

CHAPTER I

INTRODUCTION

This chapter presented the background of the research, the statement of the problem, the objective of the research, the significance of the research, the scope of the research, and the operational definition.

1.1 Background of the Research

Since English has become an important language to learn in this current era, people strive to master English skills. One of the main goals of learning English is to enable students to communicate in this language (Putri & Marlina, 2019). The ability to speak in English is the most crucial aspect of communication needs. In Indonesia itself, English is a foreign language. Language background differences in learning a foreign language with students' mother tongue sometimes become one of the things that affect student performance. This difference often causes anxiety in students when asked to speak a foreign language. Anxiety identifies as a common emotional reaction in foreign language classrooms. Horwitz et al., (1986) define foreign language anxiety as a complex of perceptions, beliefs, feelings, and behaviours associated with language learning in foreign language classrooms. According to Putri & Marlina (2019), language anxiety affects language acquisition, retention, and production; therefore, foreign language anxiety has a negative impact on the entire language learning process.

Many studies have been conducted to analyze the phenomenon often encountered in learning classes. Various factors can cause this anxiety in speaking. Rajitha & Alamelu (2020) found several factors that cause speaking anxiety, namely language factor, grammar and pronunciation factor, peer factor, stage fear factor, lack of confidence, and shyness.

The need for communication requires students to master speaking skills. By communicating, we can collect information, expand our relationships, and open other opportunities on a larger scale. In addition, as English is an

international language, we can communicate with people worldwide by mastering English. Just as the ability to speak English is essential, it also affects students' anxiety levels. The feelings like worries, nervousness, and apprehension back up the anxiety, or they are the elements that appear when learning a language (Akramy & Tesol, 2020).

Previous research Badrasawi et al. (2020) research to examine the level of L2 speaking anxiety among school teachers undertaking a master's degree at the International Islamic University Malaysia and sought to determine if the anxiety level would differ by gender, school location, and teaching subject. Adopting The Foreign Language Classroom Anxiety Scale (FLCAS) by Horwitz et al. (1986), the researcher found that the level of anxiety found caused by speaking apprehension, fear of negative evaluation, and fear of making mistakes. Teaching English was rated as the least anxious subject, followed by teaching Science, while teaching non-science subjects was rated as the most anxious subject.

Another study was carried out by Gursoy & Korkmaz (2018) to investigate the speaking anxiety levels of prospective Senior and freshman ELT teachers at a state university in Turkey. The results point out that prospective ELT teachers had a moderate level of speaking anxiety, and first-year students had a higher level of anxiety. It also found that proficiency levels significantly affected speaking anxiety, and there was a negative correlation between them. The two studies have similar problems, but the results are seen from the school teachers' perspective. Therefore, researcher want to know the comparison of speaking anxiety levels from the student's point of view.

Based on the researcher's observations, anxiety was found in the early semester students at English Education Department, whether because they were still adapting to the environment, had low self-confidence, or because of how the course lecturer taught them. However, this anxiety occurs in early-semester and final-semester students at EED who have studied speaking courses longer. This anxiety is usually due to the pressure to master speaking skills for thesis preparation, teaching program at school and many more. Seeing this, researcher

are interested in researching the speaking anxiety level of early and final semester students. The researcher chose the fourth and sixth-semester students of the English Education Department Universitas Muria Kudus as the object of research so that researcher could compare anxiety levels between lower and upper-semester students in speaking.

From the explanation above, the researcher would like to do research by the title "Speaking Anxiety Level of the Fourth and Sixth Semester Students of English Education Department Universitas Muria Kudus in Academic Year 2023/2024".

1.2 Statement of the Problem

The following statements can be formulated based on the research above: To what extent is the speaking anxiety level of Fourth-semester and Sixth-semester students of EED UMK in Academic Year 2023/2024?

1.3 Objective of the Research

Based on the statements of the problems written above, this research aims: To describe the extend of speaking anxiety level of Fourth-semester and Sixth-semester students of EED UMK in Academic Year 2023/2024.

1.4 Significant of the Research

The researcher hopes that this research will have practical and theoretical benefits.

1. Theoretically, it is hoped that this study can serve as one of the references for future researcher who will conduct the same studies related to the speaking anxiety level in fourth and sixth-semester students of the English Education Department in Universitas Muria Kudus.
2. In practice, the researcher hopes this research will inform teachers and lecturers about the speaking anxiety level of fourth and sixth-semester students at EED Universitas Muria Kudus and provide them with a

solution to the problem. Taking the future of teaching and learning to the next level.

1.5 Scope of the Research

The researcher focused on the fourth and sixth-semester students' EED speaking anxiety. The participants in this research were the fourth and sixth-semester students of English Education Department students from Universitas Muria Kudus in the Academic Year 2023/2024. The researcher would explain about factors of speaking anxiety, the effects of anxiety on language learning, and students' anxiety coping strategies.

1.6 Operational Definition

Based on the title of the research, there are four terms that can be defined in the operational definitions as follows:

1. Speaking is one of the components in communicating that is important to master foreign language.
2. Speaking Anxiety is a fear of spoken language usage in front of others.
3. Speaking Anxiety level is the level of anxiety that a person feels in speaking.
4. The Fourth and Sixth Semester Students of the English Education Department are the 4th and 6th-year students currently registered as students studying English as a foreign language at English Education Department at Universitas Muria Kudus.