CHAPTER I
INTRODUCTION

This chapter discusses the Background of the Study, the Research Question, the Object of the Study, the significance of the Study, the Scope and Limitations, and the Definition of Key Terms.

A. BACKGROUND OF STUDY

It is quite easy to locate English in everyday life in the age of globalization. On the internet, we may find English in a variety of media, including movies, games, books, numerous websites, and YouTube video. Learning English is one of the requirements for participation in a variety of academic and cultural activities, as well as business, engineering, and worldwide communication. Learning and mastering English is critical due to the necessity of understanding other languages, particularly English. As a result, English is one of the most essential disciplines in the Indonesian educational system, according to Ahmad (2016). After Indonesian, English should be the second language to be learned.

Students must master four basic abilities when studying English: listening, speaking, reading, and writing. Speaking is a crucial skill for English as a Foreign Language (EFL) students. Fitriyah (2019), English is a foreign language that every student must learn from elementary school through high school and college. Speaking is a method of interacting with people through exchanging thoughts, feelings, and information. Pryla (2014) defines speech as an interactive process of meaning construction that comprises information creation, reception, and processing. This implies that students, especially in high school, should be able to communicate their thoughts, feelings, and opinions, as well as ask questions if they do not understand English. However, learning English, particularly speaking English, is difficult.

As stated by Tanveer (2007), many EFL learners experience difficulty speaking since it is a tough skill. Students may be proficient in other areas of English, but most struggle with learning to speak a foreign language. Students

work hard to learn English and enhance their speaking abilities in a variety of methods. There are several obstacles that inhibit pupils from enhancing their public speaking abilities.

Anxiety is one of the elements; as a result of language anxiety, most students are terrified of making errors while speaking, lack confidence, and obtain poor outcomes when learning English. According to Rajitha (2020), students have considerable anxiety in English activities and much greater anxiety in speaking examinations when compared to other abilities. This implies that, among the four basic skills of learning English, students may experience significant anxiety while attempting to speak English in front of friends or others.

According to Horwitz, and cope, et al, (1991) defines anxiety as a subjective experience of tension, dread, uneasiness, and anxiety connected with autonomic nervous system activation. He goes on to say that, although anxiety inhibits certain individuals from excelling in science or math, many others find learning a second language, particularly in the classroom, extremely stressful. This implies that many foreign language students are anxious in class, which hinders their ability to speak. In truth, students understand what they are saying but are unable to demonstrate it due to nervousness. The study discovered that anxiousness develops in English lessons. This condition prevents students from speaking fluently.

Lack of vocabulary, incorrect grammar, and fear of making mistakes are all factors that might exacerbate speaking faults and produce extreme anxiety. Rayani (2012) She goes on to say that a lack of practice can lead to uneasiness, shyness, and quiet, all of which limit natural communication. This indicates that several things cause students to be concerned about speaking English. Because of this situation, students' worry over speaking English is vital for learning.

Some previous researcher has conducted study about axienty in speaking. The previous research was done by Santriza in (2018) entitled An Analysis of Students' Anxiety in Speaking Performace. This study aims to discover anxiety elements in students' speaking abilities. The descriptive qualitative research method was employed in this study. The author employed a questionnaire distributed to 17 respondents to obtain data. The study's findings grouped students' anxiety elements in speaking English into three categories: testing anxiety, communication apprehension, and fear of negative valuation.

The next previous by Nur Amalia Huda (2018), with the title Speaking Anxiety in the Presentation of EFL Students (A Descriptive Study at English Department of UIN Walisongo Semarang in the Academic Year of 2017/2018). The goal of this study is to look at the anxiety of UIN Walisongo English majors when speaking English during presenting activities. The descriptive qualitative approach was employed in this investigation. Questionnaires were used to collect data. Overthinking, lack of preparation, lack of experience, poor competence, low self-confidence, fear of failure, and tests were found to be variables leading to students' performance anxiety during presentations.

The following previous study done by Nur Isnaini entitled An Analysis of Students' Speaking Anxiety Students of English Foreign Language (EFL) at The Fifth Semester English Department of Uin Raden Intan Lampung Academic Year Of 2018/2019. The goal of this research was to find out what generates English language anxiety among fifth semester English majors. The researcher collected data using a descriptive technique and distributed questionnaires. According to the findings of this study, the reasons of students' speaking anxiety include their insecurity in speaking English, their fear of making mistakes when speaking, their nervousness when the instructor asks students to give a speech, and their feeling shy in front of the class.

This research is different from the three previous studies. The difference lies in the objectives and instruments used. While the previous studies only focused on identifying the factors causing students' conversational anxiety,

this study aims to identify the factor causes of students' anxiety and strategies to overcome students' anxiety in learning speaking. Another difference is that the previous studies used questionnaires as an instrument, but this study used interviews as the primary instrument and observation as second instrument.

