

CHAPTER I

INTRODUCTION

This chapter provides a brief description of the whole content of the research. It covers background of the research, research questions, purposes of research, scope of the study, significance of the study, research methodology, and clarification of terms. The organization of paper is also enlightened in this chapter.

1.1 Background

This study is concerned with investigating language anxiety in speaking English experienced by Language program class students in one of senior high schools in Bandung, West Java, Indonesia.

It has been widely recognized that English has a role as an international language and a lingua franca by many countries. In Indonesia, for instance, English is viewed as a requirement imposed by globalization (Cahyono, 2011, p. 36). In order to face this era of globalization, students in Indonesia are expected to be proficient in English both in spoken and written forms. In purpose to achieve students' English proficiency, in Indonesia, English has been a compulsory subject to be taught for three years both in Junior High Schools and Senior High Schools (BSNP, 2006). However, the competence of English among the students is still unsatisfying. Generally, students in Indonesia are still categorized as low achievers in mastering English. It can be shown in the result of National Examination, although they pass the examination but there is no significant English ability achieved after many years of study (Mattarima & Hamdan, 2011, pp. 287-288). It is suggested that students in Indonesia are required to improve their ability to achieve a successful communication in English.

Furthermore, a successful communication should be effective that needs to cover two aspects, there are receptive and productive (Ulaş, 2008). Receptive aspect consists of listening and reading skills. Meanwhile, productive aspect consists of writing and speaking skills. For the sake of communication, speaking

becomes an important skill that should be mastered by the students. The notion lies upon some components of speaking are conversational discourse, pronunciation, accuracy and fluency, affective factors, and also the interaction effect or negotiating meaning (Brown, 2001, pp. 267-269). In order to achieve the requirement, they are expected to be more active in learning process in the classroom. As a result, the students have great exposure in practicing English.

However, speaking in foreign language is considered as one of difficult skills that has been proven by several studies (Butler, 2004; Yang & Chang, 2008). The difficulties might affect students' ability in speaking particularly in foreign language. It might be encountered by students related to their linguistic competence, such as the lack of vocabulary, poor grammar, lack of idea to speak, wrong intonation, and inappropriate pronunciation (Saville-troike, 2006, p. 90). Aside from linguistic competence, Saville-troike (2006) also stated that the students might experience the difficulties related to their psychological traits, such as lack of confidence, fear, and anxiety (p. 90). Such difficulties also become a great obstacle for students to practice their speaking skill.

In Second Language Acquisition research (SLA), anxiety has received the most attention as an important component of personality trait (Saville-troike, 2006). Furthermore, Horwitz, Horwitz, and Cope (1986) pointed out that:

Since speaking in the target language seems to be the most threatening aspect of foreign language learning, the current emphasis on the development of communicative competence poses particularly great difficulties for the anxious students (as cited in Chiang, 2009; Chan & Wu, 2004; Daubney, 2002).

The statement indicates that students with anxiety are likely to avoid such activities in which require them to speak in foreign language because of fear of making mistakes and over the risks when speaking in foreign language. Therefore, it is important to find out the causes of students anxiety and such strategies used by the students in dealing with their anxiety in speaking in foreign language. With regard to this point, this study aims at identifying the causes of the anxiety and investigating students' strategies in overcoming their anxiety in speaking English.

1.2 Research Questions

The inquiry will be guided by the following general questions:

1. What factors cause language anxiety in speaking English?
2. What strategies do students apply in overcoming language anxiety in speaking English?

1.3 Purposes of Research

The purposes of the research are as follows:

1. To investigate the causes of anxiety in speaking English.
2. To reveal strategies used by students in overcoming language anxiety in speaking English.

1.4 Scope of the Study

The study focuses on observing language anxiety in speaking English found in Language program class of senior high school in Bandung. Current curriculum implemented in Indonesia, *Kurikulum 2013*, has categorized students based on their interest since they are in the first grade of senior high school (grade X). The selection of program of interests (Science, Social, and Language) based on grades achieved by the students when they were in junior high school, students' national examination score, the recommendation from the students' counselors, placement test, and the result of psychological test (Kemendikbud, 2013). From the process of selection, students are categorized based on their willingness towards the program they have chosen.

Furthermore, in Language program class, English has become a selection subject in which the time allocation of English in this program is more than other programs to which literature is also taught in this program. In spite of students of language program have more time in learning English, the tendencies of experiencing language anxiety in speaking might occur. Therefore this study is considered important to be conducted in order to give the portrayal of language anxiety in speaking English experienced by senior high school students in Language program class and how the students deal with such anxieties.

1.5 Significance of the Study

With regard to the significance of the study, students are expected to perform better in speaking in English for Foreign Language (EFL) classroom by minimizing their anxiety. Moreover, by knowing the existence of language anxiety in speaking English which is experienced by students, teachers are expected to be able to reduce their students' anxiety in speaking English in the classroom.

1.6 Research Methodology

This study employed a descriptive qualitative case study research design. Case study is appropriate for this study because the aims of this study are to investigate students' speaking anxiety and strategies used in dealing with language anxiety in speaking English. The participants of this study are 34 students of a senior high school in Bandung. One of Language program classes in the senior high school is chosen as the respondents of this study. Participants are categorized based on their level of anxiety by using Foreign Language Classroom Anxiety Scale (FLCAS) adapted from Horwitz, Horwitz, & Cope (1986). Some students who get higher speaking anxiety score are chosen to be interviewed. The students are given some questions about the causes of anxiety on their performance and strategies used in dealing with their anxiety. Furthermore, the students complete questionnaire about strategies used in overcoming language anxiety. The strategies used in overcoming language anxiety in speaking English were analyzed by using five strategy categories developed by Kondo & Ying-Ling (2004).

1.7 Clarification of Terms

The purpose of the clarification of terms is to avoid misunderstanding. The terms are:

English Speaking Skill

English speaking skill in this study refers to a skill to express arguments, ideas, and daily conversations through English as an oral communication (Brown, 2001).

Language Anxiety

Language anxiety in this study refers to a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom learning arising from the uniqueness of the language learning process, particularly in speaking English (Horwitz, Horwitz and Cope, 1986).

Language Learning Strategies

Language learning strategies in this study refer to specific methods of approaching a problem or task, modes of operation for achieving particular end, or planned designs for controlling and manipulating certain information (Brown, 2001).

1.8 Organization of Paper

This research paper is divided into five chapters as follows.

Chapter I Introduction

This chapter provides background of the study, research questions, purposes of research, scope of the study, significance of the study, research methodology, and clarification of terms. The organization of paper is also enlightened in this chapter.

Chapter II Literature Review

This chapter contains related theoretical foundations. It consists of definition of speaking in foreign language, factors of foreign language anxiety, and students strategies used in overcoming language anxiety in foreign language classroom.

Chapter III Research Methodology

This chapter presents the method conducted in conducting research. It covers the research design, setting, participant, data collection methods, and data analysis.

Chapter IV Findings and Discussion

This chapter consists of findings and discussion which present the result of the research.

Chapter V Conclusions

This chapter covers research result and recommendations for further research.