CHAPTER 1

INTRODUCTION

This chapter discusses background of the research, statement of research problem, objective of the research, significance of the research, scope and limitation, and definition of key terms.

A. Background of The Research

Almost students experience in speaking English. many of these become agitated, leading to class avoidance and poor attendance. Students lack confidence and have difficulty speaking in class because many students are not motivated and are reluctant to learn to speak. They are afraid and embarrassed to speak English for fear of being wrong. Some students think that English is a difficult subject. They believe this can affect their self-esteem and make them feel insecurein class. They start to stutter when asked to speak for the last time. There are alsopeople who are not sure they can speak English, so they cannot make a sound or intonation no matter how many times they repeat it. It is difficult for researchers to carry out proper conversational activities with them. Knowing your students' fears is important because fears can have a huge impact on English as a foreign language. Therefore, by trying to better understand the problem of anxiety in foreign English, I hope to find out what factors students feel and can contribute to this anxiety.

The characteristics of anxiety speak in a physiological way (eg trembling limbs, sweat on the palms). The characteristics of anxiety are affective with the presence of worry about cognitive aspects such as difficulty expressing words and

characteristics of behavioral anxiety, namely showing behavior in general such as walking around the room, not being able to sit for a long time.There are many reasons why college students nonetheless sense irritating in talking and insecure in conveying their ideas, inclusive of: worry of creating errors, constrained vocabulary, and worry of mispronunciation. That is in accordance with the problems experienced via students at UIN Sayyid Ali Rahmatullah. Consequently, it's miles necessary to alter the right method in the teaching and getting to know manner to triumph over the most not unusual instances in studying English, which include boredom and dull teaching methods because students aren't used to everyday life. Over the years, the difference between students studying English as a foreign language and those learning English as a second or different language, has been students who tend to learn EFL (English for Foreign Languages). English when traveling or to communicate with other people, of anyone, who also speak English

According to Areski, W. P. (2018) Speaking is considered one of the skills in English that is used to talk with the opposite people from the other international locations. English learners need to exercise to speak with the native speakers of English to make their potential in speaking growth. to talk with the native audio system they have to grasp expression typically used of their day by day life speaking ability is commonly important in human lifestyles. accurate talking capabilities can guide all existing sports. speaking has been taken into consideration as an essential language ability for foreigners getting to know. The significance of speaking abilities isn't the most effective useful for teachers, but

also useful for students as topics and items of getting to know. in the course of school mastering activities, teachers want to create reviews in different disciplines so that students can accumulate talking talents.

According to Rababa'h in al-hosni (2016) mentioned that there are many factors that reason problems in speaking English amongst EFL freshmen. some of those factors are associated with the learners themselves, the teaching techniques, the curriculum, and the environment.To sum up, in the a success learning, Smelser in Satriani (2016) identified that there are three elements affected by self esteem, namely cognitive, affective, and evaluative elements. The first element (self esteem) which means characterizing some parts of oneself in power, confidence, and agency has a relation with English language proficiency. In addition, According to Dedmond in Hisken (2017) self-esteem is defined as the complication of feelings about us that guides our behavior, influences our attitudes, and drives our motivation. In hence, Rosenberg cited in Soureshjani (2017) states that, self-esteem is important to a person's identity and awareness and that high and low self-esteem would influence a behavior in positive and negative methods respectively. Erikson and Stern in Hassanzadeh (2016) highlighted the role of affective factors such self-esteem in knolwledge a foreign language. They phositioned into words that the way people assess themselves would influence the process of foreign language learning, such as speaking.

Further a previous study also observed about speaking anxiety in EFL classes. The research done by M Abrar with the research title An Investigation Into Indonesian EFL University's Speaking Anxiety (2018) this study aims to

investigate the speaking anxiety of EFL learners and its related factors. More specifically, this study aims to examine constructs of speech anxiety and to explore models for predicting speech anxiety based on gender, proficiency and class. Therefore, explanatory factor analysis and multiple linear regression analysis were used. The results show that there are two factors in learner's speaking anxiety, but they are difficult to mention because of the overlapping variables in each component. With respect to multiple linear regression tests, the findings indicate that the proficiency variable is the most significant factor for predicting speech anxiety variations.