Speaking is one of the most important aspects of learning a second or foreign language, according to Nunan (2000). It may be stated that the capacity to talk fluently is vital in students' language acquisition, particularly for high school students, both in and out of the classroom. Many students have trouble speaking; this is also a concern for MA Ma'arif Ponggok Blitar students.

MA Ma'arif Ponggok is one of Blitar's senior high schools. In truth, most students lack the confidence to engage in the process of learning speaking. According to the researcher's observations on April 12, 2023, and the findings of an interview with Mrs. Olik, the English teachers' at MA Ma'arif Ponggok Blitar, students are often concerned when the teacher asks them to speak English in class. Students are shy, apprehensive, insecure, and fearful of their peers. Furthermore, the teacher stated that students prefer to remain quiet and sit quietly in order to avoid making mistakes.

Anxiety can also impact students learning. It suggests that students who are less anxious will be more effective in learning English. Students who are anxious, on the other hand, struggle to learn English. Anxiety can make students feel uneasy and make it difficult for them to talk in class.

Many studies have demonstrated that anxiety has a significant impact on the ability of students to speak. Anxiety causes students to lack confidence when speaking English. Therefore, the researcher chose tenth grade students because these students have difficulty learning speaking and in this school there is only one class in each grade. Based on Mrs. Olik's interview, tenth grade students are very anxiety to speaking English in class. The results of observations made by the researcher on April 12, 2023 stated that many

students showed signs of anxiety when speaking, such as shyness, shaking, nervousness, anxiety and avoiding eye contact with the teacher.

This is seen in their shyness and fear of making errors when practice speaking. Some of them also feel that speaking is a tough talent to master and lack motivate to do so. The majority of students struggle with pronunciation and vocabulary. They get confused by the different pronunciations of English letters. Furthermore, due to a lack of vocabulary, they have difficulty understanding the topic and the teacher when they talk in English.

Based on the explanation above, researchers are interested in knowing what factors causing anxiety in class tenth students of MA Ma'arif Ponggok Blitar. Therefore, to know the reasons why students' feel anxiety when trying to speak English and strategies to overcome their anxiety in speaking, the researcher conducted this study by choosing the title *"Students' Anxiety in Learning Speaking of Tenth Grade at MA Ma'arif Ponggok Blitar"*.

B. Statement of the Research Problem

Based on the problem identification, the author formulates the problem as follows :

1. What are the factors causing students' anxiety in learning speaking?
2. What are the students' strategies to overcome their axienty in learning speaking?
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C. Objective of study

In relation to these problems, this research has the following objectives:
1. To know about the factor causing students' anxiety in learning speaking MA Ma'arif Ponggok
2. To know what the students' strategies to overcome their anxiety in learning speaking at MA Ma'arif Ponggok

D. Significance of study

Overall, the results of this study are expected to make a significant contribution to both practice and theory. In practice, because this research is qualitative, the results of this study are expected to be a contribution that can be transferred to other educational institutions that have similar characteristics to the school under study. In other words, the results of this study are expected to be used in the teaching and learning process, especially to determine students' anxiety about learning speaking at MA Ma'arif Ponggok Blitar.

However, from a theoretical point of view, this research can help readers learn some factors that support the success of English language teaching. Especially for English teachers, the researcher hopes this study can provide suggestions for classroom communication in English classes, especially speaking skills. Teachers should understand that some students are worried about speaking English. Therefore, teachers should be able to overcome students' anxiety by implementing interesting and creative teaching in English classes. This information helps develop effective teaching methods that can help increase students' motivation and reduce anxiety when speaking English as well as create a more relaxed learning environment.

E. Scope and Limitation

Due to limited energy and time, the researcher must limit the problem. From the background of the problems above, this study focuses on knowing the factors that causing anxiety in learning speaking and students' strategies to overcome anxiety in learning speaking at MA Ma'arif. Ponggok Blitar. The class used in this study is class X IIS.

F. **Definition of key term**

1. Anxiety

   According to Horwitz et al. (1991) According to psychologists, anxiety is defined as subjective sensations of tension, worry, uneasiness, and guilt related with autonomic nervous system stimulation.

2. Speaking

   According to Brown, G Yule (1983) states that speaking ability is the speaker's ability to convey something well to other listeners in speech so that listeners understand or understand that oral communication can flow smoothly. The speaker expresses his needs and conveys information at least briefly.

3. Strategy

   According to Kondo (2004) the definition, strategies are defined approaches to a problem or task, activities to attain certain goals, and proposed solutions for managing and manipulating specific information.