

CHAPTER I

INTRODUCTION

This chapter primarily addresses the research background, research questions, research purposes, research significance, research scope, conceptual framework, and previous study.

A. Background

Language is an instrument of communication, encompassing both spoken and written forms, which involves the utilization of words. Human, being essentially social creatures, are dependent on others to live. They have a fundamental urge to engage in social interactions and collaborate with other individuals. According to Irsyad & Narius (2013), speaking refers to the use of verbal communication by individuals in their social interactions. By utilizing spoken language, humans have the ability to effectively convey their viewpoints, ideas, and emotions to others. Following by Rao (2019), speaking is the most important skill among the four language skills for effective communication in this global world.

Irsyad & Narius (2013) also argued that in the process of acquiring a foreign language, students must have proficiency in speaking. In nowadays, the act of speaking can be an overwhelming task for numerous students due to its requirement for interaction. While other English language skills can be enhanced through independent practice, speaking skills cannot be developed just by themselves. Students need to engage in conversations with someone proficient in the language in order to improve their speaking abilities (Indrianty, 2016). However, numerous students have challenges when it comes to expressing a foreign language. Souriyavongsa et al. (2013), noted that a significant number of students face challenges in learning foreign languages, particularly in countries where the foreign language is not spoken as the primary language.

The main topic of this research is the phenomenon of "speaking anxiety" experienced by students when dealing with spoken communication situations, such as public speaking, presentations, or social interactions. EFL learners frequently experience anxiety while dealing with spoken language (Suryadi, 2023). Dawood et al. (2016) argued that "anxiety is a common phenomenon felt by students throughout the world that causes poor academic performance".

Research about "speaking anxiety" has high urgency considering the negative impact it can cause, speaking anxiety can affect an individual's academic performance. Suryadi (2023) elucidated that an English as a Foreign Language (EFL) learner may encounter feelings of

nervousness, sweating, and anxiety when required to communicate in English, such as when responding to questions in spoken English or presenting a speech in front of a classroom. Individuals who experience "speaking anxiety" tend to have difficulty conveying ideas. Nurilahi & Suhartono (2022) conducted a research about speaking anxiety by distributing questionnaires to 36 students as participants and questionnaire number 6 showed that 22.2% of the students voted for Strongly Agree about their embarrassment when they try to volunteer some answers in the classroom while 61.1% chose Agree. Only four students or about 11.1% who disagreed with the statement. Therefore, understanding the factors that affect speaking anxiety and developing effective strategies is essential to help individuals overcome this problem.

Students of the 2nd semester enrolled in English Public Speaking classes in the English Language Education Department of the Tarbiyah and Teacher faculty at the State Islamic University of Sunan Gunung Djati Bandung encountered challenges in learning speaking skill, students feel anxious when they have to speak English because they afraid of making mistakes, lack of confidence, lack of preparation and lack of vocabulary. Similar with the findings of Suparlan (2021) about the factors that are contributing to students' anxiety, there are being afraid to speak in English, afraid of teacher's consequence, lack of self-confidence, fear of being less competent than others students, embarrassment, insufficient preparation, fear of making mistakes, limited vocabulary, habit in using the English language and language test.

Specifically, this research is conducted to explore the roles of classmates and teachers support in reducing students' speaking anxiety. Aulia et al., (2020) state that having a pair can help anxious students in controlling their anxiety and in this research the researcher provided one less anxious student to be paired with one student who was considered as anxious. After implementing pair work to the class, all participants confessed that they had their speaking anxiety lower than they used to have before. Similarly to the findings of Kalsoom et al. (2020), it was observed that the support of a best friend had a large and positive impact on English learners. In addition, (Rianti et al., 2022) contended that the utilization of pair work activities in the teaching and learning process produced better outcomes in reducing students' speaking anxiety.

