

CHAPTER 1

INTRODUCTION

1.1. Background of the Study

English is considered a foreign language, in Indonesia. However, many people are interested in learning English. In order to be able to speak English fluently, there are lots of students who are willing to learn English. English learning process in Indonesia is primarily learnt in the classroom. Learning a foreign language can be a challenge for the students rather than learning the first language or mother tongue. Communicating in a foreign language is one of the processes in acquiring language.

Speaking is considered as one of four important language skills which has an important role in acquiring a foreign language. The desire of becoming an actual speaker of some languages often leads to common arguments that speaking skill is the most important and difficult skill to acquire (Young, 1990). Performing oral skill in a target language in front of the teacher and peers in a language class is one of the processes which the students have to do. Moreover, speaking in a foreign language in the classroom can be an anxiety-provoking activity for the students. Speaking activity is an activity which has a tendency to make someone feel insecure easily (Occhipinti, 2009). Intonation, fluency, pronunciation, speaking rules, lexical meaning and choice of words are important factors in speaking in a foreign language. Foreign language anxiety is considered as one of the factors which influences the students' difficulty in using foreign language orally.

Several researchers discovered that speaking in a foreign language has been the most anxiety-producing activity in the foreign language classroom. Foreign language anxiety leads to the feeling of discomfort, anxiety, and restlessness which interrupt the students' ability to acquire the language skills such as reading, writing, listening and speaking (Gardner & MacIntyre, 1993). There are many language learners more likely to feel anxious in a speaking class than in any other skill classes (Horwitz, Horwitz, & Cope, 1986).

There are lots of studies about language anxiety which have been conducted. These studies provide an evidence about the negative effects of anxiety on many variables. Trang, Moni & Baldauf (2012) proved that foreign language anxiety had a negative influence on foreign language learning achievement. Students' anxiety level and self-rating affected their actual language proficiency (Gardner & MacIntyre, 1993). Another examples of negative experiences from foreign language classroom, Horwitz et al. (1986) found that the foreign language anxiety level influenced the students' eagerness to change their academic majors or career goals. Foreign language anxiety may affect the students' enjoyment in the class which leads the students to the feeling of discouragement and lack of interest in learning a foreign language (Trang & Baldauf, 2007). Some students even postpone in taking a foreign language course.

Anxiety is considered as one of the affective variable factors which causes students to feel pressured and unable to deliver their message through oral performance. Anxiety becomes an affective state which builds a barrier in speaking, specifically speaking in a foreign language among the students. Anxiety is divided into facilitating and

debilitating anxiety. Scovel (1978) delineated that the difficulty level of the task influences the amount of anxiety which is felt by the learners and this phenomenon is included as facilitating anxiety. While, high level of anxiety, avoidance of work and inefficient work performance are included as the effects of debilitating anxiety. The students who feel anxious have difficulties in using foreign language orally in the foreign language classroom, specifically in speaking class. Anxiety can bring the negative emotional reactions of the students toward language learning since they have to understand the whole concept of foreign language and culture (Horwitz et al., 1986).

There are several factors which may influence students' anxiety to communicate in foreign language classroom. McCroskey, Andersen, Richmond, & Wheelless (1981), conducted a study about the willingness to communicate and shyness which cause the students experience the lack of participation to communicate in the classroom because of the diffidence and fear. Number of language known may be one of the factors which can influence the students' anxiety. People who speak three foreign languages feel less anxious than people who only speak two foreign languages (Dewaele, 2007). Based on the writer's experience, during the academic year in the Faculty of Language and Arts, the lecturer exposes English in the learning process in the classroom. Because of this, the writer often experienced anxiety and shyness when learning English in the classroom. Therefore, the writer is interested in finding out whether other students also experience the same feelings when they are learning English in the classroom. The purposes of this study are to reveal the foreign language anxiety level and shyness level

of the students at the Faculty of Language and Arts and to find out how the correlation between foreign language anxiety and shyness.

1.2. Field of the Study

The research is related to the field of Linguistics, specifically Second Language Acquisition.

1.3. Scope of the Study

This research focuses on Foreign Language Anxiety which has been widely known as one of the affective states among the learners who are involved in the process of foreign language learning. The scope of this study is Second Language Acquisition. This study is concerned with Foreign Language Anxiety which is experienced among the foreign language learners, specifically among the students at Faculty of Language and Arts. The writer in particular would like to examine the foreign language anxiety level and shyness level of the students at the Faculty of Language and Arts and find out the correlation between the students' level of foreign language anxiety and their level of shyness.

1.4. Problem Formulation

The writer formulates problems of the study of this research as follows:

1. What is the Foreign Language Anxiety level of students at the Faculty of Language and Arts?
2. What is the Shyness level of students at Faculty of Language and Arts?
3. How is the correlation between the students' level of Foreign Language Anxiety and their level of Shyness?

