

# CHAPTER I

## INTRODUCTION

This chapter discusses the introduction of the study. It consists of the background of the study, the problem of the study, the objective of the study, the significance of study, the scope and limitation of the study, and the definition of key terms.

### **A. Background of the Study**

There are four skills that students must master when learning English: speaking, reading, listening, and writing. Speaking is one of them, and it is considered a productive skill. Speaking is significant skill that must be mastered by students. Its ability is mentioned in the curriculum for students especially junior high school about the aim of English learning. Speaking is an important skill that connects people to communicate using the same language. It helps people to express their thoughts, ideas, feelings, and emotions to others. Besides, speaking can contain the structure of the rhetoric that could make someone feel afraid of speaking because speaking had many elements that must be mastered (Noermanzah, et al., 2020). Because of this, many students feel anxiety and nervous before speaking in front the classroom especially in english. Lekkas et al. (2008) argued that anxiety is probably the most indicative emotion that affects learning performance. Also, they cannot manage their emotion- related to nervousness, lack of self-confidence, and shyness.

To be able to speak in English correctly, they should overcome those problems, and besides, if someone wants to have a good command of

communication skills, someone should have enough vocabulary and use it in good order, speaking by using good grammatical, having good fluency in communication, and pronouncing the words properly. However, when the researcher conducted observation at MTsN 1 Nganjuk speaking is considered as one of the difficult skills. The difficulties might affect students' ability to speak, particularly in an English language. Furthermore, speaking is an anxious triggering activity that makes students anxious when they are in the classroom. Many learners are highly anxious because of participating in speaking activities. In fact, speaking is the most anxiety-provoking language skill in a foreign language situation.

Speaking in the foreign language is often cited by students as their most anxiety - producing activity. According to Horwitz et al. (1986), Foreign Language Anxiety (FLA) is a distinct complex of self - perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the (foreign) language learning process.

Starting from the concept that a foreign language anxiety can be measured, the research wants to analysis the causing of anxiety in English language class of eight-grade students at MTsN 1 Nganjuk. Mostly students have a mental block when they are perform in front of class. During the learning process, it is normal for foreign language learners to keep feeling anxious with their performance in front of the class when the teacher calls their name to speak about English lessons. Anxiety is not a bad thing since anxiety can motivate the effort of a learner to learn more. However, researchers have noticed that there is a factor of anxiety which negatively affects many languages learners'

behavior and their educational outcomes.

There are previous studies about analyzing the anxiety, Na Z. (2007) surveyed 115 Chinese high school students and finds that these learners have high anxiety in learning the English language. Results show that high anxiety plays a debilitating role in high school students' language learning. This type of language anxiety causes the learners to escape from the learning task to avoid further anxiety.

There is also the research of Husniah (2019) which is a descriptive analysis of speaking anxiety in classroom presentation of the sixth semester of English Department in IAIN Kediri. In her research, she found the level of the student's anxiety, sources of anxiety, and strategies for decreasing their anxiety. This research used theory of Horwitz (level of anxiety), and David Shinji Kondo (anxiety coping strategy).

The research conducted by Handyani (2017) entitled "Student Speaking Anxiety of English Classroom in Agro technology Department of Agricultural Faculty Untirta (A Descriptive Study in Agro technology Classroom, Untirta). This research found some problems about student anxiety. Those are frightened, panic, upset, nervous, tremble, and inferior.

Besides that, there is a study from (Kondo & Ying-Ling, 2004) designs a typology of strategies that students use to deal with the anxiety that experienced in English language classrooms. Findings suggest for coping with language anxiety into five strategy categories: Preparation (e.g., studying hard, trying to obtain good summaries of lecture notes), Relaxation (e.g. taking a deep breath, trying to calm down), Positive Thinking (e.g. imagining oneself giving a

great performance, trying to enjoy the tension), Peer Seeking (e.g. looking for others who are having difficulty controlling their anxiety, asking other students if they understand the class), and Resignation (e.g. giving up, sleeping in class).

