CHAPTER I

INTRODUCTION

1.1. Background of the Research

Teaching is to transfer knowledge from teacher to students. Teaching consists of teaching language skills and language components. Language skills consist of productive skills. One of the productive skills that students need to master is speaking. Speaking is an interactive process of meaning building that comprises information generation, reception, and processing (Brown, 2007, as cited by Bafadal, Muslimin, 2020). In accordance with the definition above, speaking is the active use of language to communicate meaning to others. As a result, speaking is labeled as a form of productive language usage. Speaking is more than just uttering things through the vocal organs; it is about thinking about

how to express our thoughts through words (Cameron, 2001, as cited by Nirmawati, 2015). Furthermore, according to McDonough and Shaw (2013), Speaking is a need and a goal in itself, and speakers truly want to say something in order to achieve a specific goal. It could include expressing thoughts and points of view, a goal or a wish to achieve particular things, to cope an issue, building and sustaining social connections and friendships. In addition, speaking is the skill to communicate smoothly and demands the knowledge of language parts and the capacity to process spoken words and language quickly. The writer can conclude from these definitions that speaking is a useful ability to express oneself orally and to express thoughts (Harmer 2007, as cited by Lestari, 2020).

In order to speak English successfully, students need to master speaking components as well. In Harris, (as cited by Anggini & Arjulayana, 2021), there are five components of speaking. The first is comprehension which relates to the speaker's understanding of what he or she is saying to the audience to prevent miscommunication. It also serves to make it easier for the listener to obtain the information from the speaker. Besides understanding the information that the speaker tries to convey, it is also crucial to master the grammar. Thornbury (1999, as cited by Afandi, 2013) defines grammar as a study of the form of sentences that have meaning. Another speaking component is vocabulary. Vocabulary means all the words that are used by people while they are talking about a particular topic in a particular language. After vocabulary, there is pronunciation. Hornby (2008, as cited by Ramasari, 2017) defines pronunciation as how a language or a specific

word or sound is spoken. It is the way humans pronounce words. Pronunciation is extremely crucial to master, especially when speaking. If the speaker cannot pronounce correctly the listener cannot understand what the speaker is trying to say. The last speaking component is fluency. Fluency means that the speaker speaks using speaking components very smoothly, spontaneously, and accurately. As a result of this explanation, the researcher can conclude that mastering speaking components enables students to speak English effectively.

Mastering speaking components can lead to speaking difficulties. Moreover, English is categorized as a foreign language in Indonesia. The difference between English speaking components and Indonesian speaking components causes a problem for students. Due to the problem student have, they become afraid to speak. That makes them shy, fearful, and uncomfortable. Those feelings are known as anxiety. Anxiety is one of the impediments to speaking English. Anxiety, according to Chang (2012), is a synonym for worry, unease, dissatisfaction, agitation, and disturbance. In addition, anxiety, according to Ormrod (2011), is a sensation of dread and fear over a situation with an unknown conclusion. It means that when people are naturally nervous, they feel threatened. Anxiety is associated with hesitation, uncertainty, and uneasiness in language learning, as defined by Gregersen and MacIntyre (2014). It is characterized as fear and a negative emotional response to learning and utilizing a second language, and is especially significant in classroom interactions occur.

Researchers had shown that there were negative effects of anxiety on

language performance in the classroom. Based on the study that Anwari conducted (2019) the effect of anxiety on students' learning is the reduction of speaking fluency, which implies that when students are anxious, their speaking fluency decreases, and they are unable to talk as effectively as they could. It indicates that anxiety is a consequential difficulty for students, when students have speaking anxiety, they are put under pressure not only from the teacher but also from their peers. English foreign language students who are anxious lose their self-confidence and speaking performance. It indicates that when students are nervous, they are unable to utter, read, or present their speeches confidently. Furthermore, anxiety creates difficulty in managing daily tasks (Rector, Bourdeau, Kitchen, and Massiah, 2005 as cited by Suwoto, 2021). That means it makes students passive. Aghajani & Amanzadeh (2017) in their study found that the more anxious a learner, the poorer communication performance. That results lower test scores obtained by the students.

