

CHAPTER I

INTRODUCTION

This chapter present six topics related to this study, included background of the research, formulation of the research question, research objectives, significance of the research, scope and limitation of the research and definition of key terms.

A. Background of The Research

English is recognized and employed globally as one of the world's languages. Over time, it has garnered widespread popularity, being spoken and studied by nearly everyone worldwide. Numerous factors contribute to the significance of English, prompting a multitude of individuals to opt for learning it. These reasons include seeking employment, facilitating travel, socializing, engaging in business activities, undergoing examinations, conducting research, and writing in a foreign language, among others. According to Ahmad (2016) learning and mastering English is extremely important as it requires understanding other languages, especially English. Therefore, English is one of the most important academic subjects in the Indonesian education system.

Sometimes or maybe almost students may experience anxiety and difficulty in expressing themselves when learning English, possibly due to feelings of insecurity compared to their peers or other concerns. This unease may stem from apprehensions about their language proficiency, including worries about vocabulary and the prospect of being evaluated. Drawing from various experiences, it becomes evident that acquiring proficiency in English poses a challenging task for students, particularly because it is a foreign language for Indonesian learners. According to Krashen (1997) debilitating anxiety increase emotional filters and form a 'mental block' that prevents a comprehensible input from being used for language acquisition.

Factors that create fear in students include fear of making mistakes, poor vocabulary, grammatical mistakes, misspelled words, mistakes in sentences, pressure from other students and teachers' pages, etc. is to be ' anxiety. Anxious students have difficulty following lessons. They may learn less and also may not be able to demonstrate what they have learned. Even

worse, they may experience more failure, which in turn escalate their anxiety. (Ricardo, 2013)

Anxiety is a subjective state characterized by feelings of tension, fear, and unease, often accompanied by the activation of the autonomic nervous system. It is a common and normal experience that can be encountered by individuals worldwide, acknowledged as an inherent part of everyday life.

Anxiety comes in many forms including panic attacks, phobia, social anxiety, and situations in which people feel vulnerable (Albadri, 2019). When people start anxiety, they will be thinking and will try to find the best solution and an exit when they face a problem or a difficult situation. This effort is made by someone to alleviate the unpleasant feelings that arise from fear. It is natural for humans to reduce their fears in order to feel more comfortable and regain confidence.

The educational institutions that carry out language education is a junior high school basis of Islamic boarding school that has been long carried with the progress and demands of the time. In the Islamic boarding school was support a language education that apply in every day. The researcher chooses 7th grade of MTs Ma'arif NU Blitar who is the newest student in that Islamic boarding school. By knowing the strategies used by students, further action to make the student have better English skills can be determined. In addition, the strategies can help students in reducing their anxiety in learning English, here the researcher wants to know their strategies how to reduce their anxiety.

This school has a uniqueness by implementing a boarding system for all of its students. This is particularly intriguing for the researcher because it differs from the typical school setup.

Some previous researcher has conducted research about speaking anxiety. The previous research written by Durotul Faizah (2017) entitled *Speaking Anxiety in Classroom Presentation Encountered by The Sixth Semester of English Education Department at IAIN Tulungagung*. This researched focused on identifying the causes of speaking anxiety and strategies to minimize who used y students in classroom presentation. This research was descriptive method with qualitative approach. This author

employed an observation and conducting interview to the sixth semester students of English Education Department of B class. The findings factors speaking anxiety in classroom presentation were: self-perceptions, lack of confidence, fear of negative evaluation, lack of preparation, fear of making mistake, low proficiency in speaking English, and inability to pronounce strange sounds of words. Then the strategies to minimize is: preparation, relaxation, positive thinking and peer helping.

The next previous research by Putri Sazhikirani Saharani (2022) with title *Speaking Anxiety in Secondary School (A Case Study in Junior High School)*. The aim of this research focused on find out the factor of students' anxiety in speaking English. The approach of this study is qualitative descriptive research with purposive sampling technique method, using questionnaire public speaking class anxiety scale distributed with 27 students. The results show that embarrassment is the most factors that made students' anxiety in speaking English.

The following previous research done by Riska Wulandari (2022) entitled *Students' Anxiety in Speaking English at The Eleventh Grade of Senior High School 3 Jambi City*. The purpose of this research is to determine the types and the factors of student anxiety in speaking English. The approach is qualitative research uses interviews to collect data with data analysis is descriptive. This research used 6 students as research subject who have anxiety in speaking English at the XI Science 5 of Senior High School 3 Jambi City. The results showed that were three types and two factors of student speaking anxiety in learning English. The types were: state anxiety, trait anxiety, and specific-situation anxiety and the two factors is: external and internal factors.

