

CHAPTER I

INTRODUCTION

A. Background of the Study

Language is a means of communication among people in many countries around the world. It is used to communicate with other people to express the ideas either in oral or writing. English as one of languages has an important role in this world. It is as one of international languages in the world. Most people in different countries use English to communicate in some aspects of life such as politics, economics, culture, education, social, etc. Therefore, it has been considered as international language in this world.

The Indonesian government has applied English teaching in all schools. They include English in the Educational Curriculum by having purpose at preparing young generation from elementary school up to universities to be skillful at using English. It is because English is used to communicate with the foreigners or other people in other countries.

The language skills to be achieved are divided into two parts of language function, namely, oral and written English as a means of communication. In this case listening and speaking are oral language while reading and writing are written language.

Oral language is also an important thing that should be learned by the students especially speaking skill because the purpose of it is to communicate with other people in this country and different countries in the world. As Fulcher stated “Speaking is the verbal use of language to communicate with others, the focus of its skill is to increase the students’ ability to communicate in the target language”¹.

From the explanation above, speaking should be mastered by the learners especially the learners who study in English Department. They should be able to speak English fluently. They also should be knowledgeable. As Jeremy Harmer stated “The learner who want to be a teacher must have a lot of knowledge, not only of their subject²”, in order for they be able to express their ideas creatively, imaginatively, and communicate with others effectively in their teaching learning process.

There is an important problem that the majority of students face in learning English, particularly in speaking. Many students express their inability and sometimes even acknowledge their failure in learning to speak English. They may be good at learning other skills but when it comes to

¹ Hanunah, “ *Students’ Strategies in Overcoming Speaking Problems in Speaking Class of Second Semester at English Department of Tarbiyah Faculty IAIN Sunan Ampel Surabaya*”, Thesis, (Surabaya: Library of State institute for Islamic Studies Sunan Ampel Surabaya (IAIN), 2009), 10.

² Jeremy Harmer, *How to Teach English. Essex*, (England: Longman. 1998) , 2.

learn to speak English, they claim to have a 'mental block' against it³. Therefore, students' feeling of anxiety or nervousness may impede their language learning and performance abilities, especially when practicing speaking English in speaking class. They became nervous. It can make the students feel anxious to speak English because speaking is perceived as the most difficult task among students as it requires a good mastery of grammar, a wide range of vocabulary and the correct pronunciation of words⁴. This anxiety frequently seems to become particularly aggravated when students speak in the class. Anxiety clearly is an issue in language learning and has a debilitating effect on speaking English for many students⁵.

For those reasons, the researcher would like to know student perception on causes which influence second semester students of English Department to feel anxious to speak English. In detail she focuses on speaking English. She decides to do research about some reasons as follows:

First, the lecturers of speaking two confessed that second semester students of English Department at State Institute for Islamic Studies Sunan

³ Horwitz, E. K., Horwitz, M. B., & Cope, A. J. "Foreign Language Classroom Anxiety", *The Modern Language Journal*, Vol, 70, no. 2, Summer, 1986, 125.

⁴ Fook Chan Yuen - Sidhu Gurnam Kaur dkk, "Analyzing Factors Associated with Students' Oral Test Performance", *The International Journal of Educational and Psychological Assessment*, Vol. 9(1), 2011, 1.

⁵ Woodrow, L, "Anxiety and Speaking English as a Second Language". Retrieved from http://content.ebscohost.com/pdf18_21/pdf/2006.5NY/01Dec06/2349044.pdf?T=P&P=AN&K=2349304

Ampel 2013 Surabaya have anxiety to speak English especially when they wants to practice speaking English in speaking class.

Secondly, some of second semester students of English Department at State Institute for Islamic Studies Sunan Ampel Surabaya 2013 admitted that they felt anxious when they want to practice speaking English especially in speaking class. Concerning this case, the researcher wants to analyze student perception on causes that make second semester students of English Department State Institute for Islamic Studies Sunan Ampel Surabaya 2013 felt anxious in speaking English.

For these reasons, the researcher is interested to do research on “Student Perception on Speaking Anxiety Causes of Second Semester Students English Department of State Institute for Islamic Studies Sunan Ampel Surabaya 2013”. She wants to know student perception on causes of speaking anxiety as early as possible, so that second semester students of English Department State Institute for Islamic Studies Sunan Ampel Surabaya 2013 can reduce speaking anxiety when practicing speaking English in the future.

B. The Problem Statement

1. What are student perception on speaking anxiety causes of second semester students English Department at State Institute for Islamic Studies Sunan Ampel Surabaya 2013?
2. How to reduce speaking anxiety for second semester students of English Department at State Institute for Islamic Studies Sunan Ampel Surabaya 2013?

C. The Objectives of the Study

According to the questions, the objectives of this study are :

1. To identify student perception on speaking anxiety causes of second semester students English Department at State Institute for Islamic Studies Sunan Ampel Surabaya 2013
2. To identify how to reduce causes of speaking anxiety of second semester students English Department at State Institute for Islamic Studies Sunan Ampel Surabaya 2013

D. The Significance of the Study

This study is hoped to give the contributions as follows:

1. It tells the readers about student perception on speaking anxiety causes of second semester students English Department at State Institute for Islamic Studies Sunan Ampel Surabaya 2013 and how to reduce speaking anxiety
2. It will enrich the reader's knowledge on student perception about how to reduce speaking anxiety

E. Scope and Limitation

The scope of this research is about student perception on causes of speaking anxiety second semester students of English Department at State Institute for Islamic Studies Sunan Ampel Surabaya 2013 and how to reduce speaking anxiety.

It is limited for second semester students of English Department at State Institute for Islamic Studies Sunan Ampel Surabaya 2013.

F. Definition of Key Term

The researcher attaches some definition of key terms to help the readers to understand the thesis easily, as follow;

Perception : Perception is our sensory experience of the world around us and involves both the recognition of environmental stimuli and actions in response to these stimuli⁶.

Speaking : An interactive process of constructing meaning that involves producing, receiving, and processing information⁷.

Anxiety : A nervous feeling caused by fear that something is going to happen⁸.

Speaking Anxiety : Stress that is brought about by having to speak in front the class⁹.

⁶ <http://psychology.about.com/od/sensationandperception/ss/perceptproc.htm>

⁷ H Douglas Brown. *Principle Language Learning and Teaching*, Forth Edition. (Longman, 1994)

⁸ Hornby A. S, "*Oxford Advanced Learner's Dictionary of Current English*", (Oxford New York: Oxford University Press, 1992)

⁹ Ayu Rita Bt Mohamad - Nadhia Dalila Bt Ab Wahid., "*Anxiety and Speaking English as a Second Language among Male and Female Bussines Students in University Industry Selagor*" (Bestari Jaya: Industrial University of Selangor), 67

G. Systematic of The Study

This study consists of five chapters, as follow;

Chapter I discusses the introduction of the study. It includes the background of study, statement of the problems, objectives of the study, significance of the study, scope and limitation, definition of key term and systematic of the study.

Chapter II explains about review of related literature. It includes definition of speaking, the importance of speaking skill, the difficulties of speaking, definition of anxiety, the causes of speaking anxiety and the way to reduce causes of speaking anxiety

Chapter III is consists of research design of the study, setting of the study, data and source of data, data collection techniques, data collection Instrument and data analysis technique.

Chapter IV presents the result of analysis of the study which provides the findings and discussions.

In chapter V, the researcher will make conclusion that has been researched and give some suggestion about the study.