

## **CHAPTER 1**

### **INTRODUCTION**

The research's introduction, including the background of the study, research questions, purposes of the study, and its significance, are discussed in this chapter.

#### **1.1 Background of the Study**

The language provides learners an opportunity to be active participants in the many communities that learn outside of the classroom. When learners speak, write, and reflect, they also listen, read, and analyze others' ideas and experiences. Critical and innovative thinking and language learning occur when learners reflect, interpret, construct, evaluate, and synthesize. The language also enables learners to establish metacognition; that is, it enables them to focus on and regulate their thought and learning processes. Language helps learners gain knowledge of the skills and techniques to complete learning tasks and communicate about themselves effectively.

Besides, language learning is a complex, time-consuming practice that includes dedication, patience, and hard work. Language learning demands the learners to master skills as much as the acquisition of language. The learners needed to develop sophisticated grammar rules and vocabulary, communicative skills, recognition of spoken and written language, and approaches to represent themselves, whether it is the mother tongue, the first language, the second language, or some other language.

Learning a language is an essential part of linguistic activity. As the world is becoming increasingly globalized and bilingual, acquiring a second or a foreign language is now presumably the most beneficial modern world expertise ever to

emerge. Being experienced in a foreign language expects us to comprehend further what anyone said, consider the appropriate vocab and grammar, correctly put the vocab and grammar, and react to something on the spot and on time. Scholars have shown the cognitive advantages of learning another language. These studies (Bialystok, 2018; Edele, Kempert, & Schotte, 2018; Fricke, Zirnstein, Navarro-Torres, & Kroll, 2019; Hopp, Vogelbacher, Kieseier, & Thoma, 2019) specifically emphasized the advantages of foreign language (FL) learning as bilinguals' education. These studies have shown that bilinguals seem to optimize executive features-interrelated inhibition, concentration control, and working memory processes. The capability to efficiently shift between activities is particularly essential in today's busy multitasking world. Bilingual speakers can significantly transform through activities than their monolingual peers, and they can perform far more tasks simultaneously.

Learning a foreign language is not only a cognitive process but also an emotional one. As most foreign language learning settings happens in institutional environments, motivation becomes one of the critical successes (Kozaki & Ross, 2011). Though motivation establishes the principal encouragement to facilitate second-language learning (L2) and, eventually, the primary motivator to endure a complicated and often time-consuming learning process, even so, certain other aspects associated with the acquisition of L2 presuppose motivation. Learners with a lack of proper encouragement, even with the most extraordinary skills, cannot achieve long-term goals, and neither are exemplary achievements. Learners with greater motivation are more competent and more constructive in their learning.

Learners' emotions are also a crucial aspect of learning a foreign language. Emotions in second or foreign language learning (SLA) are usually called affective factors (Aragao, 2011). Emotions are at the center of the process of learning foreign languages. Without emotion, suffering would have indulged, and even less learning might have taken place (Dewaele, 2015). The emotions in learning a foreign language divided into positive and negative emotions. Positive emotion is related to enjoyment and situational interest, while negative emotions, such as anxiety, boredom, or irritation in language learning (Dewaele, Witney, Saito, & Dewaele, 2018).

Studies on significant factors, especially the experience of anxiety in a foreign language, were first done in 1986. Horwitz, Horwitz, and Cope are the first to see that anxiety influences foreign language learning. Earlier research (Aida, 1994; Young, 1986) in language anxiety had significant attention on speaking as the most anxiety-generating competence of all language abilities. An integrated act of establishing meaning includes creating, receiving, and information processing, known as speaking (Brown, 1994). Speakers need to be prepared to identify the intended structures of specific discourse contexts and then demonstrate them. Personal aspects, such as turn-taking, reconstruction, suggestions, or redirection, must also be managed.

Even so, studies on language anxiety are focused extensively and specifically on English as a foreign language. Moreover, there is still little research focusing on how foreign language, especially Asian countries' language, causes speaking anxiety. Research on various target languages has shown the emergence of foreign

language speaking anxiety, linked to a speaking outcome. For instance, Saito & Samimy (1996) reported that students' anxiety in speaking increases as they are given a shorter instructional time despite increasing Japanese language learning difficulties. The diverse L1 learners learning Korean as a foreign language in Pyun, Kim, Cho, & Lee (2014) reported experiencing anxiety. The results also reveal that these learners' affective experience anxiety or contribution to L2 learning and oral performance accomplishment. Luo (2014) found learners in the US who learn Chinese as a foreign language commit a greater level of speaking anxiety. Luo conveyed that exposure to the target language helps decreases their level of anxiety. El-Goukh (2014) reported the learner's belief in learning Arabic as a foreign language and what aspects could decrease their speaking anxiety level.

Previous studies have shown that anxiety did exist and influenced learners in learning a target language in Asian languages as a foreign language context (Saito & Samimy, 1996; Pyun et al., 2014; Luo, 2014; El-Goukh, 2014). Some Asian languages have been identified as target languages concerning foreign language speaking anxiety, such as Japanese, Korean, Chinese, and Arabic. Moreover, the emergence of understudied target languages, such as Bahasa Indonesia, would broaden and advance what we have already identified about foreign language speaking anxiety speakin..

