

CHAPTER I

INTRODUCTION

This chapter discusses the background, research, research focus, formulation of research questions, research objectives, research significance, research scope and limitations, and definition of the key terms.

A. Background of the Study

In education, English is one of the required fields of study. English must be mastered by all Indonesian citizens, including students. These four skills to have English language skills. English language learning has four language skills: listening, speaking, reading, and writing. Speaking was the most important of the four language skills. Many the researcher are interested in this process. Many the researcher are interested in this process. Speech enables humans to communicate or interact with others as social beings. Speaking skills are a person's ability to express ideas and information effectively through spoken language in a way that is precise, clear, and easily understood by the listener. "According to the Big Indonesian Dictionary, speaking is 'the activity of issuing sounds from the mouth that form a word or sentence to be understood by the interlocutor' (Aziz et. al, 2020)." Good speaking skills include using the right words, appropriate intonation and tone, and supportive body language. Speaking skills include understanding listeners, identifying topics, and responding appropriately to questions and comments.

Speaking skills are essential in several settings, such as public

presentations, group discussions, job interviews, and diverse everyday communication situations. According to Chomsky (2018), humans have an innate ability to understand and produce language. The skill in question is the basic grammatical structure present in humans, which he calls universal grammar. According to him, all human languages, though diverse, share fundamental structural similarities. Speech is a combination of mouth movements that produce

Speech is the production of words or sounds that are part of a particular aspect. Faruk (2022) says that the receptive aspect of language is a person's ability to understand the language used by others through listening and reading, while the productive side is a person's ability to produce good language in the form of speaking and writing. The receptive aspect is reception or absorption, which includes listening and reading activities. While output, or production, is the productive aspect of both oral and written expression, The ability to receive signals is a receptive ability that is an expectation, so people can respond to messages or meanings so that they can respond to speakers. Creating or designing language is a process of productive ability where speakers are required to produce meaningful sentences to help those listening understand the speech. Humans have a natural language ability in the brain that can make them have and master four language skills without even realizing it. According to Locke (2018), as a linguist, speaking is one of the two fundamental language skills, the other being listening. He said good listeners are good at hearing and understanding what the speaker is saying. Based on what you hear, humans understand and learn to pronounce words so that they be able to perform speaking skills.

Speaking has many processes, from understanding grammar to vocabulary selection, pronunciation, and fluency. If you want to convey a message and there is good mutual communication, speaking is a process that must be gone through. Speaking skills also have several aspects: Physical and technical aspects include basic speaking techniques, the body, movement, and vocal and non-vocal use such as intonation, vowels, volume, tempo, and body language. Nurgiyantoro (2017) says that a speaker with physical and technical arrangements help to build a connection between himself and the audience, making it easier for the message to be understood. Speaker message content, including the structure of the argument, the accuracy of the information, and the ability to persuade or provide direction According to Arsyad (2014), to have good content and content aspects in speaking, a speaker must choose the right words and organize ideas and information well. Psychological and emotional aspects: This aspect includes the ability to regulate emotions, self-confidence, courage in facing the audience, and the ability to adjust to different audiences. According to McCroskey and Richmond (2016), speakers who are confident and able to control their emotions are more effective in delivering messages and can influence the audience. This aspect includes understanding the norms, values, and cultures in society and the social environment. According to Oetomo (2019), a speaker who is aware of the culture and customs of their surroundings be better able to understand the audience and provide a more effective message. Communicating through speaking skills has various purposes, including entertaining, persuading, informing, and stimulating the listener. Speaking should also influence others to

ensure that what is discussed is acceptable to those involved. Effective and efficient communication occurs when the speaker and listener understand each other's messages and create a reciprocal relationship.

