

CHAPTER I

INTRODUCTION

1.1 Background of Final Report

In the current era of technology and information development, English language skills have a very important role. Now individuals are required to have foreign language skills, especially English as an international language. English is the main key for students to do everything in their future life because of the very rapid development of the world. The ability to use English is very necessary so that they can keep up with existing developments. Herwanto (2013) stated, “English is very important as a medium of communication in various activities, such as teaching and learning activities, international conferences, and in particular” (p. 1). Currently, the use of English is not only used as the language of instruction between languages in various countries, but also English has a very broad function.

The use of English in communication as the international language is a need nowadays. In fact, learning English is not easy. The problem in learning English, especially, in communication is verbal communication. Krauss (2002) stated that messages expressed verbally by conveying meaning are verbal communication. The student’s language anxiety that arises depends on the reactions that appear in learning activities. In a small scope, such as a class they

experience language anxiety when they communicate verbally. The possibility that these students will also experience language anxiety outside the learning environment on communicating in English. Herwanto (2013) emphasized that students will be faced with a special perception by assuming that communicating using English is a big problem or a difficult problem, and this condition leads to a level of frustration (p. 20).

Surya et al., (2018) emphasized that foreign language anxiety is an anxiety that will arise when communicating (p. 152). Foreign language anxiety can arise when there is communication behavior. Humphries (2011) review that language anxiety is a feeling of tension and fear that is specifically linked to the context of a second language, including speaking, listening, and learning. (as cited in Gardner and MacIntyre, 1994). The language anxiety experienced by students causes anxiety when communicating verbally, especially spoken English. Language anxiety cannot be separated from communication anxiety, when students experience language anxiety directing students will also experience anxiety when communicating verbally by speaking English.

Students must have a very important basis in themselves to be able to express their English communication skills by having self-efficacy. The ability that a person has when doing something for his purposes and benefits can be said self-efficacy. Currently, many students do not have self-efficacy in speaking English, especially students majoring in English who should have more self-efficacy than other majors. Self-efficacy is also a factor in a person's personality

that can affect anxiety in that person. Albert Bandura (1997) review that self-efficacy has been broadly studied in recent decades since it was introduced (as cited in Puspita et al, 2014, p. 51). Puspita (2014) emphasized that “Self-efficacy is often correlated with language performance” (p. 51). Student self-efficacy is the basis and the main thing that English departement’s students must have. English departement’s students are language students who cannot be separated from the communication so that students must have self-efficacy so they do not experience communication anxiety. Zimmerman (2009) found that personal assessment of a person’s ability to carry out a task to obtain an achievement is the meaning of self-efficacy in the academic world.

Self-efficacy is one of the things that proves that the person has good competence and can be relied on. Students who have self-efficacy will be able to complete all assignments and work well. Self-efficacy will lead to courage as well as the ability to improve their performance. It is unfortunate if students majoring in English do not have self-efficacy in speaking using English, this will cause them difficulties in facing the world of work and the world of education at an advanced level. Based on the background, the writer has chosen the title “The Importance of Self-Efficacy in Communication Anxiety for English Departement’s Students” as her final report.

1.2 Objective of Final Report

This final report is intended to give information and explanation to the readers about the role of self-efficacy in overcoming English communication, especially for students majoring in English.

1.3 Significance of Final Report

There are two important things in this final report. First, readers can get better understanding in the important role of self-efficacy in overcoming English communication anxiety. By understanding self-efficacy, English department's students can further improve their abilities both in the academic environment and outside the academic environment. Second, it can be used as a reference for further study in accordance with the topic discussed, especially, for English department's students at Diploma Three, University of Merdeka Malang.