

CHAPTER 1 INTRODUCTION

In this chapter, the researcher discusses the introduction which consists of background, the research question, the research objective, the significance, and the scope of the study.

A. The Background of the Study

Speaking is essential in real life and learning. It is essential in real life because people with better speaking skills obtain greater opportunities for brighter careers (Rao, 2019). Speaking is essential in learning because it supports their learning process. Rao (2019) stated that students with better speaking skills will be able to do discussions, debates, presentations, speeches, obtain more self-confidence, become stronger in decision-making and problem-solving.

On the other hand, speaking is difficult to do. McLaren et al. (2006) stated that speaking is the hardest skill faced by language students. Additionally, Nunan (2000, p. 39) stated that one of the aspects of learning a second language is speaking. Furthermore, he also stated that the success of the learning will be determined by the capacity to converse in the target language. Furthermore, he also stated that the success of the learning will be determined by the capacity to converse in the second language.

Despite the essence of speaking in both real life and in learning, research shows that speaking is often students' most anxiety-producing experience (Young, cited in Mukminin, et al., 2015). Furthermore, Ozturk and Gurbuz (2014) say that speaking is the skill that provokes the greatest worry and is the most common cause of anxiety in the language classroom. Tanveer (2007) stated that English learners face mental blocks such as feeling stress, nervous while learning English and speaking English. The anxiety is not just face by beginner learners of the foreign language but advanced level as well.

Campbell and Ortiz as stated in Afiqah (2015) found that half of the university students experiencing levels of language anxiety. Additionally, both Non-English and English major students in the college feel the anxiety to speak in English. Various studies have been conducted on various geographies of anxiety to speak English experience by English students. Akkakoson (2016) conducted the research to investigate the level of students' speaking anxiety, attitudes to speaking English in class, self-ratings of English-speaking ability, and the factors face by students of English as a foreign language (EFL) studying English Conversation courses at a university in Thailand; Fitriah and Muna (2019) focused on foreign language speaking anxiety at English Department students of IAIN and Al Muslim University; Male (2018) conducted the research to investigate Senior High School anxiety toward language learning skills at SMA Pusaka 1, Jakarta Timur; and Putri and Marlina (2019) investigated the speaking anxiety of EFL freshman students of English Department of Universitas Negeri Padang.

Although the anxiety of speaking English has been investigated in various geographies, it is very rare researchers investigate it at the English Language Education Study Program of Universitas Kristen Indonesia. This study is conducted to fill in the gap. The result of this study would hopefully give insight to all of the stakeholders about English Language Education Study Program students' anxiety to speak English. Hopefully, after getting the insight they will work together to reduce the anxiety.

B. The Research Question of the Study

Based on the background above, this study focused on the level of students' anxiety to speak in English. It was conducted to answer the question, "What is the level of speaking English anxiety of English Language Education Study Program students at Universitas Kristen Indonesia?"

C. The Research Objective of the Study

The research aimed to investigate the level of speaking English anxiety among English Language Education Study Program students at Universitas Kristen Indonesia.

D. The Significance of the Study

The researcher provided many information which hopefully can be useful for the EFL students, EFL lecturers, and other researchers. First, this study is conducted to give insight to EFL students about anxiety to speak in English. Hopefully, after realizing that they can focus and practice more to reduce it. Second, the study is also conducted to give information to EFL lecturers about students' anxiety to speak in English. Hopefully, after getting the information they can find ways to reduce students' anxiety. The last, it was conducted to give a basis for other researchers in conducting further studies.

E. The Scope of the Study

The researcher made limitation for this study about time and budget constraints due to current condition of Covid-19. The study was set to investigate the level of English Language Education Study Program students' anxiety to speak in English. To get the data, the respondents were limited to the students of the English Language Education Study Program of Universitas Kristen Indonesia only. Additionally, the data was collected through a survey (an online questionnaire).