

CHAPTER I

INTRODUCTION

This section is introduce this research. The chapter I is including background, formulation, objective and significance of the research.

1.1 Background of the Study

Speaking is one of the four important skills in language learning. It helps students to be able to make a good relationship with people around the world. Students should have a good communication skill in English to prepare their future careers and lives. In reality, even though English has been taught for at least six years in school levels in Indonesia, which in Junior High School and Senior High School level and also in many Elementary Schools as local content subject, the students still have some difficulties in learning English whether it is spoken or oral skill. The situation happens because the minimum of speaking stimulus (Ramesh, 2012).

As English is a foreign language in Indonesia, students usually develop language learning in the classroom but they do not use this learning to enhance their speaking prosperity. Some researchers had found that students do not feel enjoyable to speak foreign language in front of others in the classroom (Aida, 1994). Lou (2014) found that in China, students have a good scoring when examination but they are lack in communicating with English. He also found that some students do not have bravery to speak up in English and at the end they become silent or just a listener. The situation has similarities to Horwitz, Horwitz,

& Cope (1986) who evaluate the students perception that the students believe they should speak when the situation seems right to speak.

In EFL classroom, speaking creates anxious most that makes learners worry. When the activities would be held and many students feel worried because they should participate speaking activities (Keramida, 2009). In fact, it is usually suggested that speaking is contribute the most of anxiety in language ability in foreign language learners. The students are getting more worried when the teacher or instructor gives a question in English or asks them to perform something in front of the class. Horwitz, Horwitz, & Cope (1986) argued that EFL learners are frightened to speak in English because they are worried to make mistakes and thought of evaluation from their peers. The students are not brave to speak in front of their peers because their high self-awareness (Krashen, 1982).

The situation of EFL learners above, could give disadvantage for them because they might lose opportunity to be able to speak English. Their worried in speaking may cause anxiety that it could be a bet way to block their ability in speaking English. Öztürk & Gürbüz (2014) found that speaking anxiety in EFL learners are related to uncomfortable feelings or emotions of suspense or concern. Based on Horwitz, Horwitz, & Cope (1986) they state that there are three main components which cause speaking anxiety: communication apprehension, fear of negative evaluation and test anxiety. Communication apprehension is showing a fear of communicate with others, fear of negative evaluation is define by a worry feeling to get negative comments and test anxiety is being an exam to see a failure of their performance (Horwitz, Horwitz, & Cope, 1986).

There are studies on speaking anxiety in foreign language learners. In EFL context, Öztürk & Gürbüz (2014) has conducted the study about factors, and major cause of speaking anxiety among 383 students in Turkey. Speaking anxiety has been done too by Akkakoson (2016) that studied level of speaking anxiety among 282 students in conversation classroom in Thailand. Anandari (2015) conducted a study of speaking anxiety factors among 30 students in public speaking classroom in undergraduate students in Sanata Dharma University. Hati (2019) has been conducted a study of speaking anxiety level in foreign language classroom in English Language Department in Islamic University Indonesia. The participants are 83 students. Based on Hati (2019), she conducted a research for speaking anxiety in formal education contexts. However, the research rarely does study done in informal education. The researcher conducted the study which involves informal class students in order to provide the factors and help as references for classroom design of speaking anxiety.

The research is different from previous studies because it is conducted in informal education in an English course in conversation classes in Daerah Istimewa Yogyakarta – a province in Indonesia. The participants of the research is attending the conversation classes while the data is collected.

1.2 Formulation of the Problem

How is the profile of students' speaking anxiety in conversation classes in an English as a Foreign Language (EFL) course?

1.3 Objectives of the Study

The purpose of the study is to describe the profile of students' speaking anxiety in conversation classes in a Foreign Language (EFL) Course.

1.4 Significance of the Study

The significance of the study are:

1. Empirical Use: this research will give empirical evidences about speaking anxiety in the classroom and how teacher make rules to develop student's speaking ability.
2. Practical Use: this research will provide practical sight for teachers to develop classroom design which are support or help for speaking anxiety so that the students are able to develop their speaking ability in the classroom.