Furthermore, as suggested by several previous research, utilizing the role of classmate and teacher is recommended in order to reduce speaking anxiety. Finally, the researcher decided to write "Exploring The Role of Classmate and Teacher in Reducing Speaking Anxiety Among EFL Students in English Public Speaking Class"

B. Research Questions

This research examines the how the role of classmate and teacher in reducing students speaking anxiety. As a result, this research attaches two research questions regarding speaking anxiety in the English Public Speaking Class course. The two research questions are formulated as follows:

1. What are the factors that contribute to student's speaking anxiety?
2. What are the roles of classmates and teachers support that reduce student's speaking anxiety?

To address the first research question, it is necessary to collect data on the factors that contribute to students' speaking anxiety through the use of questionnaires and interviews. Subsequently, in order to address the second research question, the researcher employed interviews, questionnaires, and observations.

C. Research Purposes

Based on the research questions mentioned above, the research purposes are developing as follows:

1. To find out the factors that contribute to student's speaking anxiety.
2. To find how the roles of classmates and teachers support in reducing student's speaking anxiety.

D. Research Significance

Theoretically, this research enhances the comprehension of speaking anxiety, particularly in EFL (English as a Foreign Language) settings. This research builds upon established theories of language learning anxiety by offering unique insights that are specifically focused to public speaking in a foreign language. This research explores the impact of certain practice by teacher and classmates on language learning anxiety, offering knowledge about the processes that explain how anxiety reduction occurs. The findings of this research can serve as a foundation for future research and the advancement of strategies to alleviate language learning anxiety.

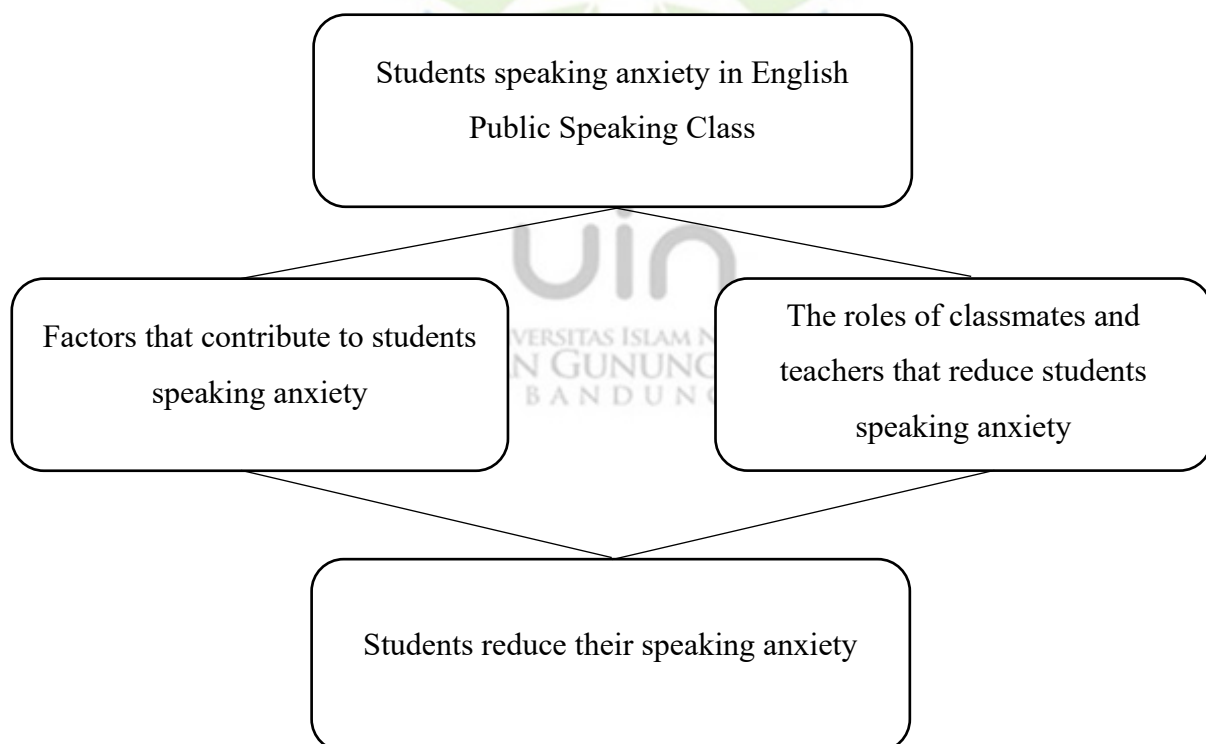
Practically, teachers might utilize the data to implement more efficient strategies for reducing speaking anxiety in students who are learning English as a foreign language. This can results in the creation of more conducive classroom environments and enhanced students achievement.

