

CHAPTER I

INTRODUCTION

This chapter reveals an overview of the study. It involves the background of the study, research questions, research purposes, research significances, research limitation, organizational terms, rationale, and previous studies.

A. Background of Study

English language in Indonesia has a main role and always has an interesting case to discuss because it has become an important need of society in the 21st century. Therefore, English courses can be found in many places in Indonesia, in big cities, small towns and even villages. People are willing to pay a lot of money so they can join the course and can speak English (Rini, 2014). It means English has provided them with a lot of Advantages. According Dardjojowidjojo (2003) said, English in Indonesia "has never been considered an official language coexisting with the national language," and English is "the first foreign language."

Learning English as a foreign language is always a difficult lesson for many countries, especially in Indonesia. Here students try to explore English lessons only in language classes. Most of students express feelings of tension, fear, anxiety, towards learning English as a foreign language. However these feelings do not mean generalized into the same feeling, but each student has a different level of anxiety, depending on conditions and factors can affect it. From this case, most of the results of students' understanding or skills are greatly decrease or can be said to have a negative impact on student academic result. and most of the students who feel anxious in learning foreign languages they usually feel that their learning is unpleasant learning.

Anxiety has been a main concern in second and foreign language learning research for the past three years decade. Anxiety, recognized as

an affective factor in foreign language learning and normally discussed alongside other individual learner differences (Robert C. Gardner & Peter D. MacIntyre, 1992). In addition, anxiety has become a scourge that is being studied in second and foreign language learning research over the last three decades, and is a topic that triggers significant differences of opinions (Thi Thu Trang, 2011). Actually, there are other affective factors affecting students' learning such as attitude and motivation, but anxiety has gotten much concern (Tran Thi Thu Trang, Karen Moni, & Baldauf, Jr, 2012). Campbell and Ortiz (Campbell, C.M. & Ortiz, J.A, 1991) found language anxiety among university students to be 'alarming' and estimated that up to one half of all language students experience debilitating levels of speaking anxiety. Foreign Language Anxiety is not uncommon thing to study. But, this has become something that has been and is still being researched not only in Indonesia, but in another country that use English as a second language such as Iran, Malaysia, Turkey, China and etc.

According to the author's limited observation and experience when being a freshman and sitting in a university is normal, but it becomes unusual when just stepping on the first semester, which is the period of transition from secondary school as student ordinary to universities as student college. Many factors must be adapted in the new environment. For example, procedural worries occupy a great deal of the concerns of students prior to the beginning of high school, academic concerns such as the amount of homework and the difficulty of classes and social concerns such as dressing out for or physical education and having classes with friends become more important once the school year starts (Smith, J. S., Akos, P, Lim, S, & Wiley, S, 2008). Moreover regarding the material and use of the language used in lecture activities. In the process of previous academic activities called secondary school, students not only come from language major, but there are also those from the science or social studies majors. In fact, there are some students

who make English as a passion and some are the opposite. so, that is the causes of feeling anxiety for some students.

This research is different from the previous research. While the previous research investigate speaking anxiety in university students (Karatas, Alci, Bademcioglu, & Ergin, 2016) and also another research investigate english speaking anxiety about the effect of gender on Iranian (Mohtasham, 2017). This research focuses on english education freshmen's speaking anxiety in State Islamic University Sunan Gunung Djati Bandung, which is has never been studied.

From the background above, the author is interested in conducting further research about exploring english education freshmen's speaking anxiety : a case study in State Islamic University (UIN) Sunan Gunung Djati Bandung. Thus, it is important to know the factors or causes and impact of anxiety in english education students. furthermore, it can be used as an evaluation material or consideration for speaking lecturers.

B. Research Question

Based on the background explained, there are problems that the author try to identified, and it can be formulated that the research question will be focused on :

1. What kinds of anxiety do the English education freshmen experience in speaking English ?
2. What are the factors of English education freshmen'anxiety in speaking English ?

C. Research Purposes

Based on the research question mentioned, the research purposes in this study are :

1. To know kinds of anxiety do the English education freshmen experience in speaking English.
2. To know the factors of English education freshmen' anxiety in speaking English.

D. Research Significances

The result of the research can provide two significances, they are :

1. Practically, The research is expected to give some advantages such as evaluation material or teaching consideration process for lecturers, especially lecturers who teach "speaking" lessons, and of course can make good changes in speaking learning for students, because the result will provide the students with some knowledge on speaking anxiety and how it can be avoided or solved.
2. Theoretically, This research is significant in providing an information about speaking anxiety kind, factors, and effect in English education freshmen . This can be useful for researchers, teacher education department students, the lecturers and all readers that have the same interest in the issue.

