

# CHAPTER I

## INTRODUCTION

### A. Background

Speaking is one of the important skills to be mastered in learning a language. Speaking is a way of person to expressing ideas, thoughts or feelings that exist within a person addressed to the person they are talking to. According to Bygate (1987) Speaking skill is the ability in using oral language to explore ideas, intentions, thoughts and feelings to other people as a way to make the message clearly delivered and well understood by the listeners. It can be said that speaking is a basic thing needed in life to build communication. Therefore, it is really important to master speaking skills. David Nunan (1995) said that speaking skills are the most crucial aspect of learning a second or foreign language and to measure whether learning a second or foreign language is successful or not can be measured based on a person's ability to carry out conversations in that language.

Speaking is considered one of the fundamental skills in language acquisition due to its role as a means of communication between individuals. Even though there are some difficulties in verbal communication, it is important for individuals to engage in it because only by engaging in verbal communication they can express their thoughts and ideas openly and honestly (Najihah, 2021). Being able to speak effectively in English is crucial for students because it helps them communicate effectively. The use of language is used to convey meaning and communicate ideas. This means that verbal communication is a common thing in everyday activities, helping as a means for students to express their understanding and convey their emotions. (Rahman & Kaniadewi, 2023)

According to Sookermany's (2011) research, the acquisition of speaking skills remains crucial as it serves as an indicator of an individual's competence. Moreover, to achieve a high level of proficiency and mastery in English remains a challenging task for learners. It is very important for students to have proficient English language skills. The findings of a study titled "EFL Student Perception of English Speaking Anxiety" conducted by (Anggraeny, 2020), show that students faced challenges in comprehending the English speaking skills. When students experience difficulties in the language acquisition process, it will be characterized by limited vocabulary, apprehension towards grammatical errors, and challenges with pronunciation. The previously mentioned challenges can trigger feelings of anxiety during speaking. (Rahman & Kaniadewi, 2023)

Developing student communication skills is one of the expected achievements of the English Education study program, namely students' communicative competence in speaking English in all types of communication, so attention is focused on student anxiety about speaking English as a second or foreign language, especially in presentations where speaking widely used and very useful for giving explanations or delivering presentations with good pedagogical implications as the goal as a prospective English teacher to deliver subject material in the classroom. (Siregar, 2022)

However, some learners of English as a Second Language (ESL) or English as a Foreign Language (EFL) consider that speaking English as a scary thing. According to (Kosar and Bedir, 2014), speaking is an interactive process in the activity of constructing meaning which consists of produce and receive information. Speaking is different from listening, reading, and writing which can be done individually, speaking English is generally done by two or more people in communicating. This is what makes an EFL student afraid and anxious to speak English. They feel afraid and anxious to make

mistakes and moreover that mistakes are seen by others, because they will feel ashamed of the other person they are talking to. This anxiety ultimately affects students' level of fluency in speaking. Apart from having to overcome this anxiety, they also have to think about what words they want to say. This also makes them often forget what to say. (Husna, 2021)

Anxiety is a commonly recognized psychological disorder. Anxiety usually appears as a physiological response to a certain situation within the human body. Anxiety is commonly characterized as an emotional state marked by apprehension, unease, stress, or nervousness. The following are several definitions of anxiety. Mohtasham & Maryam (2017) assert that anxiety is a psychological state characterized by feelings of unease, frustration, self-doubt, apprehension, or worry, which are similar to those experienced in other forms of anxiety. Furthermore, as per Sutarsyah's (2017) statement, anxiety, also referred to as angst or worry, is a multifaceted psychological and physiological state that encompasses somatic, emotional, cognitive, and behavioral components. It refers to the unpleasant emotional state characterized by apprehension and unease (Rahman & Kaniadewi, 2023).

Anxiety is a psychological condition characterized by a state of uncertainty about someone's abilities or intentions. The current problem is of great importance to language instructors at the university level, and requires further investigation and serious attention, as noted by (Liu, M., & Wu, 2021). Many students face challenges when communicating in English as a foreign language. The phenomenon of speaking anxiety is a common challenge encountered among students who carry out verbal communication in a language that is not their mother tongue (Rahman & Kaniadewi, 2023).

