

CHAPTER I

INTRODUCTION

This chapter presented about introduction of the research, that consist of background of the research, setting of the problem, limitation of the problem, formulation of the problem, purpose of the research, significance of the research, and definition of key terms.

A. Background of the Research

Language is one of the most important things in communication and it is used as a toll of communication among the nations in all over the world. As an international language, English is very important and has many interrelationships with various aspects of life owned by human being. In Indonesia, English considered as the first foreign language and taught formally from elementary school up to the university level.

But, there were many problems in process of teaching and learning this language. One of that many problems is student's anxiety. In psychology, Alrabai (2014) states that anxiety is a state characterized by the sensation of vague fear, nervousness, discomfort, and apprehension that is not linked to a specific cause or situation. Then, it can be assumed that anxiety related to fear, panic, and worry of person. Awan et al. (2010: 34) state that a feeling of nervousness associated with language learning is termed as language anxiety.

Other study found that there is a negative correlation between students' Achievement and their anxiety. Moreover, MacIntyre and Gardner (1991) also

state that anxiety affects at least five domains in second/foreign language learning and performance: academically, Socially, Cognitively, personally, and communication output. From this reason, anxiety is believed to be as individual characteristics which are very potential to affect students' success in English learning.

As in English study program at University of Pasir Pengaraian, students were rarely speaking in teaching and learning process. They speak when lecturer asked question, and when it is necessary. The researcher's experience is also evident that most students experience anxiety in speaking English, this is encountered by researcher when learning in second semester view years ago. In addition, the students have not dared to speak English. However, they can write sentences in English, it's just that they were afraid of being wrong when speaking English.

In that case, the researcher intended to took up the problem, through research entitled: Student's Speaking Anxiety at Second semester of English study Program in University of Pasir Pengaraian.

B. Setting of the Research

Base on the background above, this research is studied about student's anxiety at second semester of English study program at university of Pasir Pengaraian. The researcher was interested to this topic because this topic related to student's achievement in speaking.

C. Limitation of the Problem

The researcher was limited the discussion of students' speaking anxiety in speaking at second semester students, and focus to answer research questions.

D. Formulation of the Research

1. What are the factors that affecting second semester students' anxiety in speaking English in the classrooms?
2. What kinds of anxiety that second semester students have while speaking in the classrooms?

E. Purpose of the Research

The specific aims of the research are:

1. To find factors that caused second semester student's anxiety in speaking English.
2. Finding out which kind of anxiety that second semester student's have in speaking English?

F. Significance of Research

The result of the study are hoped to give benefits for lecturers, the researcher, and the other researcher:

1. For Lecturers

Through this research, the lecturers were able to anticipate student's speaking anxiety in teaching and learning process.

2. For Researcher

This research will improve the researcher's knowledge about anxiety, and improve writing ability.

3. For other Researcher

Other researcher can use the result of this research as a comparative study.

G. Definition of Key Terms

1. Anxiety

Anxiety is psychological condition of facing any situation that makes someone uncomfortable. According to an expert, anxiety is "a subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the automatic nervous system" (McIntyre & Gardner, 1994: as cited Tanver in 2007:4)

2. Speaking

Tarigan (1990, 15), says that speaking is the capability in pronouncing sound or word to express or convey thought, idea or feeling opinion and wish. Another expert says that speaking is talk or speak Haryanto (2004, 13). If both speaking and ability are combined, so it means a capability to utter the articulation of sound to express or to deliver thought, opinion and wish to the other person.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

The chapter discusses the theoretical background as the description of the theories and relevant definitions related to the research. Brief explanations of several elements related to anxiety, the types of anxiety, and the factors will be presented in this chapter.

A. Related Theories

1. Anxiety

There were several definitions of anxiety by experts. According to Carlson and Buskist (1997), anxiety is “a sense of apprehension or doom that is accompanied by certain physiological reactions, such as accelerated heart rate, sweaty palms, and tightness in the stomach. Furthermore, “anxiety arises as a response to a particular situation. Passer and Smith (2010) defined anxiety as a state of tension and apprehension as a natural response to perceived threat. It means that people were naturally felt anxious when they were threatened. While according to Ormrod (2011), anxiety is a feeling of uneasiness and apprehension concerning a situation with an uncertain outcome.

