CHAPTER I

INTRODUCTION

A. Background

Language is a tool of communication among all of the people in this universe. Language is a purely human of communicating ideas, emotions, and desires by means of voluntary produced symbols. Basically languages are dynamic, variable, and constantly changing, the total number of languages in the world cannot be known precisely. Therefore that number changes as knowledge of the world's languages improves, among those of many languages, English is considered to be a global lingua franca.

Indonesia nowadays, English has been taught at schools from the various levels. English is the first foreign language that becomes one of compulsory subject in final examination (UAN). The government arranges the English curriculum even at the very early stage. They prepared their students to be able to communicate with people around the world by mastering English as an International language. By learning that language, the students are expected to keep pace with the development of science and technology.

The success of mastering foreign language can be getting when people are capable to carry out the conversation at ease. Therefore the students must enhance their speaking ability along with the other skills. But then, to speak in foreign languages students certainly must have experience various obstacles. The obstacles can be the difficulties of mastering grammar, the lack of vocabulary mastery, and problems in pronunciation and fluency.

Beside the grammatical problems, students also get the barrier from psychological aspect such as self-esteem, motivation, and anxiety. Among them, anxiety is an important facet on the affective domain. The students tend to feel shy and not confident in speaking foreign language especially English.[1]

Language anxiety is a distinct complex of self-perceptions, feeling and behaviors related to classroom language learning process. Language anxiety as the feeling of tension and apprehension specifically associated with second language context including speaking, listening, and learning.[2]Based on the explanation above, we sum that anxiety is a situation where the student feels anxious, shy, and afraid to make mistake in speaking in front of the class. Anxiety will give negative influence toward students" behaviors. The lack of courage in speaking will definitely impede students to get success in foreign language classroom.

Anxiety can be classified as trait anxiety, situation-specific anxiety, and state anxiety. Trait anxiety can be relatively stable in individuality trait; a student who have anxious trait is possibly feel anxious in a variety of condition. Situation specific anxiety occurs in specific type of situation or event such as public speaking, test-taking, or class participation.

By those all of anxiety factors, learning a foreign language seem quite difficult for students, however anxiety factors can hard the students' performance in

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[1]Balemir, S.H, *The Sources of Foreign Language Speaking Anxiety and the Relationship Between Proficiency Level and the Degree of Foreign Language Speaking Anxiety*(BilkentUniversity:Ankara, Turkey, 2009)p.65

[2]Horwitz, *Foreign Language Classroom Anxiety* (The Modern Language:Journal,1989)p.25

teach class, it can be seen from the argument of the students about their difficulties and their problem during Online learning.

Speaking has become one of the most important skill in English students, for English subject at university, speaking should be taught properly at the class, but unfortunately because not all students be able to speak fluently, it seem with the students at third semester of English department IAIN Parepare, they still low in their speaking performance, mostly, the students can notproduce the word on their mind, it assumed that they have anxiety encounter on their selves.

After interviewing the students in small talk, they believe that, learning online caused of students anxiety also influence the student's self-confidence toward their speaking. This term become the most obstacle on students.

Based on the background above the researcher interests to conduct the research with a tittle "an analysis of speaking anxiety in Online learning at Third Semester of English Program at IAIN Parepare".

B. Research Question

Based on the background of the research previously covered, the researcher formulated the problem statement as follow:

1. How much is the student speaking anxiety in Online learning at the third Semester of English Program at IAIN Parepare?

2. What is the dominant aspect of students speaking anxiety in Online learning at Third Semester of English Program at IAIN Parepare?

C. The Objective of the Research

Based on the question above the researcher formulates the objective of the research as follow:

1. To find out the students speaking anxiety in online learning at Third Semester of English Program at IAIN Parepare.

2. To find out the dominant aspect of students speaking anxiety in online learning at Third Semester of English Program at IAIN Parepare.

D. Significance of the Research

It is expected that the results of the research will provide useful contribution for teacher, students and further research, it can be explained below:

1. Teachers

First, by understanding the result of this study, the teacher can give solution toward the students speaking skill when the students facing the anxiety during learning process. So the teacher also can be careful in selecting the teaching technique and media in their English teaching.

2. Students

Second, by knowing their anxiety, it can motivate students to study English especially in speaking correctly. They will get the main information about their speaking anxiety so they can seek a lot solution to overcome it.

3. Further Researchers

Third, this research also expected to give benefit as referenced for the researcher who wants to run a research related to this area of study.