

CHAPTER I

INTRODUCTION

This chapter mainly focuses on the research introduction, research questions, research purposes, research significances, research scope, conceptual framework, and previous studies.

A. Background

This research investigates the types and levels of speaking anxiety students have faced in Speaking for Academic and Professional Purposes courses. This study is concerned with speaking anxiety in a formal environment and front of various audiences. The study looks into the different types and levels speaking anxiety of Speaking for Academic and Professional Purposes course.

Speaking anxiety can be overcome in several ways. Farhan (2019) states that several methods can help fix the issue, one of them is to increase academic book reading to increase vocabulary, as well as the practice of speaking alone, conduct special training, such as counseling and coaching, and prepare as much as possible for what will be discussed to deliver the information or messages in question effectively. Those strategies may assist students in overcoming their anxiety about speaking. However, it is unknown whether this strategy can be used to treat all types of speaking anxiety, particularly in Speaking for Academic and Professional Purposes courses. Therefore, the goal of this research is to find the ways to overcome speaking anxiety in Speaking for Academic and Professional Purposes courses.

Regarding the type and level of speaking anxiety, several studies have been conducted. First, Santriza (2018) classifies the factors that cause students' anxiety when speaking English into three categories based on the findings: test anxiety, communicative apprehension, and fear of negative evaluation. In addition, Gopang, Bughio, and Lohar (2015) analyze students' speaking anxiety and their study shows that students experienced moderate speaking anxiety. They felt nervous and

avoided speaking. So, the studies have attempted to find out what caused speaking anxiety and how to classify it based on its types and levels.

Based on previous research above, the researchers explore the types and causes of English-speaking anxiety. On the other hand, this study is conducted to analyze the types and levels of speaking anxiety in Speaking for Academic and Professional Purposes courses. Therefore, there is a gap in the present research. This study investigates the type and level of speaking anxiety in the Speaking for Academic and Professional Purposes course and conducts a study in the Department of English Education's third semester at Islamic State University of Sunan Gunung Djati Bandung.

Furthermore, when researcher investigated the Speaking for Academic course in the second semester (2019), the researcher performed brief interviews. At the time, researcher expressed various concerns about this training. The researcher then questioned three college students who were taking this course and discovered that they were anxious about a variety of things. As a result, the researcher used this case as the basis for his study, which was titled Investigating the Types and Levels of EFL Students' Speaking Anxiety in Speaking for Academic and Professional Purposes Class.

B. Research Questions

This study analyzes the types and levels of speaking anxiety experienced by students enrolled in the Speaking for Academic and Professional Purposes course. This research attempts to comprehend students' ways of coping with anxiety. As a result, three research questions about the context of speech anxiety in the Speaking for Academic and Professional Purposes course are developed. These three research questions are formulated as follows:

1. What are the types of speaking anxiety experienced by students in Speaking for Academic and Professional Purposes class?
2. What are the levels of speaking anxiety experienced by students in Speaking for Academic and Professional Purposes class?

3. How do the students overcome the problems of their speaking anxiety in Speaking for Academic and Professional Purposes class?

C. Research Purposes

This study aims to determine the type and level of students' speaking anxiety in Speaking for Academic and Professional Purposes courses. In addition, these studies frequently look into ways to help students overcome their speaking anxiety. As a result, this study defining two research objectives. Those objectives are determining the types and levels of speaking anxiety in the Speaking for Academic and Professional Purposes class. This study also figures out the ways to reduce speaking anxiety based on the types and levels of speaking anxiety.

D. Research Significances

This study investigates the different types and levels of speaking anxiety that students in Speaking for Academic and Professional Purposes courses face. Furthermore, the study is looking for the most effective techniques to lessen speaking anxiety. Therefore, this study contributes to the subject's theoretical and practical significance. First, theoretically, the study provides precise knowledge about students' types of speaking anxiety based on McCroskey's proposed types of speaking anxiety (2001). Furthermore, this study provides information about students' levels of speaking anxiety based on the speaking anxiety levels proposed by Horwitz, Michael, and Joann (2000). As a result, it reinforces earlier notions concerning this form of public speaking anxiety. Second, this study investigates how students overcome their speaking anxiety in the Speaking for Academic and Professional Purposes course.