According to Barlow (2002), Anxiety responses consist of emotional component, feeling of tension; cognitive component, worry; physiological responses, increased heart rate and blood pressure; and behavioral responses avoidance of certain situations.

From the definition explained above, it can be concluded that anxiety was a feeling of being threatened, of apprehension, tension, and worry as a response to a particular situation or something that might happen in the future.

A. Types of Anxiety

Two approaches to the study of anxiety have been identified as the state and trait anxiety (MacIntyre and Gardner, 1991).

a. State Anxiety

According to Ormrod (2011), “state anxiety is temporary feeling of anxiety elicited by a threatening situation.” It is anxiousness or tension at a particular moment in response to some external stimulus. This type of anxiety arises in a particular situation or in stressful event and hence is not permanent. In other words, it is a situational anxious feeling that disappears when threatening situation goes away.

b. Trait Anxiety

Trait anxiety was defined as the individual’s likelihood of becoming anxious in any situation (Spielberger, 1983). Spielberger has emphasized the necessity of distinguishing trait anxiety from state anxiety. Trait anxiety refers to a relatively stable emotional state that an individual experiences more frequently or more intensely than most people on the average and is part of the individual’s personality. According to Goldberg (1993, cited in MacIntyre, 1999), people with high levels of trait anxiety are typically nervous and they lack

emotional stability. An individual with a high level of trait anxiety shows tendencies to become apprehensive across a number of different situations as a result of generally regarding these situations as more threatening than they actually are (Spielberger, 1983). On the other hand, a person with a low trait anxiety is an emotionally stable, calm and relaxed person.

According to Ormrod (2011), “trait anxiety is pattern of responding with anxiety even in nonthreatening situations.” Such anxiety is a part of a person’s character. People with trait anxiety tend to worry more than most people and feel inappropriately threatened by several things in the environment. In other words, trait anxiety is the tendency of a person to be nervous or feel anxious irrespectively of the situation he/ she exposed to.

Some researchers (Ender, 1980; Mischel and Peak, 1982) have cautioned that a trait anxiety approach in the field of foreign language learning would be senseless and that the interactive anxiety-provoking factors that operate between people and different situations should be taken into account. For instance, while two people may be assessed as having the same level of trait anxiety, one may be more apprehensive in social situations whereas the other could be more prone to nervousness during tests (MacIntyre and Gardner, 1991).

B. Speaking Anxiety

There is a certain term for anxiety that is connected to language performance. The term speaking Anxiety and Foreign Language Anxiety are commonly used interchangeably. Foreign language anxiety is a specific anxiety which is related to language learning and use. According to Brown (1991), foreign language anxiety is “a feeling of intimidation and inadequacy over the prospect of learning a foreign language.” In addition, according to Gardner and Macintyre (1991), as cited in Oxford, “it is fear or apprehension occurring when a learner is expected to perform in the target language.” Furthermore, Horwitz and Cope (1986), proposed conceptual foundations of foreign language anxiety. Based on them, foreign language anxiety appears in the form of anxiety such as: communication apprehension, test anxiety, and fear of negative evaluation.

Communication Apprehension is a type of shyness characterized by fear of or anxiety about communication with people. According to McCroskey J.C., as cited in Jason S. Wrench (1970), communication apprehension is “in individual’s fear or anxiety associated with either real or anticipated communication with another person or persons.” Communication apprehension plays large role in foreign language anxiety since interpersonal interactions are the major care in foreign language class. In foreign language class students are required to communicate with the target language by ways of speaking and listening. Their limited capabilities in the target language may derive students into a communication apprehension.

Communication apprehension exists because students think that they will have difficulty of understanding others in listening and making oneself understood in speaking.

