CHAPTER I

INTRODUCTION

This chapter provides a brief description of the whole contents of the research, including the background of the research, research questions, review of related literature, research methods, significance of the study and clarification of terms. At last, organization of the paper is also presented at the end of this chapter.

1.1 Background

Acquiring foreign language is one of requirements to be successful in many fields in a global era because by acquiring the language people can communicate easily all over the world. As the most used language, English has a great role in uniting people worldwide for many purposes. Because of that fact, it is important for people, especially Indonesians, to master English skill. For the sake of communication, speaking becomes an important skill that should be mastered. In the twenty-first century, second language speaking ability can be an important benefit for anybody looking for job in business and industry.

As one of productive skills in English language learning, speaking has some notions that have to be taken into account by the learners. The notion lies upon some components of speaking like that of conversational discourse,

pronunciation, accuracy and fluency, affective factors and also the interaction effect or negotiating meaning (Brown, 2001). As learners represent their individual differences, in covering those components, there are also various responses. There are some students who are able to handle the threatening situation and some are not.

For senior high school students, English is a foregin language. It becomes an obligatory subject to take by senior high school students. In practice, however, it seems to the students English is difficult and becomes one of the subjects that is feared by students in senior high school. They face the great task of acquiring the target language, especially when they have to speak in the target language. This emphasis an oral aspects of language means that the students have to learn to understand what others speak and try to speak out what they want to express in a foreign language class. Horwitz, Horwitz, and Cope (1986) pointed out that speaking in the target language seems to be the most threatening aspect of foreign language learning and the current emphasis on the development of communicative competence poses particularly great difficulties for the anxious students. Besides, Price (1991) investigate by asking questions about what made students most anxious in foreign language class. All of the subjects answered that having to speak a foreign language in front of other students resulted in the most anxiety. Therefore, foreign language anxiety is a significant issue which cannot be ignored to ensure the success of English education in senior high schools.

In learning a foreign language, students have to learn to understand what others speak and try to speak out what they want to express in a foreign language class. Besides, the curriculum clearly states that Senior High School should develop the oral communication and social-cultured competence of the students. But Horwitz, Horwitz and Cope as cited in Worde (2003) find that students are very self-conscious when they are required to engage in speaking activities that expose their inadequacies, and these feelings often lead to ''fear, or even panic''. As expected, the participants were sensitive to both peer and teacher evaluation of their speaking.

Anxiety is defined as a state of uneasiness and apprehension or fear caused by the anticipation of something threatening. Spielberger (1966), in Chan & Wu (2004), defines anxiety as "subjective, consciously perceived feelings of apprehension and tension, accompanied by or associated with activation or arousal of the autonomic nervous system." It is a kind of troubled feeling in mind. Scovel (1978) in Na (2007) notes, refers to "a more permanent predisposition to be anxious" while state and situation-specific anxiety are usually experienced in relation to some particular event or situation (Brown, 2001).

Language anxiety, the research target of this paper, belongs to the last category, which refers to the apprehension experienced when a situation requires the use of a foreign language with which the individual is not fully proficient (Gardner & MacIntyre, 1993). According to Young (1991), there are six potential causes of language anxiety which include personal and

interpersonal, learner beliefs about language learning, instructor beliefs about language teaching, instructor-learner interactions, classroom procedures and language tests. From this list we can see that Young, in fact, identify the causes from three aspects, that is, the aspects of learners, teachers and instructional practice. Three components of foregin language anxiety have been identified (Horwitz et al, 1986; MacIntyre and Gardner, 1989, 1991c, in Brown, 2001). They are communication apprehension, test anxiety and fear of negative evaluation. Communication apprehension arises from learners' inability to adequately express mature thought or ideas, fear of negative social evaluation arises from a learner's need to make a positive social impression of others, and test anxiety is apprehension over academmic evaluation.

Anxiety can be either facilitating or debilitating. Facilitating anxiety motivates learners to adopt an approach attitude and is willing to confront the new learning task. Debilitating anxiety motivates learners to assume an avoidance attitude and therefore tends to escape from the learning task (Scovel, 1978). The factor of task difficulty affects learners to develop a facilitating or a debilitating anxiety. MacIntyre (1995) claim only when a given task is relatively simple, foreign language anxiety could be facilitating. Once the task is too difficult, anxiety will impair performance. In addition to task difficulty, factors such as teachers' attitude and evaluation, teacher-students interactions in class, parents' expectation, classmates' attitude, students' own achievement are the potential sources of students' foreign language anxiety.

