

CHAPTER 1

INTRODUCTION

This chapter highlights the whole study in general, the background of the study in the field of the students' speaking anxiety and research questions, followed by aims of the study, the study's scope, significance of the study and clarification key terms.

1.1 Background of the study

High proficiency in Speaking is one of the essential skills in learning English. Since English is an international language, most non-native and native speakers of English use English as their mode of communication in their daily life for business purposes (Rao, 2019). Everyone uses the language in everyday communication and is simultaneously a speaker and listener (Leong & Ahmadi, 2017). Learning activities are practical study activities to increase student involvement in classroom learning. Many methods are used in learning activities, such as group work, role-playing, debate, and simulation (Booth, 1993; Meyer, 2012; Stevens, 2015). According to Brown (1994) and Burns & Joyce (1970.), as cited in Antoro and Khazanah (2015), Speaking is an interactive process that forms a meaning that involves producing and receiving information. Speaking contributes to the student's understanding of when, why, and how to produce language, not only to produce specific points of language such as grammar, pronunciation, or vocabulary (Antoro, Wisasongko & Khazanah, 2015). Students will not engage unless the speaker or teacher talks about things that interest students and in a manner that students understand. Through comprehension activities, students can understand some vocabulary and language structures that can help students better understand what the speaker or teacher is explaining before students can speak in a simple way (Bashir, Azeem & Dogar, 2011). Students learning English as an additional or foreign language may experience more challenges which causes anxiety in speaking English. According to Tuan and Mai (2015) "lack of knowledge, low participation rates, mastery of the mother

tongue, and barriers in speaking English are factors that affect students having difficulty in speaking English" (p. 10). Particularly in the Indonesian EFL classroom, most students use their mother tongue in English class because they do not have the knowledge enough in English, the students use their mother tongue in English class. This is supported by Harmer (1991) that teachers do not urge EFL learners to speak in English, that way, learners will automatically use their mother tongue or their first language to explain something or speak in English class. Students feel anxiety when they are required to use English to express their opinions orally if they get an English assignment (Chou, 2018). Based on the experts, it can be said to be the main thing students have difficulty speaking in English is the presence of the anxiety experienced by students and do not feel confident if you have to speak in English because of fear of experiencing an error in speaking English. In the past, learning to communicate was not taken seriously because people thought that communication skills could develop naturally over time (Chaney, 1998). The focus of teaching speaking is to improve students' speaking ability. Therefore, language teaching activities should aim to maximize students' use of language (Haozhang, 1997; Hosni, 2014). However, Ur (1996) states that speaking is the most important skill among other skills (reading, listening, writing) because people who understand a language can be called speakers of that language.

From the previous studies, there are two categories of anxiety, namely trait and state anxiety. Trait anxiety is relatively stable personality anxiety. Someone with trait anxiety tends to feel anxiety in certain situations or circumstances. In contrast to state anxiety, state anxiety is the anxiety a person feels in a particular situation (Anton, Bedell & Spielberger, 1976). Anxiety experienced by students in communicating in English can affect their adaptation to the target environment, which can also weaken students' adaptation which ultimately affects the achievement of student goals (Woodrow, 2008). Lucas, Miraflores, and Go (2011) suggest that there are four anxieties experienced by students in learning, including

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1) anxiety in communicating, 2) fear of negative evaluations that students, three will receive) anxiety in exams, especially language tests, and 4) anxiety in the English class, which includes the teacher and the way the teacher teaches. From the previous studies, researchers found that most students had moderate levels of anxiety. Speaking anxiety experienced by students is based on personal-interpersonal anxiety, students' beliefs in learning English, and teacher's beliefs in English teaching.

This study aims to investigate the anxiety experienced by students in English-speaking activities in foreign language (EFL) classes. It investigates the student's source of anxiety to be one of the reasons that affect or become a problem in teaching and learning activities in Indonesia. This study examines the speaking anxiety of vocational high school students in EFL classrooms. This study applies the framework of Dolly Young (1991). There are six sources of speaking anxiety there are personal and interpersonal anxiety, students' beliefs in learning English, teacher's beliefs in learning English, teacher-students interaction, classroom procedures, and testing language.

1.2 Research questions

This study was conducted to answer the following questions:

- a) What are the sources of speaking anxiety experienced by the Aircraft Machining students in speaking English?
- b) What are the factors contributing to the speaking anxiety of the Aircraft Machining students when speaking English?

1.3 Aims of the study

The study aims to find out the sources of students speaking anxiety and to find out the factors contributing to the student's speaking anxiety.

1.4 Significance of the study

The Significance of the study are follows:

- 1 To find out the students' anxiety in speaking English

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- 2 To find out the best way on how to implement the modeling in creating effective learning process of speaking ability
- 3 To help the students to increase their ability in speaking English

1.5 Clarification of terms

In order to clarify the key terms used in this study, some definitions are put forward:

a. Speaking

The ability to speak fluently by using knowledge, information and saying it directly. In speaking, it takes the ability to help manage speaking. It happened in real conditions and had little time to plan for it (Harmer, 2001).

b. Anxiety

Bunker (1936) states that "anxiety is a psychological predominance for a long time. Anxiety is one of the most challenging problems faced by psychiatrists or experts (Byrne, 2015).

c. ESP (English for Specific Purposes)

ESP as a language teaching approach in which all decisions about content and methods are based on the learner's reasons for learning (Hutchinson & Waters, 1987, p. 19).