

CHAPTER 1

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, scope, and limitation of the study, and the definition of key terms.

A. Background of the Study

Speaking is a process of creating, sharing, and communicating thoughts, and feelings. Bailey (2006) states that speaking is a productive auditory or verbal skill involved in the transmission of meaning through the systematic transmission of oral utterances. Students help develop grammar and vocabulary in the form of speaking, discussion, expression of ideas, storytelling and other language skills. According to Burns and Joyce (2397) speech is an interactive process that produces meaning, and processes information. From this explanation, the researcher concludes that speaking is a way of conveying thoughts, and meanings through expression. Speaking is one of the most important skills in learning English. Unfortunately, many students find it difficult to perform in front of an audience.

Emotions affect students' ability to process and understand what they are dealing with. Brown (2391) argues that emotions influence learning because emotions are the basis of learning strategies and methods. Emotional states can stimulate or hinder learning. For example, students' learning abilities will be better when they feel happy and excited about the subject. Emotions can stimulate

students' thinking and hinder learning. Negative emotions such as anxiety can distract students from class activities.

When studying a foreign language, students are more likely to be disappointed than encouraged. One of the emotional states that complicates this process is anxiety. Anxiety can be categorized into stress, anxiety, and anxiety in foreign language classes that prevent students from learning successfully. According to Oxford (2399), most language studies show a negative relationship between anxiety and academic performance.

For example, when a teacher asks students to practice in front of the classroom. Some of them thought their classmates would laugh at them if they were wrong. So they chose silence. This condition can cause anxiety and affect speaking skills in students in the classroom. Anxiety reduces student performance due to anxiety, self-doubt, and decreased activity. Also, according to Krashen (2013), debilitating anxiety can form mental blocks that reinforce emotional filters and prevent the use of comprehensible information for language acquisition. Restless students will struggle after training. They also learn less and may not be able to demonstrate what they have actually learned. To make matters worse, they lose more, which in turn increases their anxiety.

During teaching practice at LKP Endemic Tanjunganom, researchers found signs of anxiety among students. Many of them feel restless, avoidance, and do not actively participate in class. They are afraid and embarrassed to practice their target language, namely English because they are afraid of making mistakes. One of them thought that if he made a mistake, the teacher would be angry and his friends would mock him, so they were mostly silent and sat passively. They also believe that English is a difficult subject. These beliefs affect

them and make them feel worried. In the end, when they were asked to practice, they just kept quiet. Moreover, some of them were silent.

Therefore, the researcher wants to know what factors are felt by Endemic LKP students, which can contribute to anxiety in trying to understand the problems of students' anxiety to speak English more deeply.

Several studies have investigated the complexity of language anxiety when speaking. Previous research by Intan Sari Putri entitled “Reducing Academic Anxiety in Communication Through Teaching Communication Languages” (Class 2016–2017 by SMPN 02 Bengkulu Tenggara). Experiments can conclude that communicative language education, especially in SMP 02 Bengkulu Tenggara, this research can reduce students' anxiety in learning to speak English. The second is the journal of VeniDelphia Mita, ZulAmri and Don Narius, Padang State University, Faculty of Languages and Arts, English Faculty. Title - "Universitas Negeri Padang, Analysis of Academic Conversation Anxiety Facing Students in the 4th Term in the English Program at Universitas Negeri Padang" (2018). This technical study uses a quantitative technique style. Research analysis has shown that the dominant type of conversational anxiety is fear of speaking tests. However, after interviewing in detail about conversational anxiety, a study found that all types of conversational anxiety were involved. The difference between this study and the research conducted by the experimenter lies in the subject of the study and the abilities of the subject of the study. A recent study by Munach (2015). The purpose of this study was to explain why senior scholars from higher education institutions were "afraid to speak English" at senior high schools in the metropolis of Jambi. Data were collected taking into account demographic background and face-to-face interviews with older scholars.” The experimenter

concluded at a senior high academy about why scholars “worried” about speaking English outside the 12th grade classroom Jambi "(1) low speaking skills, (2) fear of negative reactions from others, (3) low tone attitude towards speaking English, (4) fear of not speaking English with a mentor, (5) English The difference between this study and the research conducted by experimenters lies in the research system.

The relationship between research findings and knowledge about students' anxiety is by observing and interviewing students. The author knows about the factors that affect speaking anxiety. This research shows that students need to be involved to reduce anxiety that occurs in the classroom. Students must respect each other to create peace. Therefore, there is a need for research on anxiety when speaking in English. This is also what distinguishes this research from previous research, where in this study the teacher was very alert so that he could pay attention to the problem better and could better understand the psychological problems of each student so that the teacher knew better what to do.

It can be concluded that, anxiety is one of the biggest influences experienced by students in speaking English. One of the factors that cause anxiety in speaking English is that students feel anxious when they make mistakes in speaking English, both speaking in front of the class and when interacting with other students. The reasons can be psychological factors (emotions, anxiety, attitudes, fears, and motivations). Another factor that makes students feel anxious when interacting or speaking English is the instructional factor (class procedures applied and the relationship between teacher and students). So, anxiety in speaking English has a negative impact on the process of learning English for students. Therefore, this study aims to determine the factors that cause students'

anxiety in speaking English and reduce it. So the researcher will carry out a study entitled “**Students' Anxiety in Learning to Speak English at LKP Endemic Tanjunganom)**”.

B. Statement of the Problem

1. What types of speaking anxiety in learning to speak English?
2. What factors do students believe to affect to their anxiety in learning to speakEnglish?

C. Purpose of the Study

The purposes of this study are:

1. To know the types of students' anxiety in learning to speak English
2. To determine the factors that can cause anxiety in learning to speak English.

D. The Significance of the Study

By doing this reseach, the researcher hope that the results of the study can be useful for:

1. The students

The researcher hopes that the results of this study will help students identify the causes of anxiety and identify appropriate ways to overcome languageanxiety.

2. The teacher

Researcher hopes that the results of this study will help teachers to find an appropriate teaching method can reduce the language anxiety experienced by students in the classroom by identifying the causes of

language anxiety experienced by students.

3. The next researcher

In addition to the fact that this study is not perfect, the researcher hopes that this study will be used as a reference for future researchers who wish to conduct research with similar subjects and goals.

E. The Scope of the Study

This research focused on the cause of students' anxiety about learning to speak English experienced by students Basic level at the LKP Endemic. There were 43 students at this level. In this research, the researchers focused on elements of interest to students in English-speaking classes. Researchers would try to find out and analyze the type of student anxiety and the factors that influence it. This research was conducted by giving questionnaires and interviewing students' performance in English class.

F. Definition Of Key Terms

1. Anxiety

Anxiety is a subjective feeling of tension, fear, nervousness, and worry associated with awakening the autonomic nervous system. In this research, the feelings experienced by students in situations of speaking a foreign language, such as feelings of anxiety, shame, and fear of making mistakes in speaking in front of the class.

2. Speaking

Speaking is a skill or action to express one's thoughts and feelings in spoken language. The purpose of speaking is to convey certain information to others.