

CHAPTER I

INTRODUCTION

1.1 Background

The acceptance of English as an International language at has spread and it realized in all countries in the world. In the globalization era, English as an international language has an important role in terms of communication. Most of the people in some different countries speak English to communicate in some aspect of life such as term political, economics, culture, social, and education to achieve their aspired goals.

In the world of education especially in Indonesia country, English is one of the subjects that must be given by teachers to students. So, all students in Indonesia from Elementary to University level need to learn seriously and continuously. It is hoped that Indonesian students can master English through their education.

On the one hand, English is also applied and studied in the field of non-formal education such as English language institutes. This is based on public awareness of the importance of implementing English language learning from an early age and honing students' cognitive abilities. There are four basic skills in English education such as speaking, reading, listening, and writing. But, speaking is the most important skill that should be mastered by students to communicate using English.

Speaking is one of the four language skills in English. Speaking is a productive skill as a way to build communication through a series of structured words into a sentence that produces meaning. When a speaker expresses his thoughts, opinions, and feelings, the listener as a partner in the speaking process must respond good speaker. This means that, in speaking a speaker is required to produce his words in a structured manner so that the message conveyed by the speaker, fully understood by the listener.

In learning English, speaking is one of the main components in improving English language skills. As stated by Nunan (2000:39) states that speaking is one of

the key aspects of learning a second or foreign language. So that in practice, speaking becomes a measure of the success of learning English. But in reality students have anxiety in practice speaking English.

Anxiety is an exaggerated emotional state about bad events and negative perspectives that will be received from the activities carried out. As stated by Greenberg (2017), anxiety that occurs in the act of speaking is shown through feelings of discomfort that people experience before, during, and after public speaking. From this statement, it can be concluded that students who experience anxiety in speaking will feel insecure, afraid, and even tremble when asked to speak in front of the class so that which affects good speaking performance.

The researcher have observed the students in speaking performance in the subject of Speaking for General Communication through the practice of conversation in pairs by students. During the observation, the researcher found that most of students had various difficulties in speaking performance. The students looked nervous when they started talking, feel shyness of noticed by classmates, and some of them have the error pronunciation while speaking English. Moreover, some of students lack of preparation so that their students difficult coordinate good body language in speaking performance, they are start to panic, they have difficult to express what they should say and they are got the blank, they're forgot things that they're knew before. Some of these problems have made it difficult for students when speaking English.

For the above reasons, the purpose of this study is to analysis the factors of student anxiety in speaking performance of the seventh semester students of the English Education Study Program at Cokroaminoto Palopo University, included internal factors and external factors.

1.2 Problem Statement

Based on the background above, the researcher formulated a research question as follows: “What are the factors of students anxiety in speaking performance of the seventh semester students at the English Education Study Program at Cokroaminoto Palopo University”?

1.3 Objective of The Research

Based on the formulated of problems, the objective of this research was to find out the factors of students anxiety in speaking performance of the seventh semester students at the English Education Study Program at Cokroaminoto Palopo University.

1.4 The Significance of the Research

In this study, there are two significances of the study, namely:

1. Theoretically Contribution

Theoretically, this research is expected to be input in practice and learning English, especially in examine problems to find out the factors of student’s anxiety in speaking performance of the seventh-semester students at the English Education Study Program at Cokroaminoto Palopo University and as reference material to provided information and knowledge, especially for readers and lecturers at Cokroaminoto Palopo University.

2. Practically Contribution

Practically, this study are expected to have contribution for:

a. For the researcher

The researcher expected this research will give new knowledge to the researcher itself especially about the student’s anxiety in speaking performance of the seventh semester students at the English Education Study Program at Cokroaminoto Palopo University and researcher expected this research can be a source of information related to relevant reference about the factors of students' anxiety in speaking English. Besides, this research is expected to improve writing skills and this research will be a requirement for obtain a bachelor's degree at the English education

study program at Cokroaminoto Palopo University through the results of this research.

b. For the students

The researcher expected this study can be a relevant information for students, so that the students can find out the factors anxiety in speaking performance and expected the students are more motivated to always practice speaking in English to improve their speaking skill.

c. For the others

The researcher expected this study can be useful to others as a guide and reference to the next researchers of students' anxiety in speaking performance of the seventh-semester students at the English Education Study Program at Cokroaminoto Palopo University, and can give contributed to society.

