

CHAPTER 1

INTRODUCTION

The introduction chapter is a brief explanation of the study, including the background of the study, research question proposed in this study, aims of the study, scope of the study, the significance of the study, and clarification of terms used in the study.

1. 1 Background of the Study

As social creatures, humans are required to interact with each other. Through the assistance of language skills, communication occurred can be streamlined. Language can be considered a tool for people to communicate, to express ideas, beliefs, and thoughts (Kadamovna, 2021). Speaking skills are one of the productive skills which play an important role in communicating, it allows people to communicate with each other in real-time and face-to-face situations. To become a well-rounded communicator, one should be competent in the four language skills, but the ability to speak skilfully provides one with a distinct benefit (Kadarmovna, 2021). People who master a language are often referred to as the speakers of the language (Ur, 1996). Ahmadi (2016) believes that speaking is programmed to be learnt before humans are prepared to learn writing and reading. They further add that verbal interaction is much more preferred rather than interacting in written form. In line with this statement, a study conducted by Rivers (1981) reveals that reading and writing are used less than speaking in human interaction. She further argued that reading and writing are involved in oral skills.

The tremendous amount of development in recent years has been enabling interaction among people across the world. As English was determined as a Lingua Franca or adopted as the common language to communicate with other speakers who were not English native speakers (Oxford Languages, 2023), consequently, a significant amount of increment in the urge for people to master English speaking skills occurred. Nowadays, English has shifted into a necessity, and almost every aspect

(technology, medicine, business, education, etc.) of this life is tightly related to English (Rao, 2019; Lodhi et al., 2018; Oliveira et al., 2019). One of the Cambridge studies reveals that of 5.300 employers from 38 countries, 85% of companies use English as their working language (Cambridge, 2023). These matters drove the tendency of employers to search and scan potential employees based on their English skills (Krishnan et al., (2019). The shifting role of English has aroused the demand and the need for English proficiency in multiple countries, and it has led the governments of numerous countries to emphasize English proficiency. In response, numerous countries have regulated English as the mandatory element of the national education policy in 142 countries (The University of Winnipeg, 2023), including Indonesia. In Indonesian, English has been taught since 1992, issued by the government through Depdikbud RI No. 0487/1992, Bab VIII, which stated that schools granted permission to add a course into the curriculum on condition that it does not go against the *Tujuan Pendidikan Nasional* (Depdiknas, 2006).

As a means of meeting the world's demands for speaking skills competence, there are ongoing processes for determining the most suitable approach to be applied for every period. In response, the collaboration between the teacher and researcher constantly constructs and develops learning methods to seek the most appropriate learning method. As a result, English as a Medium of Instruction (EMI) was introduced. The EMI model of bilingual education involves teaching a part of the curriculum in English, even if it may not be the pupils' first language (Baker, 2011). According to Hellekjaer (2010), EMI is seen as a course where topics of study are taught using English as the medium of instruction rather than as a language course. Most EMI implementations in Asian nations follow the European model, previously known as bilingual education, content-based integrated learning (CLIL), and content-based teaching (CBT) (Vu & Burns, 2014). With assistance provided by utilizing the EMI approach, the students not only can enhance their competency on the subject matter but also can improve their language competence.

However, challenges are inevitable. Various aspects can arouse a huge obstacle in learning and teaching English. The challenges cover numerous aspects, not only the external aspect but also the internal aspect. The study conducted by Farhani et al., (2020), emphasized the possible reasons for the external factors, namely, limited time to learn the skills, the usage of the *mother tongue* rather than the target language and English only spoken in the learning process. In the outside classroom, the students communicate in their *mother tongue* which leads to the failure to arouse urgency in learning to speak (Akbari, 2015). Students' psychology plays a significant role in learning speaking skills. A considerable amount of internal challenges occur in learning speaking skills, such as inhibition, nothing to say, and low participation (Ur, 1996, as cited in Abrar et al., 2018), students' shyness, lack of confidence, fear of making mistakes, and students' anxiety level also may hinder students in achieving fluency in speaking (Candraloka & Rosdiana 2019).