Language anxiety has been described by many researchers to influence language learning. Whereas facilitating anxiety produces positive effects on learners' performance, too much anxiety may cause a poor performance (Scovel, 1991). According to Krashen (1980), anxiety contributes to an affective filter, which prevents students from receiving input, and then language acquisition fails to progress (Horwitz et al., 1991). Affective variables play facilitative role in language acquisition. These variables include motivation, self-confidence, a good self-image, and a low level of anxiety are better equipped for success in second language acquisition.

The study of language anxiety in senior high school students was accomplished by Na (2007) which explore high school students' English learning anxiety in Chinese EFL (English as a Foreign Language) classrooms. The results showed that students indeed had comparatively high anxiety in English learning. Males have higher anxiety of English classes than females, and it was also found that high anxiety plays a somewhat debilitative role in high school students' language learning.

1.2 Research Questions

Language anxiety of senior high school students' in speaking English is investigated in this research. This research aims to answer the problems as follows:

1. What are the levels of anxiety performed by students in English speaking class?

2. What are the causes of anxiety perceived by the students in English speaking class related to their level of anxiety?

3. What strategies do the students apply to cope with the language anxiety?
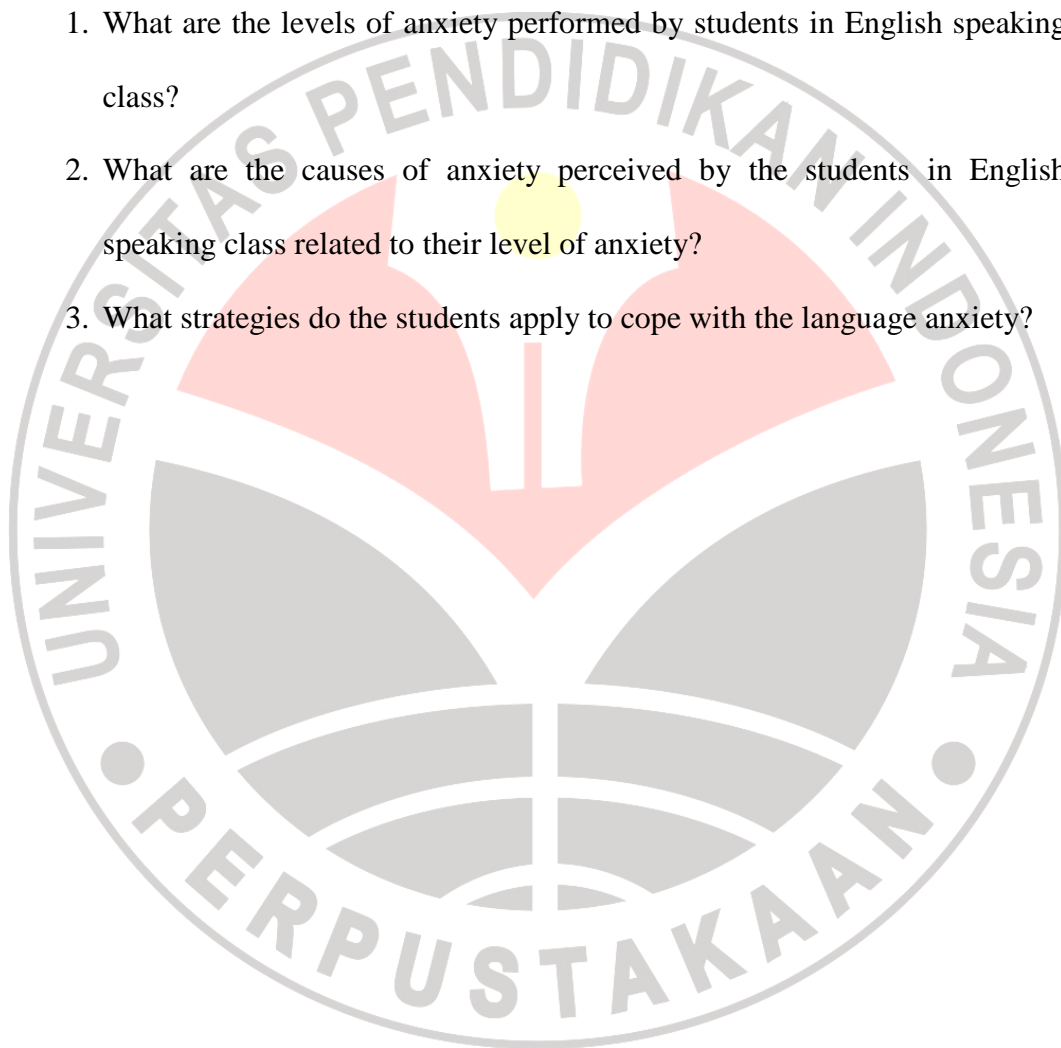
1.3 Review of Related Literature

1.3.1 Speaking Skill

Based on various definitions of speaking skill from some researchers, Awi (2000) concludes that speaking skill can be defined as an ability to express one's emotion (gloomy, happy, sorrow, etc), communicate his intentions (purposes) or may be just to react to other people or influence others.

