

# CHAPTER I

## INTRODUCTION

### **A. Background of the Research**

English is the most widely spoken language in the world. People from many countries almost all use English. On December 12, 1967, Mr. Wachendorf, the first person to serve as Head of the Central Inspectorate for English Language Teaching at the Ministry of Education, stated that English is the first foreign language that must be taught in secondary schools and has now become a mandatory subject in Indonesia. According to Zaim (2016) there are four skills that students must master in language: listening, speaking, reading and writing. One of the important skills for students to master is speaking skill because speaking skills are crucial in communication at the class. As one of the four English language skills being developed, speaking is important for students to develop as one of the four English language skills (McGregor 1970).

Speaking is the ability to utter articulated sounds or words that are expressed and conveyed thoughts, ideas and feelings and the purpose of speaking is to communicate Bonvillain (2019). The Oxford Advanced Learner's Dictionary of Current English (2004) defines communication as the activity or process of expressing ideas and feelings or of giving people information. Therefore, to convey messages effectively, the speaker must understand what will be conveyed or communicated. In addition, as stated by Kayi (2006) speaking students can give opinions, suggestions and ask questions to someone or listeners.

In senior high school, students should start to have the courage to express

their opinions and ask questions if they have not mastered them. Most students become more anxious when asked to speak in front of the class. (Sinaga et al., 2020), found that students felt afraid and embarrassed to speak in front of the class, thinking that other students would laugh at them when they tried to speak in front of the class. This may have resulted in students staying silent instead of speaking up. Students feel uncomfortable as a result the anxiety they experience will be higher than before (Paramasivam, 2013). Therefore, one of the problems that many students experience in speaking English in class is anxiety.

Anxiety can impact student learning because anxiety appears suddenly and is difficult to control. Rayani (2012) states that the factor that causes and increases speech errors is acute anxiety. Anxiety is a major problem in the process of learning a foreign language, especially English. Anxiety in language classes is characterized by fear and hesitation in speaking. Anxiety has an affects on student learning. This means that students have low anxiety, they will be more successful in learning in the language classroom. Indriyanti (2016) says that very limited practice opportunities can be the cause of lack of confidence, shyness and silence, thus inhibiting natural communication. If they expect to fail in learning English, they will not be able to speak English well. Nunan (2000) states that speaking is one of the key aspects in learning a second or foreign language. In addition, he further notes that the success of language learning is measured in terms of the ability to conduct conversations in the target language. It can be said that the ability to speak fluently is very important in students' language learning both inside and outside the classroom.

McCroskey (1984) suggested that some individuals only feel anxious

under certain conditions, meaning that there is a general type of communication condition that causes anxiety, that is, the communicator. Emphasis on the fact that The phenomenon of public speaking anxiety is speaker-centered. The most common context is public speaking, such as speeches and presentations to the class in meetings. Beaty (Opt & Lofferdo, 2000) is also known as public speaking anxiety with the term communication anxiety. Beaty explains that public speaking anxiety is a form of real fear and anxiety when speaking in public due to social learning.

Based on the above description of the phenomenon of students' speaking anxiety, the researcher concluded that the anxiety that occurs in students is definitely influenced by several aspects: emotions, stress, conditions, situation and fears. In line with the above phenomenon, most students do not know how to overcome anxiety when speaking. In addition, speaking in front of a crowd is not as easy as you think without prior preparation. Most people feel uncomfortable in social situations such as speaking English. In fact, the speaker's feelings of social anxiety and embarrassment are normal. He or she can overcome his speaking anxiety as soon as possible so that he feels relaxed when speaking English.

Based on initial observations conducted by researcher in class XI D at SMAN 1 Karangan. The reason researcher studied the institution is SMAN 1 Karangan is strategically located and easily accessible to the general public and not far from the researcher's house. Meanwhile, the reason researchers chose class XI D to be studied is the majority of students still have difficulty expressing their thoughts, feelings or experiences verbally. They have serious

communication problems. Most students also experience difficulties in mastering vocabulary and difficulty in understanding the material. Apart from that, students are not motivated to study in language classes as a result, the scores obtained by many students are below the KKM. This can be seen from their behavior during class. Most students don't notice whether the teacher is talking to their classmates or playing with their books. Then the researcher also found that 1 student did not dare to speak English. However, he can write sentences in English , but he is afraid of making mistakes when speaking English. So, it is important for teachers to understand student anxiety. So that teachers can facilitate students to learn effectively. So they can speak English without worrying anymore.