E. Research Scope

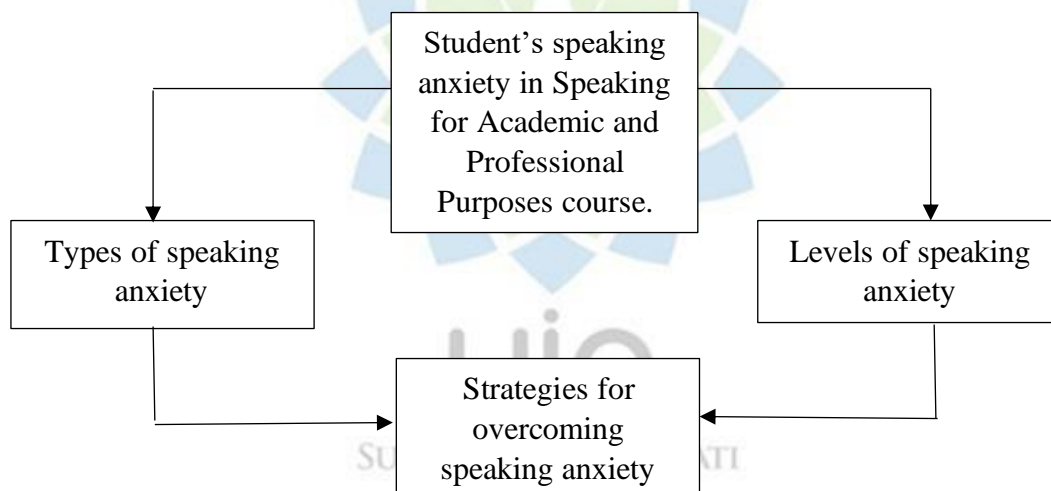
The study looks into different types and levels of students' speaking anxiety and how they overcome it in Speaking for Academic and Professional Purposes course. As a result, the research scope in this study involves the third semester English Education Department student as the subject. In addition, the research focuses on the types and levels of speaking anxiety experienced by students and how they overcome it.

Furthermore, UIN Sunan Gunung Djati Bandung is chosen as the research site of this study.

F. Conceptual Framework

This conceptual framework aims to look at the main focus of the study by revisiting it from the relevant theories. This study classifies the different types and levels of students' speaking anxiety and how they overcome it in the Speaking for Academic and Professional Purposes course. This conceptual framework shows the different types and levels of students' speaking anxiety and their strategies to overcome the problems.

Figure 1.1 Conceptual Framework



The figure above describes how this study categorizes the types and levels of students' speaking anxiety and then looks for strategies to help them overcome it. McCroskey (2001) classifies the types of speaking anxiety are trait anxiety, context anxiety, audience anxiety, and situational anxiety. The FLCAS questionnaires developed by Horwitz, Horwitz, and Cope (1986) are used to assess students' levels of speaking anxiety. In other words, students' ways for overcoming speaking anxiety are known. Some students may struggle with studying Speaking for Academic and Professional Purposes courses. Some of them have failed when speaking in front of an audience. That makes them even more afraid to try again. According to Basic

(2011), if a student with speaking anxiety fails, they will choose to remain silent rather than risk failing again, and this situation traps them in low self-confidence and lack of self-confidence to try again.

Based on preliminary observations (2019) of second semester English education majors at Sunan Gunung Djati State Islamic University Bandung who are studying the Speaking for Academic Interaction course, it can be concluded that several reasons have contributed to speaking anxiety - lack of confidence, learning a new language, and trouble putting themselves in academic and non-academic circumstances. These variables contribute to the emergence of anxiety issues in speaking, notably in Speaking for academic and professional purposes, because the language used in academic contexts would be different from that used in non-academic contexts. It forces them to work harder to use the appropriate term when speaking. The previous Speaking for Academic and Professional Purposes course was studied as Speaking for Academic Interaction in the second semester. However, due to a curriculum change, the course was renamed Speaking for Academic and Professional Purposes and was only available to third-semester students. This study investigated the types and levels of students speaking anxiety and how they overcome it.

G. Previous Study

This study investigates the different types and levels of student speaking anxiety and how to overcome it in the Speaking for Academic and Professional Purposes course. Numerous past studies on speaking anxiety are pertinent to this inquiry. Prior research has been conducted in both Indonesian and non-Indonesian contexts. This study combines findings from two previous studies in a non-Indonesian context.

