CHAPTER I INTRODUCTION

This chapter discusses the area of the study that will be covered in some headings (1) background of the study, (2) research questions, (3) objectives of the study, (4) significance of the study, (5) scope and limitation of the study, (6) definition of key terms.

A. Background of Study

Since 2014, Indonesia would be Asean Economic Community (MEA). MEA is a free trading condition created for all countries in Southeast Asia. The function of MEA is to create welfare for Southeast Asean people. Viewed from the name of MEA, this program does not only focus on economy sector, but also in others sector such as health, education, social and others. Actually, Indonesia is not only be able to send workers as laborers, but also Indonesia can send expert people for example , expert teacher, expert lawyer , specialist doctor and others to abroad.¹ However, Indonesian people are less equipped in terms of language aspects.

Based on research with online test conducted by Education First (EF), Indonesia ranks 32 of 70 countries took part in this test. Also, Indonesia occupied ranks 8 in Asia and Indonesia is in the middle level, said Steve Croock as a Director of Educational Research and Development EF English

¹ <u>http://www.metrosiantar.com/2015/04/16/186240/mengembangkan-sistem-pola-belajar-menghadapi-mea-tahun-2015/</u> accessed 06-april-2016 10:15

Firts.² The function of this test is used to help map the improvement of English language skills in a country. This test is followed by 910 thousand adults aged 18-30 years in 70 countries. Crooks also presented, based on the data, the average level of English language proficiency of women is higher than men. From those reasearch, the researcher concluded that Indonesian people have not master the international language yet which means here English language. Indonesian people is actually able to compete abroad but they still consider with their language skills.³ From those phenomenon, Indonesia government started to further improve standarization in any sector, the important one is in education sector.⁴

Nowdays, KEMENDIKBUD (Kementerian Pendidikan dan Kebudayaan) instructed that in 2015 every schools (except elementary school) called to teach 3 languages subject that are Indonesia, English and dialect languages. With this instruction, every school must admit dialect language as extra subject matter and also Indonesia and English as obliged subject matter.⁵ Drs Tahirin Simbang as secretary of education and cultural goverment Bengkulu city said that to face MEA the key is to manage English language Because, English as a International language.

⁵Ibid

² <u>http://news.okezone.com/read/2015/11/05/65/1244148/kemampuan-bahasa-inggris-orang-indonesia-di-level menengah</u> accessed (6-april-2016 10:17)

³<u>http://www.KOMPASIANA.com.htm</u> accessed 22-april-2016 13.23) ⁴<u>http://www.Indopos.co.id</u>. accessed at Sunday,27th march 2016 with reference title "KEMENDIKBUD imbau,sekolah wajib 3 bahasa (5 juli 2015, 18.35)".

English does not only use as an official language in many nations, but also influences on many different cultures in a large number of countries; it is the central language of communication in the world-wide.⁶ Umi Mahmudah, S.Pd., M.Ed also clarify that, "English as a means of communication English is spoken almost 70% of 190 countries in the world".⁷ A study carried out by Ton & Pham⁸, identify that the English language is generally used as an international language for communication among people from different language backgrounds in all parts of the world. Therefore, English as an International language that used to communicate in the world wide.

Regarding English language is generally used as an international language for communication, speaking skill has a big role in this context. Through speaking somebody can share their ideas or opinion in communication. One of the effectiveness of oral communication or speaking is to improve their own academic performence.⁹ In doing oral communication somebody always gets difficulty.

Furthermore, Fetty's analysis the reasons why speaking is difficult. The first reason is they always nerveous when speak up with other people use English as a foreign language. Second, they feel guilty when they speak up in front of the class even with their friends. Third, they always stress when they

⁶Susanna, A. (2007). *The weak language learner: a study of ways of taking weak language learners into consideration in class*. Sweden: Vaxjo University, School of Humanities English, GIX115.

⁷.<u>http://www.mtsntambakberas.com</u>) accessed 6 april 2016 11:12

⁸Ton and Pham.(2010). *Vietnamese Teachers' And Students' Perceptions of Global English*. Language Education In Asia 1(1),48-61.

