

CHAPTER I

INTRODUCTION

A. The Background of the Study

In learning English, there are 4 skills that should be known and understood by the students, as follow: speaking, reading, listening, and writing. In Indonesia, those skills are hard to be learned by the students because English is one of foreign language in Indonesia, it makes most of people and also the students are not familiar and rarely use this language. Ur, (1996:120) says that from all the four skills, speaking seems the most important. It is supported by Parmawati (2018: 21) that speaking has been the most important skill of the English language because speaking is the communication tool of daily life. Furthermore, Hornby (1995: 37) in Sartika (2016:274) defines speaking as the skill that the students will be evaluated upon most in their real-life situations. Lack of practice and getting used to speaking English in public causes many cases of students who lack confidence and feel anxious when they are going to speak English in front of a crowd. Various incidents have been experienced by students due to anxiety when speaking English.

Speaking in English for the students in the country that implement English as a foreign language is not easy because students have to speak in a new language with high self-confidence. Speaking fluently also can show that they got good proficiency in learning the foreign language. Commonly students feel nervous, not confident, and anxious. This phenomenon is called foreign language anxiety. According to Young (1990), “from the students’ perspective, speaking activity in front of the class and on spot activities produce a very high level of anxiety”. It can be concluded that speaking English especially in front of many people being high

anxiety for the students then they avoid it and less interested to learn more about speaking English.

However, there are many problems in mastering speaking English, from students teaching process etc. One problem of the students is related to their emotion. Rebecca L. Oxford (199:60) said that emotion is significant in the homeroom since it affects talking. They impact students' capacity to handle data and to precisely get what they experience. Brown (1986) states that emotion influence learning in the most key manner since they are the establishment of the learning procedures and methods. Emotion is one of important thing in the conversation or classroom activities, since it has good impact on learning. Emotion can influence our mind to become anxious because when we can't control our emotions when we have to speak in front of people as well, it can affect our mind become anxious then we can't speak well.

The statement above is similar with the study was conducted by Hasibuan A. R. and Irzawati, I. in 2019 was conducted the research pointed toward discovering the effect of talking uneasiness on first year recruits' talking execution. There were seventy-eight freshmen of the 2018/2019 batch required as the members of that review. The information was gathered by utilizing a Personal Report of Public Speaking Anxiety (PRPSA) questionnaire just as students' speaking performance, which was assessed by utilizing a speaking rubric. Pearson Product Moment equation was utilized to dissect the relationship between those two factors. It was discovered that talking tension was connected with talking execution. Dread and apprehension delivered by tension when communicating in would influence oral language performance.

The other facts in the teaching learning process was came from the students' grade 8th of SMPN 16 Semarang. It showed that students were able to feel anxiety in various situations. Before class, the students were almost anxious about the same talking activities as waiting for the teacher's call and presentation. Also, they concerned about grammar and pronunciation mistakes.

It seemed that other students laughing a lot at the student who made a mistake. Some students were worried about the ridicule of their anxiety. It was also found that students sometimes feel anxious when teachers give lessons. They seemed upset when they didn't understand the lesson.

While previous research that got by the researcher, explain that the teacher also says from among 4 English skills, speaking was the ability with the highest level of anxiety experienced by students during the learning process. Lack of student interest in learning.

R : *Apa saja kendala yang mam alami selama mengajar berbicara bahasa inggris di kelas?*
(what are the obstacles that you face during teach speaking skills in the classroom?).

T : *Minat belajar yang masih cukup rendah sekitar 65% dari seluruh siswa.*
(the lack of interest of the students around 65% from all students).

R : *Sebelum pandemi, adakah ekspresi atau gestur yang menandakan bahwa siswa tersebut sedang gelisah atau cemas ketika mendapat tugas berbicara bahasa inggris?*
(before pandemic comes, is there any expression or gesture which means that the students are restless or anxious when get the task about speaking in English?).

T : *80% Siswa mengalaminya dengan beragam ekspresi, mulai dari melihat ke atas ruang kelas, melihat ke arah teman, masih didominasi gerakan fisik, tetapi juga ada beberapa siswa yang*

menunjukkan kecemasan secara mental.

(80% the students experience it with various expression, such as look at the up side of the classroom, look at their friends, still dominated by physical action, but some of them show the expression of being anxious mentally).