1.5 Scope of The research

This study the researcher focused on analysis the factors anxiety in speaking performance included the internal and external factors of the seventh semester students at the English Education Study Program at Cokroaminoto Palopo University.

1.6 Operational Definition

1. Speaking

In learning English, there are four skills that are taught, namely speaking, listening, reading, and writing. Speaking is the interaction between the speaker and the listener to express ideas, opinions, problems, and needs so that is what the speaker means can be conveyed clearly to the listener. Speaking is a top priority that becomes a benchmark for students' success in learning English. Students' English proficiency can be assessed when speaking in English.

2. Anxiety

Anxiety is a picture of an unpleasant emotional state, caused by negative assumptions in a person that will lead to poor performance and failure. In the speaking category, anxiety is a feeling of worry that affects verbal communication

and a person's psychological condition when speaking in public as an illusion that will cause a negative response that will occur when speaking English.

3. Speaking Performance

Speaking is a productive skill that aims to produce spoken language. In speaking performance, speakers are involved in various public talks such as presentations, speeches, conversations, and various other speaking activities that can be observed directly. In this case of speaking performance is focus on the message and the audience. That means, the speaker must convey the message clearly so that it can be accepted and understood by the listener. Learning speaking aims to improve the ability to master a foreign language or a second language, through several public speaking activities especially in front of the classroom.

CHAPTER II

RIVIEW RELATED LITERATURE

2.1 Some Pertinent Ideas

1. Anxiety

a. Definition of Anxiety

Anxiety is the most general problem that showed the states of someone's feeling regarding the negative emotional. According to Ormrod (2011), Anxiety is defined as a form of subjective feeling about mental tension that describes a feeling of discomfort in doing something and fear regarding the results to be obtained in certain conditions. When someone has got anxiety they easier be panic and difficult to do anything in normal condition.

Besides that, problems associated with anxiety in language learning have been well proved. According to Sutarsyah (2017), anxiety is a very familiar problem that affects of students' in speaking performance. Supported by Horwitz (1986: 125), some of students claim that anxiety is a mental problem that becomes an obstacle in learning a second language, especially in speaking performance. Feeling anxiety make the students have less confidence, stress, and nervousness that impede their learning process. It means that, the anxiety is the big problem to influence in several cases in learning English, especially in speaking activity. When students dominant with high anxiety levels, they're tend to have low speaking skills and difficult to produce the meaning of the messages.

Meanwhile, Zhiping and Paramasivan (2013), mentioned that anxiety is the main factor that hinders student performance and reduces their willingness to participate in learning activities. It means that, the more students felling anxiety the more less their contribution in learning English, especially in speaking. Students with feel anxiety become lose confidence and tend to making mistakes in speaking performance.

Based on the explanation above, the researcher concluded anxiety is a serious problem related to conditions that are considered a threat, especially in speaking

activity. Students who tend to have a sense of anxiety can influence their achievement in speaking performance. They will feel scared, shy and they think that being in speaking class is a threat. In the other words, anxiety can be analogizes as the biggest case of speech problems.

b. Characteristic of Anxiety

Nevid (2003) there is three characteristics of anxiety that occurs in the students that is :

1. Physically, includes anxiety that shows excessive action such as feeling nervous, shaking, cold sweat on the body, feeling tense and stiff when you want to speak, and other sensitive feelings as part of a form of anxiety that affects students' speaking abilities.
2. Behaviourally, includes avoidance behaviour, attachment, dependent behaviour, and shaken behaviour. Students who tend to be anxious, easier find the difficulty to conveying messages or responses clearly in speaking
3. Cognitive includes worry, fear and the belief that something will happen, find it difficult to solve problems so that difficulties arise in focusing and concentrating. It can be concluded, that cognitive characteristics relate to the mental state and abilities of an individual. Students who have anxiety from the cognitive side, it is undeniable that they tend to feel afraid, unable to control themselves, easily give up and always imagine bad things will happen in the future.

c. Factors the Students Make Anxiety

Ernawati and Fatma (2012) there are two factors that influenced the students' anxiety that is the internal and external factors.

a. The Internal Factors

Regarding to internal factors consisted to:

1. Lack of Confidence

According to Cubukcu (2007:133), a student who is anxious will easier to unsuccessful performance in learning a second language. This shows that lack of self-confidence is one of the important factors that need to be considered, because it really

determines the success of learning. In other words, students with relatively high anxiety will experience various difficulties and even tend to get failure in speaking. While students with low anxiety will be able to communicate well in speaking class.

