

CHAPTER I

INTRODUCTION

1.1 Basic Consideration

In this globalization era, learning English is not a new thing anymore. Many people learn English for some reasons. For example, to be able to communicate in English well, as a useful purpose because of the people urged to acquire a job or social mobility in the society layers. Moreover, learning English especially in speaking is not simply as many people thought, but it is like a difficult thing and process because there are some factors that very influential inside the language learner's whether internal or external. For example, the biggest problem most students' face in speaking English is their own fear. Students worry that they will not say things correctly or that students will look stupid so they do not talk at all, furthermore one of those factors that influential in speaking English are personality factors.

Personality factor is a kind of features that characterize an individual and it is different from one personality to another. There are many kinds or types of personality factors in English language learning. Brown (1994) divides personality in six types and one of those types of personality factors is risk taking. There are many situations of risk taking that come up in daily communication and make people has to take a risk in doing something. Beebe (1983) states that risk taking is a situation where an individual has to make a decision involving choice between different alternatives and there is a possibility of failure.

The severity and the extent of risk taking may vary from one individual to another, it always existing in any situations and can not be claimed that, it does not exist at all, for example, students' activity in classroom and outside the classroom.

Many students are expected to be able understand and express their idea, thought and feeling through communication without fear. In fact, it believed that almost of students sometimes feel afraid, shy or not confident when they are asked to speaking or discuss a particular topic in English. It becomes teacher's obligation to make and create the teaching learning process more effective by find out what make students feel interest to speaking English especially in the process of teaching learning but sometimes they do not look out what makes the students uneasiness in speaking English activity.

Moreover, most of teachers are not aware of the fact that their students are not able to fully show or performance and expressing their potential because of the stressful situations they are face, or even if they know the students' risk taking and students feels, but they pay little attention to it. Brown (2001, p. 63) states that, many instructional contexts around the world do not encourage risk-taking; instead, they encourage correctness, right answers, and withhold "guesses" until one is sure to be correct. Therefore, lack of students' risk-taking can be a debilitating factor that prevents students from showing their full potential. As a result, they may not be interested or even not successful in speaking English activity. These situations seem interesting for me because I could not understand

the factors that make students fear of risk taking. Concerning to this matter, I am curious to know how and what are the factor that makes student feeling afraid to take a risk. The curiosity in knowing and understanding the factor or cause of risk taking lead me to observe more about those. This is the first reason why I am interested in conducting this study. In addition, risk taking also very influential in achievement of teaching and learning process. Therefore, the analysis of students' risk-taking in speaking English has been conducted to the English Department students in 2011-2012 academic years of Gorontalo State University.

1.2 The Problem Statement

The problem statement of this research is “To what extent do the students use the risk taking in speaking English?”

1.3 The Objective of Research

Concerning with the problems above, the objective of this research is to find out to what extent the students use the risk taking in speaking English. This research is going to investigate how students' experience risk-taking in speaking English.

1.4 The Significances of Research

The significances of this research are:

- a. To enrich and to add the knowledge about students risk taking in speaking English.

- b. The findings of this research can be used to help students to find suitable strategies to overcome their anxiety problem. It is very important to ensure that they can perform well in English so that they will have competency in the speaking English.
- c. The result of this study may serve as a guide for teachers in terms of helping students to increase their risk-taking in speaking English and will be use more variety methods to develop their teaching process.
- d. This study can be a reference for further psycholinguistic research in particular personality factors specifically in students' risk-taking in speaking English.

1.5 Reason for Choosing The topic

The reasons for choosing the topic of this research are as follow:

- a. Students' risk-taking is very influential to the achievement of speaking English and in the teaching learning process.
- b. Most of Students in second semester sometimes low of risk taking if they are make mistakes or something wrong in their speaking.
- c. Students of English Department are chosen as an object of this research because I want to find out what are the factors that cause students' fear of risk-taking in speaking English process, because most of students feel embarrassed to speaking English at any circumstances.

1.6 The Scope of Research

In this analysis I focus on the students' personality factor especially the risk-taking of students in speaking English. Moreover, I also focus on the student's of English Department in 2011-2012 Academic year of Gorontalo State University.