

CHAPTER I

INTRODUCTION

1.1 Background of the Study

The status of English in Indonesia is still a foreign language instead of a second language (Kartono 1976), and according to Gregory as mentioned in Politik Bahasa Nasional (1976, 21), English will be neither social language, second language, nor administration language. English is no more and no less than the ‘first foreign language’ in Indonesia. As we can see, English is not used as a communication medium in official domains like the government, the law courts, and the education system in Indonesia (Broughton, et al. 2003). However, according to Simatupang as cited in Lauder (2008), although English is not widely used in society and does not play any important role nationally, English is still seen as a priority of the foreign languages to be taught.

English in Indonesia is used for some reasons, for instance, as a tool of communication between nations, as a tool to access modern and advanced science, as well as technology utilization. Kartono (1976) stated that foreign languages must be mastered since it plays an important role in many aspects. It is supported by UNESCO as mentioned in Politik Bahasa Nasional (1976) which stated that foreign language is a part of the students’ intellectual development. In formal education, a foreign language is essential when such a learning process takes place outside of one’s native land with different language settings (Gbollie and Gong 2013). Lauder

(2008) also added that foreign language is important in educational settings because a large proportion of the scientific published papers are in English. As a result, English plays such an important role for most tertiary education students.

However, for most English as a Foreign Language (EFL) learners in Indonesia, the classroom is almost the only environment to learn and practice speaking in English. As explained above, this happens because English is not the dominant language in Indonesia, which makes English very restricted to classroom use, and English is rarely used as a means of communication in naturalistic settings (Pusat Bahasa Departemen Pendidikan Nasional 2000). Living in the EFL environment makes these learners face some limitations in learning and using the target language, such as the lack of exposure to the language and the shortage of opportunities to speak using the language. According to Tanveer (2008), living in this environment will lead to undeveloped language skills.

Because of the limitations in learning and using a foreign language, EFL learners often experience anxious feelings during the learning process. According to Nevid (2005), anxiety is a common feeling experienced by everyone in everyday life. Anyone can experience anxiety: men, women, young, and old. According to psychologists, anxiety refers to a situation where someone feels scared, afraid, frightened, even distressed that is indirectly correlated with an object only (Hilgard, Atkinson, and Atkinson cited in Scovel (1991). In Sanders and Wills (2003), anxiety is described as a complex of various experience and feeling that affects particular aspects of someone's life. Similar to others, Nevid (2005) explained that anxiety is a feeling of fear or worry about a bad thing. Bhatti and Memon (2016)

also stated that anxiety is one of the major issues for students' in the language learning process.

This kind of anxiety is called foreign language anxiety, a concept that was first defined by Horwitz, Horwitz and Cope (1986) as a specific type of anxiety that occurs during the foreign language learning process. Foreign language anxiety is a feeling of an emotional reaction and worry that arise during the foreign language learning process (MacIntyre 1999). Debreli (2016) pointed out that some EFL learners seem worried about their competence in using English in a condition where they are asked to speak. This usually can be seen when they feel nervous during speaking performance in the classroom. Feelings of anxiety in the classroom during the learning process have been regarded as one of the most important factors that influence foreign language learning (Horwitz, Horwitz and Cope 1986). Foreign language anxiety has been found to have a negative impact on learners' performances in the classroom and academic achievement (Horwitz 2001). In addition, Gardner, Tremblay and Masgoret (1997) stated that foreign language anxiety has a strong impact on the learners' self-confidence because it makes the learners experience failure when they are not able to speak in the class.

Since language anxiety is a common phenomenon among EFL learners, as explained by Horwitz (2001), this issue can be experienced by any EFL learners including students majoring in English although they are exposed to English more than other learners from non-English major. This language phenomenon triggers the researcher to reveal the foreign language speaking anxiety experienced by English Department students. In fact, students majoring in English are often

considered to be fluent enough in using English. This happens because students majoring in English, especially in Universitas Airlangga, have to pass the minimum English Language Proficiency Test (ELPT) score which is 550, according to Panduan Pendidikan Program Sarjana (S1) (2016), while other students from non-English major only have to pass 450 on their ELPT tests.