From the statement above, the researcher concluded that lack of self-confidence is a serious problem because it will be a factor inhibiting the fluency of speech. Students who realized that they do not understand what other people are convey, they tend to prefer to be silent when other people talk, which shows that students who lack self-confidence have difficulty communication.

2. Shyness

Shyness is an emotional thing many students suffer from as sometimes when they are required to speak in English class. This indicates that shyness could be a source of the problem of the students in speaking activities. As stated Baldwin (2011:13), mention that shyness of speaking in front of people is one of the more common phobias that students encounter and feeling of shyness makes their mind goes the blank or that they will forget what to say. It means that, their inability to show their ability to speak is also much influences by the feeling factor that shames them. In other the words, shame plays an important role in speaking performance by students in speaking class.

Based on the theory above, the researcher concluded that shame is a familiar experience. This problem is very dangerous because it can prevent students from produce language through speaking activities.

3. Lack of Motivation

According to Songsiri (2007), it is mentioned in the literature that motivation is a key to students' learning success. Supported by Zua (2008), further add that motivation is inner energy that really important role. She said that, no matter what kind of motivation the students had, it would increase their interest in learning. It has been proven in many studies that students with strong success motivation can persist in learning and get better grades than students with weaker success motivation, therefore, the urgency of building student learning motivation is a very urgent obligation for every teacher.

From the above theory, the researcher concluded that motivation is a factor supporting student success in learning. Students who have high motivation will be easier to enthusiastic about taking lessons and are likely to get high achievements. On the other hand, the lack of motivation in students will be less enthusiastic in learning and more likely to get low scores, especially in taking speaking classes.

4. Fear of Mistakes

According to Robby (2010), the fear of making mistakes is one of the biggest factors that cause students to feel reluctant to speaking in class. In line with the theory of fear of making mistakes in speech. Aftat (2008), adds that this fear of making mistakes in speaking is related to the issue of correction and negative evaluation.

From the statements above, the researcher concluded the feeling of fear of making mistakes in learning language, this is cause by bad assumptions about the risks that will be accept when speaking and after speaking, such as being laughed at by friends and even criticized by teachers.

b. The external factors

Regarding of the external factors, consisted of:

1. Embarrassment

According to Kessler (2010: 361), in learning a foreign language as a second language, embarrassment is one of the factors that cause students' anxiety. This means that, embarrassment is something that students will definitely experience in learning a second language. Thus, embarrassment is a factor to be aware of in learning a second language.

From the statement above, the researcher concluded that embarrassment caused by students to feel uncomfortable when speaking class. This can interfere with the concentration of students so that difficult to produce the correct language. In the world of education, self-confidence is a solution to reduce embarrassment so that students must have confidence in all situations so that able to communicate fluently.

2. Limited vocabulary

According to Tanveer (2007:30), these sentences show a person's difficulty in terms of vocabulary. But a limited vocabulary does not rule out being a barrier to learning a second language. So the need to increase the limited vocabulary must be considered as an effort to minimize the causes of anxiety.

The researcher concluded, limited vocabulary in learning English is interrupted in the process of speaking English. Because vocabulary is the most basic first key in mastering English. People who don't have a lot of vocabulary will be difficult to produce the language.

3. Grammatical Error

According to Richard (1971:157), grammatical categories are a set of important syntactical features which aim to express the clarity of meaning of the same conceptual domain that occur in contrast to one another, and are usually expressed in the same way. The change in the perceived role of the first language began with the observation that the number of errors in the second language performance that could be attributed to first language influence was far smaller than had been imagined previously.

From the statement above, the researcher concluded that the occurrence of grammatical errors in communication can be caused by the habit of using the first language so that it is not easy when trying to use the second language to communicate. This error can cause a person to have difficulty in using a second language to communicate. In the world of education, especially in Indonesia, there are often grammatical errors experienced by students where English is a second language.

