# CHAPTER I

# INTRODUCTION

This chapter covers discussion about the background of the study, research problems, objective of the study, Scope and Limitation, Significances of the Study and Definition of Key Term.

## . Background of The Study

English is an international language which must be learned by all people around this country, especially the educated people must know how to speak the English language, and commonly for all people around this country. Because, later we would have been faced by the global trading or cross-country commerce as we know MEA, in which all people are demanded to communicate with other entrepreneur using English.

Nowadays, in the era of modernization and internationalization English has become a global language and this enhances the need to study and master the English language. It is undeniable that the studying and mastering the English language as global language is strongly important (Taubat, Seng, & Azizah, 2017). Because, later on we would be faced with the global trade in which we must participate in it, and this phenomenon needs a competence and proficiency in communication with foreign people. Not only about that but also we have to follow the growth of the era where people are demanded to be able speaking English.

 Apart from it, the English language is not easy enough for Indonesian EFL students to be learned and practiced around their environment. This occurrence is caused by the lack of their anxiety to speak English. It is in line what an expert said that psychology has an important role to play in learning environments as well as foreign language learning process (Karatas Hakan, 2017). So, based on that statement it can be inferred that psychology has a big part to play them in removing their anxiety of speaking English. In fact, their psychology will play in their environment totally, if since they were children accustomed to communicating each other using the English language. However, anxiety is one of the personality factors often become an object of studies or researches by the researcher in the long term.

 Speaking anxiety has an important rules in creating the individual’s oral communication fluent and competent in their environment. As there are communication problems that appear as a product of speech anxiety, so they must be overcome adequately to make the communication as good as their ability in action. It is in line with Taubat, Seng, and Azizah (2017), they said speaking anxiety has important role to construct the fluency of individual’s oral communication. So, the anxiety that curbs the individuals’ tongue must be omitted otherwise, they will never get the proficiency and competency in speaking English.

 Due to the appearance of speaking issues because of the anxiousness and anxiety among EFL students, this need in-depth and more serious investigation to decrease and omit the obstruction curbs their tongues to speak English.The previous study denotes that anxiety tends and concerns to the peformance of anxiety which is consist of three main factors irrelated each other those are communication apprehension, fear of negative evaluation, and test anxiety (Sari, 2017).

 English speaking foreign language anxiety has been defined as “a distinct complex of self-perception, beliefs, feelings, and behaviors related to the classroom language learning arising from the uniqueness of the language learning process”(Horwitz, Horwitz , & Cope, 1986, p. 28). Nonetheless, the context of speaking anxiety is undergone may be inside of a classroom or during social interaction outside of the classroom. Anxiety has often been connected and linked to the oral production of communication which arises to sub typed referred to as apprehension about communication in social interaction.

 Departing from this reason, this study is conducted to shed light on the sources of speaking anxiety among the EFL collegians of STKIP PGRI Bangkalan by providing suggestions to lessen the anxiousness that bothers the learners’ performance in speaking whether in the class or out of it (social communication).

## . Research Question

 As stated above, the present study wants to open up a broad understanding of speaking anxiety of STKIP collegians as EFL. By the light the theoritical background the current research was led by the following research questions are:

1. What practice of speaking to omit the anxiousness among the EFL collegians at English department of STKIP PGRI Bangkalan?
2. What are the factors that cause speaking anxiety among the EFL collegians at English department of STKIP PGRI Bangkalan?
3. How is the level of collegians’ anxiety among the EFL collegians at English department of STKIP PGRI Bangkalan?

## . Objective of the Study

 According to the research question above, the objectives of this study are :

1. To know what practice of speaking to omit the anxiousness among the EFL collegians at English department of STKIP PGRI Bangkalan.
2. To recognize the factors that cause the speaking anxiety among the EFL collegians at English department of STKIP PGRI Bangkalan.
3. To investigate the level of collegians’anxiety among the EFL collegians at English department of STKIP PGRI Bangkalan.

## . Scope and Limitation of The Study

 The scope of this research is the collegians of English department at STKIP PGRI Bangkalan who are investigated because of the arising of speaking anxiety among them. So, by this study, they may throw away the anxiousness and apprehension.

 The limitation of this research is the subject because some collegians are shy to be investigated and they prefer to be passive that cause the researcher difficult to collect the data.

## . Significances of the Study

 It is very important for us to know the significances of the research, in which the value of these benefits can assist the later researcher to carry out the investigation of speaking anxiety among the EFL students, whether in the classroom or outside of the classroom, where it can base the rule of investigation in practice.

 In addition, the result of this study in theoretical can show the picture of a phenomenon among the EFL collegians that might be helpful to enhance their desire and eager to speak English. In line with, it is expected that English learners can enhance their English speaking skill.

 On the other hand, this study might be considered and regarded by the principle of English Department of STKIP to encourage and motivate the students to speak up about their environment usingthe English language.

## . Definition of Key Term

1. Foreign Language Anxiety (FLA)

 Karatas Hakan (2017) revealed that foreign language anxiety is a phenomenon which often rises from the psychology of people, and this manifested by the entity of anxiousness and apprehension even fear. Itobviously exists and difficult enough, that anxiety covers feeling of tension and apprehension usually associated with foreign language context in term of studying speaking and listening which undergone by EFLlearner.

1. Speaking anxiety

Speaking anxiety determined by curbing reaction undergone by a person when communicating with given person or group of individuals at given time or in given place (Taubat, Seng, & Azizah, 2017).

1. Speaking Fluency

Speaking fluency is measurement both of production and reception of speech, as a fluent speaker must be able to understand and respond others in conversation.(Karatas Hakan, 2017)

1. Multilingualism

 In accordance to Alaitz, Gorter, & Cenoz (2017), they state some belief about people or groups that have the capability and ability to use more than two languages for communication, whether written or spoken in more than two different languages.

1. EFL Learner

 EFL learner is an abbreviation that mainly used to show and tell about students, whose first language is not English, learning the English language while living in his own country (Rahman, 2017).