CHAPTER I

INTRODUCTION

A. Background

Becoming a fluent speaker might be challenging for English Foreign Learners (EFL) learners due to the fear caused by the anticipation of trait, state anxiety, and specific-situation (Cattell & Scheier, 1963; MacIntyre & Gardner, 1989, 1991; Spielberger, 1966). Trait anxiety is a stable feature of an individual's personality about many things under circumstances (Spielberger, 1983). State anxiety is a feeling of worry or stress at a particular moment under a particular circumstance, accompanies sweaty palms, dry mouth, and increased heart rate. A situation-specific anxiety is similar to trait anxiety in that it is stable over time, but it may not be consistent across situations. The example of situation-specific anxiety is Public Speaking as stated by Luo, Han (2014).

Based on my experience when I am giving speech in a classroom or in a public place, I generally tend to avoid situations where I have to perform. But when I encounter such situations, I suffered intense distress speaking in front of people, confused and fear of making mistake in delivering the speech because of encountered very different settings from the classroom to the outside. Even I have already known speaking in a public place which means being face-to-face to the audiences such a lecturer and the students, I still feel not confident because of less preparation. It is supported by Juhana (2012) that "the very limited chance to practice can be

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the causes of being not confidence, shyness, and silence that impede a natural communication" (p. 100). From my speech performances which were recorded as two videos, (Van Lier, 2004) added, those factors perceived by learners are the interaction in the ecological perspective refers to the exchanges between the environmental, individual, and linguistic dimensions in the immediate environment, which become progressively more complex in relationship and are reciprocal in nature. Those three dimensions supports the main assumption of an ecological perspective, which posits the complex interaction between a human individual and the surrounding environmental characteristics.

A large number of research studies (Cattell & Scheier, 1963; Mac Intyre & Gardner, 1989, 1991; Spielberger, 1966; Samuelson, 2011) has been carried out focusing on the role of anxiety in the process of English language learners' development. The previous research, was conducted by Kasbi and Elahi Shirvan (2017) which was discussing about the ecosystemic factors bringing about the anxiety in EFL learners' speaking in classroom research. Meanwhile, in this research I investigate on how the ecosystemic factors bring about my anxiety in public speaking class from the points of view an ecological perspective of nested ecosystem theories. Henceforth, the multifaceted nature of anxiety needs to be explored from an ecological perspective. Moreover, narrative inquiry experiences which can shed more lights and provide a better understanding of the different aspects influencing English language learners' anxiety.

B. Formulation of the Problem

Many questions exist on the rare discussed about learning speaking in or out of classroom by using ecological understanding. The current research is formulated in this question:

"What are the ecosystemic factors bringing about my anxiety in public speaking class from the points of view of nested ecosystem theories?"

C. Operational Definitions

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

1. Speaking:	It is one of the languages that is very important for language learners. Besides speaking role plays in communication, speaking can also facilitate language acquisition and development.
2. Anxiety:	It is the subjective feeling or mental health disorder characterized by tension, apprehension, nervousness, and worry that is strong enough to interfere with one's activities associated with an arousal of the autonomic nervous system.
3. Ecological Approach:	Ecology is a scientific study coined about half past 19th century. It is an approach that has a

series of interrelated structures labelled ecosystem within nested ecosystem.

4. Nested Ecosystems Model:	It is an ecological model that is divided into four systems; there are microsystem, mesosystem, exosystem, and macrosystem.

D. Aim of the Research

This research aims to investigate what the ecosystemic factors that bring about my anxiety in public speaking class from the point of view Bronfenbrenner's nested ecosystem theories (1979) to what extent can an ecological perspective to the underlying factors of learner's anxiety in learning speaking.

E. Uses of the Research

1. Theoretical

Theoretically, this research expands the ecological understanding nested ecosystem theories (Bronfenbrenner's, 1979) brings about my anxiety in public speaking performance.

2. Research

This research will provide empirical insights into how can ecosystemic factors contributions in public speaking class from the point of view of nested ecosystem theories.

3. Practical

This research provides language practitioners with the real situations when they speak in the public place and the causes of anxious with the experiences in public speaking class which make speaking class more familiar, successful on perfomance and meaningful for students to learn language when they perform in public place.