Since performance evaluation is frequent in most foreign language classes, test anxiety is also closely related to a discussion of foreign language anxiety. Based on Sarason (1984), as cited in Oxford (1996:64), test anxiety is “the tendency to become alarmed about the consequences of inadequate performance on a test or other evaluation.” It means this kind of anxiety might have unpleasant experience on their previous tests which makes them fear of failing the upcoming test. These students may also have false belief about foreign language learning. They put unrealistic demand that they should feel that anything than a perfect test is a failure.

Another anxiety related to foreign language learning is fear of negative evaluation. Watson and Friend (1969), as cited in Horwitz, defined fear of negative evaluation as “apprehension about others” evaluations, avoidance of evaluative situations, and the expectations that other would evaluate oneself negatively. In foreign language learning context, students are prone to have a fear of negative evaluation from both teacher as the only fluent speaker in the class and their peers.

However, Horwitz, and Cope (1986) also believe that foreign language anxiety is not simply the combination of those performance anxiety related to foreign language learning context. They also proposed that, “foreign language anxiety as a distinct complex of self-perception,

beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process”. Based on description above, it could be said that foreign language anxiety is a feeling or uneasiness, nervousness, worry and apprehension experienced when learning or using the target language.

In addition, Pimsleur, Sundland and MacIntyre in 1964 (cited in Donley, 1997) observed that language courses which required students to speak the foreign language were more likely to produce anxiety than courses that did not require speaking. Similarly, in her study in 1990, Young investigated the students’ perspectives on anxiety and speaking. The results of her study revealed that, in a language class, the students feel most anxious when they have to speak in front of their peers.

C. Effect of Speaking Anxiety

MacIntyre (1998) mentioned about the personal, social and academic effects of speaking anxiety (as cited in Riasati, 2011, p.909). These effects are given below:

a. Effects of speaking anxiety in personal life

According to MacIntyre (1998) language anxiety affects the personal life of the learners. Thus it becomes traumatic (as cited in Riasati, 2011, p. 909). Moreover, Andrade and Williams (2009) refer that learners may suffer from ‘muscle tension, rapid heartbeat, excessive perspiration and dry mouth’ and some ‘psychological symptoms’ like-‘feelings of helplessness, fear, going blank, embarrassment, stammer’ due to speaking

anxiety. Due to anxiety learners face problems while speaking. They become very nervous while giving presentation. They are enabling to recollect the things which they have prepared.

b. Effects of speaking anxiety in social life

According to Tudge (1990), through classroom communication learners can speak in a target language effectively (as cited in Pappamihiel, 2002). But sometimes learners do not want to communicate with others in the target language due to their anxiety (Riasati, 2011). So, it can be said that learners' speaking anxiety can negatively affects their social interactions in class. Due to their lack of communication they feel hesitate to speak up. They do not feel comfortable while speaking in English. So, they think it is better to keep quiet to avoid mistakes.

c. Effects of speaking anxiety in educational environment

Kayaoğlu and Sağlamel (2013) said that the effects of speaking anxiety in educational environment have both positive and negative sides. Andrade and Williams (2009) talked about the positive effects of anxiety. They described it as 'facilitating anxiety'. According to some researchers it is a controversial term because they think that anxiety cannot be beneficial for the learners. According to them, facilitating anxiety inspires the learners to learn the foreign language and give their best to speak in the target language (p.4). On the other hand, Parker, Simpson and Harrison (1995), defined the negative effects of anxiety. According to them, anxiety

is “debilitating”. Basically, it occurs when learners have “excessive amounts of anxiety” (as cited in Birjandi & Alemi, 2010, p.45).

Here the experts refer that negative effects of anxiety may demotivate the learners. They became demoralized by getting negative feedbacks. It makes them more vulnerable than before to present something to anyone.

D. Factors Contributing to Speaking Anxiety

Adler and Rodman (1991) explained, there were two factors caused the anxiety, they were negative experience in the past and irrational thinking.

1. Negative experience in the past

This experience was an unpleasant thing in the past for events that may reoccur in the future. For example the students ever had a bad experience in doing interviewed. This can made him to be afraid of events when he has to be interviewed.

