

CHAPTER I

INTRODUCTION

This chapter discusses background of the research, problems of the research, objectives of the research, significances of the research, scope and limitation of the research, and definitions of the key terms.

A. The Background of the Research

According to Mawarti (2020), speaking is one of the productive skills. Speaking allows someone to be able to communicate with each other. As stated by Putra (2018), speaking is a person's ability to pronounce sounds or words as a form of expression of thoughts, ideas, and feelings. In addition, Harmer (2007) defines speaking as a way for someone to convey words and phrases through individual voices by using changes in tone, intonation, and stress to convey different meanings. Speaking skills aim to be able to speak fluently and know how to pronounce the meaning. In addition, the aim of speaking skills is also to achieve the criteria for success in speaking. There are 10 criteria of success in oral communication such as fluency in pronouncing phonological language skills in an understood manner, mastery of pressure, rhythm, intonation patterns, fluency level, transactional and interpersonal skills, taking short and long speaking turns, skills in management interaction and negotiation meaning, listening to conversations, knowing the purpose of negotiating conversations and using the right conversation formulas (Nunan, 1989).

In general, speaking can be said as a way to build communication. Besides a productive skill, speaking is also a difficult skill. Leong et al. (2017) also state that speaking skills are the most difficult skills for language learners. It is believed that speaking is the most important of the four language skills. Speaking is one of the important aspects of the process of life and is also an important part of learning and teaching a second language. However, for EFL learners, speaking is a difficult skill to master. There are several factors that affect the speaking performance of students. Speaking anxiety is one of them. According to Nurhayati and Nuraida (2020), anxiety is a different feeling, belief, and behavior that arises from self-perception related to learning in English class. Everyone has experienced anxiety, tension, and fear which are the body's natural responses when the body senses a threat (Passer and Smith, 2009).

Speaking anxiety is also experienced by students in public speaking class at the 4th-semester students of the English Department at IAIN Kediri. Therefore, the best way is needed to overcome students' speaking anxiety in public speaking class so that students feel helpful in developing speaking skills. For this reason, the researcher conducted a preliminary study on students in public speaking class at the 4th-semester students of the English Department at IAIN Kediri. In this research, the researcher conducted informal interviews with the students in public speaking class at the 4th-semester students of the English Department at IAIN Kediri. Based on the results of the interview, some students admitted that speaking anxiety is a serious problem in learning to speak. They revealed that the problems are lack of preparation, lack of

knowledge about grammar, lack of vocabulary mastery and pronunciation. In addition, they are also nervous, embarrassed, unconfident, and uncomfortable when speaking English in front of many people. Thus, there are some factors that can influence students in speaking English, especially in a public speaking class like lack of preparation, lack of grammar knowledge, lack of vocabulary mastery and pronunciation, nervousness, embarrassment, unconfident, uncomfortable in speaking English in front of many people, or other factors.

Basically, the psychological condition of students is different. There are students who can speak English confidently in front of the class but there are also students who cannot speak English confidently because they feel shy and nervous. In this case, the experience of anxiety in English communication can weaken and affect students' adaptation to the target environment. This will eventually have an impact on the educational goals of students. Anxiety can arise naturally when students speak in front of many students or audiences. This will cause worry, shame, nervousness, and insecurity to speaking in front of other people. Basically, anxiety does not need to be eliminated. Thus, it would be better if students were able to control and divert the anxiety as the driving force (positive energy) needed in preparation for when students will appear in speaking class.

A previous study on analyzing students' speaking anxiety was conducted by Siagian and Adam (2017). This study was conducted to find out the factors that cause students' speaking anxiety and how the students' strategies to overcome speaking anxiety in English class. The result showed that the factors that cause students' speaking anxiety in English class include lack of familiarity with

tasks, fear of making mistakes, low motivation, incomprehensible inputs, lack of confidence, and low English proficiency. In addition, the strategies that students use to overcome speaking anxiety include peer seeking, preparation, relaxation, positive thinking, and also resignation.