There are five components of speaking skill based on Brown (2001), those are:

1. Conversational discourse; whether the conversation reasonably and competently is carried out

2. Pronunciation; though still in a controversy, the role of pronunciation is important to be considered in order to have a meaningful context

3. Accuracy and fluency; it deals with the aspect of phonology, grammar and discourse

4. Affective factors; where anxiety is considered to be a caveat in performing spoken language because threatening the **language ego**

5. Interaction effect; which suggests that speaking is a collaborative process in negotiating meaning

1.3.2 Definition of Anxiety

Anxiety, as defined by the *Oxford English* On-line dictionary, is the quality or state of being anxious, feeling uneasy, or troubled about some event or concern.

Relating to language, Gardner and McIntyre (1991) define language anxiety as the apprehension experienced when situation requires the use of a second language with which the individual is not fully proficient. In more specific concern, Argaman and Abu-Rabia (2002) state that language anxiety is a part of general kinds of situational anxieties, related to oral expression and interpersonal communication known as 'communication apprehensions'.

Anxiety is also one of the affective filters suggested by Krashen (1980) in Schutz (2005). It can impede language learning because of the mental block that hinders the learners from receiving input. This is endorsed by Brown (2000) who includes anxiety into the affective factors. It is related to the *language ego* which creates within the learner a sense of fragility, defensiveness, and a rising of inhibitions (Brown, 2000).

Foreign Language Anxiety (http://en.wikipedia.org/wiki/Foreign_language_anxiety) is the feeling of uneasiness, worry, nervousness and apprehension experienced by non-native speakers when learning or using a second or foreign language. These feelings may stem from any second language context whether associated with the productive

skills of speaking and writing, or the receptive skills of reading and listening. Foreign Language Anxiety is a form of what psychologists describe as *specific anxiety reaction*. Some individuals are more predisposed to anxiety than others and as such may feel anxious in a wide variety of situations. Foreign Language Anxiety, however, is situation specific and so can also affect individuals who are not characteristically anxious in the aforementioned, more general, situations.

1.3.3 The Signs of Anxiety

In classroom, it is not so difficult to differentiate anxious students from the non anxious ones. As it relates to these two components:

a. Cognitive nervousness: characterized by the individual's concern for himself or herself, excessive self-consciousness and doubts regarding his or her ability and self esteem (Argaman and Abu Rabia, 2002).

b. Behavioral nervousness: observable through the speaker's physiological responses to speech anxiety and is more easily identified by the audience: increased heart rate, sweaty palms, dry mouth, butterflies in the stomach and the use of fillers such as "uhm", "uh", and "like" (Prentiss, 2005). Hiding from the teacher in one way or another is also a common manifestation of anxiety (Worde, 2003). One student would hunch over her desk in a kind of protective shell.

The signs of anxiety can also be found in classroom by viewing students' participation in class activities. Researchers such as Turula (2002) and

Harmer (1998) make an excellent comparison between anxious learner and good learner. In his book *How to Teach English,* Harmer (1998) defines a good learner as one that has a willingness to listen, experiment, ask questions, think about how to learn and accept correction. Then the characteristics of anxious learner are contradictive to the criteria he mentions. The anxious-learner may reveal passive regarding the class activities he or she must involve.

1.3.4 The Causes of Language Anxiety

Young (1991) cited by Argaman (2002) suggests six causes of language anxiety. Those are:

1. Personality component, including the characteristic anxiety, various personal and interpersonal anxieties, self-esteem, competitiveness, the extent of desire for popularity, diffidence, stage fright, perfectionism, etc.

2. Learner's belief about language learning, which refers to to what second or foreign language learning includes. Pronunciation, grammar, vocabulary etc are all criteria that influence the way of learning a foreign language so they affect language anxiety as well.

3. Teacher's belief about language learning, including the language teacher's private speculations about the need to treat the students so as to encourage them to learn the language.