2. Irrational thinking

Ellis, Adler and Rodman (1991) made a list of trust or belief of anxiety as an example from an irrational thinking. They are catastrophic failure, perfectness, agreement, and wrong generalization.

a. Catastrophic failure is an individual assumption that something bad will be occurred to them.

b. Perfectness, everybody desires perfectness. This person expects to do something perfect and flawless. It could be a problem when he does not reach his target of perfectness and emerge the anxiety.

- c. Agreement is a wrong belief based on idea that there is an agreement to reach from the other friends or students.

Deffenbacher and Hazaleus in Register (1991) express that sources of anxiety included these following things:

1. Worry is about negative thinking of someone about themselves, example negative feeling that they will be worse than their friends.
2. Emotionality as a self-reaction toward their autonomy nerve, like palpitations pounding heart, cold sweat, and looked tense.
3. Task generated interference is an inclination experienced by someone who is always depressed by a rational thought to the task.

Different researchers gave different definitions of anxiety. Based on their research, it can be said that the reasons of the learners' speaking anxiety are not same. It varies from learner to learner. Basically, the learners are very much conscious about making mistakes which is a common problem of their speaking anxiety. Speaking anxiety affects the learners in their academic, personal and social life.

B. Related Findings

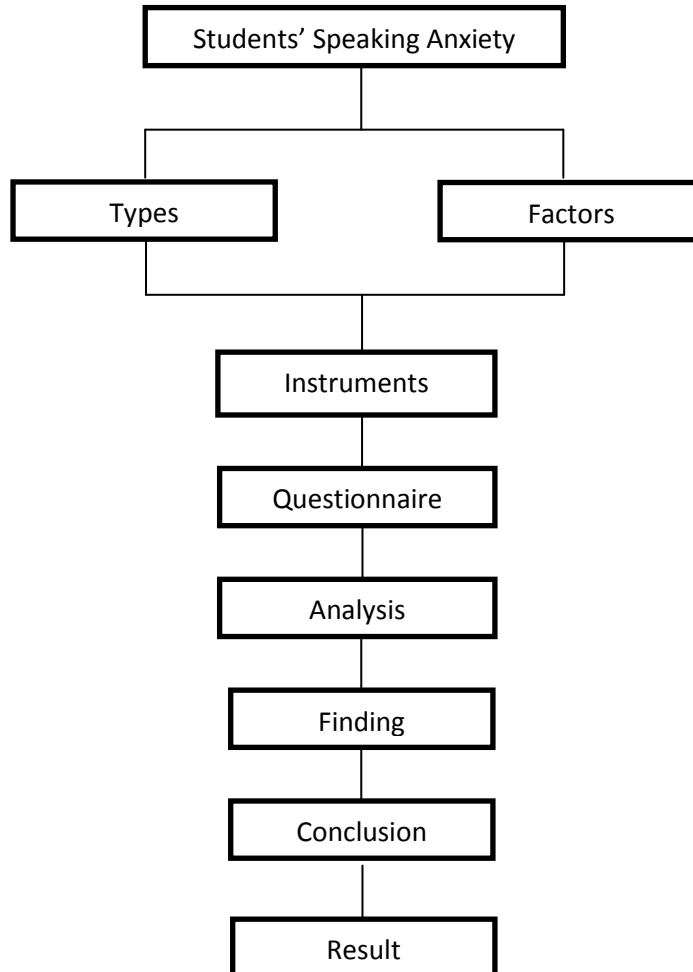
Many people have investigated the issue of foreign language anxiety from different perspective. Worde in his investigation to the cause of language learning anxiety found that speaking activities, inability to comprehend, negative classroom experiences, fear of negative evaluation, native speakers, methodology, pedagogical practices and the teachers themselves as the main causes of learning anxiety.

Chan and Wu (2004) conducted a study of foreign language anxiety of EFL elementary school students in Taipei. By the way of questionnaire, interviews, classrooms observations, and document collection, they found five sources of language anxiety. They were low proficiency, fear of negative evaluation, competition of games, anxious personality, and pressure from students themselves and their parents.