⁹ <u>http://www.griffith</u> edu.au/centre/gihe/griffith_graduate/home.html accessed (25-april-2016 10.41)

speak in fornt of the people (feel like "blank").¹⁰ From those reason In learning English especially speaking, students feels that its difficult skills when learning English. Because of those reasons, students also have a perception that speaking is dificult skills among other skills in English. Also, students have reasons why they say like that and it can be categorized with anxiety in learning English.

Moreover, An anxiety can be defined as a form of uneasiness or acquisition and learning. The previous research nervousness that is associated with students' behavior was carried out to identify the prospective towards second language learning including listening and relationship between the student's level of anxiety and speaking skills as well.¹¹ Trylong designated anxiety academic achievement in the learning process of different as the most complicated psychological phenomenon of foreign languages.¹² Most of the previous researches human mentality that is why it is rather complex to define revealed that anxiety and academic achievement have anxiety appropriately.¹³

Therefore, The psycholinguists observed that a considerable strength of students experience anxiety while learning English as a second language. Anxiety increases the student's heart beating and sometimes makes them

¹⁰Poerwita, F. Hubungan antara motivasi dan kecemasan dalam belajar bahasa inggris mahasiswa institut menejemen telkom.

¹¹ MacIntyre, P.D. and R.C. Gardner, 1994. The subtle effects of language anxiety on cognitive processing in the second language. *Language Learning*, 44(2): 283-305.

¹² Trylong, V.L., 1987. Aptitude, attitudes and anxiety: a study of their relationships to achievement in the foreign language classroom. PhD dissertation. Indiana: Purdue University.

¹³MacIntyre, P.D. and R.C. Gardner, 1994. The subtle effects of language anxiety on cognitive processing in the second language. *Language Learning*, 44(2): 283-305. and Trylong, V.L., 1987. Aptitude, attitudes and anxiety: a study of their relationships to achievement in the foreign language classroom. PhD dissertation. Indiana: Purdue University.

stuttering. This is a burning issue that has captured the attention of many linguists in recent years.¹⁴

The phenomenon of anxiety in learning English not only felt by Indonesian students but, the non English speaking country experienced similiar things, such as :

- China : a case study on anxiety in oral English classrooms in a Chinese university, students felt that (1) anxiety was experienced by a considerable number of students when speaking English in class, (2) the students reported to be the most anxious when singled out to speak English in class or giving presentations in front while the least during pair work, (3) a multitude of variables such as lack of vocabulary, low English proficiency and memory disassociation contributed to student anxiety in class, and(4) most students felt helpless about being anxious when speaking English in class.¹⁵
- 2. Laos : Based on the findings of this research, main causes of students anxiety have been included namely: first, the majority of students stated that the English teachers are not well-trained; for instance, they use Lao language when teaching, so they cannot perform well to attract the interest of the student. Secondly, students lack of English foundation background. Third, students lack of confidence to use English because

 ¹⁴McBeath, N., 2003. *Teaching and researching motivation*. TESL Reporter, 36(1): 74-75.
¹⁵Liu ,Meihua.(2007). ANXIETY IN ORAL ENGLISH CLASSROOMS: A CASE STUDY IN CHINA. Department of Foreign Languages Tsinghua University, Beijing Indonesian Journal of English Language Teaching Volume 3/Number 1 May

they are afraid of mistakes and shy feeling. Fourth, the curriculum is inappropriate for helping students to improve their English proficiency. Last but not least,English language is difficult to learn due to students are not well-motivated, encouraged and gained learning strategy. Furthermore, students do not practice speaking English with English native speakers, and class environment is crowded and noisy that is not fulfilled with teaching pedagogy.¹⁶

3. Malaysia : some reason why malay students get anxiety,where the medium of instruction is Malay, to college, where the medium of instruction is in English. Other factors like classroom and school environment, teaching methodologies, and the influence of home background were also considered.¹⁷

From the result above, the average students have a similiar anxiets when learning English. So, in this research, the researcher will focus on anxiety that felt by students when learning English especially in oral communication or speaking English.