This research has similarities and differences with the three previous research. The similarities in the three previous research is this research uses qualitative methods. The differences in the objectives and instruments used. In the previous research types, factors, and how to minimize the students' anxiety. The goal of this study is to know the factors and strategies to overcome students' speaking anxiety in learning English. The difference is

also that the school is adjust an Islamic Boarding School, so why they can feel anxiousness whereas them lived together in dormitories or we can say *Pondok Pesantren*. The difference also lies in the fact that the questionnaire is used as the tool of the previous study, while in this study, interview is used as the main tool and observation is the second tool.

Oral communication is frequently perceived as a widely used mode of expression, utilizing the informal colloquial register. Despite its prevalence, speaking is often undervalued, possibly due to the fact that most individuals can engage in it effortlessly and tend to overlook its significance. Nevertheless, in both primary and secondary languages, the ability to speak is a noteworthy skill, comparable in importance to literary proficiency, According to Martin Bygate (1987). Regrettably, when it comes to learning a foreign language, students often grapple with emotions that lean towards discouragement rather than motivation. Emotional states, particularly anxiety, can act as a significant hindrance during the language learning process. Experiencing tension, worry, and nervousness can obstruct students, impeding their capacity to thrive in a foreign language classroom. According to Oxford (2001), “Most language research shows a negative relationship between anxiety and performance”. Many students have trouble speaking that also a concern for students’ of MTs Ma’arif NU Blitar.

The researcher has also communicated with the vice principal of the curriculum and language teachers at the school since June 2023, and has designated this school as the subject of the research study due to its relevance to the researcher's title. Mr. Teguh Eko Priyanto as an English teacher of 7th grade said, “some students feel anxious when they presentation in front of class or when I ask them some questions, so I hope this research will find the strategies to overcome it”.

The influence of anxiety on students' learning is considerable. It indicates that individuals with lower levels of anxiety tend to grasp English, particularly in speaking, more efficiently, whereas those with heightened anxiety encounter challenges in learning English. Anxiety can create a sense

of discomfort for students, making it arduous for them to actively participate in class discussions and articulate

Building on the previously discussed research, it was elucidated how anxiety could be instilled in students majoring in English. This current study adopts a qualitative method, sharing similarities with the earlier research but differing in terms of the specific subject of investigation, namely for grade 7 students of MTs Ma'arif NU Blitar. With the situation students are in dormitories that are actually less likely to feel anxious when examined based on factors and how to overcome them so that students can experience learning English comfortably. The researcher conducted this study by choosing the title "*Anxiety of Seventh Grader Students at MTs Ma'arif NU Blitar in Speaking English*".

B. Research Questions

1. What are the factors that influence anxiety in learning English classroom by students at MTs Ma'arif NU Blitar?
2. How are the strategies implemented by the students to overcome their anxiety?

C. Research Objectives

1. To find out the factors that influence anxiety in learning English by students MTs Ma'arif NU Blitar.
2. To know the strategies implemented by the students to minimize their anxiety.

D. Significance of the Research

This research will contribute to:

1. Students

Students can identify the anxiety they are experiencing, then students can find out strategies to reduce writing anxiety that are suitable for them to use so that they can introspect themselves, overcome their anxiety and develop their writing skills. After they know the strategies and ways to reduce their anxiety in writing, the writer hopes that they can be more active in English class and dare to speak English.

2. The Next Researchers

There are some things related to students' writing anxiety, and the strategies used by students to reduce the writing anxiety they experienced that can be researched by other researchers. Therefore, the researcher hopes that this can be a reference for other researchers who have similar topics.

E. Scope and Limitation of the Research

This research focused on the factors that causes of speaking anxiety in Learning English at MTs Ma'arif NU Blitar and the strategies to minimize their speaking anxiety in the classroom. The class used in this study is class VII.

F. Definition of Key Terms

1. Anxiety

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

2. Speaking

According to Martin Bygate (1987) speaking is an underrated skill in many ways, probably because almost all of us can and take it for granted. However, in both first and second languages, speaking is a skill as remarkable as literary skills.

3. Speaking Anxiety

According to Gardner and Macintyre (as cited in Nimat, 2013) speaking anxiety is a anxiousness or communication anxiety that occurs when learners are expected to perform in a second or foreign language.