Bahasa Indonesia is already recognized in the global domain. Many countries teach Bahasa Indonesia as one of the languages taught in education. Also, Bahasa Indonesia is one of the top ten popular languages studied worldwide in more than 45 countries. Therefore, it can recognize that there are learners who learn Bahasa

Indonesia as a foreign language. Besides, there is also a program used to teach Bahasa Indonesia in several universities, namely Bahasa Indonesia Untuk Penutur Asing (BIPA). BIPA is a language learning subject for foreign speakers. BIPA learners are expected to be able to master Bahasa Indonesia or speak Bahasa Indonesia. BIPA learning is not a new phenomenon in the development of Bahasa Indonesia. The countries listed as providers of BIPA learning are Australia, Austria, Canada, the Netherlands, Poland, Czechoslovakia, Denmark, France, Germany, Italy, Russia, New Zealand, Norway, Sweden, Switzerland, England, the Vatican, America, Suriname, India, Japan, China, Malaysia, Papua New Guinea, Saudi Arabia, Singapore, South Korea, the Philippines, Vietnam, Thailand and Egypt (Kusmiatun, 2016).

BIPA, as a research context, has been studied by several researchers. Saddhono (2012) conducted a study to form teaching materials for International students in Bahasa Indonesia learning. Further, Siswanto, Ulumuddin & Ulfiyani (2014) studied the integrative teaching materials model based on socio-cultural on the BIPA program and its realm ICT for foreign speakers' level medium. In 2018, Yahya, Andayani, & Saddhono researched evaluating international students' language syntactic errors in writing. However, these previous research in Bahasa Indonesia as a foreign language are mostly focused on the learning materials. There is no research focused on the learners' affective factors from learning Bahasa Indonesia as a foreign language.

As described above, recent studies of foreign language anxiety focused on speaking, as speaking anxiety influences foreign language classrooms' learning

process. This anxiety could impact students' adjustment to the target society and, eventually, on the success of their learning objectives. Further, it is essential in a foreign language subject that language instructors recognize language anxiety problems and that language learning is likely to be reconsidered. As language teachers, if we chose to neglect the adverse effect of language anxiety on learners, we might prevent students from mastering the language (Horwitz, 1986). Therefore, this thesis intended to emphasize International students' voices and examine their experiences, including affective variables that are considered significant, such as anxiety in learning Bahasa Indonesia as a foreign language.

## **1.2 Research Questions**

In this thesis, the following questions addressed;

1. What is the level of speaking anxiety among Bahasa Indonesia learners?
2. What are the possible sources of the speaking anxiety among Bahasa Indonesia learners?
3. What are the techniques used to manage speaking anxiety among Bahasa Indonesia learners?

## **1.3 Objectives of the Study**

1. To classify Bahasa Indonesia learners' speaking anxiety levels.
2. To categorize the likely roots of speaking anxiety.
3. To enlighten strategies used by Bahasa Indonesia learners to overcome their speaking anxiety.

## **1.4 Significances of the Study**

There are two significances of this thesis, theoretical significance, and practical significance.

### **1.4.1 Theoretical Significance**

The study offered the literature with more evidence in sources of speaking anxiety and strategies in dealing with speaking anxiety. There is a significant theoretical impact on Bahasa Indonesia's teaching of international students, as it provides direct evidence of international students' speaking anxieties and its main side effects on their learning.

### **1.4.2 Practical Significance**

#### **1. To Teachers**

The instructors at BIPA are informed about anxiety in language learning for international students studying Bahasa Indonesia. They may also use this study's findings to provide more practical teaching strategies for different levels of skills and actively encourage them to participate in speaking classes.

#### **2. To University**

This research provides feedback on knowledge and challenges as to how anxiety can affect International students who are learning Bahasa Indonesia. The BIPA Unair program consists of International students with different native languages. These students come from several countries. It is not easy to teach the Bahasa Indonesia language for those students of

diverse native languages. This study provides feedback on how the University maintains to implement this program and some suggestions.

### **3. To Researcher**

This study broadens the knowledge of the researcher. The researcher benefits from consolidating second-or foreign-language learning theories as studied in the classroom and in real implementation. Evaluating the implementation process widened the understanding of the various difficulties and challenges faced in the implementation process and how to overcome them.

### **4. To Other Researchers**

This study is expected to contribute knowledge to other researchers. Researchers may revisit this research to discover gaps in a second or foreign language learning research.

## **1.5 Summary**

The first chapter discusses the necessity to observe foreign language speaking anxiety among Bahasa Indonesia learners. The literature rarely has featured Bahasa Indonesia as a target language. Thus, this research added the benefit of improving foreign language speaking anxiety awareness. Some of the critical terms are described in the given below.

## **1.6 Definition of Key Terms**

*Anxiety*: "The subjective feeling of strain, anxiety, nervousness, and anxiety experienced by the person" and "the heightened functioning of the autonomic nervous system that accompanies these feelings." (Spielberger, 1976, p. 5).

*State anxiety*: A person faces the problem at a particular time due to a specific circumstance.

*Trait anxiety*: The probability of an individual becoming anxious. (Spielberger, 1983).

*Situational anxiety*: A particular type of anxiety in a specific situation that occurs continuously over time (MacIntyre & Gardner, 1991).

*Foreign language anxiety*: “A distinct complex of self-perceptions, beliefs, feelings and behaviors related to classroom language learning arising from the uniqueness of the language learning process.” (Horwitz et al., 1986, p. 128).

*Foreign language speaking anxiety*: “It is the feeling of uneasiness, worry, nervousness and apprehension experienced by non-native speakers when speaking a second or foreign language.” (Gregersen, 2003, p. 30).

## 1.7 Abbreviations

|       |                                            |
|-------|--------------------------------------------|
| BIPA  | : Bahasa Indonesia Untuk Penutur Asing     |
| CFL   | : Chinese as Foreign Language              |
| EFL   | : English as Foreign Language              |
| FL    | : Foreign Language                         |
| FLA   | : Foreign Language Anxiety                 |
| FLCAS | : Foreign Language Classroom Anxiety Scale |
| FLSAS | : Foreign Language Speaking Anxiety Scale  |
| SLA   | : Second Language Acquisition              |
| Unair | : Universitas Airlangga                    |