

# CHAPTER I

## INTRODUCTION

This chapter consists background of the study, research questions, the objective of study, limitations of study, the significance of the study, and definition of the key terms.

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

The act of using words to communicate with other people is called speaking. By speaking, people all over the world provide information and inform others of the speaker's topic. This suggests that speaking is a common daily activity and that speaking requires interaction between the speaker and the listener to communicate. Students can also use it to share their emotions and demonstrate their expertise. When sharing their knowledge and ideas with others, students should speak clearly and accurately so that others can understand what they mean. In line with the previous idea, In line with the idea above, this is supported by Parmawati (2018: 21) in Asyisyifa (2019) that speaking is the primary means of communication in everyday life, speaking has been regarded as the most important English language skill. Ur (2000) state in his book, speaking is one of the four most important language skills because people who learn a language are called speakers of that language.

In general, teaching refers to the act of imparting certain knowledge or skills to a student in a particular learning and teaching setting. According to Brown (2010:7) in Fanshuri (2019), teaching is the process of directing and facilitating learning, giving the student the opportunity to learn, and creating the conditions for learning. Moreover, Nunan (1991:39) in Wulandari (2015) argued that The capacity

to engage in conversation in the target language is a measure of language learning success. Teaching must be defined as the process that involves someone who teaches, as well as the learner, the material, and the environment. All of the necessary components for teaching must be optimized in order to achieve effective teaching.

One of the challenges students face when attempting to master speaking during instruction is anxiety. According to Brown (2000) cited in Mauludiyah (2014), anxiety is defined a sense of unease, irritability, insecurity, self-doubt, or worry. Anxiety has a strong effect on learning; stressed students are less likely to speak English correctly and effectively.

Speaking anxiety has become a common phenomenon among foreign language students. When learning to speak English, English language learners frequently report experiencing feelings of stress, nervousness, or anxiety. They also admit to experiencing mental roadblocks to their progress (Tanver 2007:5) cited in Putri & Marlina (2019). As a result, it is anticipated that a large number of foreign language learners experience anxiety while learning English, particularly during speaking activities. For both beginners and advanced foreign language learners, this is a difficulty.

As the school that researchers have observed, a school with a vocational status is one of the well-known public schools in the district of Kediri. Schools that have many achievements in their vocational fields make many students focus on it, thus giving students the opportunity to ignore common learning materials, especially in English subjects. This can be seen when the researcher made observations on internship, the researcher accompanied one of the teachers at SMKN 1 Ngasem to

teach. At that time, the teacher asked one of the students to do speaking practice in front of the class. Some students experience anxiety and are afraid to do it, it can be seen from the movements shown by students.

In this issue, researchers are interested in carrying out research at this school to determine the types of anxiety that students experience and the factors that cause them to experience anxiety when speaking English in front of the class.

A previous study on analyzing student anxiety in speaking was conducted by Rahmad & Evi (2019) who conducted research with title “Students’ Anxiety In Speaking English At Second Semester Of English Study Program At University Of Pasir Pengaraian”. This study employs descriptive qualitative research to investigate the causes and types of anxiety. The objective of descriptive qualitative research was to systematically and accurately describe the facts and characteristics of the area of interest.

The study's findings revealed that 14 students were classified as having state anxiety and one as having trait anxiety. As a result, most students in the second semester fell into the state anxiety category. Five students were included in the irrational thinking factor, while ten students were included in the negative experience factor. This response came from the survey. The questionnaire also revealed that the majority of students in the second semester of the University of Pasir Pengaraian's English Study Program felt anxious when speaking English. They were anxious about making mistakes, lacked vocabulary, worried that other students would laugh at them, had poor speaking skills, and lacked confidence.

The second of previous study conducted by Dyah Permata Siwi Lamila (2020) who conducted a study with title “Speaking Anxiety Of First Semester Students Of English Education Department At Muhammadiyah University Of Surakarta In 2018”. In this study, the researcher employs a qualitative descriptive method, which includes observations, interviews, and a questionnaire gathered from those interviews. Interviews with English language students who follow SEGA((Saturday English Gathering) about speaking anxiety in the first semester are the source of this research data. Speaking anxiety in first-year English Department students at Muhammadiyah University of Surakarta is the focus of this study. The researcher has spent 20 minutes twice on SEGA (Saturday English Gathering) outside the classroom. The researcher observes students' speech patterns and when they speak; read texts or assignments assigned by their tutors, participate in group debates, answer questions, and have conversations with friends in English.

According to the findings, anxiety trait is the most prevalent form of speaking anxiety. This kind of thing can happen at certain times and places. People who had this experience show physical symptoms like; a dry mouth, rapid heartbeat, and sweating There are eight questions for trait anxiety, nine for state anxiety, and six for situation-specific anxiety. As a rate, 39% of the information contained characteristic uneasiness, 35% of the information contained state nervousness, and 26% of the information contained circumstance explicit tension. Second, in 2018, first-year students in the Department of English Education at Muhammadiyah University of Surakarta experienced speaking anxiety for two reasons: The first is the cause within. In this study, the researcher discovered six points of internal cause, namely: a)

awkward, (b) apprehensive, (c) mentally Upset, (d) stress for committing errors, (e) disgrace and, (f) negative reasoning. The second factor is external. In this study, the researcher discovered three points of external cause, namely: a) Fear of the lecturer, b) Fear of being laughed at, and c) Fear of speaking in front of a large number of people.

