

CHAPTER I

INTRODUCTION

A. Background of Study

Language is inseparable part of human life. As a human property, language always appears in all aspects of human life and activities. The main purpose of language learning is to communicate, while communication aims to achieve mutual understanding between speakers and listeners or between writers and readers. That is why learning foreign languages, including English, is included in the learning curriculum in Indonesia.

According to the 2013 curriculum, learning English as Foreign Language is relied upon to create Indonesian individuals who can impart communicate in international languages with various nations in the world. Mastery of English in Indonesia is needed in order to open the horizons of the Indonesian people to ingest the advancement of science and technology from other nations in the world.

In high school Learning English as Foreign Language requires students to achieve communicative competence in language skills, such as reading, listening, writing, and speaking. Speaking is one of the language skills that is included in productive skills in addition to writing skills. Brown (1994) stated that speaking was a bit harder to acquire than the other three. Speaking is the principle key utilized among people to

communicate in a social setting. The process of building and sharing meaning through the use of verbal and non-verbal symbols, in various settings is also definition of speaking according to Chaney (Chaney, 1998).

In communicating, speaking is widely used because someone can communicate and other people can directly respond in a relatively short time. According to Nunan, one of the most important aspects of speaking is mastering the art of speaking when learning English as a second language or English as a foreign language and the success of communication is measured by the capacity to complete conversations in the target language. (Nunan, 1995)

Speaking is essentially needed in language learning, however it still difficult for the students to be fluent in using English and even to masters it. Communicating well is the goal of learning, especially in learning to speak in English. Numerous students in Indonesia express their inability and sometimes even acknowledge their failure to figure out how to communicate in English. Apollo (2007) stated that communication has become part of human life, but many problems arise related to communication, one of which is anxiety when faced with situations that require communication. Al-Saraj (2011) also confirmed that this phenomenon can occur due to many factors and one of the most impacting factors is anxiety.

Horwitz et al also added that these students may be able to master other skills, but they have a 'mental block' when they are asked to speak

English. (1986, p.125). Everyone has different psychological conditions, as is the case with students, some students can speak confidently, and the others cannot speak English since they are nervous and shy. Shame, fear of making mistakes, and feeling anxious are some other reasons experienced by some students when they have to speak in English. Price (1991) as cited in Öztürk & Gürbüz (2014) found that the activity of speaking in English in the classroom makes them anxious because they are worried, afraid of making mistakes, or even being laughed at by their friends.

Krashen (1980) states that individuals with low confidence feel more anxious than those with high confidence. The reason is that they stressed over what their peers think about them. She also clarified that teachers often expect beginners to perform at a more significant level of speaking competence which can also cause individuals in high anxiety situation. From this opinion, in speaking it is very necessary to have high self-confidence. This is because, if students have high self-confidence, the problems that interfere with the speaking process can be eliminated.

Anxiety is one of the well-documented phenomena in psychology. In general, anxiety is described as a form of body response to certain situations. Feeling threatened, fear of something that will happen, strain, or worry can be interpreted as Anxiety. Anxiety is a normal situation that students may face when they find themselves in a situation that is difficult for them to deal with.

Previous research has been directed to examine language anxiety which measures the level of foreign language anxiety by Horwitz, Howritz, and Cope (1986). This study shows that students with high levels of anxiety tend to be afraid to speak in a foreign language, they are additionally terrified of being less able than other students and are also scared of being judged negatively by other students (Horwitz et al., 1986). There is also a previous study about the effect of anxiety to speaking ability that shows the higher students' anxiety in EFL, the more they tend to have low proficiency in speaking (Aida, 1994)

To match the general issues that regularly happen in the learning process of speaking as described, the researcher then makes preliminary observations to match the issues faced by students overall with the issues faced by the subject to be studied.