In addition, Amini et al., (2019) also found out there is a correlation between students' anxiety level and oral presentation's performance in EFL speaking class. Meanwhile, Widiasworo (2019) stated that he found out whether the students' difficulties in speaking, and to describe strategies used by teacher to overcome the speaking problems.

According to that research, the researcher wants to investigate the students' anxiety in the class. The purposes of this research are to analyze the causes of students' anxiety in the class by the theory of Miles and Huberman (1994).

Secondly, the strategies are used by the students to deal with their anxiety by the theory of Kondo and Ying-Ling (2004). The theory shows that strategies for dealing anxiety are divided into five strategies, which are Preparation, Relaxation, Positive thinking, Peer seeking, and Resignation.

Many causes make students anxious when they would like to perform in front of the class, not understand what the teacher said, feeling that English is difficult, limited vocabulary and grammar knowledge. The writer chooses the eighth-grade students of MTsN 1 Nganjuk as a subject of this research, because the researcher has not found similar study about speaking anxiety in Nganjuk, especially on MTsN 1 Nganjuk. Therefore, the researcher decided to conduct a study entitled "An Analysis of Students' Speaking Anxiety for Eighth Grade Students of MTsN 1 Nganjuk".

## **B. The Problem of the Study**

Based on the background stated above, the researcher formulated 2 research questions, namely:

1. What are the causes of students' speaking anxiety for eighth grade students of MTsN 1 Nganjuk?
2. What are the strategies to deal with students' speaking anxiety for eighth grade students of MTsN 1 Nganjuk?

## **C. The Objective of the Study**

The purpose of the study is to answer the question that have been formulated. Therefore, this research aims to:

1. To describe the causes of students' speaking anxiety for eighth grade students of MTsN 1 Nganjuk.
2. To describe the strategies to deal with students' speaking anxiety for eighth grade students of MTsN 1 Nganjuk.

## **D. Significance of the Study**

In this study, the researcher hopes that it can provide benefits for students, English teacher, and future researchers.

1. For students

For students, this research is expected to help and to deal with the problem of speaking anxiety with the strategies described.

2. For English teachers

For teachers, the teachers should help students who suffer from speaking anxiety in dealing the problem of speaking anxiety, then provide recommendations for dealing speaking anxiety.

### 3. For the next researchers

For the next researchers, this research is expected to be an additional reference that can support other research in the future.

## **E. Scope and Limitation**

The scope of this study is the students' anxiety in English class by 8<sup>th</sup> grade students at MTsN 1 Nganjuk in class was VIII-A in the 2023/2024 academic year.

The researcher limits in investigating the causes of students' anxiety when learners do an English learning in the classroom, and the strategies which are used to deal with their anxiety.

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

In this study, there are several terms that must be understood, including:

### 1. Speaking

Speaking is verbal communication which is utilized by individuals in their social relations. Though speaking, individuals can express their opinions, thoughts, and emotions to other people (Irsyad & Narius, 2013).

### 2. Anxiety

Anxiety is a condition that makes a person feel even less uncomfortable with the condition and gives an unfavorable response to the condition. Anxiety is natural and sometimes experienced by everyone (Sari, 2017). Anxiety is also as natural response, that is when students speaking in front of the class and then they feel anxious.

### 3. Speaking anxiety

Speaking anxiety is feeling of being tension, apprehension,

threatened, or worry to say something in effective way. Speaking anxiety is feeling of worries about grammatical mistakes, pronunciations and being unable to talk natural by students over the prospect of learning foreign language. These signs can obstruct and inhibit a person's ability to speak because someone who experiences that kind of anxiety will not focus on the speech process (Basic, 2011).

#### 4. Strategy to deal with speaking anxiety

Strategy is a performing different activity to those performed by rivals or performing the same activities differently (Porter, 1996) cited in Ferreira (2014). The ways doing by student to solve their speaking anxiety when they are speaking in front of the class or public.