Hasibuan, Anastasia Ronauli and Irzawati, Ira (2020) Students' Speaking Anxiety on their Speaking Performance: A Study of EFL Learners. these language manufacturing barriers affect various aspects of spoken communication. This observe objectives to determine the effect of speaking anxiety on the speaking performance of the latest college students. There have been seventy-eight new college students from class 2018/2019 who had been involved as individuals on this have a look at. statistics collection was finished using the personal record of Public talking anxiety (PRPSA) questionnaire and the students' talking capabilities had been evaluated using a speaking rubric. The Pearson Product second system is used to research the correlation between the two variables. It changed into that talking tension correlated with speaking overall performance. the fear and anxiety generated by means of speech anxiety will affect spoken language performance.

While there are also factors contributing to student's speaking anxiety such

as the previous study discussed by S. Suparlan (2021) Anxiety is an artistic dimension of speaking a foreign language that is very strong in the EFL environment. Anxiety in speaking requires to know the factors that cause scholars to feel anxious in speaking. This study aims to determine the factors that cause clerics' speaking anxiety in speaking at MTs. Darul Ishlah Ireng Lauq West Lombok. This exploration is a pivot case study classified using a descriptive qualitative system. The object of exploration includes the factors causing the scholar's speaking anxiety. To find out the information, conditioning was carried out by questionnaires and interviews. The questionnaire was used to find out the factors that caused the scholars' anxiety in speaking.

The result is an opportunity. Meanwhile, conditioning interviews were introduced to strengthen the responses of the scholars based on the results of the questionnaire. Information is also anatomized using a qualitative method. Methods of analyzing qualitative information include condensing information, displaying information, and drawing conclusions or verification. Based on the results of the analysis, there are 10 (ten) factors that cause students' anxiety, the axis is similar to hysterics speaking in English, hysterics with teacher consequences, lack of self-confidence, fear of being less competent than other students , embarrassment, inadequate medicine, fear of miscalculation, limited vocabulary, habit of using English, and language test. The shale description of the findings is developed in the discussion section of this composition.

For the previous study on EFL Speaking Anxiety in High School Students conducted by A. Mukminin (2015) EFL Speaking Anxiety among Senior High

School Students and Policy Recommendations. This report drew on a larger study which was to describe and understand the sources of senior high school students' English language speaking anxiety at Senior High Schools in Jambi, Indonesia. The aim of this paper is to record a number of findings from a qualitative interview recording of the sources of tension in speaking English for senior highschool students at one of the senior excess faculties in Jambi, Indonesia. facts were collected through demographic profiles and semi-established interviews with high school students. Demographic records were analyzed descriptively while facts from interviews were transcribed and analyzed line by line to generateand expand codes and issues. An analysis of the interview data revealed that fivemajor themes were related to students' English speaking anxiety, including (1) low speaking skills due to lack of vocabulary and grammar, (2) fear of negative responses from others, (3) low self-esteem to speak in English, (4) fear of being evaluated by teachers, and (5) cultural influences to speak English due to a moreteacher-centred style. Suggestions and policy implications are also discussed..

Based on interviews conducted on several students from various classes, students feel that almost always have to do speaking activities in front of the class in all subjects. The symptoms of anxiety that students usually feel when doing speaking activities in front of the class are difficult to concentrate, feel pain in some parts of the body, the body trembles, unconsciously moving hands, excessive sweating, even to feel shortness of breath.