Anxiety as one of obstructions in speaking, it has a major effect being developed of language learning advancing particularly in speaking execution and they can't accomplishment to securing English for well. According to Juhanna (2012), very few opportunities to practice are potential causes of shyness, lack of self-confidence, and silence that prevent natural communication. Besides that, students who feel anxious may "freeze" or "clear" and not be able to give information on test that they know before the test (Mashayekh and Hashemi, 2011). According to Horwitz, et al., 1986, they may experience an anxiety reaction that prevents them from performing well in a foreign language class. Assuming if the students want to perform well in speaking, they should have the option to beat their uneasiness and need to expect that they can accomplishment to gaining English.

However, according to ztÜrk & GÜrbÜz (2013), affective learner variables, particularly personality factors, play a significant role in the language learning process of students in an English as a Foreign Language (EFL) learning environment. Anxiety is one of these factors. Foreign language anxiety was defined as "a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process" by Horwitz et al. (1986) in their paper. They developed a self-report instrument known as the Foreign Language Classroom Anxiety Scale (FLCAS), which the majority of subsequent researchers have used to identify responses to anxiety that are specific to the setting of a foreign language classroom. They further made sense of that language uneasiness is circumstance explicit, fundamentally separate from different sorts of anxiety. They claim that three interrelated performance anxieties comprise the concept of foreign language (FL) anxiety: test-anxiety, communication apprehension, and fear of negative evaluation. Over the past four decades, a number of studies have used this model to

identify anxiety about differences in language skills experienced by different ethnic groups of language learners, particularly in second or foreign language contexts. The discoveries highlight the fact that Foreign Language (FL) anxiety is a remarkable peculiarity and largely negative impact of language learning experiences (Liu, 2007).

There are several factors identified that can cause anxiety in students when speaking according to (Sardi et al. 2017), including the choice of words used in their speech. One of the factors that is considered to cause anxiety in students when speaking is the affective aspect. The affective dimension is a factor related to the experience of feeling and emotion. The affective aspect includes mental health. According to Afebri et al. (2019), affective factors include low motivation, negative thinking, and anxiety. Anxiety significantly impacts the speaking performance of students. (Rahman & Kaniadewi, 2023)

According to Al Munajjid (2010), anxiety is generally related to a person's way of thinking in a positive direction as a means of self-motivation. Anxiety is a normal response to dangerous or unpleasant situations, but it may be channeled into productive action with the right frame of mind (Adrian, 2020). The human mind and body, including the ability to relieve anxiety and stress, may directly benefit from the practice of positive thinking (Faculty of Humanities Binus, 2020). Seligman (2006) also mentioned that people who are initially anxious can have reduced stress symptoms if they change a negative thinking or style of thinking into a positive one. This is something that may be done consciously or unconsciously. A positive mindset tends to view every difficulty as something that only lasts a moment and can be overcome. (Rahman & Kaniadewi, 2023)

(Palupi, 2021) states that anxiety occurs to everyone in everyday life, everywhere and in all situations. Anxiety has been

identified as one of the most crucial negative elements that need to be paid attention because it is very possible to have an impact on second language learning, especially in terms of motivation and self-confidence. Motivation and self-confidence have two degrees, namely high and low degrees. Learners who lack confidence and motivation tend to do poorly in the language learning process. On the other hand, anxiety can sometimes be a good component of second language learning. Tanveer (2008) argues that the anxiety experienced by students in English communication may weaken and affect students' ability to adapt to the target environment and ultimately it will also have an impact on the achievement of their educational goals.

Remembering the importance of mastering speaking skills for students majoring in the English Education Department. The ability to speak English will really help them in the learning process in the class. Especially for student in the fourth semester majoring in English education department who will later become a teacher. As we know, the fourth semester majoring in English Education Department at State Islamic University of Sayyid Ali Rahmatullah Tulungagung is the final semester where they have completed the subject of speaking and they should no longer feel anxiety in speaking English. But in fact, according to the experience of researcher, there are students in the fourth semester who still have anxiety in speaking English, especially during the learning process in the class such as when the students in the fourth semester conduct the presentation in front of the class or when they express an opinion during class discussions. So, this time the researcher wants to conduct in-depth research about what are the types, factors and strategy to overcome anxiety in speaking English of The Fourth Semester Students of English Education Department at State Islamic University of Sayyid Ali Rahmatullah Tulungagung.

## **B. Statement of Research Problem**

Considering of the research background over, the researcher wants to formulate the issue as follows:

1. What are the types of anxiety in speaking English of the fourth semester students of the English Education Department at State Islamic University of Sayyid Ali Rahmatullah Tulungagung?
2. What are the factors that influence the anxiety in speaking English of the fourth semester students of English Education Department at State Islamic University of Sayyid Ali Rahmatullah Tulungagung?
3. What are the strategy used by the fourth semester students of English Education Department at State Islamic University of Sayyid Ali Rahmatullah Tulungagung to overcome their Anxiety in speaking English ?