E. Research Limitation

To simplify the study, The writer limits this study on exploring English education freshmen's speaking anxiety a case study UIN Sunan Gunung Djati Bandung.

F. Organizational Terms

To minimize misunderstanding, the writer feels it is necessary to explain some terminology in this study. The terminologies are as follows :

1. According to online oxford English dictionary, freshman means a first-year student at university. And according to wikipedia Freshman is commonly in use as a US English Idiomatic term to describe a beginner or novice, someone who is naive, a first effort, instance, or a student in the first year of study (generally referring to high school or university study)
2. According to online Merriam webster dictionary, speaking is having a population that speaks a specified language usually used in combination that involves talking or giving speeches.
3. According to Longman dictionary, Anxiety means the feeling of being very worried about something and according to oxford dictionary, Anxiety is feeling of worry, nervousness, or unease about something with an uncertain outcome.

The logo of Universitas Islam Negeri Sunan Gunung Djati Bandung, featuring the letters 'UIN' in a stylized, lowercase font.

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G. Rationale

Being able to speak English well is everyone's desire to develop in the future. Every student has a different mental condition, some students can speak confidently in front of the class while some cannot. One of the problems faced by students is that every time they try to speak English, they feel nervous. They also feel scared whenever they will appear in their ability to speak English.

Recently, speaking anxiety has gained great attention. It has become a common belief that anxiety has been the most dominant factor influencing students not to speak English in the classroom. Students can feel upset, anxious and uncomfortable when asked to speak English in front of their friends in classroom. Many feelings are experienced by students when they are in an English classroom, such as apprehension, fright, even fear (EK Horwitz, MB Horwitz, & J Cope, 1986). Anxiety is not only faced by the English Foreign Language students but also by the English second Language students. Even students who are categorized as smart students also got experience anxiety when they have to convey their ideas in English in front of their classmates.

Everyone may have a different type of anxiety. it relates to physiological and psychological reaction patterns such as feelings of stress and emotion. This is considered an uncomfortable situation that leads to creating behaviors that are avoided. This can also be defined as the specific emotions needed for individuals to prepare themselves for potential hazards and threatening situations.

Foreign language speaking anxiety experienced by foreign language learners may contribute to their failure to learn the target language. Anxious foreign language learners are likely to think about evaluations from others and this condition may be worse when they are not able to control their anxiety (Mukminin et al., 2015)

In foreign language contexts EK Horwitz et al. (EK Horwitz et al., 1986) defined 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” (p.31). Furthermore, they identified three sources of foreign language anxiety, including communication apprehension, test anxiety, and fear of negative evaluation. Following EK Horwitz et al, (1986), DJ Young, (1990) developed a questionnaire to scrutinize more analytically the sorts of speaking-oriented practices that lead anxiety to language students.

In summary, speaking anxiety has gained a lot of attention in the world of research and given important thing in teaching whether for teacher or lecturer also for English foreign language students. Therefore, the research of speaking anxiety in English education freshmen should be conducted to find out what kind and factors can affect it.



H. Previous Study

Findings that relates to speaking anxiety have been found around the world. One research was provided by Latif (2015) that adult learners are more motivated and high in self-efficacy. They are able to solve their problems in learning in order to be more independent and able to control feelings of nervousness. He used 30% of the population totalling 132 participants and selected randomly as participants for that study. From this research she reveals that language anxiety is affected by the number of years the students spend learning English (Latif, 2015).

In Turkey, a research conducted by Karatas et al, (2016) show that the relationship between foreign language speaking anxiety and students' proficiency levels, it was noticed that the language level did not have any effects on the students' levels of foreign language speaking anxiety. However, many researchers have found relationships between language speaking anxiety and proficiency level in L2. She used 320 male (65.6 %) and 168 female (34.4 %) English preparatory students at Istanbul Technical University and all participants took part in the study voluntarily (Karatas et al., 2016).

In Iran, research was conducted by Mahmoodzade (2012). The research was conducted with 74 Iranian EFL learners studying English at two affiliated branches of an English language institute in Mashhad. The subjects were selected through a convenience sampling including 31 males and 43 females. The age of the learners ranged from 14 to 23 with the mean of 17.5 years. It showed that it was suggested that investigating the effects of FL anxiety only on the surface of the language skills does not suffice and the underlying elements of these skills need to be scrutinized within the framework of the interlanguage system as well. Thus, the study might have some pedagogical implications for EFL teachers, especially for Iranian teachers. therefore, teachers are suggested to support them more with positive feedbacks and avoid employing direct negative feedbacks while they are speaking in the classroom (Mahmoodzadeh, 2012)



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