

Chapter I

Introduction

This chapter explains about the starting point of this research. It consists of background, research questions, research purposes, significances and delimitation of study. This introduction aimed to give an inkling of this research focus and the scope of research.

Background of Research

This research conducted by the fact that happen based on researcher experience about speaking class. The idea was inspired by fidgetiness that happen when the researcher used to be the student of speaking class. The phenomenon that happen was there were some of students still face speaking as a big problem, in this case anxiety problem. They were still difficult to speak fluently and relax, even they were in the speaking 4 class; the highest course level of speaking at that time. As a highest level, students supposed to be well trained to speak in front of people, and have enough preparation from the previous level. It means they supposed to fix al their problem in the previous level to have better grade of speaking.

Unfortunately, until the last level, their speaking was still in the same level. They had difficulties in speaking, especially to control their anxiety. Echoing to Hambree as cited in (Young, 1991) who stated that the student with higher language ability have lower level of anxiety. It implicitly stated that the student with lower ability was the people who face huge anxiety problem each day of learning process. Following by that problem which was faced by the lower skill student, they seem ignored by the lecturer who did not understand. The fact was the class always request high quality of speaking performance and emphasizing on the reaching higher achievement, without

treat their fundamental problem related to their anxiety. Consequently, student with lower skill of speaking will be more left away by the other smarter student as the result of inappropriate learning method of class activity.

Learning method supposed to be a medicine for students' problem in speaking course. Those problem including their anxiety as the most common problem that face by foreign language learner, moreover for the lower skill students. As previously explained that the lower skill student in speaking as a strong candidate of speech anxiety, this fact is influenced other aspect of language. In this case they become more difficult to learn this language because they are hindered by their anxiety problem. The stakeholders need to be more sensitive to investigate about this problem. The department, the lecturer and the researcher need to understand that this problem is not simple problem that can be solved by one hand. Every aspect need to realize and understand about this phenomena, and fix it with the most beneficial solution.

The reason why this research need to be conducted is, recently, there are so many research conducted in order to do experiment about how some method applied into the student which was aim to prove that the method is applicable. In the other hand, there is only few of researcher who concerned about, what is the student problem and their need in the process of learning. By considering that thought, this research conducted to concern more about students' speech anxiety factors and their need by using their own point of view based on their experience during the speaking class. The pure students' ideas about their problem will be written on this research. Consequently, the target was how are their problems and how was it supposed to be treated based on their need.

Research Question

- What are the students' sources of their speech anxiety in speaking class?

Research Purpose

This research aims to investigate and describe phenomena of students' source of speech anxiety in speaking class based on each individual experience.

Significances

Hopefully, this research can bring several significances for students and lecturer, also this research can be some fresh scientific reference for the further research in ELT domain. The significances for students was the students can be more motivated and interested to learn English, especially, in speaking skills. By knowing their source anxiety as weaknesses as the problem, they can solve it by some alternative way that has been found. For the lecturer, this research can bring some significance in terms of improving the information about source of students' speech anxiety problem. By getting more information about several list of students' problem, the lecturer can enrich their teaching strategies in order to provide more space for students to develop their speaking skills. Furthermore, the lecturer also can provide clearer consequences as formula to prevent students make their own believes about the consequences that might happen to them. This research hopes that there will be further research based on this research. The research that concern on students' psychological term that connected with their skill in language proficiency. Because, conditioning their psychological level in the class was influenced their achievement, and increased effectiveness of the teaching strategy to help them to master the language.

Delimitation of Study

Delimitation of this study was taking several ranges. This research was only taken data toward source of students' speech anxiety factors which is related to their class activity. It means that if there were other kind of problem except the problem that related to the classroom activity, the data had been eliminated. The eliminated data was the data of source of anxiety that tell by the students' that out of the class activity, meanwhile, this research only investigated about the source of students' anxiety around the class activity. In addition, sources that influence students' anxiety will only be taken from the four sources of problem based on their speaking class experiences.

Hence, the participant who will be chosen in this research was the student that has lower achievement based on the result of the data about student achievement in the previous speaking class. The higher achiever is not considered as the participant because this research is only focusing to investigate this phenomenon by the lower achiever students' point of view.

In the part of the instruments of research, this research was not using the observation. This instrument was planned as one of the instrument, but it was skipped because the time was too tight to held the observation. Undeniably, this research will be stronger and better if the observation was held to collect more data about the students' source of anxiety.