## **C. Objective of the Research**

Based on the research questions, the objectives of research as follows:

1. To find out the types of Anxiety in speaking english of the fourth semester students of English Education Department at State Islamic University of Sayyid Ali Rahmatullah Tulungagung.
2. To find out the factors that influencing anxiety in speaking English of the fourth semester students of English Education Department at State Islamic University of Sayyid Ali Rahmatullah Tulungagung.

3. To find out the strategy used by the fourth semester student of English Education Department at State Islamic University of Sayyid Ali Rahmatullah Tulungagung to overcome anxiety in speaking English.

#### **D. Significance of the Research**

1. For the Fourth Semester Student of English Education Department at State Islamic University of Sayyid Ali Rahmatullah Tulungagung

By this research, students in the fourth semester of English Education Department can determine the type of anxiety they have and the factors that influence their anxiety in speaking English. In addition, students can find solutions to overcome their anxiety in speaking English.

2. For the Lecturer of English Education Department at State Islamic University of Sayyid Ali Rahmatullah Tulungagung

Based on the findings of this study, a lecturer can identify the types of factors that contribute to their students' anxiety when speaking English. Based on this information, the teacher can then devise the most effective approach to instruction based on the issue at hand and assist students in overcoming their anxiety.

3. For the Next Researcher

It is hoped that this research can provide information that can be used by future researchers as a reference regarding the various types and factors that cause students' anxiety when speaking English.



## **E. Scope of the Research**

This research is limited to the analyzing the types that influence anxiety and the factors of anxiety at the fourth semester students of English Education Department at State Islamic University of Sayyid Ali Rahmatullah Tulungagung by using open-ended questionnaire and conduct an interview to the fourth semester students of English Education Department at State Islamic University of Sayyid Ali Rahmatullah Tulungagung.

## **F. Definition of Key Term**

### **1. Speaking English**

Matthew expressed that speaking is any cycle wherein individuals share information, thoughts feeling (C.-Y. Tien in Armita Permatasari, 2023). Furthermore, Suparmi (2018) stated that speaking is the most common way of moving information from the speakers into another individuals. The motivation behind talking is to explain or inform, convince, engage the audience, and so on. In speaking the students will offer their viewpoint through oral communication. They will talk, offer viewpoint, give idea, and furthermore they will portray something to somebody or to the audience.

According to Suparlan (2021) English is a medium to communicate with people around the world. Moreover, Deswarni (2015) said that English is one of the international language, it is not wrong if a lot of people who want intelligent and learn the English language. According to Suparlan (2021) English is a medium to communicate with individuals all over the planet. Moreover, Deswarni (2015) said that English is one of the international languages, so it is not wrong if many individuals want to be smart and learn English.

Crystal (2003) said that communicating in English is viewed as the main expertise to dominate because English is in areas of strength for an as a worldwide language in communication.

## **2. Anxiety**

As said by (Connolly, Simpson, & Petty, 2006) that anxiety is stress feeling about particular situation. Furthermore, Spielberg (1983) defined anxiety as “the subjective feeling of tension, apprehension, nervousness, worry associated with an arousal of the automatic nervous system” (Horwitz, 2001: 113).

## **3. The Fourth Semester Student of English Education Department at State Islamic University of Sayyid Ali Rahmatullah Tulungagung**

The Fourth Semester Student of English Education Department is the final semester where they have completed the subject of speaking. During four semesters, the English education student at State Islamic University of Sayyid Ali Rahmatullah Tulungagung take the speaking subject in their class. The speaking subject that student in English education department take during the following four semesters are the first semester is Speaking for Daily Interaction, second semester is Speaking for Business Interaction, third semester is Speaking for Academic Interaction and the fourth semester (as a final semester to take speaking subjects) is Public Speaking and Debate. The researcher chooses the fourth semester student as the object of research because they have completed the subject of speaking, so they should no longer feel anxiety in speaking English. But in fact according to the experience of researchers, there are students in the fourth semester who still have anxiety in speaking English. Therefore, the researcher intends to conduct in-depth research regarding the factors that influence the fourth-semester students of the

English Education Department at the State Islamic University of  
Sayyid Ali Rahmatullah Tulungagung's English Speaking Anxiety.