

CHAPTER I

INTRODUCTION

A. Background of Study

There are four skills that must be acquired in order to learn English. Reading, speaking, writing, and listening are the four skills. The process of generating, communicating, and transmitting intents, ideas, thoughts, and feelings is known as speaking. Speaking, according to Burns and Joyce (1997), is an interactive process of constructing meaning that includes producing, receiving, and processing information. Speaking is one of the important skills that have to be mastered in learning English. Unfortunately, many students have difficulty speaking in front of the class. According to Pollard (2008), speaking is one of the hardest skills for students to develop. The students often feel anxious, express the stress feeling and nervous when speaking English in front of the class.

Students must be confident while speaking in a foreign language, and even they ought to be well-versed in the vocabulary needed when speaking. In contrast to students who have only studied a foreign language, confidence will grow if the speaker is fluent in that language. Knowing their limited vocabulary will make them anxious. If students cannot control their anxiousness, it will negatively impact their ability to learn. However, in speaking exercises, psychological factors have an impact on pupils' unwillingness to talk.

One of the psychological elements related to students' hesitation to speak is anxiety. Anxiety, according to Spiel Berger (1983), is a sensation of unease that occurs at a certain point in time. The majority of students studying a foreign language will have different levels of anxiety, which will affect how well or

poorly they do in class. Students' anxiety indicates that anxious students have to make an effort to perform well since they are attempting to manage their worry while performing a task. As a result, to deliver a great presentation, students have to get over their anxiety problems. Anxiety has a detrimental influence on students' speaking abilities; stress, self-doubt, and less enthusiasm are all symptoms of anxiety.

Students who aren't properly understood in their pronunciations sometimes feel embarrassed and are scared to participate in speaking practice. According to Alessia Occhipinti's journal, If they believe they were able to achieve perfection and have proper pronunciation, students won't experience anxiety. Students will experience anxiety if they are concerned that they will not be able to get great achievements in a short period. Students that are anxious need to work harder to succeed since they are trying to control their anxiety while doing a task, which is shown by their nervousness.

Anxiety has both positive and negative effects on everyone. The students are anxious about something or are struggling with the topic in the session. This anxiety is the natural reaction, the students cannot be separated this fear completely. In terms of the advantages of anxiety, students are encouraged to work more when struck with a challenge, and by experiencing anxious immediately. The researcher discovered techniques to transform fear into the ability to think creatively in order to solve an issue, but anxiety has a negative affect on us as well. If we are anxious all the time and don't take action about it, we will get sick, our emotional stress will increase, and anxiety disorders like panic disorder, fears, and compulsive behavior will manifest. Communication

issues, test anxiety, and a fear of negative evaluation are the causes of Horwitz's anxiety.

The only psychological component that significantly affects language learning is anxiety. It can have both a good and bad impact. The good consequence is that students will be more motivated to improve their skills, while the bad effect is that students will receive lower grades if they are always nervous or unable to control their anxiety.

The most challenging skill for students to master is speaking, which also stresses them out. It is a reflection of other people directly participating in student activities. Students are more anxious while performing in front of an audience because they are always afraid, insecure, and worried. Almost of the students have speaking anxiety even if they are good in other skills, it's almost impossible if the students do not have speaking anxiety. They frequently experience a variety of adverse symptoms when they are anxious, including palpitations, sweating, and muscle pressure.

The researcher has identified a case in the eight grade students in SMP Muhammadiyah 06 Belawan. The researcher has conducted the preliminary research on the students. Most of students said that they felt afraid and shame to speak, They frequently have ideas, but they are hard to put into words. They were nervous or terrified when the teacher asked them to speak in front of the entire class. Only about a quarter of the students in the class could speak English confidently, while the rest were terrified and anxious. When asked why they were nervous about practicing their English, almost all students said they were scared

about making mistakes, particularly in grammar and pronunciation. Some of them struggled to speak English with confidence.

There has been research done on this context. Erdiana (2020) with title “A Study of Anxiety Experienced by EFL Students in Speaking Performance”. The primary purpose of this paper was to determine the degree of English speaking anxiety the students were experiencing. The researcher uses a quantitative method to evaluate her findings. Only speaking is already mentioned in the preliminary research. In truth, every level of worry must have some since it is reinforced by a number of elements that discourage students from participating actively in conversation. Because of this, the researcher's objective in this research is to carefully examine the students' level of anxiety and the common causes that will come up.

In light of the explanation above, The researcher was concerned in the level of students' speaking anxiety and the factors that cause students' speaking anxiety in eighth grade students at SMP Muhammadiyah 06 Belawan. So, the researcher will conduct research entitled “The level of Students’ Anxiety in Speaking Performance”

B. Problems of Study

The research problems were formulated into the following question:

1. What is students’ anxiety levels in speaking of grade eight in SMP Muhammadiyah 06 Belawan ?
2. What are the factors causing students’ anxiety in speaking of grade eight in SMP Muhammadiyah 06 Belawan ?

C. Objectives of Study

Based on the problem of the study above, the research notes that the objectives of the study can be formulated as follows:

1. To investigate the students' anxiety levels in speaking of grade eight students in SMP Muhammadiyah 06 Belawan
2. To find out the factors causing students' anxiety in speaking of grade eight students in SMP Muhammadiyah 06 Belawan

D. Significance of Study

The significance of this research can be theoretically and practically assessed

1. Theoretically

Theoretically, the findings of this study should help to determine the challenges to spoken language in the classroom and the degree of speaking anxiety among students.

2. Practically

Practically, the findings of this study could help students better understand how feeling nervous when learning a foreign language might potentially positively affect their speaking abilities. This study will inform teachers on the significance of understanding the root causes of students' anxiety and how it may affect their spoken language in the classroom. As a result, the teacher may also support the students in managing their anxiety, offer feedback, and comprehending how they learn. And for the subsequent study, it may be a resource for other researchers who would like to look more

closely at the factors that contribute to students' anxiety in the classroom.

E. Scope of Study

Based on the problem's identification, the researcher focuses on investigating the level of students' anxiety in speaking and the factors that cause students' anxiety in speaking in grade eight at SMP Muhammadiyah 06 Belawan.