Marwan (2007) investigated Indonesian students' foreign language anxiety. He tried to find out the types of anxiety experienced by foreign language learners and the strategies they used to cope with their anxiety. Factors like lack of confidence, lack of preparation and fear of failing the class were the primary causes of their anxiety.

In a similar study, William and Andrade (2008) examined anxiety in Japanese EFL classes in order to find out the type of situation that provoked the anxiety and the ability to cope with the anxiety. Their findings indicated that anxiety was most often associated with the output and processing stages of the learning process. Furthermore, they found the fear of receiving negative evaluation, speaking in front of the class, and random selection; procedure that the teacher used for calling the students were cited as sources of anxiety.

C. Conceptual Framework



CHAPTER III

RESEARCH METHODOLOGY

This chapter elaborated the methodology of the study. The description includes: the research question, then followed by the research design. It also describes procedure of the study, research setting and participant of the research, data collection techniques, data analysis, and conclusion of methodology. Each of them will be explained below.

A. Research Design

The research categorized into descriptive qualitative research. According to Issac and Michael (1981:46), descriptive research is used in the literal sense of describing situations or events. Descriptive research was research that involves a collection of techniques used to specify, delineate or describe the data naturally occurring phenomena without experimental manipulation. The purpose of descriptive qualitative research was to describe the data systematically the facts and characteristics of area of interest factually and accurately (Isaac and Michael, 1981:42).

The researcher chose descriptive qualitative case study to explore the factors and types of anxiety, regarding EFL students' speaking anxiety as well as in teaching learning process due to the fact that this research project involves a group of ESL students, their social situation and interactions. It matches the intent of qualitative research that to understand a particular social

situation, event, role, group and interaction (Locke, Spirduso, & Solverman, 1987).

B. Population and Sample

1. Population

Population is whole subject in the research (Arikunto, 2010). In this research, the population was class A of second semester students in English Study Program at University of Pasir Pengaraian.

2. Sample

According to Arikunto (2010), sample is partially or represent of the populations are going to be researched. There were 15 samples in this research. Sampling technique that researcher use in this research was purposive sampling. Purposive sampling was taking sample depends of some reasons such as characteristics of population as known before (Notoatmojo 2010). There were some reasons the researcher used this technique:

1. Most of population live farther to researcher
2. Difficult to contact the population
3. Impossible for the researcher to gather the population, because they were on holiday.

C. Technique of Collecting Data

The study employed questionnaire technique. There were two kind of question in the questionnaire.

1. Questionnaire

Arikunto (2010) said questionnaire is several written questions that use to gain information from respondent about personal information, or thing that she/he knows about". The questions in questionnaire ask about factors and types of anxiety with yes or no as answer. There are 11 questions that will answer research questions. In this research the researcher used two types of questions, they were:

- a. Close-ended question was the researcher poses a question and provides pre-set response options for the participant.
- b. Open-ended question was question for which researchers do not provide the response options; the participants provide their own responses to the question.

Close-ended question limit the respondent to the set of alternatives being offered, while open-ended question allow the respondent to express an opinion without being influenced by the researcher (Foddy, 1993).

D. Technique of Analyzing Data

Data analysis is the process of systematically searching and arranging the instrument transcripts and other materials that the researcher accumulates to increase researcher understands and to enable him/her to present what he/she has discovered (Bogdan and Biklen, 1982).

Technique of analyzing data that researcher use in this research was qualitative with descriptive approach (Descriptive Qualitative). According to Bogdan and Taylor, qualitative is reseach procedure that produce descriptive data consist of words that oral or verbal from people and behavior.

In analyzing the data, the researcher done several things. Firstly, the researcher took the data from the respondent and continue to reducing the data that the researcher do not need in analyzing the data. The next step is analysing the data it self and the last is to described and explained what factors that caused students' anxiety and finding the types of students' anxiety from questionnaire.