For English language learners, speaking is one of the most critical skills they need to develop (Paramasivam, 2013). English speaking seems to be the most crucial skill in language learning because a wide range of information, such as facts, events, ideas, responses, and so on, can be conveyed. We can express our and desire as well as various kinds of feelings and expressions. This can be seen on the first day of pre-observation on April 14, 2023, when students perform speaking performances well, the message or material is conveyed, but if it is not conveyed well, the meaning and material are also not conveyed. The researcher found that some students experienced obstacles in the presentation that disrupted their speech performance. A simple obstacle is that many people are shy and lack confidence. (Nunan, 2000) explains that the success of the teaching and learning process is measurable by the ability to carry out conversations in the target language. Speaking becomes the benchmark of success in the learning process; if someone has good speaking skills, he gain social and professional benefits (Supriyadi, 2005: 178). The social advantage is that we have many relationships because we often interact, which gives us many opportunities for a better future. Learning professionals use language to ask questions and convey facts and knowledge. Speaking skills make it easier for learners to communicate, express ideas, and express themselves in a learning environment. In the world of work, it is also helpful if you can effortlessly complete work projects because this is a

plus and can get you promoted.

The ability to speak in a way that can be heard by many people and right in front of their eyes, to convey a message so that it is understood, is public speaking (Nieke, 2017: 6). The use of language and correct language and language that is easy to understand by many people with delivery and intonation is public speaking. Public speaking is using language in a normal voice, speaking words, and making speeches (Hornby, 1987: 827). Public speaking includes discussion situations, oratory, introducing yourself, and presenting papers. Public speaking has the characteristics of being formal, conveying a specific idea, always being planned by the speaker, and having a target audience for the communication being carried out Nieke, (2017: 13) states that often we don't realize that we have done public speaking in a small circle, such as giving a presentation in front of the class, by looking at the above characteristics. The researcher concluded that speaking is the ability to produce language to convey ideas or information or to express feelings.

Speaking in front of many people often causes anxiety because what we say is not our native language. Sometimes, extreme anxiety occurs when EFL students become tied up or lose words in unexpected situations. Speaking in front of many people often causes anxiety, because what we say is not our native language. Sometimes extreme anxiety occurs when EFL students are bound or lost to words in unexpected situations. Based on the second pre-observation on May 2, 2023, it is known that a public speaking class consisting of five classes experienced symptoms of speaking anxiety. As can be seen from the process of

teaching and learning, some students still look confused, afraid, shy, not excited, and hesitant to answer questions from the teacher. This is proven when the teacher assigns students to speak in front of the class. Students look nervous, blank, and silent when asked to speak in English, are unable to say what they know, and are afraid of miscommunication. Students sometimes seemed to avoid speaking until the stage. Students forget their prepared speech and often say "uh uhh" or "hmm". Thus, the students experienced speaking anxiety. In the third pre-observation on May 25, 2023, the researcher found that the class of 4E students experienced a lot of speaking anxiety, which could be seen from the unpreparedness when the teacher asked students to come forward in the presentation and the number of students who were silent when they performed the speaking performance. It includes an unpleasant subjective sense of fear over an anticipated event (Davidson, 2008). This speaking anxiety causes students to be unable to perform optimally and often traumatizes them, so they avoid doing public speaking. The goal of language learning is to be able to communicate fluently in formal and informal interactions. Classroom activities in language learning should be well planned and use strategies to improve speaking fluency. However, as the student's speaking ability has been affected by anxiety, they still have some problems due to personal factors such as nervousness, anxiety, a lack of vocabulary, and a fear of making mistakes when speaking English. According to Lanefeldt (2011), speaking anxiety affects confidence when speaking and showing what one knows. Students who have experienced failure when speaking choose to remain silent rather than risk failing again.

Several studies conducted by some references related to speaking anxiety in English. Mandela (2021) revealed that all students at SMAN 04 Bengkulu City experience anxiety that needs to be corrected because, if left unchecked, it hinders the learning process in the classroom. Speaking anxiety can hurt the students who experience it as well as teaching and learning in general. Low self-confidence arises when students experience speaking anxiety, which results in low participation and difficulty communicating. This is also confirmed by Kendall and Flannery (1982), who found that speaking anxiety can interfere with concentration, inhibit information processing, and hurt exam results. The same findings were also revealed by other research conducted by Faiqotul (2020): the higher the level of self-confidence of students, the lower the level of anxiety in public speaking; conversely, the lower the level of student's self-confidence, the higher the level of anxiety in public speaking. These findings are supported by Leary and Kowalski (1993), who argue that high self-confidence can help reduce social anxiety, including speaking anxiety. Further research conducted by Janah (2021) also found that personality factors that are often difficult to regulate and environmental factors, such as a lack of parental upbringing and a lack of communication with friends, are the causes of students experiencing speaking anxiety. They have problems with their speaking skills, which learning styles and learning strategies to deal with public speaking anxiety. However, the new point in this study is to follow up on the research from Putra (2018), which does not really explain how factors influence the level of anxiety in speaking performance, should realize this earlier in order to develop handling strategies.

