

## **CHAPTER I**

### **INTRODUCTION**

In this chapter, the researcher will discuss the background of the study, formulation of research questions, the purpose of study, significance of the study, the definition of key terms, scope, and limitation of the study.

#### **A. Background of Study**

Speaking is one of the essential skills in learning English, especially for English Education Department students. As part of the students of the English Education Department, the researcher realizes that the position of speaking is on the pinnacle between four skills that should we learn in English because it is the primary way to communicate with people easily for sharing any information. Leong and Ahmadi (2017) stated that speaking is the foremost skill for communication effectiveness. It means that without any speech, communication will not exist. Many activities are related to speaking, which can be a way to deliver information to others, one of which is by public speaking.

According to Ma'mun (2018), public speaking is the act of speaking to a group of people. The speech should be structured and deliberate, delivered with sincerity. Every public speaking speech usually will have a function, and it is whether intended to inform, influence, or entertain the audience.

Discussing a good public speaker, we should be aware that every speaker must have their challenges during speaking in public, one of which is the feeling of nervousness or anxiety that exists before or when they are saying. Anxiety comes when people feel so scared or under pressure. Anxiety can attack people with different personality traits, whether extrovert, introvert, or ambivert. The American Psychiatric Association, on the definition of anxiety, describes anxiety as the anticipated anticipation of future danger or adverse event, accompanied by feelings of dysphoria or physical symptoms of tension. According to a previous study stated by Vural, H. (2019). His journal entitled *The Relationship of Personality Traits with English Speaking Anxiety: A Study on Turkish University Students*. *Research in Educational Policy and Management*, 1(1), 55-74. Speaking in front of people is challenging, even in one's language. Since personality and speaking anxiety are interrelated, students' personality types are essential to discover their anxiety.

Nurhasanah and Niati (2020) stated that personality traits and speaking correlate. Their findings showed that extraversion was in Sufficient Correlation. Agreeableness, conscientiousness, and openness were in Fair Correlation. It means that extraversion, agreeableness, conscientiousness, and openness have a positive correlation, while neuroticism has a negative correlation. Then, the higher traits extraversion, agreeableness, conscientiousness, openness, the higher speaking skill. The higher neuroticism, the lower speaking skill. It means that the research question of the research was answered already. Personality can be seen from individual traits such as thinking, behavior reaction, emotional response, and interaction. It can also be identified by distinguishing differences could observe from individuals (Rahimi,

2007). According to Ryckman (2004), personality can be defined as a dynamic and organized set of characteristics possessed by a person that uniquely influences their cognitions, motivations, and behaviors in various situations.

From that previous study, the researcher is interested in investigating and examining the leading causes of public speaking anxiety and the symptoms of speaking anxiety, also how students cope with the symptoms of speaking anxiety while doing public speaking. The difference between this research and previous research is on the

In this research, the researcher focuses on the 7th Semester of the English Education Department of Islamic State University of Sayyid Ali Rahmatullah Tulungagung. The researcher took Islamic State University of Sayyid Ali Rahmatullah Tulungagung because the researcher knows that this campus was the first Islamic state university in Tulungagung. The researcher hopes that by doing this research, there are few changes in English Education Department, especially in speaking lessons; the researcher hopes that students could cope speaking anxiety whilst speaking by reading this research. This research contains how students with different personality traits coping speaking anxiety, so the future readers could copy their way to cope speaking anxiety.

## **B. The Formulation of Research Questions**

1. What are the main causes of speaking anxiety experienced by students of the 7<sup>th</sup> semester English Education Departement of UIN Sayyid Ali Rahmatullah Tulungagung with different personality traits?

2. What are the symptoms of speaking anxiety experienced by students of the 7th semester English Education Departement of UIN Sayyid Ali Rahmatullah Tulungagung with different personality traits?
3. How do the students of the 7th semester English Education Departement of UIN Sayyid Ali Rahmatullah Tulungagung with different personality traits cope speaking anxiety symptoms?

### **C. Purpose of the Study**

1. To know the main causes of speaking anxiety experienced by students with different personality traits.
2. To know the speaking anxiety symptoms experienced by students with different personality traits.
3. To know how students with different personality traits cope with speaking anxiety symptoms.

### **D. Significance of Study**

This research will be contributed to :

#### **1. English Students or Learners**

This research contributed and gave information to English students or learners because it will help all English students and learners to know the symptoms of speaking anxiety whilst doing public speaking, also how students or learners with different personality traits can coping the symptoms of speaking anxiety.

## **2. English Teacher**

This research contributed and gave information to English Teachers because English teachers should help students with coping speaking anxiety symptoms whilst doing public speaking. Also, for their lessons to get know more about students with different personality traits to coping speaking anxiety symptoms.

## **3. The Next Researcher**

This research contributed and giving information to the next researcher about speaking anxiety and how students with different personality traits coping it. And the next researcher can use the information contained in this thesis for the following research.

## **E. The Definition of Keyterm**

**Personality Traits:** Personality traits reflect people's characteristic thoughts, feelings, and behaviors. Personality traits imply consistency and stability—someone who scores high on a specific trait like Extraversion is expected to be sociable in different situations and over time. Thus, trait psychology rests on the idea that people differ from one another in terms of where they stand on a set of basic trait dimensions that persist over time and across situations. (Edward Diener & Richard E. Lucas, 2019). The measure of personality traits is based on the big five personalities that the researcher explained in the next chapter. Personality traits have been divided into five, and each student has different personality traits and different way of coping speaking anxiety, so the researcher take the most effective

way to help the future reader to coping speaking anxiety based on their personality traits.

Speaking Anxiety: Speaking anxiety in Second/Foreign Language Learning is the feeling of fear, stress, or nervousness that could hamper students' language learning and negatively affect their performance. (Murunga Felicity, 2018)

#### **F. Scope and Limitation of Study**

In this research, the researcher focus on the 7th semester of English Education Department students of UINSATU Tulungagung. The researcher is researching by sharing a questionnaire and interviews with students with different personality traits. The researcher cannot decide how long this research will be ended. But if the saturated data have been fulfilled, the researcher will stop the investigation.