

CHAPTER 1

INTRODUCTION

1.1 Background of the Study

Learning English is not easy to some students because English is not the main language in our country. In Indonesia, English is a foreign language. According to (Oxford & Shearin, 2009) a foreign language is a language that is studied in a place where language is not normally used as an ordinary medium of communication. English is usually used in the classroom and students almost use English as their everyday language to communicate. In Indonesia, some schools only use English when learning English. According to (Backer & MacIntyre, 2000) students studying a foreign language are at a disadvantage because they are surrounded by their own mother tongue and have to seek stimuli in their target language. Foreign language students usually receive input from English only in class and they lack the opportunity to practice English in their daily life.

There are four language skills in learning English, one of the important skills is Speaking. This plays an important role in supporting communication. Talking can be a tool to make it easier for students to convey ideas, information and feelings. Talking can be a challenging task for many students as it requires interaction. Other skills can be practiced on their own, but to speak, students cannot speak on their own. That's why students have to find someone else to talk to. According to (Efrizal, 2012), speaking is one way of verbally

communicating ideas and messages. To enable students to communicate, it is necessary to apply language in real communication.

To communicate, students can use verbal (oral) and nonverbal (sign) language. In context of speaking, it will be easier if the students use verbal language or speaking orally. Speaking is a speech that has a purpose or intention to be recognized by the speaker and the recipient processes the statement to recognize their intention (Rickeit & Strohner, 2008)

The reluctance of many students to speak in class has become a major factor that could influence their ability in language learning. In English class, students tend to be silent if they are asked by their teacher. Many times they keep silence even if they understand the questions and could actually answer the questions from their teacher. This phenomenon happens because of many factors and anxiety is one of the most influencing factors. As suggested (Horwitz, 2011) teachers and students feel strongly that anxiety is the main factor of obstacle to speak another language.

The Encyclopedia Britannica 2008 ultimate reference suite provides the following definition for anxiety: “a feeling of dread, fear, or apprehension, often with no clear (Amiri & Ghonsooly, 2015). According to (Brown, 2000).the reaction also causes excessive fear and nervous effects. Learners emotional characteristics cannot be separated from his cognitive features. Therefore, the anxiety construct has been an outstanding focus of attention in foreign language learning research. The construct of anxiety plays an important

affective role in second language acquisition.

The researchers found several factors that made students reluctant to speak using English in class. In daily life, parents also do not apply English in communicating. Fellow students, the students are also embarrassed to use English as the main language in communication. It is all the effect of some factors of reluctance to speak English on students. One of the most impactful is the anxiety of students in using English as a language to communicate.

1.2 Identification of the Problem

Based on the background of the study above, the researcher found some problem such as below:

1. Students have lack enthusiasm.
2. Students lack of willing to speaking English.
3. Students not feel confident to speaking English.
4. Students have lack of response or participation.
5. Students are afraid of making mistake.

1.3 Limitation of the Problem

Based on the identification above, the problem in this research is limited to student's anxiety in speaking English

1.4 Research Question

From the identification and limitation above, the researcher question of this research is "How is the Students' Public Speaking Anxiety in Learning English?"

1.5 Purpose of the Research

The purpose of the research is to analyze Students' Public Speaking Anxiety is in Learning English.

1.6 Significance of the Study

The results of this study are expected to give some benefits, as follow:

1. Theoretical Significance

- a. This study can contribute knowledge to the teachers.
- b. The result of the study can be one of the references at school to look at anxiety of students' public speaking

2. Practical Significance

a. Students

★ This study will treat students can gain knowledge about public speaking anxiety. As source information. Students will express their feeling about their anxiety and they will know what they don't have to do while doing public speaking.

b. Teachers

The result of this study will be useful for the teacher to give their attention when doing their teaching activity to all students that feel anxiety when they stand up and speak to the audience or the other student at the front of the class.

c. Others Researcher

This study is expected to be a reference to other researchers who make the same title of this study.

1.7 Definition of the Key Terms

1. Analysis

An activity to find out the causes, the event and the result of phenomenon that happens in the field.

2. Speaking

Speaking is the way for human to deliver ideas, information, and feeling towards sounds produced by mouth.

3. Anxiety

Anxiety is a fear feeling toward things that people think of as a threatening.

4. Public speaking

Is activity which requires people to do speaking in front of many people.