This study does not really explain strategies for learning public speaking, but the researcher analyzes the level of anxiety and factors that cause speaking anxiety, so that students can learn strategies to deal with public speaking anxiety.

Based on the above problems, the researcher assumed that students should look for other alternatives to improve their English-speaking skills. Speaking anxiety is also experienced by English Education Department Faculty of Tarbiyah, and Teacher Training State, UIN Sayyid Ali Rahmatullah Tulungagung. Therefore, the author is committed to analyzing students' speaking anxiety when facing presentations in their fourth semester as students majoring in English Education at UIN Sayyid Ali Rahmatullah Tulungagung. It is crucial to find ways to overcome students' speaking anxiety and help them develop speaking skills. In this study, I aimed to determine the speaking anxiety level and the factors that cause students' speaking anxiety, especially in academic speaking classes. More specifically, it would be interesting to answer the following question: What are the levels of students speaking anxiety performance? What is the factor of students speaking anxiety performance?

However, in this study, the researcher focused on the implications of EFL students' anxiety about speaking English in the classroom on their English performance. In doing so, the researcher conducted observations, surveys, and interviews in speaking classes where students made presentations in front of them.

B. Formulation of Research Question

Based on the background of the study, the researcher formulated the problem as follows:

1. What are the levels of students speaking anxiety performance?
2. What is the factor of students speaking anxiety performance?

C. Objective of the Research

Based on the formulation of the research problem, this study aimed to determine the following:

1. To determine students' level of anxiety regarding speaking performance;
2. To determine the factors that cause students' anxiety in speaking performance.

D. Significance of the Research

The results of this study are expected to be beneficial to communities in the fields of education and social welfare and can contribute to the following:

1. Student

This thesis explains the causal factors and levels of classroom speaking anxiety experienced by EFL students in relation to their English proficiency. It is hoped that this thesis also provide insights for those who are still students and can improve their classroom speaking skills, as mastering public speaking skills is crucial for them now and in their careers after graduation. This research took place at Sayyid Ali Rahmatullah Tulungagung State Islamic University. The subjects of this research are fourth-semester Tadris English students.

Therefore, this research is limited to analyzing anxiety factors and the level of anxiety experienced by students.

2. The Readers

The results of this study can help readers increase their knowledge about the level of anxiety and the factors that affect their performance anxiety when speaking English in the classroom.

3. Further Research

The results of this study can serve as a reference for other the researcher to conduct research with similar studies to obtain more detailed results and improve the shortcomings of previous studies.

E. Scope and Limitation of The Study

This research was conducted at the Sayyid Ali Rahmatullah Tulungagung State Islamic University. The subjects of this research were fourth-semester English Tadris students. Therefore, this research was limited to analyzing anxiety factors and the level of anxiety experienced by students.

F. Definition of Key Terms

The key terms are defined as follows:

1. Speaking

Speaking skills are a person's ability to convey messages orally using precise and clear language and to take the initiative to communicate with others (Sugiyono, 2021). Speaking is a component of sound used to communicate messages orally through language media.

2. Public Speaking

According to Viera Restuani Adia in the book *Menjadi Public Speaker* Andal (2021), public speaking is a communication process in front of an audience that aims to inform, persuade, or entertain. Public speaking refers to speaking in front of a few or many people to inform, motivate, educate, or amuse the audience.

3. Speaking Anxiety

Speaking anxiety is the inability of an individual to convey a message to develop a conversation because of a lack of ability in message-delivery techniques (Ririn, 2013). Public speaking anxiety is a condition in which individuals feel nervous and uncomfortable when talking in front of others.