CHAPTER 1
INTRODUCTION

This chapter explains the background to the present study along with some other important points. This chapter also sets out the formulation of the problem, operational definitions, aim of the study and uses of the research. The background contains the identification of problems which becomes the bases for doing this research.

1.1. Background

As one of the foreign languages that should be learned by the students, English is not commonly spoken by most Indonesian EFL secondary students especially in their daily life. Most of them only practice English in the EFL classroom. In fact, the skill of public speaking is often considered very hard for the students because of many factors that float over the students (Mahmud, 2018). Highly anxious students try to avoid participation in speaking activities; they suffer intense distress speaking in front of people, confusion, fear of making mistakes in delivering the speech and even going blank in speaking sessions (Cagatay, 2015). Consequently, when anxiety occurs in speaking activities, it can be said that the Indonesian EFL secondary students will not be able to reach the successful learning indications which navigates the teachers to conduct the learning activities which can encourage the students to actively participate in the classroom. (Cameron, 2020).

There are many aspects contributing in raising EFL students' speaking anxiety. A study conducted by Purwanti, Jaya and Muhsin (2018) stated that speaking in foreign language is not the only one source of the anxiety but that speaking in front of the audience too. It indicates that there is a relationship among speaking English, anxiety and the surrounding environment. In this regards not only human but also non-human aspects Therefore, this study conducted to determine factors causing EFL students' speaking anxiety from ecological perspectives in the classroom context to study the reciprocal relation between the students and the environment. Ecological perspective. This study concerned with an ecological perspective to study speaking anxiety factors because this theory views learners,

instructors, their local classroom environments as a web of interconnected interactions. An ecological perspective examines the learning process, teachers' and students' actions and behavior.

Regarding the use of an ecological perspective, several studies have been completed. Namely, Kashbi and Shirvan (2017) used the ecological model to investigate the causes of anxiety in speaking English among High school students. In addition, Rani (2020) conducted a study on English language learning anxiety 3 among University students from an ecological perspective. Nazari, Farnia, and Ghonsooly (2017), on the other hand, employs activity theory and Bronfenbrenner's ecological model to investigate the causes of English language writing anxiety. Therefore, using an ecological model to investigate the causes of anxiety in speaking, writing, and English language learning inspires the present study to carry out this research in high school context.

This issue deserves more investigation because it is an obvious factor that can hinder students' performance and achievements. By applying ecological perspective (Bronfenbrenner, 1979), we can explore the significant contextual factors which play important role in EFL students' speaking anxiety among high school students. This study focused on the classroom-related factors that give significant effect on the students' anxiety. Through the semi-structured interview result of high school students, researcher hopes that it could scrutinize the possible causes and impacts of speaking anxiety, as well as the critical solutions to alleviate the issue.

1.2. Formulation of the Problems

The current research is formulated in a question:
What ecological factors cause student to feel anxious about speaking English in a classroom setting?

1.3. Operational Definitions

To avoid misunderstanding, here are the operational definitions of each keyword:

1. EFL Speaking Anxiety : A negative emotional response felt
by students when they use foreign

			language that somehow can influence students' performance
2.	Ecological Study	:	A study concerned about the association between a person developments against a series of nested ecosystem model. in this regards, ecological study deals with the language learner and all the interpersonal factors and the classroom ecology.
3.	Microsystem	:	Pattern of activities, roles, and interpersonal relations experienced by the developing person and the closest environment that give direct impact on a person's development.
4.	Mesosystem	:	comprises the interrelations among two or more settings in which the developing person actively participates.
5.	Public Speaking	:	Speaking activity that takes place in front of audiences and commonly becomes the cause of anxiety.

1.4. Aims of the Research

This research is aimed to investigate the students' ecological factors that causing EFL students speaking anxiety in the classroom context.

1.5. Uses of the Research

1. Theoretical Use:	The present research expands the ecological understanding and nested ecosystem theories that bring out students' speaking anxiety in the context of the classroom.

2. **Empirical Use:**   This research will provide empirical insights into how can ecological factors influence students' speaking anxiety from nested ecosystem model point of view that hopefully can inspire the other researcher to conduct further research about this topic that only limited in the scoop of classroom

3. **Practical Use:**   The present research provides language practitioners and teachers the students' ecological experiences causing English speaking anxiety as well as the critical solutions to face the student's speaking anxiety issue.