There are many studies that have explored the EFL learners' speaking achievement and anxiety levels in tertiary education. Researchers like Liu and Huang (2011), Zhang and Liu (2013), Öztürk and Gürbüz (2014), Indrianty (2016), as well as Miskam and Saidalvi (2019) concluded that students with a higher level of anxiety achieved lower score compared to less anxious students because when the learners become highly anxious, the process of acquiring a foreign language will be unsuccessful. Zhang and Liu (2013) analyzed the effect of Chinese university students' oral test anxiety and speaking strategy use on their oral English performance quantitatively using Achievement Anxiety Test (AAT) and Oral Communication Strategy Inventory (OCSI). On the other hand, Liu and Huang (2011) and Indrianty (2016) used Foreign Language Classroom Anxiety Scale (FLCAS) in their study to explore the types and sources of language anxiety among non-English major students in tertiary education. The other studies conducted by Miskam and Saidalvi (2019) and Öztürk and Gürbüz (2014) observed the speaking anxiety levels among undergraduate learners by using Foreign Language Speaking Anxiety Scale (FLSAS).

The brief review above indicates that EFL learners' speaking achievement and anxiety levels among learners from the English major is still under research in

Indonesia, especially when the students are often exposed to English and speaking situations with the target language. Also, the number of studies that applied the Foreign Language Speaking Anxiety Scale (FLSAS) is still limited. Therefore, research is necessary to explore the linguistic phenomenon among EFL learners majoring in English who might experience foreign language anxiety that affects their speaking achievement. Thus, since this study investigates the real condition of the English Department's third-year students of Universitas Airlangga, the possible sources that contribute to the students' foreign language speaking anxiety can be revealed.

Thus, the main focus of this study is to investigate the presence of anxiety and its possible sources among EFL students majoring in English that might give an impact on their speaking competence. This study belongs to applied linguistics, specifically teaching English as a foreign language (TEFL) field. Focusing on EFL learners' speaking achievement and foreign language speaking anxiety, this study also observes the correlation of this issue. This study applies a mixed-method approach. Quantitative data derived from Foreign Language Speaking Anxiety Scale (FLSAS) questionnaires which proposed by Öztürk and Gürbüz (2014) and qualitative data from individual interviews which will be conducted in this study. Moreover, Horwitz, Horwitz, and Cope's theory (1986) is used to describe the learners' sources of speaking anxiety concerning communication apprehension, fear of negative evaluation, and test anxiety, while Horwitz and Young's theory (1991) is used to define the levels of students' foreign language speaking anxiety. Therefore, this study is interesting since it explores the real condition of the English

Department's third-year students of Universitas Airlangga who might experience foreign language anxiety that might affect their ability to speak.

1.2 Statement of the Problems

Based on the background, the following questions were formulated for this study:

1. Is there any correlation between foreign language speaking anxiety levels and speaking achievement among the English Department's third-year students of Universitas Airlangga?
2. What are the possible sources for foreign language anxiety in speaking among the English Department's third-year students of Universitas Airlangga?

1.3 Objectives of the Study

1. To identify whether or not there is a correlation between foreign language speaking anxiety levels and speaking achievement among the English Department's third-year students of Universitas Airlangga.
2. To elaborate the possible sources for EFL learners' foreign language anxiety in speaking among the English Department's third-year students of Universitas Airlangga.

1.4 Significance of the Study

Theoretically, this study is expected to give benefits for the researcher and the readers as well as to provide some contributions in linguistics, specifically introducing Foreign Language Speaking Anxiety Scale (FLSAS) and its relation to teaching English as a foreign language (TEFL) field. This study is expected to

provide a wider explanation about the correlation between foreign language anxiety and language learning process, especially the speaking skill.

Practically, this study is expected to give some useful information for the researcher and the readers who are currently learning English. This study is important especially for students and teachers because the information about speaking anxiety might help them overcome the issue as well as raise their awareness of the obstacles that interfere with the development of EFL learners' speaking achievement. Thus, the suggestions for both teachers and students will be given. Hopefully, this study can be beneficial to other researchers for further studies.

1.5 Definition of Key Terms

- Anxiety levels : There are three anxiety levels in foreign language classroom according to Öztürk and Gürbüz (2014) which are: low level, moderate level, and high level. Higher anxiety levels might give a more significant negative effect on students' speaking achievement.
- EFL learners : EFL is an abbreviation for English as a Foreign Language. This term refers to the English language learner whose first and second language is not English (Berns 1990).
- Speaking achievement : Reflects the degree of learners' skills and concepts in a particular skill that is directly based on the curriculum and academic content standards (Gottlieb 2016). In this study, this term refers to the degree of learners' skills in speaking which is based on the course syllabus.