

CHAPTER I

INTRODUCTION

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

A. Background of the Study

Speaking is one of the productive skills is considered as important skill in oral communication. Additionally, Harmer (2007) described speaking as a method of communicating through the use of individual voices and variations in tone, intonation, and emphasis to communicate various meanings. Speaking, in general, can be described as a method of developing communication. Speaking is a difficult skill in addition to being productive. Speaking is a crucial component of the process of living, as well as learning and teaching a second language. Speaking, on the other hand, is a challenging ability for EFL students to master. Speaking anxiety is one of the elements that influence pupils' speaking performance.

Speaking anxiety is a type of anxiety that occurs when people are frightened, afraid, stressed, or nervous about speaking English with others. Anxiety is a condition of unpleasant emotion in which danger is felt and the sufferer feels powerless with the manifestation of tension in expectation of danger. Nurhayati and Nuraida (2020) claim that anxiety is

a different emotion, trust, and behaviour that results from one's perception of one's own learning in English class. Anxiety was also linked to self-focused negative, and anxious cognition during interaction. When compared to others, highly worried pupils frequently have a relatively low self-concept, underestimating the level of their speaking abilities. Anxious kids will have difficulty following lessons. They may learn less and may be unable to demonstrate what they have learnt. Worse, they may suffer further failure, which will exacerbate their anxiousness.

Based on previous observations, students at the high school experienced a lot of speaking anxiety. The main factor of the student anxiety are fear of test and negative evaluation. Students feel anxious if the teacher gives an oral or written test in class. They are worried about their test results. When students are given an oral test, they are worried about negative reactions from the teacher or other students if they make mistakes in speaking.

A previous study had been conducted to analyze students' speaking anxiety by Siagan et al (2020). In this study, third-grade students at SMPN 15 Bengkulu had their speaking ability in English class assessed. The findings indicated that the majority of third-grade students at SMPN 15 Bengkulu had mild anxious and worry of receiving a bad score is the main source of speaking anxiety.

Najiha and Sailun (2021) conducted another prior study. Third- grade pupils at SMAN 2 Siak Hulu experienced speaking anxiety in English class in this study. According to the findings of their study, the dominating level of speaking anxiety in third-grade children of SMAN 2 Siak Hulu is mild anxious, and it includes fear of negative evaluation, anxiety about tests, and communication apprehension.

Based on the above explanation, the researcher wants to find out whether there is an anxiety and the level of anxiety in English class at MA Ma'arif Udanawu Blitar. Therefore, this research is entitled "An Analysis of Students' Anxiety on Speaking English at MA Ma'arif Udanawu Blitar".

B. Research Questions

Based on the background above, the researcher formulated the problems of the research as follow :

1. How is the dominant level students' speaking anxiety in English class at MA Ma'arif Udanawu Blitar?
2. How are the factors that cause students' anxiety in English class of the MA Ma'arif Udanawu Blitar?

C. Purpose of study

Based on the research question above, the purpose of study are as follow:

1. To find out the dominant level students' speaking anxiety in English

class of the MA Ma'arif Udanawu Blitar

2. To find out the factors that cause students' speaking anxiety in English class of the MA Ma'arif Udanawu Blitar

D. Significance of the Study

Based on the explanation above the finding the research is expected to be useful for students, teachers and other researcher.

a) For Students

This study is meant to help students learn more about themselves and to determine the amount of speaking anxiety in English class. The researcher expects that this study would help pupils comprehend their anxious state.

b) For Teachers

This research can be used a source knowing the cause of students' anxiety. So, the teacher can analyze the solution in their teaching speaking in English class.

c) For Researcher

This study aims to give data that may be used as a reference by future researchers who want to do research on the level of speaking anxiety among students in English class. And this researcher could serve as a starting point for future research on the same topic.

E. The Scope and Limitation of the Research

This study focuses on the levels of students' speaking anxiety and the dominant level of students' anxiety when learners speak English in the classroom at MA Ma'arif Udanawu Blitar. Moreover, the data was obtained from questionnaire to get better enlightenment about speaking anxiety that experienced by subject.

F. Definition of the Key Terms

In order to clarify the key terms used in this research, some definition are put forward :

a. **Anxiety**

Anxiety is a sensation of threat, anticipation, tension, and worry in response to a certain situation or potential future events.

b. **Speaking anxiety**

Speaking anxiety is one of anxiety in English that occur when the person ask to speak in English. Anxiety in speaking happens in almost every students in Indonesia.