4. Interaction between the learner and the teacher, involving such questions as: how does the teacher correct the students? How much discomfort does the learner experience when he or she is wrong? How 'foolish' does the learner feel when he or she does not succeed, etc?

5. Processes, atmosphere and events in class, involving the need to speak on front of the class, the fear of being called up to blackboard, fear being personally asked or the fear of one's turn to give a certain answer.

Although all aspects of using and learning a foreign language can cause anxiety, listening and speaking are regularly cited as the most anxiety provoking of foreign language activities (1, 2).

The causes of foreign language anxiety have been broadly separated into three main components; communication apprehension, test anxiety and fear of negative evaluation (2). Communication apprehension is the anxiety experienced when speaking with or listening to other individuals. Test-anxiety is a form of performance anxiety associated with the fear of doing badly, or indeed failing altogether. Fear of negative evaluation is the anxiety associated with the learner's perception of how other onlookers; instructors, classmates or others; may negatively view their language ability.

1.3.5 Anxiety in Speaking

Based on its nature, anxiety, as one of the affective factors that influence language learning, indeed takes a role in speaking. It has been an interesting topic discussed by the researchers for many years. One of them is Horswill (2002) who says that the amount of anxiety one experiences may directly affect performance in foreign language. Thus, anxiety also influences speaking performance as well (Philips, 1992, cited by Horswill, 2002).

As anxiety can influence speaking, it can be also the effect of speaking. It is suggested by Krashen (1980) who states that forcing students to speak before they feel ready to is extremely anxiety provoking. It means that speaking is one of the aspects of class causing anxiety, which is the most compared to the others factors such as reading, writing or listening.

1.3.6 Language Learning Strategies

According to Oxford (1990), language learning strategies are specific actions, behaviors, steps, or techniques that the students employ-often consciously-to improve their own progress in internalizing, storing, retrieving, and using L2. She suggests at least two strategies in learning a language; those are direct and indirect strategy (Oxford, 1990). The examples of those strategies are as follows.

a. The direct strategy

This strategy covers memory, cognitive and compensation strategies. The activities that would represent memory strategies are creating mental linkages. Applying images and sounds, reviewing well, and employing action. Cognitive strategies are signed by the action of practicing, receiving-sending messages, analyzing-reasoning, and creating structure for input and output. Compensation strategies are found in the action of guessing intelligently and overcoming limitations in speaking and writing.

b. The Indirect Strategy

This strategy covers metacognitive, affective and social strategies. Metacognitive strategies include the activities such as centering learning, arranging and planning learning, and evaluating learning. Affective strategies are those activities including lowering anxiety, encouraging oneself, and taking emotional temperature. Social strategies are those activities of asking questions, cooperating with others and empathizing with others.

To reduce his/her anxiety, an anxious learner may employ one or more strategies mentioned above, depending on the level of anxiety he/she perceives. The low anxious students would employ language learning strategies more than the high anxious ones. In her research, Lengkanawati (2004) find out that good learners employ all strategies suggested by Oxford (1990).

Still dealing with the affective factor, Lengkanawati (2004) points out that some of the best learners would use affective and social strategies to control their emotional state, to keep them motivated and on-task, and to get help when they need it (Dansereau 1985 in Oxford 1993 in Lengkanawati 2004). She also assumes that most Indonesian students are shy to show that they don't know something. In the classroom, if they don't understand the teacher's explanation very few students are willing to admit that they need further explanation (Lengkanawati, 2004). It causes low intensity of using the strategies-cooperating with peers or with proficient user of the target language.

1.4 Research Methods

1.4.1 Design

In accordance with the objective and problems of this research, to see how the language anxiety of senior high school students' in speaking English, the method used in this study is a descriptive qualitative research, in which the researcher collects the data and observes the participant directly. Arikunto (2002), this present research will try to dig up, understand and describe the phenomenon of language anxiety by the students in speaking class.

1.4.2 Respondent

The subjects of population will be the second year students in that school. There will be several classes that the researcher is going to teach, but the researcher will choose only one class to be investigated. All the students in the class are involved in discusing the materials then the students are asked to give their own opinion related the materials.

1.4.3 Data Collection

In collecting the data, the researcher uses observation and questionnaire. The observation is employed to see how the students speak English when they have speaking test or when the students participate in the class. Meanwhile, questionnaire is conducted to get more data about the students' English learning experience related to their speaking skill.

