

CHAPTER I

INTRODUCTION

In this chapter the writer discusses about the background of the research, statement of the problems, objective of the research, significance of the research, scope of the research and operational definition.

1.1 Background of the Research

The development of universal English requires students to be able to communicate well. (Harmer, 2007 & Nunan, 1999). While speaking English, we should be confident to communicate with other people using English. But some people find difficulties to speak English. It also happens to the third semester students of English Education Department in Universitas Muria Kudus in academic year 2019/2020. Although they choose to be an English Education Department student, it does not mean that all of them have no anxiety to speak English. There are several reasons behind their anxiety to speak English, especially when they asked to speak English in front of the class or even in a simple conversation. In fact, as the English Education Department students, being able to speak English is very important to express their feelings and share their ideas or opinions about some issues while they are learning in a class. Language learners face anxiety when they have to speak in front of the classroom without preparation (Mak, 2011). This anxiety will impede their performance especially in speaking English.

One of the highest challenges in foreign language speaking for the students is anxiety. According to the University of Cambridge Counseling Service (2012), anxiety is defined as a common response to threatening situation in both physical and emotional reactions anxiety (Mon, 2019;1368). Speaking activities requiring in front of class and on spot performance produce the most anxiety from the students' perspective and learners experience more anxiety over speaking than other language skills (Gurbuz, 2014: 3). In a broader meaning, anxiety is an

emotional situation in which the feeling of weakness that is detected during the preparation of a predicted risk is experienced (Aydin & Zengin, 2008).

Anxiety has been classified into three categories namely: trait anxiety, state anxiety and situation-specific anxiety (Elis,1994: 479-480). Trait anxiety is as a more permanent personality tendency. A person with trait anxiety will nervous or feel anxious irrespective of the situation he/she is exposed to. While it becomes a character, it will hinder language learning. State anxiety is a combination of trait and situation-specific anxiety. This type of anxiety arises in a particular situation and it is not permanent. It is nervousness or tension at the particular moment in response to some outside stimulus that is stressful to them. Specific-situation anxiety refers to the persistent and multi-faceted nature of some anxieties. It is defined as an individual tendency to be anxious in a particular time and situation such as public speaking, examinations or class participations (Mon, 2019; 1369).

Foreign language anxiety is one of the issues in the area of language learning and teaching which was broadly investigated by many scholars in the field (Öztürk, 2009). There has been a lot of research on foreign language anxiety affecting motivation, attitudes and aptitudes (Gopang, Bughio, Umrani & Lohar, 2015: 54). On the other hand, anxiety also affects emotions, feelings, beliefs, moods, which influence behavior (Morgan, 2009: 145). Students are faced the problem of anxiety when they have to speak in front of the classroom without preparation (Mak, 2011). Whereas, the success rate of students learning foreign language depends on their mental and environmental readiness (Stevick, 1980). The term inside the people refers to the factors such as self-esteem, anxiety, inhibition, willingness to take risks, learning styles, self-efficacy and motivation (Arnold & Brown, 1999).

Personality factors like gender, foreign language anxiety, shyness, willingness to communicate, etc. are essential parts of the affectivity that raises our success in language learning (Brown, 2007). So that, the writer wants to explore the third semester of English Education Department in Universitas Muria Kudus in academic year 2019/2020 perceptions about causal factors of English-

speaking anxiety in classrooms and figure out some helpful solutions for reducing it according to students' point of view.

1.2 Statement of the Problems

This study aims to answer the following two research questions:

1. What are the causal factors in English-speaking anxiety in third semester students of English Education Department of Universitas Muria Kudus in academic year 2019/2020?
2. What are the students' strategies to reduce English-speaking anxiety in third semester students of English Education Department students in Universitas Muria Kudus in academic year 2019/2020?

1.3 Objectives of the Research

In this study, the writer has two objectives of the research below:

1. To analyze the causal factors in English-speaking anxiety of third semester students of English Education Department in Universitas Muria Kudus in academic year 2019/2020.
2. To describe the students' strategies to reduce English-speaking anxiety of third semester students of English Education Department in Universitas Muria Kudus in academic year 2019/2020.

1.4 Significance of the Research

The writer hopes the process and the result of this research would give some benefits for the English learning. The significances of this research were as the following:

1. For the readers, this research is expected to be able to give more information and knowledge about English-speaking anxiety in classroom.
2. For the students, this research is expected to be able to give insight all about English speaking anxiety. It can encourage their consciousness on such matter that finally will help them to cope their English-speaking anxiety.

3. For the lecturers, this research to inform the lecturers about English-speaking anxiety that faced by the students. This might lead to invention of new methods and techniques that will minimize English-speaking anxiety and foster self-confidence of language students.

After we find out the causal factors, hopefully the students' strategies to reduce English-speaking anxiety can applied or implemented if the same causal factors of English-speaking anxiety happen in the future regard to the types and stage of students English-speaking anxiety.

1.5 Scope of the Research

Based on the research questions above, the writer will limit the discussion of analysis of causal factors in English-speaking anxiety and describing students' strategies to reduce the anxiety of the second semester students English Education Department in Universitas Muria Kudus. The research itself will focus to answer the research questions.

1.6 Operational Definition

The writer adds five kinds of operational definition in this research, there are about anxiety, English speaking anxiety, causal factors, strategies and the second semester student of English Education Departmen in Universitas Muria Kudus as follows:

1. Anxiety is a worried and confusion feeling to do something caused of internal and external factors from the person. It can impede their ability performance.
2. English Speaking Anxiety is a worried and confusion feeling of apprehension and fear often marked by psychological signs (as sweating, tension and increased pulse) by doubt concerning the reality and nature of the threat and by self-doubt about speaking English.
3. Causal Factors is some major unplanned, unintended contributor to English speaking anxiety, that if eliminated would have either prevented

the occurrence of English-speaking anxiety or reduced its severity or frequency. Also known as a critical causal factor or contributing cause.

4. A strategy is plans of action or policy designed by the students to reduce English speaking anxiety.
5. Second Semester Students of English Education Department in Universitas Muria Kudus are the students who are studying in the English Education Department to get knowledge to achieve a bachelor's degree in Universitas Muria Kudus.

