

CHAPTER I INTRODUCTION

This chapter presents the introduction of the thesis. It covers five main sections. The first is the background describing the rationale for conducting the research. The second is the formulation of the problem covering the basic question to be answered consisting of one research question. The third is operational definitions containing some definitions of terms related to the research. The fourth is the aim of the study containing the objective to be achieved at the end of the research. The last is the significance of the study describing the advantage of conducting the research.

A. Background of the Problem

For EFL students, speaking is the most important language skill to master because English is in a strong position as a tool among international communication (Crystal, 2003). Living in the EFL environment, the students face limitations on the use of the target language. As a result, most EFL students speak English unconfidently, particularly in interaction with native speakers.

Most Indonesian undergraduate students basically have been studying English for approximately 3-6 years before entering tertiary level. For the EFL students of the English department, the ability to speak English is a must, but they face unstable emotions, so it produces anxiety, nervousness and doubt when they speak to the native speaker. To speak in English with native speaker for EFL student is a burden. It is because they speak English as foreign language, so they are afraid of making mistakes. In the process of speaking using foreign language, EFL students will face many challenges. One of them is speaking anxiety. It happens to the EFL students who speak to native speakers for the first time.

Concerning on the speaking anxiety, there are many studies that talk about speaking anxiety even about anxiety of EFL students such as (e.g. Dewaele,

Petrides & Furnham, 2008; Elkhafaifi, 2005; Gregersen, & Horwitz, 2002; Horwitz, 2010, Horwitz, Tallon & Luo, 2009; Horwitz, Horwitz, & Cope, 1986; Humphries, 2011; Liu & Jackson, 2008, MacIntyre & Gardner, 1994; Marwan, 2016, Onwuegbuzie, Bailey & Daley, 1999; Tran, Baldauf, & Moni, 2013). The latest study that the writer found is conducted by Bozkirli and Kürsad Çagri (2019) the study discussed about speaking anxiety that appeared in Turkish teacher candidates. It shows that the speaking anxiety levels of Turkish teacher candidates are not high and do not change depending on their gender or their willingness to become a teacher, they change significantly depending on their grade and public speaking experience. However, the speaking anxiety that appears in EFL students when they speak to native speakers, seen from an emotional geography perspective is rarely observed in an English language learning environment.

In order to fill this gap, further investigation of speaking anxiety is required to gain a better understanding about speaking anxiety that appear in EFL students, that requires them to being a tour guide to serve and guide the native speakers in the tourism areas analyzed based on emotional geographies perspective, when they do Translation and Interpreting (TI) course assignment to become a tour guide.

B. Formulation of the Problem

The research question on this study is addressed as: “What are the factors of EFL students’ anxieties when they speak to native speakers?” In this research, the researcher expects to know more about the speaking anxieties portrayed in the students’ emotional experiences.

C. Operational Definitions

1. Speaking anxiety: Speaking anxiety is a feeling of tension, the fear/afraid, edginess and worry

experienced by the undergraduate students in serving or guiding the foreign tourist as English native speakers. This study will investigate how the anxiety appears when they speak to native speakers.

2. Emotional geography:

A framework about students' feelings and its relation to their contextual environment and activity when they speak to native speakers in being the tour guide in TI assignment.

3. EFL students:

The student who learns English as a foreign language in their home country (or any other country that is not a native English-Speaking nation).

D. The Aim of the Study

The Aims of the research is to knowing what are the factors of students speaking anxiety when they did the tour guide of tourist assignment in tourism areas.

E. Significances of The Study

It is expected that this study can be useful as follows:

a. Theoretical Use

This research is expected to give information, or reference to be developed for further studies, the researcher hopes that other researchers evaluate, revise, reconstruct, or modify this study and write further studies for other levels and objectives.

b. Practical Use

This research is expected to give information for the English education department lecturer or teacher about speaking anxiety faced by the students, in communicating to the native speakers.

c. Empirical Use

This research, this study will improve the researcher's information and knowledge about speaking anxiety towards students in speaking to native speakers in real context.