

## **CHAPTER 1**

### **INTRODUCTION**

This chapter describes several things encouraging the research that I conducted. In this section, I provide a background of the study in the first place. The background of the study describes all the things I experienced while joining English Cafe. The second is formulation problem. The third is operational definitions that explain one term related to the topic. The fourth is aims of the research, and the fifth is significance of the research that are divided into three parts; theoretical, empirical, and practical use.

#### **Background of The Study**

Learning English Language is fun, by learning English I can talk to the native English speakers. I learned English since I was a kindergarten student and I was excited to learn English. Currently, I am the one who learn English in Siliwangi University as a major of my study.

This research is talking about the experience that I ever had in Siliwangi University. As a college from English Educational Department, I must have speak English well. Most of my friends are often feel comfortable during public speaking class without any hesitation or even feeling anxious. Here, I am suffering from speaking anxiety. One in a while, I speak in front of the people as if I have no hesitation while speaking in a public situation. Honestly, I feel anxious while people giving me an attention and I do afraid of negative evaluation during speaking in public. Speaking English as a foreign language is the most fearful due of my poor pronunciation and feel of lack confidence (Especially during learning English in the classroom). As already explained by the previous research that anxiety has been considered as one of the important affective factors which has an effect on language learners' progress (Effiong, 2015). In addition, the previous study also pointed out that learners may encounter many difficulties in speaking English since it is widely believed that speaking is more likely to cause anxiety than other activities in classroom contexts (Effiong, 2015).

The reason I bring this topic into the research is because I was invited by a two lectures in Siliwangi University and they are also the owners of English Cafe (one of entrepreneurship program in English Education Department Siliwangi University and also English Zone Programme) to gain my speaking skill. Also, I am sharing my anxiety feeling during joining English Cafe program. Since I joining English Cafe, I follow the activity as a Language Partner (A Waiter) and within the whole day in English Cafe I always offers an English Cafe menu towards the consumers. Sometimes, I get colded because as far as I feel the obstacles for me (as a student in EFL context) to speak English is feeling anxious.

Previous study which written by MacIntyre (2017) explained that two of the major reasons why learners experience speaking anxiety are their concern about producing pronunciation errors and their fear of potential humiliation by their peers because of such errors. That statements explains my anxiety factors during learning English in the classroom. I am afraid while conveying the ideas inside my brain just because I fear something happen like mispronouncing a words or even a sentences. Also, I also avoid a direct peers evaluation because sometimes a negative evaluation can make me feel down in Learning English (especially inside a classrom).

During joining English Cafe, I plays a role-playing activity with so many sophomore in that atmosphere. As already explained by Holt and Kysilka (2006) stated that role-play techniques can be fun and lead to development learning, these techniques can be used as student-student communication, they help EFL students to comprehend the importance of cooperation and to have an interest in learning. I participated in an activity at the English Cafe as well as a waiter at the Cafe and its research took in a month. Here, my purpose are to share an experiences facing speaking anxiety during joining English Cafe.

Previous study before this research is made, I took a references from Dreyer (2011), Widya, Fatimah, and Santiana (2020), also Iida (2018). Dreyer (2011) telling the stories on his research about his experience while nearly to death and how he survive from death accidents by the tittle "Beyond the fantasy, after forever". Tresna, Fatimah, and Santiana (2020) by the title "Students' Feedback As

A Tool for Reflection: A Narrative Inquiry of an Indonesian Pre-Service Teacher“ is telling about a pre-service teacher during teaching practicum and the participate narrate herself on that research through reflective study. The last is about Iida (2018) by Title “Living in Darkness at the Time of the Great East Japan Earthquake: A Poetic-Narrative Autoethnography.” He observe about his student by using poetry as a data collective. The author selected both a collection of his English poems and poetic expressions of his Japanese second language students in English writing. While looking at each writer’s emotional response to this experience, narrative reflections and understandings of the tragedy were added.

### **Formulation of The Problem**

The current research is formulated in this question: **“How did the speaking anxiety occur in the English Cafe during role-playing activity?”**.

## **Operational Definitions**

**1.3.1 Speaking Anxiety:** The nervousness that a speaker feels before and or during a presentation. Sweating palms, a shaky voice, a dry throat, difficulty breathing, and even memory loss are all common symptoms of anxiety.

**1.3.2 Role-Playing:** The act of imitating the character and behavior of someone different from yourself, for example as a training exercise.

**1.3.3 English Cafe:** A mini cafe that facilitates all the students at Siliwangi University to learn English as a Foreign Language.

## **Aims of The Research**

The aims of this research is to seek the anxiety effects which occur during role-playing activity.

### **Significance of The Research**

- 1.5.1 Empirical:** This study will reveal empirical insight into how reflective journals (diary) can represent anxiety effects experiences when doing role-play.
- 1.5.2 Theoretical:** This study will mention the anxiety effects in English Cafe during role-play. The researcher will tell the experiences by using a diary as a reflective journal. A reflective journal would be analyzed by using a Thematic Analysis to explain what is happening with the researcher.
- 1.5.3 Practical:** To find out what is the anxiety effects during role-playing activity in English. The information about the critical incident comes from a combination of the researcher's diaries reported about the happening inside the English Cafe.