

CHAPTER I

INTRODUCTION

In this chapter, the researcher will focus on the background of the study, statements of the problem, objectives of the study, significances of the study, scope and limitation, assumption, and operational definition.

1.1 Background of the Study

Learning is about a change: by developing a new skill, understanding a scientific law, changing an attitude (Sequeira, 2012). Learning is unlimited for everyone and they can learn everything from them. Learning is fun because you can use it to share everything. Also, learning can do in no formal condition but need more time to get an understanding of it. Learning speaking English is part of the study of language. Those who naturally have trouble speaking in group are likely to experience even greater difficulty speaking in a foreign language class where they feel less control over the communicative situation and their performance is constantly observed (Azarfam & Baki, 2012). If students would like to study language, students should be able to speak English. Not everyone understood or learn about English and be able to speak English fluently. In order to understand more, students have to understand this part more deeply.

Factor that affects speaking English ruins students' speaking such as anxiety. It would be the main factor that usually affects when students want to speak foreign language especially English. In that case, speaking foreign language is quite difficult to say that native language. With nervousness and worry the speaking performance sure is more difficult. Anxiety is taking part of the reducing the speaking performance. The mastery of speaking skill in English is a priority for many second-language or foreign-language learners. Consequently, learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel they have improved in their spoken language proficiency (Richards, 2008). Van Lier's (1995; as cited in Bailey, 2004) model of Spoken Language Units suggested the components of spoken English, which is important in speaking skill. The four traditional areas of linguistic analysis which teachers must understand are phonology, morphology, syntax and discourse and the units of spoken language which learners must master are phoneme, morpheme, word, phrase, word, phrase, clause, utterance and text. Speaking skill include the differences of speakers, particular circumstances call for different forms of speech, speaking styles that affect listeners, and different speech in different formality (Wallace, Stariba & Walberg, 2008). Communication apprehension is a type of shyness characterized by fear of or anxiety about communicating with people. Difficulty in speaking in pairs or groups or in other words oral

communication anxiety or in public such as "stage fright", or in listening to or learning a spoken message also known as receiver anxiety are all manifestations of communication apprehension (Horwitz, Horwitz & Cope, 1986). Anxiety always causes nervous and out of mind because of it. However, Horwitz, Horwitz, & Cope (1986) explain language anxiety as "a distinctive complex of self-perceptions, beliefs, feelings and behavior related to classroom language learning process". In order to decrease this factor, students should be able to handle or control it with knowing the solutions.

Based on the above statement, the researcher does this research, which is aimed at finding the foreign language speaking anxiety's level that affect the speaking performance in the 2015C English Department that causes many problems and endures the speaking English performance. Hence in this study, speaking skill is regarded as fundamental skill for second language learner which comprises traditional areas of linguistic analysis and is always evaluated in the second language learning. The ability of students to use this skill in the second language classroom is chosen as the predictor of students' language anxiety. The role of the teacher in the language classroom is really needed to help the students acknowledge the anxiety's factor and the way to handle it better when the foreign language is teaching by the teacher.

1.2 Statement of the Problem

Based on some reasons explained in background of the study above, the research studies of the following problems How is the speaking English anxiety level of 2015C English Education Study Program Students at STKIP PGRI Sidoarjo?

1.3 Objective of the Study

Based on the problem that mentioned in the statement of the problem above, this research studies purpose to describe the result of speaking English anxiety level in 2015C English Education Study Program Students.

1.4 Significance of the Study

The result of the study is expected to be used for :

1. For the teacher: this study is to show the speaking anxiety level of the students.
2. For the reader: this study is to enrich their knowledge about the anxiety that can affect speaking performance.
3. For further researcher: this study is to help another researcher get more references about foreign language speaking anxiety.

1.5 The Scope and The Limitation

The scope of this research is the students of English Education Study Program Students at STKIP PGRI SIDOARJO in Academic 2015/2016 that consist of about 25 active students. This research is to find out the performance problem of speaking in English Study. 2015C English Education Study Program students are the sample that compatible for this research because they will become a teacher and should be able to speak English fluently in order to get better communication. The limitation of this research is another foreign language. The researcher wants to focus on the speaking anxiety level of 2015C English Education Study Program Students.

1.6 Assumption

★ Based on the explanation above, the research study's assumption is: There is anxiety in students speaking. The researcher would like to give description about the speaking anxiety level eventhough the samples are mastering the subject well but the researcher assumed that there is still speaking anxiety in students' speaking performance.

1.7 Operational Definition

Anxiety - Anxiety means feelings of the worry or fear that strong enough In present study the Test Anxiety on Foreign Language is defined as anxiety.

Speaking Anxiety Level – The level that showed the result of the students speaking anxiety when they have a trouble with anxiety in speaking class.

Speaking Skill - Speaking Skill is the skills that teach the students the ability to communicate effectively. In present study the oral communication and speaking is defined as speaking skill.

Foreign Language - Foreign Language is the language that the speaker speak another country language. In the present study the language that not widely spoken in a nation is a foreign language.

Student - One who is enrolled or attends classes at a school, college or university. In present study one who attends First, Second or Third Year class of B.Sc. (Home Science) / B.A. Degree course were considered as students.