E. Research Scope

This research aims to examine the factors that contribute to students speaking anxiety and the role of classmate and teacher in reducing speaking anxiety. The research was conducted in the English Language Education Department of the Tarbiyah and Teacher faculty at the State Islamic University of Sunan Gunung Djati Bandung. This research specifically target students who ae currently enrolled in English Public Speaking classes at 2nd semester. The research not include individuals who are not attending English Public Speaking Classes.

F. Conceptual Framework

This chapter presents a conceptual framework that comprises interconnected theories to illustrate how they are linked together to reduce students speaking anxiety. This research categorizes the factors that contribute to students speaking anxiety and examines the role of classmates and teachers in reducing students speaking anxiety in the English Public Speaking course.



It is well recognized that acquiring proficiency in English necessitates the development of four essential skills. The four essential skills encompassed in language acquisition are speaking, writing, listening, and reading. All of these skills are interconnected. As stated by

Parmawati (2018), speaking is consistently identified as the most essential English ability due to its crucial role in daily communication. Chaney and Burk (1998) define speaking as the act of generating and transmitting meaning in various situations by utilizing verbal or nonverbal signals.

Speaking is often recognized as one of the most difficult components of learning a language. Tuan & Mal (2015) assert that numerous language learners have challenges when they are obligated to engage in communication using the target language, This is a common occurrence among the majority of foreign language students. Foreign language speakers have problems when learning English as a second language. EFL students who lack opportunities to practice English outside of the classroom or in natural settings may find it challenging to speak fluently. This difficulty arises because speaking requires the ability to produce language (Uztosum & Erten, 2014). Therefore, numerous students experiences anxiety when learning language.

Language anxiety is described by MacIntyre (1999) as a state of stress, nervousness, emotional response, and concern associated with learning a second or foreign language. Speaking anxiety may arise due to various factors as mentioned by Horwitz et al (1986) three major factors that impact anxiety are apprehension of verbal communication, test anxiety, and fear of negative evaluation. Speaking anxiety can have several negative impacts on students. According to Onwuegbuzie et al. (1999), students who encounter anxiety associated with acquiring a foreign language may encounter challenges in both communication and overall learning. In a similar manner, According to research by MacIntyre & Gardner (1991), students that experience anxiety in the classroom are less likely to respond to questions from the teacher and take part in speaking exercises.

Social support from friends and teacher is an important component that may reducing student speaking anxiety, When students feel emotionally supported by their classmates and teacher, they are more likely to actively participate and put in more effort into their academic tasks. (Goodenow, 1993). Furthermore, Huang et al. (2010) established a correlation between language learning anxiety and support from other students. Receiving more academic support from both peers and teachers can alleviate feelings of anxiety and minimize the worry of poor evaluation.

G. Previous Study

This section offers a comprehensive review of previous studies conducted on the research being examined. The utilization of such research serves as a valuable instrument to collect and evaluate as much relevant data as possible in order to expand upon the previously established knowledge in the field.

The first study was conducted by Villegas-Puyod et al. (2020) entitled “The Role of Teacher Support, Classmate Support, and Self-efficacy in Reducing Speaking Anxiety among University Students Using English as a Foreign Language”. This study investigated the impact of teacher support and student support on reducing speaking anxiety. The study also examined the influence of self-efficacy on the impact of teacher and classmate support in alleviating speaking anxiety among students at a Thai international university. Data from the survey was collected from a total of 345 students ranging from the first to the fourth year. The data analysis utilized the technique of partial least squares structural equation modelling. The findings demonstrated a positive correlation between teacher support and self-efficacy. Moreover, there was a positive correlation between the support from classmates and self-efficacy. The findings demonstrated an inverse relationship between students’ self-efficacy and their level of speaking anxiety during oral presentations. Specifically, stronger self-efficacy was associated with lower levels of speaking anxiety.