Another previous study was conducted by Najiha and Sailun (2021). This study was conducted to determine the level of students' speaking anxiety and the type of dominant anxiety that occurs in the English class, especially in third-grade students of SMAN 2 Siak Hulu in the 2020/2021 academic year. The results of this study indicate that the dominant level of speaking anxiety that occurs in third-grade students of SMAN 2 Siak Hulu is Mildly Anxious. Furthermore, for the types of speaking anxiety experienced by third-grade students of SMAN 2 Siak Hulu, include fear of negative evaluation, test anxiety, and communication apprehension. In this case, the researchers found that the dominant type of anxiety that occurs in English class is communication apprehension.

A similar study about students' speaking anxiety in learning English was also conducted by Sinaga et al. (2020). This study aims to determine the level of speaking anxiety of students in English class and the dominant factor that causes speaking anxiety of students in English class in third-grade students at SMPN 15 Bengkulu. The result of this study indicates that most third-grade students at SMPN 15 Bengkulu experience speaking anxiety at the Mildly Anxious level. Then, the dominant factor that causes students' speaking anxiety in third-grade students at SMPN 15 Bengkulu is Fear of negative evaluation.

Therefore, the levels of students' speaking anxiety are important to research. If this students' speaking anxiety problem is not addressed immediately, it will have an impact on student achievement in their speaking skills. The benefits of this research include helping students know more about themselves and finding out the level of speaking anxiety in public speaking class. In addition, students can also find appropriate strategies to overcome their speaking anxiety problems in public speaking class. Thus, the students will be able to speak fluently and better than before.

Based on the explanation above, this research aims to determine the levels of students' speaking anxiety in public speaking class and the dominant level of students' speaking anxiety in public speaking class. Therefore, this research is entitled "An Analysis of Students' Speaking Anxiety in Public Speaking Class of English Department at IAIN Kediri".

B. The Problems of the Research

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

1. What are the levels of students' speaking anxiety in public speaking class of the English Department at IAIN Kediri?
2. What is the dominant level of students' speaking anxiety in public speaking class of the English Department at IAIN Kediri?

C. The Objectives of the Research

Based on the problem of the research above, the objectives of the research are as follows:

1. To find out the levels of students' speaking anxiety in public speaking class of the English Department at IAIN Kediri.
2. To find out the dominant level of students' speaking anxiety in public speaking class of the English Department at IAIN Kediri.

D. The Significances of the Research

The results of this research are expected to provide information about the levels of students' speaking anxiety in public speaking class and the dominant level of students' speaking anxiety in public speaking class of the English Department at IAIN Kediri.

1. For Students

This research is expected to help students know more about themselves and find out the level of students' speaking anxiety in public speaking class. In addition, students can also find appropriate strategies to overcome their speaking anxiety problems in public speaking class. Thus, they will be able to speak fluently and better than before.

2. For Lecturers

This research is expected to help lecturers to understand better and be able to get information about the levels of students' speaking anxiety in public speaking class. Thus, they can try to find the right strategy to help students in reducing speaking anxiety in public speaking class.

3. For Further Researchers

This research is expected to provide information that can be a reference for future researchers who want to conduct research on the level of students' speaking anxiety in English class and the dominant level of students' speaking anxiety in English class.

E. The Scope and Limitation of the Research

This research is limited to analyzing the levels of students' speaking anxiety in public speaking class and the dominant level of students' speaking anxiety in public speaking class of the English Department at IAIN Kediri in the 2021/2022 academic year who is taking public speaking class in 4th-semester.

F. Definition of the Key Terms

In this research, to avoid misunderstanding and misinterpretation, the researcher needs to determine key terms.

1. Speaking

Speaking is the ability that a person has in expressing thoughts, ideas, and feelings through words. Speaking consists of producing words to be spoken orally in sequence so that their meaning can be conveyed (Bailey, 2003).

2. Anxiety

According to Yaman and Demirtaş (2014), anxiety includes feelings of sadness, disturbing thoughts, and worries. Anxiety problems affect foreign language learning.

3. Public Speaking

Public speaking is a formal presentation carried out by a speaker to the audience on an ongoing basis. The activities in public speaking apart from involving mental presentation, also involve physical presentations (Rahayu, 2018).

