

CHAPTER I

INTRODUCTION

In this chapter, the researcher divides introduction into six sub chapters. The researcher explains the background of the study, problems statement of the study, research questions, aims of the study, the limitation of the study, benefit of the study, and reserach paper organization. This chapter gives understading and comprehending of what the researcher studies about.

A. Background of the Study

Speaking is a way to express feelings and ideas that someone has. The ability to speak well does not only come from ourselves, there are some factors that can affect a person's speaking skills such as by listening, writing and reading. This can add to one's vocabulary and critical attitude.

Speaking is an ability that must be possessed by someone to communicate or socialize with others. In English teaching, speaking is one of the main lessons besides reading, writing, and listening.

According to Mora (2010), speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols. Speaking is a crucial part of second language learning and teaching. However, today's world requires that the goal of teaching speaking should improve students' communicative skills because students can express themselves and learn how to use a language. Harmer (2007) stated speaking is the ability to speak fluently and presupposes not only knowledge of language features, but also the ability to process information and language 'on the spot' while Quianthy (1990) defines speaking as the process of transmitting ideas and information orally in variety of situations. According to Kayi (2006), speaking refers to the gap between linguistic expertise and teaching methodology. Linguistic expertise concerns with language structure and language content. Teaching speaking is not like listening, reading, and writing. It needs habit formation because it is a real communication and speaking is a productive skill so it needs practicing as often as possible.

People who have good speaking skills usually have no difficulty when talking to other people and can speak well and fluently in public. In contrast to people who experience speaking anxiety, it is common for someone who has speaking anxiety often experience difficulty in speaking. This makes them more silent when they are among people.

Anxiety is a fear or concern about something that is excessive that can affect someone's psyche. Anxiety can be classified as a disease that attacks people directly. According to Alwisol (2004) anxiety is an ego function to warn individuals about the possibility of a danger coming so that an adaptive reaction can be prepared accordingly. Anxiety functions as a mechanism that protects the ego because anxiety signals to us that there is danger and if no proper action is taken then the danger will increase until the ego is defeated.

Anthony et al. (2017) compared anxiety between male and female students. Descriptive analysis is used to determine students' anxiety levels before, during and after the debate. Descriptive statistics are also used to identify the level of anxiety between male and female students during the debate. "The overall results showed female students experienced higher anxiety than their male counterparts. At the initial stage, which is before attending the workshop, the female students experienced high anxiety level compared to the male students. However, the graph also shows that the rate of anxiety that they had experienced was gradual during the debate competition. This contradicted with the male students who had experienced a sharp increase in anxiety after the initial debate stage. However, at the end of the debate activity, the increase in anxiety was slight for both groups".

Nessler (2018), in her journal "The Speaking Silence" The result of the study showed that speaking anxiety is affecting many students. Two of four teachers presented a percentage of students suffering from speaking anxiety that was much higher than previous research. All teachers were able to describe and give examples of behavioral, cognitive and affective aspects and reactions affecting students in different ways. A behavioral reaction in terms of what strategies students use in various situation could be described as follow:

“In some situations, one can see that they almost crouch and try to make themselves invisible. They pull back and find strategies because they know that the teacher most certainly wants them to present the task orally when they’ve finished, “and then she’ll probably want us to say something in class”, they might sneak off to the toilet, they disappears for a while. (Teacher 1)”

Some researchers have observed factors affecting anxiety in speaking for example Herwanto (2013), Antoro et al. (2015), and Mitha et al. (2018).

The present research examined Speaking Anxiety of First Semester Student for English Department of Education. This study is different from the research mentioned earlier in terms of objects and subjects there are 18 first semester English students. They are what types of speaking anxiety do the students at Muhammadiyah University of Surakarta have? And what are causes of their speaking anxiety?

This study discussed about speaking anxiety, where a person experience anxiety, anxiety, fear or doubt about the situation around the students which makes it difficult to speak. This research will give the knowledge about to practitioners. So that it can be avoided.

B. Problem Statement

The researcher formulated problem statements based on the background of the study:

1. What types of speaking anxiety experienced by the first semester student of English Education Department at Muhammadiyah University of Surakarta?
2. What are causes of their speaking anxiety?

C. Aims of the Study

1. To find out and explain the types of speaking anxiety of first semester students for English Education Department at Muhammadiyah University of Surakarta.
2. To find out the causes of the speaking anxiety of first semester students of English Education Department at Muhamadiyah University of Surakarta.

D. Benefit of the Study

After doing this study, researcher hopes that it gives practical and theoretical benefits as follows:

1. Practically benefit

a. For the student

For the student this study hopefully can add the body of knowledge in speaking anxiety

b. For the teacher

For the teacher is expected can add the body knowledge in speaking anxiety of first semester student of English Education Department at Muhammadiyah University of Surakarta in 2018.

c. For the general readers

For the general readers it be used as reference for future studies.

2. Theoretically benefit

This ressearch is expected to enrich the body knowledge of speaking anxiety study related to research with the same focus on.

E. Research Paper Organization

The organization of the research paper is as follows:

CHAPTER I : Introduction contains Research background, problem statement of the study, research questions, objective of the study, limitation of the study, benefit of the study and research paper organization.

CHAPTER II : Literature review contains the theories of speaking, anxiety, communication apprehension, types of speaking anxiety, causes of speaking anxiety and how to overcomes speaking anxiety, and review of related study.

CHAPTER III : Research methodology contains types of methodology, data and data sources, object of the research, subject of the research, technique of the collecting data, technique of the analyzing data, and credibility of the data.

CHAPTER IV : Research finding and discussion.

CHAPTER V : Conclusion and suggestions.