English as a foreign language among students in English Language Education major.

The researcher interviewed of several students who enrolled academic coursework 2018/2019, the student's lack of speech in front of the people and preparation. However, research on this topic is still rarely found in EFL Indonesia. To fill this gap, this study highlights issues related about factors of students of English Language Education Department at the Islamic University of Indonesia regarding the language speaking anxiety.

The EFL classrooms which is used as the setting of this study is five classrooms of Academic Speaking Coursework in a private university. All participants enrolled in these classrooms have completed the coursework by the time the data were collected.

1.2. Formulation of the Problem

What are the factors of foreign language classroom speaking anxiety in higher education context?

1.3. Objective of the study

The aim of the study is to identify factors of foreign language speaking anxiety in higher education context. The participants of the study are students enrolling in a private university.

1.4. Significance of the study

The results of this research will contribute on theoretical, empirical and practical discussion on teaching and learning speaking in EFL context. On theoretical discussion, this study will introduce the readers on the concept of foreign language classroom anxiety in speaking. Meanwhile, more empirical study on English for academic purpose on factors of foreign language classroom anxiety in speaking of university students enrolled in academic purpose in an EFL context. For practitioners,

especially EFL learners who will become English teacher, this study will help them to identify factors of speaking anxiety in EFL context.

