

## CHAPTER I INTRODUCTION

### A. Background of Study

Language is a verbal tool that is used to communicate in society. Through language, people can express their ideas, mind, feeling, desire and emotion to another or can get information from other. As explained in the Holy Qur'an, Suurah Ar-Ruum, Verse 22 as follows:

وَمِنْ آيَاتِهِ خَلْقَ السَّمَوَاتِ وَالْأَرْضِ وَأَخْتَلَفُ اللَّسَانَاتِ وَاللَّوَانِحِ إِنَّ  
فِي ذَلِكَ لَآيَاتٍ لِّلْعَالَمِينَ ﴿٢٢﴾

Based on the verse above, we know how important the language is. God creates the difference of our languages so that people who different nations and tribes to know each other, communicate and exchange the information in their everyday life. By language, everything can be expressed meaningfully.

Language as an element of communications and interactions becomes one of the most important things in human life. As Finocchiaro's statement (1968, p. 8), language is a system of arbitrary vocal symbols which permit all people in culture, or other aspects of the culture are shaped and communicated. Hence, language helps us to make sense of the world.

Nowadays is globalization information and free market era which means that, people are not only able to speak in their native language but also they are able to communicate in a foreign language. This phenomenon makes ASEAN Economic Community (AEC) sees English as a lingua franca that is used widely all over the world becomes one of those kinds that can be learnt. Furthermore, it is not enough to master English structurally but also orally.

For Indonesian students, English is already taught as local content subject at Elementary school. In addition, English has been taught in Junior High School to University as compulsory subject. In studying English students should master the four skills, they are listening, speaking, reading, and writing. Besides, there are some elements of English which are necessary for the students to know when they learn English; they are vocabulary, pronunciation, spelling, and grammar.

The language skills of English are divided into two parts, namely productive and receptive skills. Productive skills consist of writing and speaking, while receptive skills consist of reading and listening. As one of productive skills, speaking is an important thing that should be learned by the students because the purpose of it is to communicate with other people. By speaking, people will be better in sending and receiving information or message to another. As Allah the Almighty states in the Qur'an on surah Ibrahim: 4

وَمَا أَرْسَلْنَا مِنْ رَّسُولٍ إِلَّا بِلِسَانٍ قَوْمِهِ لِيُبَيِّنَ لَهُمْ فَيُضِلُّ اللَّهُ مَنْ يَشَاءُ  
وَيَهْدِي مَنْ يَشَاءُ وَهُوَ الْعَزِيزُ الْحَكِيمُ ﴿١٠١﴾

This verse explains about speaking because human being as social creatures always communicate to one another, they should speak clearly and systematically to make it easy understand. As Richard (2001, p. 23) stated that speaking as a means of communication with other people. One obvious example of speaking activity is any interactions between teacher to students and students to other students in the classroom, the students should have a good competence in speaking fluently and knowledgeable. Based on the explanations above, the writer can conclude that speaking is an ability to interact with others in daily life.

In fact, there is an important problem that the majority of students face in speaking English. Only few students can speak in the target language with confidence even after learning the language for six years or more. In this regard, Eckard & Kearny (1981, p. 51) stated that “Many students of a foreign language usually do not like or are afraid of speaking in the target language, and most of the time they exhibit a passive attitude in class, since they do not have the opportunity to express themselves naturally and spontaneously”. Therefore, students’ feeling of anxiety or nervousness may impede their language learning and performance abilities, especially when practice speaking English in the classroom.

Moreover, the problem of speaking anxiety not only happens to beginner but also to the University students who usually deal with English. The previous studies of foreign language anxiety have mainly focused on language students in Junior or Senior High School. Very few explored students in University level. That is why this study obtain at IAIN Antasari Banjarmasin because it is only one Islamic University in South Kalimantan which has Languages Development Center as English and Arabic Course for freshman. the students admitted that they felt anxious when they want to practice speaking English.

Many factors contributing of students' anxiety in the speaking classroom. The students admitted that they felt anxious when they want to practice speaking English in the classroom. They with high level of anxiety will face their symptoms since they cannot control themselves. If the students' anxiety is not carefully tackled earlier, their speaking ability will be affected. Therefore, identifying the phenomena and the factors contributing of students' anxiety in speaking is very important, so that they can reduce their anxiety in speaking.

Based on the problems above, the writer is interested to conduct a research entitled: **“THE PHENOMENA OF STUDENTS’ ANXIETY IN SPEAKING AT LANGUAGES DEVELOPMENT CENTER IAIN ANTASARI BANJARMASIN ACADEMIC YEAR 2015/2016.”** This is expected to give solution and improve the students' ability in speaking.

## **B. Statement of Problems**

Based on the background of study above, the writer formulates research questions are determined as follows:

1. What are the phenomena of students' anxiety in speaking at Languages Development Center IAIN Antasari Banjarmasin academic year 2015/2016?
2. What are the factors contributing of students' anxiety in speaking at Languages Development Center IAIN Antasari Banjarmasin academic year 2015/2016?

## **C. Objectives of Study**

Based on the statement of the problems, the purposes of the study are:

1. To identify the phenomena of students' anxiety in speaking at Languages Development Center IAIN Antasari Banjarmasin.
2. To find out the factors contributing of students' anxiety in speaking at Languages Development Center IAIN Antasari Banjarmasin.

## **D. Significances of Study**

In the significance of the study, the writer expects that the result of this study will be a valuable input to give contributions, as follows:

1. To make students consider the phenomena of their anxiety in speaking at Languages Development Center IAIN Antasari Banjarmasin.

2. To improve the teachers' competence in teaching speaking and reducing students' anxiety in speaking at Languages Development Center IAIN Antasari Banjarmasin.

### **E. Definition of Key Terms**

To avoid any misinterpretations towards the title, the writer needs to explain the terms in the title as follows:

1. Phenomena are anxiety that have symptoms, the symptoms of anxiety clearly that exists and can be seen, heard, or felt. Actually, something that unpleasant physical or mental change. Which is discussed in this study is about the phenomena of students' anxiety in speaking.
2. Students' anxiety is a feeling where the students uncertain or hesitant with their ability or what they want to do. In this study, focus on students' anxiety in speaking.
3. Speaking is a skill that demands the students to use the language to create a meaningful communication, which is discussed in this study about spoken English as a foreign language in the classroom.
4. Languages development center is a program designed by IAIN Antasari to provide students with learning foreign languages (Arabic and English). In this context, the writer talks about the English learning program.