Anxiety in oral communication uses English language is realized by student in non English speaking country such as India, Thailand, Vietnam, Indonesia and so on. Especially in Indonesia, Indonesian students certain

¹⁶Souriyavongsa, T. (2013). Factors Causes Students Low English Language Learning: A Case Study In The National University Of Laos. Universities Sains Malaysia. *International Journal of English Language Education (1)*

¹⁷Choy, S. Chee and Salah Troudi. (2006). An Investigation into the Changes in Perceptions of and Attitudes Towards Learning English in a Malaysian College. Tunku Abdul Rahman College and University of Exete. *International Journal of Teaching and Learning in Higher Education*, *18*(2): *120-130*

realized this problem. Students in here are not only female but also male too. Feingold says that male has more confident than female, female inclined extrovert, easy to get anxiety.¹⁸ The researcher wants to know whether those statements are true or not if taken with anxiety speaking English phenomenon. Also, the researcher conducted research regarding the teacher's strategies in solve this problem. In case of why the researcher wants to know teacher's strategies to solve this problem is because the teacher's know more the anxious students when perform. The teacher know the real condition in the class and may the teacher strategies can give more informations to other teachers when they get the same problem.

There are some previous studies that similiar to this study. The first previous research is about Comparative Study of the Pakistani and Indonesian Student's Anxiety Towards the English Language Learning.¹⁹ The second is thesis, Students' Writing Anxiety Levels In Proposal Writing Course In Fifth Semester At English Education Department State Islamic University Of Sunan Ampel Surabaya.²⁰ The third is, Students Perception On Speaking Anxiety Causes Of Second Semester Students English Department Of State Institute For Islamic Studies Sunan Ampel Surabaya.²¹

¹⁸Feingold (1994). Gender differents in personality: A meta-analysis. *Psychological bulletin. Vol* 116 (3)

 ¹⁹Muhammad ,Javed *et al.*2013. "Comparative Study of the Pakistani and Indonesian Student's Anxiety Towards the English Language Learning". *Middle-East Journal of Scientific Research 18* (11): 1563-1572.
²⁰Imaniar.(2016). Students' Writing Anxiety Levels In Proposal Writing Course In Fifth Semester

 ²⁰ Imaniar.(2016). Students' Writing Anxiety Levels In Proposal Writing Course In Fifth Semester At English Education Department State Islamic University Of Sunan Ampel Surabaya.
²¹ Maziyyah,Niswatul.(2013). Students Perception On Speaking Anxiety Causes Of Second

²¹ Maziyyah,Niswatul.(2013). Students Perception On Speaking Anxiety Causes Of Second Semester Students English Department Of State Institute For Islamic Studies Sunan Ampel Surabaya.

Based on the previous research, the researcher has an idea to discuss about speaking anxiety with different focus. The researcher discusses deeply about Oral comunication anxiety in conversation class Case study : Adolescent students in gender perspective at Wachid Hasyim 2 Taman Senior High School. The researcher chooses this research because, many students when delivered by teacher to speak up in front of the class and the students always reject. They always say "I can't speak English" whereas they can , they are just shy and nervous.

Moreover, the different objectives with previous research is, the researcher focuss on Senior High School because the researcher's opinion in Senior High School, students already learn how to speak in public, this situation make students feels anxiety or not. Researcher chose Wachid Hasyim 2 Taman school because, this school has many achievement such as Mini Research competition, Islami competition, Indie band competition and the important one is speech English competition. The other reason is, this school has conversation class every week in every class.²² So, students will focus on speaking English skill, It is different with other schools because, other schools have English subject only. Based on those reasons, the researcher has an opinion that is conversation class more demand on speaking practice but English subject skills in focus on Δ in English(speaking,reading,listening and writing) so, the portion of speaking just little.

²²<u>www.smawh2.sch.id</u> accessed on Monday, 28th march 2016

The researcher chooses adolecsent students. Adolecsent here is young people between the ages of 10 and 19 years.²³ Based on those criterions, the researcher choose tenth grade because tenth grade students are just starting speak English language, it is the newest experience for them and the last reason when they are in junior high school, they only focus on reading and writing skills. Researcher will focus this research in Senior High School because, some other researcher was conducted in University students like "Indonesian EFL Students' Anxiety In Speech Production: Possible Causes And Remedy" this research focused on *Sanata Dharma University Jl. Paingan, Kec. Depok, Sleman, Yogyakarta 55282, Indonesia.*²⁴ "Factors Causes Students Low English Language Learning: A Case Study In The National University Of Laos" this research focusd on Laos University.²⁵ "Foreign Language Anxiety In A New English Program In Thailand" this research focusd on new English program in thailand.²⁶

B. Research question of The Study

1. What are the different anxiety of oral communication between female and male students in conversation class at Wachid Hasyim 2 Taman Senior High School ?