First, research by Gopang, Bughio, and Pathan (2015) entitled Investigating Foreign Language Learning Anxiety among Students Learning English in A Public Sector University, Pakistan investigated undergraduate students at Baluchistan's

Lasbela University. The study included 240 students (26 females and 214 males) majoring in English, Economics, Veterinary Sciences, Agriculture, and Marine Sciences. The study included 240 students (26 females and 214 males) majoring in English, Economics, Veterinary Sciences, Agriculture, and Marine Sciences. They were majoring in English at the time. The FLCAS questionnaire (Horwitz et al., 1986) was used as a research tool to collect data. The data were analyzed using the Statistical Package for the Social Science (SPSS) to generate descriptive statistics about respondents. Then an ANOVA test was carried out to reveal significant differences between major and non-major students. The findings are highly significant due to the significant relationship between variables. The FLCAS is made up of three parts: communication anxiety (CA), test anxiety (TA), and fear of negative evaluation (FNE). Importantly, CA and TA are reported to be highly significant, whereas CA and FNE are reported to be highly significant. The findings concluded that Lasbela University students are relatively anxious learners. The difference in anxiety levels between men and women is not statistically significant. Based on this research, the present study investigates how to overcome students' nervousness in Speaking for Academic and Professional Purposes class due to speaking anxiety.

Second, research by Raja (2017) entitled Anxiety Level in Students of Public Speaking: Causes and Remedies. This research investigates the causes of public speaking anxiety and the strategies that can be used to address the issue. This study's methodology is descriptive quantitative. The study included 50 undergraduate students from reputable sector private business schools in Karachi. The data was collected using questionnaires and analyzed using sample testing for mean, standard deviation, and variance in the MS Excel data analysis tool package. The findings suggest that students who are afraid of public speaking can perform well if they use specific coping strategies. 75% of participants admitted to having a fear of public speaking, and 95% agreed that these fears could be overcome with proper counseling, instruction, and coaching. According to research, exposure to a virtual environment can boost students'

confidence and allow them to face an audience of any size. According to Raja (2017), some previously mentioned strategies are applied, such as counseling and training.

This study also combines findings from two previous studies in an Indonesian context. First, research by Hayati and Kaniadewi (2022) entitled *Analyzing Types and Levels of Students' English Speaking Anxiety*. A descriptive quantitative approach is used in this study. A closed-ended questionnaire was used to collect the data. This study included 55 second semester students in total. The UHAMKA English Education Department is one of the participants. The results show that the participants' dominant levels of English-speaking anxiety are on the 'anxious' level, with none of them experiencing the 'relaxed' or 'very relaxed' levels. There are 7 students (13%) who experienced a 'very anxious' level, 28 students (51%) who experienced an 'anxious' level, and 20 students (36%) who experienced a 'mildly anxious' level, but none (0%) experienced a 'relaxed' or 'very relaxed' level. Furthermore, based on the significant difference in the mean score from the descriptive calculation, female participants are most likely more anxious than male participants. The results of the FLCAS-based categorization of types of speaking anxiety reveal that 'fear of negative evaluation' is the dominant type of speaking anxiety among the participants. 37 students (67%) chose the 'Agree' option when answering the statement. Following that, test anxiety became the second most prevalent type with 35 students (64%), followed by communication apprehension with 34 students (62%). The phenomenon of English-speaking anxiety appears in various types and severity levels depending on the individual and gender of students, according to this study.

Second, Herniawati (2020) conducted a study titled *English Department Students' Speaking Anxiety and Speaking Strategies*. The purpose of this study was to determine the relationship between speaking anxiety and speaking strategies among English Education Study Program students at IAIN Palangka Raya. The study was quantitative in nature. The researcher used questionnaires to collect data. The study's population consisted of seventh semester TBI IAIN Palangka Raya students in the 2017 academic year. The study's sample size was 64 students. The results revealed that the

correlation between students' speaking learning strategies and speaking mastery was classified as very low. In this case, student speaking anxiety was very low and had no influence on students' speaking strategies.

A number of previous studies have investigated the various types and levels of speech anxiety, their causes, and coping strategies. Additionally, no studies have been conducted on the types and levels of speaking anxiety encountered by students enrolled in the Speaking for Academic and Professional Purposes course and using qualitative research. As a result, this becomes a research gap for the present study.