The third of previous studies conducted by Ika (2018) who conducted a study with title “Factors Causing Students’ Speaking Anxiety In Efl Classroom: Descriptive Study Of 6th Semester Students At English Department University Of Mataram Academic Year 2017/2018”. The researcher employs a descriptive qualitative research design. Descriptive qualitative research was chosen to gain a deeper understanding of the phenomenon of students' anxiety in the English Department's EFL class. More than one instrument, including a questionnaire and an interview, is utilized in this study to gather the necessary data.

The discoveries proposed that they are three elements causing understudies' nervousness in communicating in English. They exist; Communication apprehension in that students' anxiety about speaking in front of the class has grown. This is especially true when they have to speak on their own and are under even more pressure. In the context of the Test of Anxiety, students are concerned about the consequences of failing an oral or speaking test. The last reason is Fear of Negative Evaluation, in which students are concerned about receiving negative feedback from instructors or other students.

The fourth of previous studies conducted by Mia Purnama Sari (2016) who conducted a study with title “Student’s Speaking Anxiety Factors (A Study at the

Second Year Students of Tourism Class at SMK N 1 Padang Panjang in Academic Year 2015/2016)". Because the researcher wants to describe the phenomena that took place in the field, this study is conducted as descriptive research. During the field phase of the research, the researcher recruits third-graders from the Tourism class at SMK N 1 Padang Panjang to serve as participants. Observation and interviews are the methods used to gather data.

The researcher could deduce from the aforementioned data analysis and findings that the students in SMKN 1 Padang Panjang were anxious to speak English. The students were anxious to speak English for three reasons: Test Anxiety, Communication Apprehension, and the Fear of a Negative Evaluation. However, communication apprehension has a significant impact on students' anxiety when speaking English.

The last of previous study by Nadiatul Ikhsaniyah (2022), who conducted a study with title "An Analysis of Students' Speaking Anxiety : Possible Causes and Coping Strategies". Using an explanatory design, the researcher first collects and analyzes quantitative data before collecting and analyzing qualitative data in this study. Participants in the study were fourth-year English Education Department students at State Islamic University of Jakarta. As a sample, 65 male and female students participated in this study.

From the data analysis and findings above, the researcher could make the interpretation that the fourth-semester student of English Education Department, State Islamic University of Jakarta were at a high anxiety level and students with low anxiety levels were in the minority. Also the result of the cause students' speaking

anxiety, they are : The lack of english language skill, fear of misinterpretation, low self-esteem, fear of making mistakes, fear during the test, and lack of preparation.

From the explanation above, the researcher conducted a research entitled: **An Analysis on Students' Speaking Anxiety at SMKN 1 NGASEM**. This research that produces information on students' anxiety in communicating in English will give significant contribution to educators so they can give the right answer for conquer understudy's talking tension.

### **B. Research Questions**

Based on the background, the researcher states the problem of the study as follows:

1. What are types of students' anxiety at the tenth grade of Hospitality SMKN 1 Ngasem in speaking English ?
2. What are students' speaking anxiety level at the tenth grade of Hospitality SMKN 1 Ngasem ?
3. What are the factors of students' anxiety at the tenth grade of Hospitality SMKN 1 Ngasem in speaking English ?

### **C. Objective of Study**

Based on the research questions, the objectives of the study are:

1. To find out the types of students' anxiety in speaking English at tenth grade of Hospitality SMKN 1 Ngasem, Kediri.
2. To find out the level of students' speaking anxiety at tenth grade of Hopitality SMKN 1 Ngasem.
3. To find out the factors of students' anxiety in speaking English at tenth grade of

Hospitality SMKN 1 Ngasem, Kediri.

#### **D. The Scope and Limitation of Study**

This study is limited to tenth grade students of Hospitality at SMKN 1 Ngasem in the 2021/2022 academic year, and it is focuses on examining students' speaking anxiety. The researchers try to figure out what types and factors of speaking anxiety students have. According to Ellis (1994), there are three types of anxiety. Trait anxiety, state anxiety, and situation-specific anxiety are the three types of anxiety. More specifically, Horwitz & Cope in their Santriza thesis (2018) separate the factors of students' speaking anxiety in English into three categories: from the teacher, from the material, and from the students.

#### **E. Significance of Study**

It's expected that the research can provide information about the factors that make students feel anxious when speaking English in class and outside the classroom, the results of this study are expected to make a positive contribution for:

##### 1. Teacher

This study helps teachers to provide information or references regarding the types and factors that cause speaking anxiety in students when speaking English.

##### 2. Students

This study helps students to provide information or references regarding the types and factors that cause speaking anxiety in students when speaking English.

##### 3. Further Researcher

The researcher hopes that this study's findings will help future researchers learn about other aspects of English students' speaking anxiety that need further



investigation.

## **F. Definition of The Key Term**

The writer must define the following terms in order to avoid misunderstanding and misinterpretation of the research topic:

### **a) Speaking**

Speaking is the process of making and sharing meaning by using verbal and non-verbal symbols in different contexts, Chaney (1998).

### **b) Anxiety**

Anxiety is a feeling of unease, dissatisfaction, self-doubt, apprehension, or worry that makes it difficult for students to communicate, doubt themselves, and worry about making a mistake, (Brown H. D., 1994).

### **c) Speaking Anxiety**

Speaking anxiety is a worry feeling to speak and perform the language that the learners got in english class, Hidral (2020).