²³ www.WHO_ Adolescent health. Html. accessed on Wednesday 13rdapril 2016

 ²⁴Anandari, Lhaksmita C. Indonesian Efl Students' Anxiety In Speech Production: Possible Causes And Remedy. *Sanata Dharma University. Sleman-Yogyakarta.* ²⁵Souriyavongsa, T. (2013). Factors Causes Students Low English Language Learning: A Case

²³Souriyavongsa, T. (2013). Factors Causes Students Low English Language Learning: A Case Study In The National University Of Laos. Universities Sains Malaysia. *International Journal of English Language Education (1)*

²⁶Tanielian, Adam R. (2014). Foreign Language Anxiety In A New English Program In Thailand. Disney English. *The International Education Journal:Comparative Perspectives (13)*

2. What are the appropriate strategies used by teacher to cope anxiety problem between female and male students in conversation class at Wachid Hasyim 2 Taman Senior High School ?

C. The objectives of the study

- 1. To know the different anxiety oral communication between male and female students in Wachid Hasyim 2 Taman Senior High School
- To know teachers strategies to cope this anxiety problem in oral communication between male and female students in Wachid Hasyim 2 Taman Senior High School.

D. Significance of the study

This study will be advantages for the student, teacher and educational practitioners and researches.

- 1. For the student :
 - a) To provide an overview about anxiety in oral communication faced by male and female adolescent students as a second language learner.
 - b) To make a strategy to cope this problem faced by male and female adolescent students
- 2. For the teacher:

- a) To give a deeper information and knowledge about major factors that caused students anxiety in oral communication in conversation class faced by male and female adolescent students
- b) To show the strategy to cope anxiety problem in oral communication in conversation class faced by male and female adolescent students
- 3. For educational practitioners and researchers:

Hopefully this research can be a reference to other researcher about students' factors of oral communication anxiety as second language especially on speaking skill

E. Scope and Limitation of the Study

The observation entitled *Oral communication anxiety in conversation class Case study : Adolescent students in gender perspective at Wachid Hasyim 2 Senior High School,* is conducted for the tenth grade students. There are many activities in oral communication as like speech, conversation, story telling, and so on. In this research, the researcher only focus on conversation activity.

Conversation is an activity spoken between two people or more. In conversation activity, people can make conversation with different gender and same gender. For example male make conversation with male and female make conversation with female. Also people can make conversation with different gender as like male and female. In this research, the researcher focus on a conversation between male and female student.

F. Definition of Key terms

- a) Oral communication : oral communication become from two words that are oral and communication. Oral is spoken.²⁷communication is activity of expressing ideas and feelings or giving information to someone.²⁸ Oral communication is a communication use spoken word. In oral communition, includes some activity as like face to face conversation, speech, telephonic conversation, video and voice over internet. Based on both definition, in this research the researcher conclude that oral communication is a activity of expressing ideas and give information to others with speaking.
- b) Anxiety : concern and fear what might happen.²⁹ An anxiety is a state of mind or a natural uncontrollable fear that occurs due to some uncertainty. In other words, this is a kind of worry or nervousness associated with the psychological system or human mental health condition.³⁰ Based on both definition, in this research the researcher conclude that anxiety is feeling shy, nervous, fear, tremble and unconfident.
- c) Adolescent : young person who is developing from a child into an adult.³¹ The criteria of adolescent ages between 10-18 years old. Based on the definition, the researcher focus research on Senior High school students tenth grade, the age is around 16 years old.

²⁷ Oxford learners' dictionary

²⁸ Ibid,.

²⁹ Oxford learner's dictionary

³⁰ Oxford, R.L. (1999). Anxiety and the language learner: New insights. In J. Arnold (Ed.), Affect in language learning p.59 Cambridge: Cambridge University Press.

³¹ Ibid,.