

CHAPTER I

INTRODUCTION

This chapter explains the introduction. It covers the background of the study, the research problem, the objective of the study, the significance of the study, the scope and limitation of the study, and the definition of key terms.

A. Background of the Study

In the present worldwide world, the significance of learning English can not be denied and overlooked since English is the best normal language spoken all around (Nishanthi, 2018). Students invite society to be familiar with the development of technology as well as the upgrading ways to communicate with others. So that is impossible to avoid learning English as a foreign language (Amiruddin & Suparti, 2018). Studying English as an extraneous language has always been a very hard job for lots of students of non-English speaking countries. The vast majority of the understudies express their pressure, tension, dread, a sentiment of disquiet, and so forth against learning English as an unknown dialect. Nonetheless, the measure of this inclination may different from understudy to understudy and it cannot be guaranteed that it does not exist at all. The sentiment of anxiety can make issues in the acquisition, retention, and creation of the language, which for the most part influences

their scholastics results as compared to their increasingly strain-free classmates (Dr. T. Karunakaran, Rana, & Haq, 2013).

Anxiety is characterized as misery or nervousness of the mind brought about by dread of peril or adversity (Suleimenova, 2013). Anxiety is identified with self-engaged, negative, and on edge discernment during collaboration. Understudies with profoundly anxious regularly often have generally negative self-ideas and thinking little of the nature of their talking capacity when compared with others. While some may contend that a portion of anxiety is important to make a language learning "charge" for some understudies, nervousness occupies from taking care of and recollecting new language, and will in this manner influence the training required for language to be absorbed (Khusnia, 2016). Speaking is the most anxiety-triggering from all the language skills to students, it is revealed in the studies in the field of Foreign Language Anxiety repeatedly (Melouah, 2013). Speaking is an important language skill in terms of all learning fields and expressing self (Akyol, 2014). Brown (1994) mentions speaking is a verbal interaction where members ought to arrange the meaning of thoughts, sentiments, and data. In this case, the listener must understand the relationship between the ideas presented. Speaking skill is one's vital expertise to make strides English capability from the exceptionally starting of dialect learning. Speaking is one of the foremost critical dialect abilities. This aptitude can be created and improved as a compelling implies of

communication (Morozova, 2013). Based on these definitions, speaking can be defined as a process that starts with designing in the brain and ending with expressing thoughts through articulation.

A study on speaking anxiety in a foreign language classroom in Kazakhstan (Suleimenova, 2013), the findings of this study stated that English language speaking anxiety does exist among the second-year high school understudies who joined in this research and understudies have an amazingly negative impression with speaking exercises in an extraneous language course. Meanwhile, a study on students' perspectives on speaking anxiety in the English foreign language classroom by Khusnia (2016). The finding of this study revealed that the students have extremely negative impressions with the language class.

Constantly, a study on the models of Madurese millennial students' anxiety and the factors causing the Madurese millennial students' anxiety in learning English has been done (Amiruddin & Suparti, 2018). The result can be concluded that two models of anxiety were experienced by the Madurese millennial students, but the study did not search for specific anxieties from the millennial students. So in this study, the writer tried to investigate the students speaking skill anxiety towards learning English. The writer also investigates the factors that cause the students' speaking anxieties and how they overcome it.

B. Research Problem

Based on the explanation presented above, the current study aims to see what the students' speaking anxieties towards learning English as a Foreign Language, the factors, and how they overcome it. The following research problems are formulated:

1. What are students' speaking anxieties towards learning English as a Foreign Language?
2. What are the factors causing the students' speaking anxiety towards learning English as a Foreign Language?
3. How to overcome students' speaking anxiety towards learning English as a Foreign Language?

C. The objectives of the Study

The aims of the study are:

1. To investigate students' speaking anxiety towards learning English.
2. To show the factors of students' speaking anxiety towards learning English.
3. To figure out the conceivable steps to overcome the students' anxieties.

D. The Scope and Limitation of the Study

The scope of this study is related to the students who learn English as a foreign language in speaking class. This study identifies the causes of anxiety, factors of anxiety and some strategies to minimize anxiety from the students, especially for students' of the English Department at IAIN Kediri. In any case, it is not conceivable to provide a few lasting completions, since students' learning propensities, instructing styles of the teachers, brain research of both the understudies and teachers change over a long time within the change of the context and culture. That's why more inquires are required particularly in this zone. This study only takes the participants from the speaking class of the fourth semester of the English Department.

E. The Significance of the Study

The result of this research is intended to give a positive contribution to the English lecturer and the students. Theoretically, the writer hopes that this research helps the lecturers to decrease the students' speaking anxiety towards learning English. The lecturer can easier to choose some strategies in learning English that suitable for the students if they know about the students' anxiety from this research. Practically, the findings of this research are intended to improve students' skills in speaking towards learning English. Students can enjoy themselves when

they learning to speak and without any anxieties. They can easily overcome their anxieties. And also they will be more confident in learning speaking.

F. The Definition of Key term

1. Students

Students are learners who is enrolled in an educational institution or persons who studies a particular academic subject.

2. Speaking

Speaking is a process that starts with designing in the brain and ending with expressing thoughts through articulation. Speaking is the foremost demanding ability compared to other abilities such as listening, reading, and writing. It is an important skill for the standard of living.

3. Anxiety

Anxiety is pressure or discomfort of the mind caused by afraid of peril or bad luck. It is the subjective sense of suspense, apprehension, edginess, and worry. Anxiety is a kind of mental problem that may not be found or noticed easily.

4. Speaking Anxiety

Speaking anxiety is a sense of afraid and fash related to language speaking. Speaking anxiety could be a person's reluctance to attending discussions employing a certain language. It is due to the loss of motivation and poor performance. Speaking uneasiness may be a common tendency in learning English as an extraneous language.