T : *Siswa juga masih mengalami kesulitan dalam memahami kata yang didikte oleh guru.*
(the students also feel difficult to understand the word which dictated by the teacher).

R : *Diantara 4 kemampuan dalam bahasa inggris, kemampuan apa yang paling tinggi tingkat kecemasannya yang dialami oleh siswa?*
(among 4 skills that should be mastered in English, which skill that has the highest anxiety experienced by the students?)

T : *Berbicara, yang kedua mendengar*
(speaking, the second is listening)

R : *Selama masa pandemi dan melakukan proses belajar secara daring, apakah siswa tetapi mengalami kecemasan ketika mendapat tugas berbicara melalui rekaman video?*
(during pandemic and doing learning process by online, is there any students who still anxious when they get the task about speaking in video recording?)

T : *Tetap terlihat kecemasan yang dialami siswa seperti kebingungan ketika menyusun kata menjadi sebuah kalimat*
(it still can be seen like they expression when they confuse to arrange the words into sentence)

Based on the preliminary data above, it can be seen that the level of anxiety in speaking English of the students is high. Several reasons for anxiety occur when students get a task to speak either face to face or in front of the class. Several solutions to reduce student anxiety have been done, one of which is by providing a variety of learning models to increase students' self-confidence when speaking in English.

It was important to investigate student anxiety, as anxiety can have a major impact on learning a foreign language. Then, the researchers wanted to investigate what factors could contribute to anxiety about being late for students in order to better understand the problem of anxiety when speaking in English.

Being able to say friends and even foreigners when speaking English, both familiar listening clearly was one of the hopes of many learners. However, speaking in a foreign language is very difficult. It takes a long time to develop your speaking ability. However, the biggest problem facing English learners was good English. Consequently, many reasons to take into consideration might be the lack of confidence in terms of anxiety about making errors as stated by Boonkit (2010). It can be stressful when they are expected to speak in a second or foreign language before fluency is achieved.

In line with the issue of anxiety, Tornburry (2005:28) states the lack of vocabulary, improper grammar and fears of mistakes are several factors that can contribute to speaking failure and cause an acute sense of anxiety when it comes to speaking. Besides, Cebreros (1998) adds that they have to cope with the demands of being able to sustain communication through an instrument they are not completely familiar with.

But the fact is that there is still anxiety and restlessness experienced by students when speaking English with various expressions, therefore the researcher wants to know clearly with clear benchmarks also about the factors that affect the anxiety experienced by students when speaking English which is a foreign language in this country.

However, there are many factors that make it difficult for students to learn the English they speak. One of the components is nervousness. Students' tension is a genuine issue that most understudies face while learning English as an unknown dialect. According to Horwitz (1986: 125), a few students may profess to have an inability to think straight against nervousness when they come to figure out how to talk a second or unknown dialect. It made understudies turned out to be less certainty, stress, and anxiety that hinder their learning interaction. Therefore, the researcher wants to examine what factors influence the anxiety that occurs in students when speaking in English. Besides, at the end of the result of this research, the researcher will also offer what strategies might be able to minimize these anxieties through several methods that are still related to the teaching and learning process.

B. The Problems of the Study

Based on the description of the background of the study stated above, the problems of the study are formulated as follows:

1. What are the factors that affect students' anxiety in speaking English?
2. Why those factors affecting anxiety appears in students learning process especially in speaking English?

C. The Objectives of the Study

Based on the problems of study above, the objectives of the study are:

1. To analyze the factors that affecting anxiety appears in students learning process especially in speaking English
2. To explain the factors that affecting anxiety appears in students learning process especially in speaking English

D. The Scope of the Study

In order to the research expected goal, the writer limits the problem on the following terms:

This research was conducted in the grade XI Social Department of SMA PAB 4 Sampali. The researcher was analyzed the factors that affecting of anxiety in speaking English.

E. The Significances of the Study

The researcher expect that the results of this research provide contributions to language teaching and learning, both theoretically and practically:

1. Theoretically, this research can give help to get prior information about the factors that affect students' speaking anxiety.
2. Practically, the findings are useful for :
 - a. English teachers who want to get much information related to the solution to minimize the anxiety that appears when your students have to speak in English.
 - b. Students, to improve their way of language learning in the classroom especially in speaking skill.
 - c. For other researchers, this research can be a reference for them to make their research be more complete or better in the future.