

Chapter 1 : Introduction

This chapter presents a brief explanation of the research. There are basic consideration, research questions, research aim, research significances, and research scope.

Basic Consideration

English is known as a global lingua franca. English is the most widely used for foreign language in the world. The importance of English is growing day by day. It is proved by the whole world used english as their foreign language even their second language. In addition, English is used mostly on internet and for book publication with over 60 countries publish titles in English. Books, magazines, and newspapers written in English are available in many countries around the world (Graddol :2000).

In English learning, we study some skills, one of them is speaking. Speaking is the way to use language to communicate each other. By speaking, people around the world deliveries information and let the other people to know what the speaker talks about, it means that speaking is common activities in daily life and to communicate through speaking that contain interaction between speaker and listener. Speaking could be one of the key to learn foreign language or second language fastly.

Nowadays, speaking can be a challenging skill for students because it needs interaction. We can not study speaking alone, we need partner to speak, to interact each other. It is useless if you are speaking alone. Despite we are speaking alone, we can speak in front of the mirror. However it still not truly effective, because we only see our face, we speak with our face. We did not have any responses from it.

In case of studying English as a foreign language, I found that there are so many students in my class they can not speak English fluently. I worked in an English course last year.

Therefore I have a real proves that university students in Gorontalo can not speak English fluently besides they have their English subject since they are in elementary school. I found so many reasons why they can not speak English fluently. The reasons are nervousness, lack of vocabulary, fear of making mistakes in front of the class, lack of motivation, and feeling shy while speaking with friends or teachers. Most of them are understand what I speak to, but they can not reply it. They have anxiety in themselves. They do not have any brave to speak English. In The same case of anxiety, Abdul Kadir Ismail (2011) has conducted a research and the result showed that the students' anxiety in speaking English still on the high level. The result of this research found that there are problems in English conversation and goes to psychological factors, they are anxiety, shyness, fear of making mistake, lack of confidence, and lack of motivation.

In the same case of anxiety, Thornburry (2005 :28) stated that lack of vocabularies, improper grammatical, fears of mistakes, are some factors that can contribute to speaking failure and causing an acute sense of anxiety when it comes to speak. In addition, the problem of language anxiety not only happensto beginner but also the university students who usually deal with English. In other case, Liu (2013) find in her research that the present study further established that foreign language anxiety begins among young children over the course of language acquisition. Certain implications of these results should be noted. In addition, The result indicated a statistically significant and negative relationship between language anxiety and oral test grades, and between language anxiety and two oral performance criteria.

This study would like to investigate the students' anxiety in speaking English. In addition, investigating the students' anxiety may contribute to persuade and to motivate the students to have more brave to use English in daily life and for academic purposes. The result of the study can help the teachers so that they can evaluate for the methodology of teaching in

speaking class. They can minimize the students' anxiety with improving their teaching and encourage the students to be able to speak without feeling anxious in speaking English inside or outside the classroom.

Research Questions

Based on the background of research above the research questions are:

What are the factors that affect students anxiety in speaking English?

What are the strategies that students use to cope with their anxiety in speaking English?

Aim of The Research

The aim of the research are to find the factors that affect students anxiety in speaking English and the strategies to cope the anxiety while speaking English

Significances of The Research

There are significances of this study. Firstly is for the students. The study is expected to deal with students' anxiety in speaking English. After the students read about the factors that affect anxiety and the strategy how to cope it, the researcher hope that students can deal with their anxiety and try to be braver than usually. Secondly, it will lead the teacher to treat the student in the classroom. The teacher had one big role in a speaking class. The researcher hope that teachers can help the students to encourage their confident, thus the students will not feel less anxious. Thirdly, to discover future research that will be more detailed to further investigate this topic with wider concern. Future reseacher can try to investigate from the teacher point of view. In addition, it could be more detail what actually affect the students anxiety in speaking English.

Scope of The Study

In order to reach the expected goal, the research limited to the speaking anxiety in outside and inside classroom and focusing only the students who have anxiety problem. The participants of this study is all of the 5th Semester student in English Department.

Definition of Terms

Speaking

There are many definitions of speaking according to experts. Harmer (2007:284) states speaking is the ability to speak fluently and presupposes not only knowledge of language features, but also the ability to process information and language 'on the spot' while Nunan (2006:1) as cited in Kayi, defines speaking as the use of language quickly and confidently with few unnatural pauses, which is called as fluency. Speaking is the process of building and sharing meaning through the use of verbal and nonverbal symbols, in a variety of context (Chaney, 1998:13)

Anxiety

Horwitz et al. (1986) stated that anxiety is the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system (p.125). According to Spielberger and Rickman (1990), anxiety is an unpleasant emotional apprehension as cited in Cheng (2009).