1.5. Objectives of the Study

With regards to the problems mentioned, this research is conducted to achieve these following objectives:

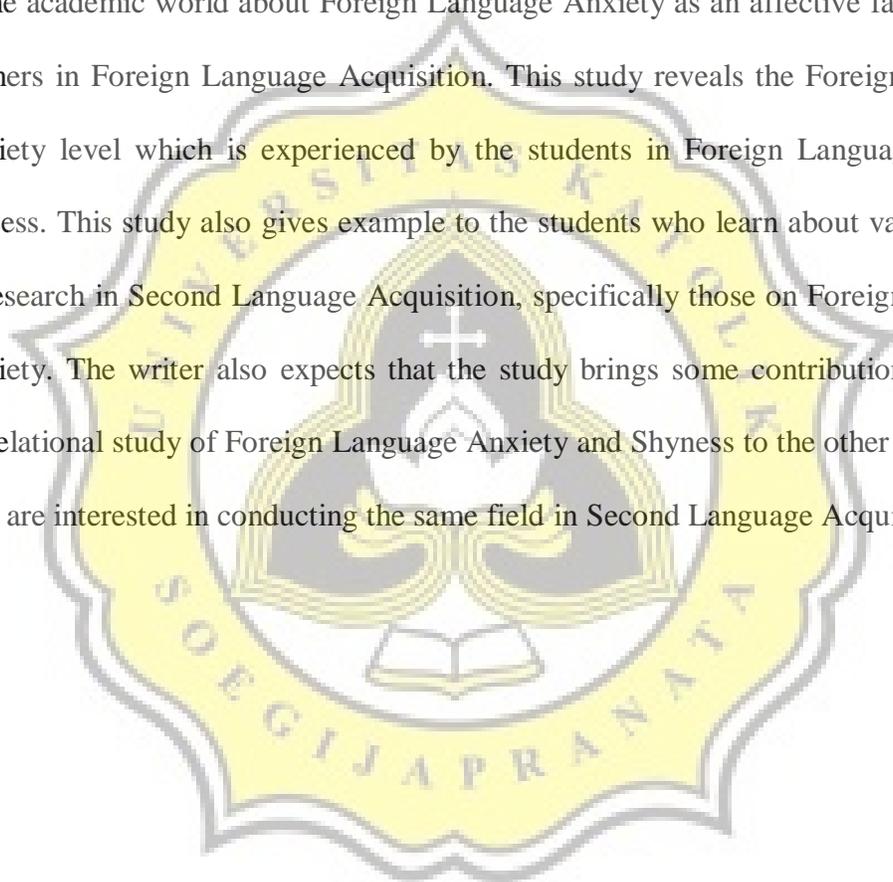
1. To reveal the Foreign Language Anxiety level of students at the Faculty of Language and Arts.
2. To know the Shyness level of the students at the faculty of Language and Arts.
3. To find out the correlation between students' level of Foreign Language Anxiety and their level of Shyness.

1.6. Hypotheses of the Study

The aims of this research are to reveal the foreign language anxiety level and shyness level of the Faculty of Language and Arts students. This research also finds out the correlation between foreign language anxiety and shyness. The writer assumes that there is a correlation between foreign language anxiety and shyness. The higher level of the students' shyness, is, the more anxious the students are.

1.7. Significance of the Study

The writer expects that the findings benefit the other writers who are interested in conducting research about the Foreign Language Anxiety among the students at Faculty Language and Arts. The writer expects to give some knowledge contribution to the academic world about Foreign Language Anxiety as an affective factors of the learners in Foreign Language Acquisition. This study reveals the Foreign Language Anxiety level which is experienced by the students in Foreign Language learning process. This study also gives example to the students who learn about various kinds of research in Second Language Acquisition, specifically those on Foreign Language Anxiety. The writer also expects that the study brings some contribution about the correlational study of Foreign Language Anxiety and Shyness to the other researchers who are interested in conducting the same field in Second Language Acquisition.



1.8. Definition of Term

1. Foreign Language Anxiety

Foreign language anxiety is defined as “a distinct complex of self-perceptions, beliefs, feelings, and behaviour related to classroom language learning arising from the uniqueness of the language learning process” (Horwitz et al., 1986).

2. Anxiety

Anxiety is defined anxiety as “the subjective feeling of tension, apprehension, nervousness and worry associated with the arousal of the nervous system.

Anxiety is classified into two types: anxiety as a personality trait and a transient anxiety state” (Spielberger, 1983); (Cubukcu, 2007).

3. Shyness

The term shyness is generally defined as “an excessive and nervous attention to the self in social situations, resulting in timid and often inappropriate overt behaviors, as well as emotional and cognitive distress” (Franks, 1987).