4. Friend/classmate

According to Tsilakkides (2009:39), one of the common anxiety factors that arises in learning a second language is the fear of negative evaluations from classmates. The presence of friends can have a positive influence in helping to train students' English skills. However, classmates can also be a negative influence when studying in language classes. For example, when students practice speaking such as

conversations, presentations or storytelling in class. Sometimes students make the negative assumption that if they make a mistake they will become the laughing stock of their classmates.

The researcher concluded, that the influences of the friend's evaluation will determine the outcome. Students who have anxiety in speaking will be tend to act based to their friends evaluation. When their friends give a negative evaluation, they will be lose confidence and feel weak in speaking class.

5. Lack of Preparation

According to Liu (2007:129), preparation is at the top of their list which is a way to overcome anxiety. It is clear that lack of preparation is one of the big problems that contribute to the cause of students' anxiety in speaking classes. Therefore, the importance of maximum preparation is the best solution before taking a speaking class.

The researcher concluded that the lack of preparation of students before taking language classes was also a major factor causing speaking anxiety so that when asked to speak students would find difficulties. For example, when students will do percentages in class, students will feel anxious to speak in front of the class because they do not understand the material they are going to explain.

d. Anxiety in Speaking Performance

Anxiety is someone's feeling of nervousness in facing an event in a particular situation. Anxiety often arises in students in English class. According to Morris (2017), states when the students feel anxious, student discomfort and not confident to speak in front of the class and anxiety makes the language learners nervous and afraid, which may contribute to poor oral performance. Its means that, anxiety as the big problem will affect student competence. Students will find out difficult to produce good performance on speaking skills if the anxiety attack is stronger.

In general, feelings of anxiety arise due to students have a lack of language features in English in terms of vocabulary mastery, grammatical error, word choice, fluency, accuracy, and understanding of speaking skills. The shortcomings, it is likely

that impact their sense of performance in speaking skills. Supported by Thornburry (2005: 28), states that the lack of vocabularies, improper grammar, and fears of mistakes are some of the factors that can contribute to speaking failure and cause an acute sense of anxiety when it comes to speaking. For example, students will feel threatened when asked to speak in front of the class due to fear of tend the making mistakes and fears of negative feedback such as being corrected by the teacher and being laughed at by friends so that they lose confidence before appearing to speak.

Andriyani (2020), argued that anxiety is a negative effect of speaking that could made speaker feeling nervous and worry about their speech. Students who experienced failure in speaking performances, they will it is better to remain silent than to risk failing again. Hence, anxiety is the big problem in speaking that had a significant impact on students' speaking performance. Students who experience anxiety tend to find out the greater difficulty in speaking performance.

To sum up, anxiety is serious problem for students influenced their students achievement in speaking performance. For this reason, Antony (2004) claimed that it is necessary to overcome students' anxiety in speaking performance. The students can plan for change, change the way of think, confront anxiety-provoke situation, change the way to communicate and improving relationship, medicate, copy with rejection, meet new people, learn to make presentation with confidence, and stop trying to be perfect.

Based on the theory above, the researcher concluded most of the anxiety in speaking performance is influenced by the lack of mastery important features that support speaking performance in terms of limited vocabulary, grammatical error, and lack of understanding of speaking skill will affect the fluency and success in speaking performance. Students who tend to be anxious will feel weak in speaking class so they will tend to be more passive in speaking class to avoid mistakes. In addition, students can reduce speaking anxiety by maximize speaking practice and always try to increase self-confidence.

2. Speaking

a. Definition of Speaking

Speaking is a form of communication to convey a message by the speaker to the listener. Speaking plays an important role as a means of establishing communication and exchanging information between two individuals as well as in the wider community such as the world of education, business, socializing with family, neighbors, even to building communication between countries. The application of speaking in everyday life has the main goal of building effective communication in various aspects of life including education, work, economic, to the formation of social relationships, working together in problem solving efforts, and meeting individual and group needs. Through speaking, people can communicate with others directly or indirectly.