Foreign Language Anxiety (FLA) is one of the main obstacles faced by learners and has been a prominent area for more than 40 years (Gkonou, M., & Dewaele, 2017). Foreign Language Anxiety may highly contribute to the failure of the students in the classroom. In many cases, Foreign Language Anxiety is a main source which impedes student's ability to perform successfully in their classroom (Horwitz, Horwitz & Cope (1986). A significant correlation is found between student's anxiety and their performance (Vitasari et al., 2010). When students experience anxiety, they might display a poor outcome in their classroom (Horwitz, 2001), and it might lead the students to drop out of the course (So, 2003).

To put it simply, foreign language anxiety is the uneasy state that students go through when they use a foreign language for reading, writing, speaking, or listening in class. Since speaking a foreign language is the primary skill used to give presentations, participate in the classroom, interact with others, and more, students may use speaking the most often of the four abilities.

Given the significance of speaking abilities, the current study focuses on foreign language speaking anxiety and coping strategies to deal with speaking anxiety, rather than general foreign language anxiety in order to obtain more precise and in-depth results. Regarding foreign language speaking anxiety among students, several researchers have examined this issue. The majority of research found that speaking is what causes foreign language anxiety the most. Young (1990, as cited in Farhani, 2020) frequently regards speaking as a highly triggered anxiety experience. Accordingly, Horwitz et al. (1986) asserted that students experience difficulty and "mental block" as a result of their increased anxiety levels when learning speaking skills. They further add that when students experience anxiety and other negative emotions and attitudes, detrimental impacts will inevitably occur.

Myriad studies have been conducted as a means of locating the primary cause of language anxiety and the procedure of creating a less anxiety level classroom environment (Hanifa, 2018; Pappamiheil, 2002; Young, 2010). However, there are still limited studies which focus on this related topic in EMI classroom settings. Hence, as a means of filling the gap, this study aims at not only gaining in-depth information on how students' experience speaking anxiety but also gathering required information on how students cope with their language anxiety.

1.2 Research Question

Based on the background of this research, this study is intended to fill the gap through answering this question:

1. What is the level of foreign language anxiety of EMI students?
2. What are the generating factors of speaking anxiety in EMI students?
3. What are the strategies utilized in coping with speaking anxiety by EMI students?

1.3 Aims of the Study

Based on the research question above, the study mainly focuses on student's experience in dealing with speaking anxiety. Thus, the first aim of the study will be to measure the level of student's speaking anxiety, which relatively remains unexplored

in the context of EMI classroom settings. The second objective is to explore the generating factor of student's speaking anxiety. Lastly, this study aims to explore students preferred coping strategies in dealing with speaking anxiety.

1.4 Scope of the Research

By the consideration of the questions and the aim of the study, this study focused on how the EMI student's preferred strategy in dealing with anxiety. Simultaneously, this study also provides information on the level of anxiety experienced by the students. This study will be conducted with around 30 students who experience EMI classroom settings.

1.5 Significance of the Study

This study is expected to provide practical benefits, especially in locating the challenges and provide required information on how the students dealing with the speaking anxiety. This study also expected to provide benefits to those who involved, namely:

1. **Teachers.** The result of the study provides prior knowledge and in-depth comprehension on the student's experience of dealing with speaking anxiety. The results are expected to be helpful in providing the required information on students' strategy. Hence, the teacher could determine the strategies in collaborating with the students and be aware of the challenges that might be faced.
2. **Students.** The results of the study are expected to spread awareness of the challenges that might be faced caused by speaking anxiety. The result could be also used to selecting the appropriate strategies in dealing with speaking anxiety
3. **Future Study.** The results of this study could be used as references for further study related to the same topic.

1.6 Clarification of Related Terms

1. Speaking Anxiety

In this study, speaking anxiety refers to several feelings that experience by people when given several specific circumstances. The feelings are not completely negative, however, in this study the effect of anxiety mainly focus on the negative side.

2. Coping Strategy

Coping strategy in this study refers to how the students equipping themselves with required series of formula and plan which aim to achieve expected outcome.

3. English as a Medium Instruction (EMI)

EMI refers to the use of English to teach academic subject where English is not native language for most of the students. In this context, English function as a tool to deliver subject matter, rather than being taught as the subject itself.