

CHAPTER I

INTRODUCTION

1.1 Background

It is widely acknowledged that having good English proficiency is crucial in today's globalized society. One way to equip individuals for global competition, where English is considered a vital factor, is by implementing bilingual programs (Jayanti & Sujarwo, 2019). Bilingual education is regarded as a way to offer students the chance to achieve fluency in both Indonesian and English, while also boosting cognitive development, intercultural awareness, the concept of cross-language mediation, and other benefits (Jayanti & Sujarwo, 2019).

Speaking in a language other than one's native language can make people feel frightened or anxious, which is referred to as foreign language speaking anxiety. This can appear as self-doubt, fear of making mistakes, or fear of being judged harshly by others (Oteir & Al-Otaibi, 2019). Recent meta-analysis studies by Botes et al. (2020) and Dikmen (2021) have shown that foreign language speaking anxiety has a negative impact on learners' language achievement and performance. It may have a detrimental influence on a person's capacity for efficient oral communication in a foreign language (Said & Weda, 2018), and may cause them to lose interest and willingness in their language learning (Khusnia, 2017).

Acquiring the skill of speaking in a different language is a challenging endeavor. As explained by Burns (2019), speaking is a complex and dynamic skill that demands the simultaneous use of various cognitive, physical, and socio-cultural

processes. A speaker's knowledge and skills also need to be quickly engaged in real-time. Due to the rapid nature of the interaction, EFL learners do not have enough time to prepare or think through how to elaborate the message in the foreign language, as is commonly the case with written communication.

Kang (2002) emphasizes the challenges faced by EFL learners when trying to speak the target language fluently and appropriately. Speaking in a foreign language involves skills that go beyond mere familiarity with the language's grammatical and semantic rules. It is equally important for language learners to understand how native speakers use the language in structured interpersonal contexts where a variety of circumstances are at play. Kang (2002) goes on to say that effective oral communication encompasses not only verbal interactions but also paralinguistic elements such as intonation, stress, and pitch, which contribute to the challenges EFL students may face in speaking a foreign language. Additionally, speech may be accompanied by nonlinguistic elements including gestures, body language, posture, facial expression, and so on to directly convey messages. Speaking for interaction context also means that the speakers should be able to listen and respond to the interlocutors.

Since speaking in a foreign language requires students to deal with a variety of components that are complex and difficult on both linguistic and cultural levels, it can be overwhelming for them and lead to anxiety. Speaking is identified as the area that generates the highest levels of anxiety (Alnahidh & Altalhab, 2020; Labicane, 2021; Bashori et al., 2022), as well as the most significant factor of anxiety in language classrooms (Öztürk & Gürbüz, 2014).

In the field of ELT, there is a growing concern about students' speaking skills and how anxiety can have a negative impact on their language performance. (Rachmawati & Jurianto, 2020; Taufana & Mirza, 2020; Rofida, 2021). c) Detecting psychological factors like speaking anxiety at an early stage is vital to ensure they don't hinder the process of learning a language. Numerous researches on students' foreign language speaking anxiety have been conducted over the last few years. For instance, a study by Jannah et al. (2022) discovered that the majority of students felt moderate levels of speaking anxiety when learning a foreign language. The causes of this speaking anxiety included fear of making mistakes, low self-confidence, limited vocabulary, fear about negative evaluation, and the fear of being embarrassed (worries about being laughed at). A study by Elbalqis and Pradana (2022) reported that students' foreign language speaking anxiety was high during online learning, and many still faced moderate anxiety levels even after the COVID-19 pandemic. Eddraoui and Wirza (2020) conducted a study to investigate the foreign language speaking anxiety experienced by high school students in Morocco and Indonesia. The results revealed that Indonesian students had a higher degree English-speaking anxiety compared to their Moroccan counterparts. The primary sources of this anxiety were pronunciation, fear of making errors, and fear about negative evaluations.

However, the main concern with the studies cited above is that they focused solely on EFL students in regular classrooms. Despite extensive study in this area, little attention has been paid to the understanding of foreign language speaking anxiety among EFL students in bilingual classrooms. Therefore, there is a need for research that specifically addresses the foreign language anxiety of students in

bilingual programs to gain insights into the level and factors of anxiety that students experience while speaking a foreign language in an educational setting that employs two languages for instruction and offers a unique classroom environment. Understanding the connection between bilingual education and speaking anxiety might have significant implications for educators and researchers interested in promoting bilingual education, developing effective ways of reducing speaking anxiety, and improving language learning outcomes. The preceding premise serves as the foundation for the study, which examines foreign language speaking anxiety of junior high school students in bilingual classroom from the students' perspective.

1.2 Research Questions

Based on the issues stated in the study's background, this study seeks to address the following questions:

1. How is the level of anxiety in speaking English among students in bilingual classroom?
2. What are the factors of anxiety in speaking English among students in bilingual classroom?

1.3 Objectives/Purpose of the Study

This study aims to obtain better insights into bilingual classroom students' anxiety in learning to speak English at SMPI Al-Azhar 12 Rawamangun. This study's objectives are to investigate the levels of anxiety that students feel while speaking English and to identify the factors causing this anxiety.

1.4 Scope of the Study

This research seeks to gain a deeper understanding of the anxiety faced by bilingual classroom students when learning to speak English. The study employed Horwitz et al. (1986)'s Foreign Language Classroom Anxiety Scale (FLCAS) to determine the level of speaking anxiety among the students. to measure the students' level of speaking anxiety. Furthermore, semi-structured interviews were conducted to gather data on the factors contributing to the students' speaking anxiety.

The study analyzed the interview data for the speaking anxiety factors based on the learner-internal and learner-external factors identified in previous literature. The study involved thirty-six 8th grade bilingual classroom students of SMPI Al-Azhar 12 Rawamangun during the second semester of the academic year 2022/2023. By conducting this study, it is hoped to provide a better understanding of foreign language speaking anxiety among bilingual classroom students.

1.5 Significance of the Study

1.5.1 Theoretical Significance

This study's findings are intended to contribute to the broader field of foreign language acquisition research by exploring foreign language speaking anxiety in bilingual classroom students and providing empirical data on the factors that contribute to speaking anxiety in bilingual classroom settings. This might increase our knowledge of how students acquire foreign languages and of how to create learning environments that encourage language acquisition.

1.5.2 Practical Significance

1. For students

This study can help raise awareness among students about the challenges they may encounter during language learning. Identifying the factors that contribute to anxiety can empower students to take an active role in their language learning journey. Understanding their anxieties enables students to seek appropriate help, communicate their needs, and work towards improving their language skills more effectively.

2. For teachers

The study can help teachers gain a better knowledge of the factors that cause foreign language speaking anxiety in bilingual classroom students. This can assist teachers in developing effective strategies and implementing learning environments that minimize students' speaking anxiety and enhance language learning outcomes.

3. For researchers

This study can be used as a reference for researchers who want to conduct research in the same topic which serves to verify or refute research findings concerning foreign language speaking anxiety among bilingual classroom students.