Supported by Bygate (1987), defined speaking as the production of auditory signals to produce different verbal responses in listeners. It is regarded as combining sounds systematically to form meaningful sentences. Speakers have the opportunity to express intent and purpose clearly, by body movements, and facial expressions to support the effective delivery of information.

In addition, fluency, accuracy and confidence are important goals in speaking. As proposed by Brown (2004), confirmed that there are some scoring categories of assessing speaking, the aspects are grammar, vocabulary, comprehension, pronunciation, and fluency. This means that, in speaking it is not limited to just the words that are issued but several things need to be considered such as grammar, vocabulary, pronunciation, fluency, accuracy and confidence. Because speaking as the main means of verbal communication to convey the sounds of articulation and composed of a series of words to express ideas, opinions, and desires. Therefore, through the act of speaking someone will convey a message to get the desired information.

Based on the descriptions above, the researcher concluded that speaking is the most important language tool to build the effective communication, which allows the speaker to convey a message to the listener to get the meaning of a topic. In addition,

mastery of aspects of English such as mastery vocabulary, accurate grammar, and good pronunciation will be result in good speaking performance. Compared to another skill, speaking skill, it was much more complex. Through speaking skills, everyone will understand the art of speaking and have good public speaking skills to communicate effectively, support the courage to speak in front of many people and help in critical thinking.

b. Components of Speaking

According to Syakur (1987: 5), speaking is a complex skill because at least it is concerned with the component of comprehension, pronunciation, grammar, vocabulary, and fluency.

a. Comprehension

Comprehension for oral communication, comprehension certainly required a subject to respond to the speech as well as to initiate it.

b. Pronunciation

Pronunciation is the students' way it English well. Pronunciation is an important component in English because it contains articulation, emphasis and intonation. Someone who learns English, especially speaking, must be able to master how to pronounce each letter. Error pronunciation a single consonant or a vowel will cause an error in meaning and hinder communication.

c. Grammar

Grammar is the rules that govern the systematic use of words and sentences. Grammar is one of the important components in linguistics. The use of grammar also serves to understand the correct way to acquire expertise in a language in oral and written form. It can be effective for developing the ability to understand and the ability to articulate. Someone who violates the grammar settings will automatically experience an error in conveying the message so that what is conveyed seems unclear and reckless.

d. Vocabulary

Vocabulary is an important component in language guidelines. Vocabulary is a basic in form a sentence. Vocabulary limitations will also prevent learners from learning the language. Without sufficient vocabulary, someone will error to communicate.

e. Fluency

Fluency, is the ability to speak fluently and accurately according to professional needs. In addition, fluency also includes all components in language rules such as grammar, vocabulary, pronunciation, and word formation. Someone who wants to acquire fluency, automatically must maximize vocabulary mastery, use of grammar, and pronunciation to obtain successful language learning and produce effective communication.

Based on the statement above, the researcher concluded mastery of the speaking components will be a determinant of success in conveying a message and building the effective communication. Someone who has good pronunciation, maximum vocabulary, and accurate grammar will support fluency in speaking.

c. Function of Speaking

Function of speaking is to deliver message or ideas from the speaker to listener. According to Brown and Yule (1983) after (Jones 1996 and Burns 1998), confirmed, there are three functions of speaking includes talks as interaction, talk transaction, and talk performance. The three types of functions consist of different activities and require different approaches based on their respective functions, include:

1. Talk as Interaction

Talk as interaction refers to what we normally mean by “conversation” and describes an interaction that serves a primarily social function. When people meet, they exchange greetings, engage in small talk, recount recent experiences, because they wish to be friendly and to establish a comfortable zone of interaction with others. The focus is more on the speakers and how they wish to present themselves to each other than on the message.

2. Talk as Transaction

This type of talk refers to situations where the focus is on what is said or what is the action that will do. The message is the central focus here and making oneself understood clearly and accurately, rather than the participants and how they interact socially with each other. For example, students may be engaged in discussion activities (e.g. an English lesson) to explore concepts associated with nouns and pronouns. In this type of spoken language students and teachers usually focus on the meaning or on talking their way to understanding. In this case, negotiation as the main strategy in transactional talks focused on the message to make participants understand the problem and avoid deviations.