-        Observation

Direct observation is the data collection method that uses our eyes to examine something (Nazir, 2003: 175). The researcher does direct observation to get more reliable data of the research by observing the participants directly during their learning activity with video tape. Through the video taping the researcher keeping an eye on the students who were given task to speak in front of the class.

-      Questionnaire

Questionnaire is intended to ask the students about their experience in learning English especially those associated with their ability in speaking English. The questionnaire will be given to the sample of the research there will be 30 minutes given to them to fulfill the questionnaire. Through the questionnaire the researcher gained the data about how far the students perceivced anxiety in their learning and what the level of their anxiety.

-      Interview

The interview will be conducted in the last session. The interviewees are divided into three groups, those are high, medium and low anxious group. The groups categorization is taken from the FLCAS (Foreign Language Classroom Anxiety Scale) score of the students. The interview will be eliciting data the students what causes of anxiety perceived by the students and what the strategies they used to cope their anxiety.

1.4.4 Data Analysis

In answering the first research question, that is to measure the anxiety level of the students in speaking class, FLCAS (Foreign Language Classroom Anxiety Scale) is the main instrument for collecting the data. It employs the Likert's scale which has a specific ranging from 1 to 5 point or 5 to 1 point depending on whether the question is positively or negatively stated. The categorization of the students' anxiety level uses the adapted Oetting's scale

(Oetting, 1986 in Rachmawati, 2004) which shows the level of anxiety of very relaxed, relaxed, mildly anxious, anxious and very anxious.

To know the types of anxiety perceived by the students, the instrument will be taken from FLCAS (Foreign Language Classroom Anxiety Scale) and the interview. The three types of anxiety suggested by Horwitz *at al* (1986) in Casado (2001) will be used as the base of the discussion; those are communication apprehension, fear of negative evaluation and test anxiety.

The causes of anxiety of that were suggested by Young (Young, 1991 in Argaman, 2002) are used as the base of the discussion, along with other possible explanation from other sources, such as Turula (2002), Ganschow and Sparks (1996), Jones (2004), Chapman (2002) and Lengkanawati (2004). Meanwhile, the analysis of language learning strategies employed by students uses those suggested by Oxford (1990). Along with this, the class observation will be analyzed to complete the data of the description of anxiety that occurs in class.

1.5 Significance of the Study

The result of this research highlights the students' language anxiety in speaking English. This research is hopefully able:

- To present the view of language anxiety of senior high school students' in speaking English

- To find out the levels of anxiety perceived by senior high school students

- To identify the sources and the situation that may trigger anxiety

- To present strategies which may be helpful for senior high school students to cope with the language anxiety.

1.6 Clarification of Terms

In this study, there will be some terms that will be used along with this research. The terms might be defined into various understanding. To avoid the possibility of missunderstanding to the problem investigated, the researcher would like to clarify some terms used in this study:

- Anxiety, as defined by the *Oxford English* On-line dictionary, is the quality or state of being anxious, feeling uneasy, or troubled about some event or concern.
- FLCAS is a Foreign Language Classroom Anxiety Scale designed by Horwitz at al (1986), including thirty three questions. This Scale was later widely used by researchers to measure foreign language learners' anxiety and examine the effect of anxiety on learning in different contexts.

1.7 Organization of the Paper

The research paper was organized into five chapters as follows:

Chapter I Introduction

This section contain introduction which discusses background; the research questions those are: 1. what are the levels of anxiety performed by students in English speaking class? 2. What are the causes of anxiety

perceived by the students in English speaking class related to their level of anxiety? 3. What strategies do the students apply to cope with the language anxiety?; the research method, which is used descriptive method; the significance of the study, which is to make the English teachers realize that there are so many reasons causing foreign language anxiety especially in speaking class; clarification of terms, which are explained about anxiety and FLCAS; and the organization of the paper.

Chapter II Theoretical Foundation

This chapter consists of related theories as the basis of investigating the research problems. Those are the conceptualizations of speaking skills; the definition and types of anxiety; the effect of anxiety on learning; the definition and causes of Foreign Language Anxiety, the communication apprehension, the language learning strategies; and the previous researches about language anxiety.

Chapter III Research Methodology

This chapter discusses the methodology in conducting the research. It consisted of the research methodology that covers research design, population and sample, data collection (instrument and procedures), and data analysis.

Chapter IV Results and Discussion

This chapter consists of the researcher's interpretation of the results of the research and discussion. It shows findings based on data and categorization as well as discussion realated to the theoretical framework.

Chapter V Conclusion and Suggestions

This chapter consists of the research conclusion and suggestions to other researcher who want to continue the research.