After conducted preliminary data collection which was carried out in two ways, namely observation and interviews with a teacher at SMAN 15 Medan, the researcher found that some students could not speak fluently and clearly in front of the class because some of them experienced things that referred to the symptoms of speaking anxiety. The emotional dimension refers to the physiological reactions and automatic nervous system that arise from a certain result or object. Symptoms that students feel are usually, trembling voices, sweaty palms, repeating words or sentences, the students' inability to remember facts or numbers accurately, and forgetting very important things when going to a presentation in front

of the class. These symptoms usually begin with fear that appears before speaking, feeling inadequate, embarrassed, panic, feeling helpless, feeling out of control, and feeling humiliated after finishing speaking or presenting.

Nonetheless, the researcher also discovered some phenomena which cause students to experience the symptoms or indications of speaking anxiety. The first phenomenon is some of the students had low-self-confidence to communicate. Second, some of the students could not perform well in speaking. Third, some of the students could not develop their speaking ability since they were shy, nervous, and anxious. Fourth, some of the students feared of making mistakes in speaking. And the last is students absence of vocabularies.

According to Nesvfi (2008), coping strategies refer to various efforts, both mental and behavioral, to control, tolerate, reduce stressful situations or events. In other words, it is a process in which individuals try to solve and master stressful situations that cause problems that arise in individuals by making cognitive and behavioral changes to gain a sense of security in that individual.

Previous studies have been done to explore the factors of foreign language anxiety, however, studies concerning on students speaking anxiety level and coping strategies to cope with foreign language speaking anxiety are yet deficient. In spite of the lacking of empirical work that deals with strategies that students use to manage their language anxiety,

broad research has been done on assisting students cope with their anxiety in the classroom.

Related to the students' problem above, the students and the teacher ought to know about students speaking anxiety level and coping strategies that they use to cope with their speaking anxiety in learning foreign language. Some strategies have been suggested for students to consider to cope with foreign language speaking anxiety. With the utilization of the right sort of coping strategies, it is hoped that individuals will be able to optimize their minds so that they are always positive when handling situations in their life, including when they are about to solve a problem they are facing.

From the clarification above, the researcher would like to make research entitled "An Analysis of Students' Strategies to Cope with Speaking Anxiety at Eleventh Grade Students of SMAN 15 Medan". This study used descriptive qualitative research method to answer the research problems.

B. Problems of the Study

To clarify the several issues regarding students language anxiety as described above, the statement of the problem is formulated as follows:

1. What is the level anxiety of students in speaking in learning English as foreign language?
2. How do students cope with their speaking anxiety in learning English as foreign language?

C. Objectives of the Study

Following the statement of the problem above, so the objectives of this study are as follows:

1. To identify the students' speaking anxiety level in learning English as foreign language.
2. To investigate about coping strategies used by students to cope with their anxiety in speaking English as foreign language.

D. Scope of The Study

In order to avoid misunderstanding in interpreting the problem, in this research, the researcher limit the scope of the study only focus in the level of students' speaking anxiety and coping strategies that they used to cope with their speaking anxiety in learning English as foreign language at eleventh-grade students of SMAN 15 Medan based on Horwitz's (1986) theory about language anxiety levels and Kondo and Ying-Ling's (2004) theory about foreign language anxiety coping strategies. In this research, the reasercher also limited the material only in transactional text for eleventh grade students.

E. Significances of The Study

The results of this study are expected to be useful theoretically and practically, as follows :

1. Theoretically, the result will be beneficial for other researchers who want to do a research that is related to the analysis of students speaking anxiety

level and the strategies that used by the students to cope with their speaking anxiety.

2. Practically, the results will be beneficial to as follows:

a. Students

This study can make the students know more deeply about themselves in the process of learning speaking English as foreign language and what strategies that they're using to cope with their speaking anxiety problems.

b. Teacher

This study can be utilized as a source to know about students speaking anxiety level and how they cope with their speaking anxiety in learning English as foreign language.

c. Researcher

The researcher can have experience and knowledge related to speaking anxiety level and students' coping strategies in foreign language anxiety. Moreover, the researcher can broaden to understand related to the research world itself.