Based on the findings above in A.Mukminin A.'s research with negative results about self-esteem speaking English. Low self-esteem can have a negative

impact on language learning and especially shows up in speaking. Researchers are interested in this problem because Self-esteem has an influence on speaking anxiety. Researchers are trying to find out how the level of student confidence in taking English speaking subjects at Student UIN Sayyid Ali Rahmatullah Tulungagung. In addition, students are the object of teaching and they go through a learning process so their efforts are important to know. During the process of teaching and learning to speak, students will unconsciously admit their weaknesses in speaking, be it vocabulary, grammar, pronunciation, etc. Knowing that they have a deficiency in speech performance, it will affect their self-esteem. They will tend to hold back or participate less. To overcome this, a separate effort is needed because they know themselves best. So the researchers conducted research using the influence method entitled **"The Student's Perception on Self-Esteem And Anxiety Of Speaking English At UIN Sayyid Ali Rahmatullah"** That is why students' efforts to overcome the factors that affect their self-esteem and anxiety in speaking are needed. Therefore, researchers will try to find out the students' efforts on this problem.

Given the importance of speaking skills in the academic and professional world which can cause symptoms of anxiety in individuals, making the concept of speaking anxiety so close to students. Much research has been done on students' speaking anxiety, but little research has been found on the relationship between self-esteem and its effect on speaking anxiety. In accordance with Lisanias, Loekmono, and Windrawanto (2019) and Ririn, Armidir, and Marjohan (2013) who recommended further research on self-esteem variables and their effect on

public speaking anxiety. Therefore this research was conducted to find out the extent to which self-esteem influences students' speaking anxiety.

B. Statement of Research Problem

Based on the background of the study above, the researcher formulates the questions. Those are:

1. How is student's perception on self-esteem and anxiety of speaking English?

2. What are the benefit on self-esteem and anxiety of speaking English?

C. The Purpose of Study

1. This study aims to determine students' perceptions of self-esteem and anxiety in speaking English.

2. The benefit is that the teacher can find out about the needs and feelings of students to apply learning in the classroom environment. And students understand how to overcome what should be when experiencing self-esteem and anxiety and speaking English.

D. Significance of The Research

Researchers hope that the results of this study can contribute to:

1. English lecturer

The researcher hopes that this research can help lecturers to find out what are the influences and benefits of self-esteem and anxiety in speaking English so that lecturers understand how to deal with students who feel self-esteem and anxiety.

2. Teacher

For teachers, the findings of this study will include new perspectives on teaching speaking languages regarding various strategies that can be implemented in several teaching-learning activities, as well as helping improve teacher skills. Through research findings, teachers understand various teaching strategies that are appropriate to the context of learning activities.

3. Student

This research can help students to find out how the benefits and perceptions of students' self-esteem and anxiety in speaking English.

4. For Other Researcher

This research can be used as a reference for further research in the same field and researchers hope that other researchers can be developed so that it becomes better and deeper than this research.

E. Scope and Limitation of Research

There are many aspects that can be studied related to self-esteem and anxiety in speaking English, namely a sense of self-esteem, anxiety, about students' perceptions of self-esteem and anxiety, self-esteem and anxiety relations and what teachers and students should do in the environment school. However, in this study the researcher only wanted to limit research on the causes of self-esteem anxiety from speaking English in the classroom faced by UIN Sayyid Ali Rahmatullah Tulungagung students.

F. Key Terms Definition

To establish a common perception between researchers and readers, there are several definitions of key terms. It is:

1. Self-esteem

Feelings about self that guide behavior, influence individuals' affective judgments, and drive an interest in learning that influences their decision-making processes, relationships, mental stability, and overall well-being.

2. Anxiety

Something where a person experiences psychological disorders such asnervousness, which causes fear and is experienced by everyone.

3. Anxiety in speaking

A fear or nervousness to say something so that the person does not dareto interact and feels insecure to speak English.

4. Classroom Interaction

This is an interaction between lecturers and students using English in allactivities carried out in the classroom.

5. Strategy

Strategy is a way to reduce anxiety in talking to other people.