However, there are some students who can handle their anxiety so that they can convey their idea successfully. Some students apply cognitive learning strategies by O'Malley and Chamot (1990) to overcome speaking English anxiety such as resourcing, repetition, grouping, and deduction. Resourcing means that students use target language dictionaries, encyclopedias, or textbooks as references to practice speaking. After that, students do repetition. When students do a repetition, they try to imitate how a language model speaks. Then, students do grouping. Grouping means classifying words or concepts according to their

usage or meaning so that they know how to employ various vocabulary while speaking. Besides that, students also do deduction. Deduction means students sharpen the grammar skill that students will use while speaking.

Two previous studies have a similar focus on analyzing causes that lead to speaking anxiety and students' strategies for overcoming speaking anxiety. The first previous study was conducted by Putri (2020). In her research, she discovered some causes of language anxiety when speaking. Those are students' self-images, a class condition of performance, and fear of Making Mistakes.

The second previous study was conducted by Ariska (2019). From her research, she discovered several students' ways of overcoming English speaking anxiety that aligned with Kondo and Ling's theory. The findings of the research study show significant facts about students' strategies for overcoming nervousness when speaking English. Based on the data gathered, it can be stated that the majority of students respond positively to strategies for overcoming English-speaking anxiety. The majority of students believe that practicing English in front of their peers is preferable. It is because students practice English by preparing ahead of time, relaxing, and thinking positively, looking for speaking partner and agreeing to speak English in order to exchange ideas. As a result, the technique provides a setting for students to completely communicate in English. Coping skills can also help students overcome nervousness and increase their willingness to practice speaking with friends. Students do not have to be afraid of making mistakes and can share their knowledge freely. Furthermore, the approach

is vital in assisting students when practicing their speaking skills. They grow more enthusiastic about practicing their ability of speaking.

From the previous studies above it can be inferred that the study of English speaking anxiety brings implications for foreign language education. The importance is to extend the understanding of English speaking anxiety. Moreover, it helps teachers manage the class to become less stressful. Also, knowing the types of anxiety helps teachers or students to identify the starting point of students' anxiety in speaking English. It can also motivate teachers and students to deal with difficult challenges by finding out the strategies that help students overcome anxiety.

This research is to explain about the causes of anxiety in speaking English and the strategies used by students to cope with it. However, the effects of anxiety when performing speaking should not be taken lightly, since the effects are destructive to developing speaking ability in the classroom. This study is aimed to raise the awareness of students' speaking anxiety in English, thus they are able to find out the strategies to cope with their speaking anxiety. As a result, this study investigates the causes of speaking anxiety students' strategies to overcome speaking anxiety. The difference of previous study with this study is this study takes data from ten STBA LIA students attending second semester. Due to pandemic of COVID-19, this study conducted semi-structured interviews using WhatsApp application.

1.2. Statement of Problem

The statements of problem of this study are:

1. What are the causes of students' anxiety in speaking English?

2. What are the students' strategies to cope with the anxiety when speaking English?

1.3. Research Objective

This study is aimed to investigate the causes of students' anxiety in speaking English and the students' strategies to cope with the anxiety when speaking English.

1.4. Scope and Limitation

This study focuses on the causes of anxiety in speaking English and students' strategies in overcoming anxiety. The objects of the study are ten second semester students majoring in English at STBA LIA Jakarta. This research explains about the cause of speaking anxiety and the strategies that assist students to overcome speaking anxiety using cognitive and social strategies theory proposed by O'Malley & Chamot, and strategies of Kondo & Ling. However, due to the pandemic, the researcher can only obtain the data online by collecting students' video portfolios and using Google Classroom and WhatsApp application.