3. Talk as Performance

The third type of talk which can usefully be distinguished has been called talk as a performance. This refers to the public talk, that is, talk that transmits information before an audience, such as classroom presentations, public announcements, and speeches. One example speaking a performance gives a presentation in the classroom. It means that, the function of speaking as talk performance refers to public talk, especially effective communication that impact on the listeners. In the other words, talk as performance is focus on both message and audience.

Briefly, the researcher concluded the function of speaking has many senses, they are talking as interaction refers to build the comfortable social relation in society. While talking as transaction related guiding the people in speaking activity refers to negotiations to solve a problem, and talking as performance refers to public talk.

2.2 Previous Study

The researcher found some studies related to the study between student's anxiety in speaking performance. The first, was a case study by Azhari (2020) from State Islamic University Of Sultan Syarif Kasim Riau Pekanbaru. The writer used quantitative method by spread the questionnaire adapted from Horwitz and Cope (1986) and apply the cluster random sampling technique. This study consisted of

statement of student's anxiety in speaking performance in terms of communication apprehension, text anxiety, and fear of negative evaluation. Based on the result of the research, showed the students' anxiety in speaking performance distributed to 29% for Communicative Apprehension, 37% for Test Anxiety and 34% for Fear of Negative Evaluation based on the percentage formula. This means from all the factors, Text Anxiety is the most factor or component of anxiety that influence students' speaking performance that contributes of students' anxiety in speaking English while they in evaluative situation.

The second is a case study by Santriza (2018) from Ar-Raniry Darussalam-Banda Aceh State Islamic University. This study aims to determine the identification of students' anxiety factors in the speaking performance of class XI IPA 1 students of SMA Negeri 5 Banda Aceh. This study used a questionnaire adapted from Horwitz and Cope (1986) to collect data. After analyzing the data, it was seen from the percentage of student responses to each statement in the questionnaire, the percentages showed that there were three types of anxiety categories distributed to 72% of students experiencing test anxiety, this shows that most students in the class experienced anxiety in language tests. Then followed by 73% of students feeling anxious in communicative fear. This factor, where they worry about misunderstanding when communicating with their teachers. The latter was followed, 55% of anxiety due to fear of getting a negative assessment. This factor shows that students experience anxiety in speaking because they are not ready to accept negative judgments/responses from others. They even think that other people's speaking skills are better than themselves.

Other study was conducted by Andriyani (2020), from The State Islamic Institute of Surakarta. This study consisted of "Students Anxiety of English Performance at the Eight Grade of MTS Negeri 5 Karanganyar". This study focused to investigate the level of students anxiety in speaking performance refers to some of factors includes personal and interpersonal anxieties, learners' belief about language learning, instructor beliefs about language testing, instructor-learners interaction, classroom procedures, language testing, and strategies to reduce anxiety in speaking

performance. The writer used qualitative method in form of interview and spread the questionnaire (open-ended questionnaire and close-ended questionnaire). The result of this study showed that the learners believe about language learning is the most factor that contributed of students anxiety in speaking performance. Besides, the most dominant strategies used by students to reduce is preparation.

Based on the previous research above, the researcher concluded that between the previous research and this research, there are differences and similarities. The similarity of previous research with this research is about students' anxiety about speaking performance. Meanwhile, the difference between previous research and this research is that the first This study consisted of statement of student's anxiety in speaking performance in terms of communication apprehension, text anxiety, and fear of negative evaluation by distributed the questionnaire from Horwitz and Cope to collect the data. Besides, the second researcher focused to examine the relationship between communication apprehension which is a factor causing speaking anxiety. Meanwhile, the third researcher focused to investigate the level of students anxiety in speaking performance refers to some of factors such as personal and intrapersonal, learners' belief about language learning, instructor beliefs about language testing, instructor-learners interaction, classroom procedures, and language testing as well as supporting factors that became the solution to reduce speaking anxiety by interview and contributed the questionnaire (open ended questionnaire). Meanwhile, this study focused on internal and external factors in speaking performance used the qualitative method by the observation, semi-structure interview, and contributed the questionnaire adopted a final person of PCAS (public speaking class anxiety scale) by Yaikhong and Usaha (2012) to get the accurate data. This means that previous studies and this study have different results.