The second study was carried out by Dogan et al. (2023) under the title “Mediating Role of Teacher and Classmate Support in The Relationship of Self-efficacy and English-Speaking Anxiety, In University Sample”. The main objective of this study is to evaluate the influence of teacher and student support in reducing speaking anxiety. The study also examined the learners’ self-efficacy in connection to the impact of teacher and classmate assistance on reducing speaking anxiety. The study involved a working group of 94 English Language Teaching Department (ELT) students from Atatürk university in Türkiye during the autumn term of the 2021-2022 academic year. The data was collected utilizing the Classmate Support Scale, the Teacher Support Scale, the General Self-Efficacy Scale, and the English-Speaking Anxiety Scale. The data was analyzed using the Amos and SPSS 22 software packages. The study employed the SPSS Macro Process tool to calculate the indirect impact estimates of the variables. The results unveiled a correlation between the support provided by teachers and self-efficacy. Furthermore, there was a positive correlation between the support from classmates and self-efficacy. The results indicated a direct correlation between the learner’s level of self-efficacy and their level of speaking anxiety during oral presentations. Specifically, individuals with higher self-efficacy reported lower levels of speaking anxiety. The results indicate that

teacher and classmate support have a mediation role in the relationship between self-efficacy and English-speaking anxiety among university students studying English Language Teaching (ELT).

The third study was investigated by Huang et al. (2010) with the title “The Relationship Between Teacher and Peer Support and English-language Learners’ Anxiety”. This study investigated the correlation between support (provided by teachers and peers) and foreign-language learners’ anxiety. 158 adult Taiwanese English-Language learners were surveyed using three questionnaires: a background questionnaires, the Foreign Language Classroom Anxiety Scale, and the Classroom Life Measure. The findings revealed that teacher academic support had the strongest correlation with language-learning anxiety, in comparison to other forms of support such as teacher personal support, students academic support, and student personal support. Language learners felt less anxious when they perceived an increase in academic support provided by their teachers.

Tsehay & Kahsay (2020) completed the fourth study, titled “Relationship of Language Learning Anxiety with Teacher and Peer Support”. The main purposes of this study was to investigate the correlation between anxiety related to learning the English language and support received from peers and teachers among Grade 9 students in a rural-based secondary school. A questionnaires comprising three different scales (Foreign Language Classroom Anxiety Scale, Teacher Support Scale, and Peer Support Scale) was given to a sample of 150 students (91 female and 56 male) chosen from a population of 783 students using a stratified random sampling method. The data was analyzed using both descriptive statistics, such as frequency counts, averages, and standard deviations, as well as inferential statistics, including the Pearson Product Moment Correlation and Fisher’s Z transform. The study’s findings indicated that most of the students exhibited a moderate level of anxiety across all aspects of the anxiety scale. Nevertheless, the individuals indicated fear of negative evaluation as the most anxiety inducing source. In addition, the participants evaluated the help they received from their classmates and teachers very positively. All sub-variables related to anxiety, including communication apprehension, fear of negative evaluation, test anxiety, and general English classroom anxiety, showed a substantial negative correlation with both teacher support and peer support. The only exception was test anxiety, which did not show a significant correlation with peer support. The correlation coefficients revealed significant variations in the intensity of the association between language learning anxiety and support for female and male students even though Fisher’s Z transform did not confirm the significance of the difference. The findings inferred that students’ anxiety levels can be reduced to some degree by improving teacher and peer

support in cooperative learning setting. This would enable students to boost their confidence and self-esteem in language classes.

According to the studies above, the role of classmate and teacher support can help reduce students speaking anxiety. Although, this research has similarities with the previous studies, that this research explore the role of classmate and teacher support in reducing students speaking anxiety. Additionally, this research emphasizes students enrolled in the English Public Speaking Class majoring in English education in 2nd semester at Sunan Gunung Djati Bandung, which becomes a research gap for this research, this research focused on the public speaking class while previous research focused on general context and this research used qualitative method.