Related to the problem of anxiety in speaking skills classes experienced by students at senior high school 1 Karangan as explained above. So the researcher is interested in examining student anxiety in language class learning. The researcher has found three relevant studies related to this research. The first research was conducted by Mustachim showed the aim of this research was to determine foreign language anxiety in junior high school students in class 8 at SMPN 9 South Tangerang. Researchers found that students' anxiety about speaking English in class 8 at SMPN 9 South Tangerang greatly interfered with students' performance in presentations, especially in learning to speak English. There were at least six factors found in this research, they were speaking in front of the class, being laughed at by others, unintelligible input, the teacher, student confidence, lack of preparation. The similarities between previous research and the current research both aim at finding the factors experienced by

students in speaking English in class . And the difference is that previous research was carried out specifically at the junior high school level. whereas current research focuses more on higher levels such as high school.'

The second research was conducted by Abdulah, R. (2018). In their research, researchers studied and analyzed whether the use of cell phones could minimize students' anxiety in speaking English. In their research, researchers found empirical evidence as to whether there was a significant difference in overcoming speaking anxiety in language classes using a mobile phone. The conclusion of this research is that the use of mobile phones in teaching language classes is very helpful in overcoming anxiety in speaking English. From this research, the author found several differences and similarities with the research that the author conducted. These differences lie in the purpose, place and research methods used. The aim of the researcher is to find empirical data whether there is a significant difference between students' learning achievement in speaking English using mobile phones and conventional learning. Then the research method used by the researcher is a quantitative method with an experimental method approach. Meanwhile, in this research the researcher used a qualitative method with a case study approach. The similarity lies in anxiety as the focus of research.

The next research is in the journal Syam, H. (2019). The aim of finding out strategies for overcoming students' anxiety in speaking English. From this research the author found differences and similarities with the research the author conducted. These differences exist in research methods and data collection techniques. In this research, researchers used mixed methods, namely

quantitative and qualitative. In conducting research, researchers collect data using questionnaires and interviews. Meanwhile, in this research, researcher used qualitative methods and researchers used observation and interviews to collect research data. The similarities are previous research and this research was carried out specifically at the high school level.

This research focuses on English speaking anxiety in senior high school (SMAN 1 Karangan). This allows for a more in-depth study with the local social and cultural context that influences students' anxiety and the title combines psychology (anxiety) with language skills (speaking). It provides an opportunity to explore the psychological factors that influence students' speaking skills.

Most previous research on language anxiety has often focused on university level students. There is a research gap in understanding the specific factors that contribute to English speaking anxiety among senior high school. This research will focus mainly on the anxiety factor of speaking English among students. This research will describe how students reduce or overcome anxiety in speaking English. This research aims to overcome students' anxiety, especially in speaking English and to motivate students in learning in language classes.

Based on the background above, the researcher is interested in conducting research entitled **"Students' Anxiety in Speaking English in the Second Grade at SMAN 1 Karangan ."**

## **B. Formulation of Research Problem**

Based on the background above, the research problem is formulated as follows:

1. What are the factors affecting students' speaking anxiety in English classroom?
2. What are the strategies to minimize students' speaking anxiety in English classroom ?

## **C. Objectives of the Research**

Based on the formulation of research question above, the purpose of this research is:

1. To identify the factors or situations that make students feel anxious when they speak English in classroom.
2. To describe the strategies to minimize anxiety for the students.

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

The findings of the research are expected contributive for the students, for the teacher and the other researcher.

1. For students, this research is expected can overcome students' anxiety especially in speaking English and can motivate students so that the students can improve their ability.
2. For teacher, this research is expected for the teachers can give some suggestion for classroom interaction in English class so that teachers are expected to give and develop their capability in teaching speaking skill.
3. For other researcher, themselves It is hoped that the knowledge

material used will add benefits in developing the knowledge obtained.

### **E. Scope and Limitation**

This research focuses on the factors that cause anxiety and strategies to reduce students' anxiety in speaking English at eleventh grade students of SMAN 1 Karangan .

### **F. Definition of Key Terms**

To avoid errors in interpretation, the author will provide several definitions contained in the title of this research:

#### **1. Anxiety**

According to Cheng (2009), the anxiety response includes emotional components, feelings of tension; cognitive component, anxiety; physiological response, increased heart rate and blood pressure; and behavioral responses, avoiding certain situations.

#### **2. Speaking**

According to Brown (1994) speaking is the activity of gathering information, receiving and processing information that is ready to be conveyed to the person you are talking to as good communication.

#### **3. Speaking Anxiety**

According to Basic (2011), speaking anxiety creates a lack of self- confidence which causes students to remain silent in all situations, even when they have the ability to express themselves and the knowledge they deserve to express.