

Chapter One

Introduction

This chapter consists of background of the study, the identification of the problems, limitation of the problem, the research questions, the purposes of the study, the significance of the study, and research outline. Those are explained clearly.

Background of the Study

Speaking is one of the productive skills which is important to be mastered by students especially in language learning. Ariyanti (2016) stated that speaking is an urgent component in English which needs to be acquired by students. However, based on the researcher's experience, it is not easy to master speaking English because English is a foreign language for Indonesia learners. Ariyanti also stated, "acquiring English speaking is not as easy as first language especially for Indonesian students where English is foreign language for them" (p. 78).

Another reason why speaking English is not easy for Indonesian learners is because English is different from students' mother tongue. The differences are in terms of grammar, vocabulary, and pronunciation (Bygate, 2005). Based on Wang (2014), grammar plays an important role in a language, so it is essential to be mastered in grammar. If there is mistake in using grammar, then it can change the meaning. Using inaccurate grammar becomes one of the common problems in speaking. According to Ansari (2015), some students are afraid of speaking

English, because they are afraid of making mistake in term of grammar. The English grammar is different from the mother tongue, so students get difficulties in using proper grammar.

Beside grammar, vocabulary becomes a cause students get difficulties in speaking English. Based on the researcher's experience, memorizing many vocabularies is not easy whereas having many vocabularies is necessary in speaking. If someone do not have many vocabularies, it will be harder for him/her to speak using English language. Moreover, the ability to recall words quickly is not an easy thing to do. Wang (2014) mentioned that have quick access to "words and expressions in mind while speaking is needed" (p. 111).

Another problem which causes students get difficulties to speak English is pronunciation. Based on Goh (2007), pronunciation plays an important role in speaking. Since English pronunciation is different from mother tongue, it becomes a difficulty for students. Moreover, the way to pronounce English word is not similar to its writing. If students do not know how to pronounce the English word correctly, it leads to mispronounce. Wang (2014) stated that "mispronouncing a single sound causes the listener's misunderstanding" (p. 111). Therefore, it is urgent for the students to be able to pronounce every single word correctly in order to prevent listener's misunderstanding.

The problems which cause students difficult to speak English also appear from internal factors. Based on the researcher's experience, when the researcher speaks in English, the researcher feels afraid, worry, and nervous. What happens to the researcher is a psychological phenomenon which is called as anxiety

(Yahya, 2013).

During the researcher's study time at English Education Department of Universitas Muhammadiyah Yogyakarta (EED of UMY), speaking is required for some class activities such as presentation, group discussion, role play, and interaction with lecturers and classmates. It shows that speaking plays important role in the researcher's learning process. In the learning process, the researcher often found her classmates keeping silent. For example, when the lecturer asked students to do a group discussion, there would be group members who only kept quiet. Another example is when the teacher explained a material, all of the students paid attention to the teacher. However, when the teacher asked something to the students, they just kept silent, only one or two of them raised his/her hand to answer. Sometimes, there were only some students who wanted to ask something or express their opinion, but they were afraid to speak up in front of their classmates. These kinds of situation are called as speaking anxiety. Based on Mak (2010), speaking anxiety is admitted as a situational occurring which takes place only on certain time when speaking is concerned. The situations which mentioned above show that speaking anxiety exists in EED of UMY.

Moreover, the researcher also feels nervous and afraid when she has to speak English. The researcher's heart beats quickly when speaking English. According to Ansari (2015), "nervous, worried, fearful, and heart beats quickly" (p. 39) became symptoms of anxious students. The researcher found that her classmates sometimes trembling or saying that they are scared of speaking English. These symptoms of speaking anxiety really exist in EED of UMY.

Understanding that speaking anxiety is not only experienced by the researcher, she decided to do a research on it. Hence, the first reason why the researcher chose speaking anxiety as her topic is because it is based on the researcher's experience. The second is because there are always some students who undergo speaking anxiety in every class. To examine this topic comprehensively, the researcher was interested to conduct a study on this topic with title "Speaking Anxiety among English Education Department of Universitas Muhammadiyah Yogyakarta Students Batch 2016".

The Identification of the Problems

There are some problems pertaining to students' speaking. The problems are in terms of linguistic aspects such as lack of grammar, lack of vocabulary knowledge, and poor of pronunciation (Ansari, 2015; Wang, 2014; Goh, 2007). The other problems which make the students difficult to speak English are lack of motivation and anxious (Yahya, 2013).

Based on the researcher's experience during her study time, there were some problems which happened in speaking class. The problems were some students got difficulty in showing their opinions in front of classmates, some students felt anxious to answer teacher's question, or some students were shy because of their pronunciation were not good. Knowing that there were problems in speaking which existed in EED of UMY, there must be strategies to overcome it.

The Limitation of the Problem

From those problems which had been mentioned in the identification of the problem, the researcher is interested in speaking anxiety. Because of the researcher's limitation of time, the things which were researched are the characteristics of students who feel anxious in speaking, the factors which cause speaking anxiety, and the strategies to solve speaking anxiety.

Hence, through this study the researcher wants to know the characteristics of EED of UMY students who feel anxious in speaking, the factors which cause speaking anxiety among EED of UMY students and the strategies which used by the students to overcome speaking anxiety. Moreover, the researcher also wants to know the strategies which can be applied by the English teacher from the students' perspective.

The Research Questions

The research questions on this study are constructed as listed below:

- a. What are the characteristics of anxious students in EED of UMY batch 2016?
- b. What are the factors which cause speaking anxiety among EED of UMY students batch 2016?
- c. What are the strategies employed by EED of UMY students batch 2016 to overcome speaking anxiety?

The Purposes of the Study

This research is conducted to find out the characteristics of students who feel anxious in speaking, to discover the factors that raise speaking anxiety in language learning and also to find out the ways to solve speaking anxiety among English Education Department of Universitas Muhammadiyah Yogyakarta students.

The Significance of the Study

This research is expected to give contribution in English teaching and learning process especially in term of speaking. The findings of this research give significance for the researcher, lecturers, students and future researchers. The significances are listed as follows:

The researcher. This research has some advantages for the researcher. The researcher can know the factors causing speaking anxiety and the strategies to cope with speaking anxiety. By knowing these, the researcher can solve her speaking anxiety and can improve her speaking skill. She also can know the characteristics of the students who feel anxious in speaking. It is beneficial for the researcher if someday she becomes a teacher. The strategies to overcome speaking anxiety can be applied in teaching speaking.

Students. Students will know the factors which cause speaking anxiety. By knowing the factors, they are able to introspect themselves about which factors that cause their speaking anxiety. Moreover, they are also able to find out the ways to overcome their speaking anxiety so they can apply the solutions to decrease it.

Lecturers. Another significance is for the lecturers. The lecturers can know the characteristics of students who feel anxious in speaking. By knowing the characteristics, the lecturers can help them in decreasing the students' speaking anxiety. The lecturers will know the factors of speaking anxiety which is suffered by the students and the lecturers could find new strategies which can be implemented in their class. After knowing those two things, the lecturer could apply some strategies which are provided in this research to teach speaking skill in second or foreign language to their students.

Future researchers. There are some things which are related to speaking anxiety which can be researched by other researchers. Hopefully, this study can become a reference for the next researchers who are going to conduct a research using the same topic or related discussion.