

CHAPTER I

INTRODUCTION

This chapter discusses the introduction about the study. It consists of the background of the study, 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

Language is a way to expressed feelings to have interaction and communication. At this early age, English plays a significant role as a means of communication, English as a foreign language is considerable in Indonesia's education system, from elementary to high school.

In learning English, there are four general skills that students should be learning, specifically listening, speaking, reading, and writing. Speaking is one of the basic skills to be dominated by students in English as a Foreign Language. Through speaking, humans can express their speculation, mind, and expression to different people. They also can transfer knowledge, explain or report something and maintain social relations. Speaking is one of the fundamental abilities that EFL students should be good at. As stated by Harmer (2007), Speaking is the most effective way to compose words and sentences with the sounds of individuals; they employ pitch alteration, inflection, and stress to convey different meanings. It will be useful to students in everyday situations such as describing something, conversing with foreigners as a technique of commerce, and complaining to others. Students can communicate with one

another and create positive interactions by learning speaking abilities. Speaking is an important component of daily interaction, and most people's initial impressions are based on their ability to talk effectively and comprehensively. According to the Curriculum 2013, the goal of speaking is for students to be able to communicate in interpersonal, transactional, and functional ways about themselves, families, people, animals, and things, both concretely and imaginatively, with their lives and daily activities at home, school, and in society. By mastering speaking skill students will be able to communicate each other to build a good interaction. However, speaking is not easy for the students, also students are experiencing difficulty speaking English.

In speaking, students still have problems with it. Zhang (2009) as cited in (Andriyani, 2020) stated that speaking remains to be the most difficult skill for the majority of English learners to master, and several are still unable to communicate orally in English. English as a Foreign Language (EFL) classrooms are diverse learning environments where students from non-English speaking backgrounds acquire English language skills. While mastering various language competencies, one significant challenge that many EFL students face is speaking anxiety. Speaking anxiety refers to the fear or apprehension experienced by individuals when communicating orally in a second language. In addition, speaking is an anxious triggering activity that makes students anxiety when they are in class a lot of students are highly anxious because they participate in speaking lessons (Keramida, 2009).

Still in line, anxiety becomes a common problem in their speaking. Horwitz et al. (1986) expressed that anxiety is a subjective feeling of stress, nervousness,

fear and anxiety related to stimulation of the autonomic nervous system. Every student has variations mentally. Few students can speak clearly in front of the class, while some cannot communicate in English because they are shy and anxious. Thornbury (2005) suggested that lack of vocabulary, poor grammar, and fear of making mistakes are some of the factors that can contribute students' anxiety when speaking, the lack of preparation and students finding it nervous to talk in front of other students have also become the factors that contribute to students' speaking anxiety. Anxiety affects student performance by causing them to worry, procrastinate, and reduce participation. On edge, students will have trouble taking after lessons. They may learn less and may not be able to show what they are learning. Indeed, more awful, it may cause more disappointments, which in turn increments their anxiety. As stated by Carlson and Buskist (1997: 570), the body manifestations from anxiety include increased sweaty palms, heart rate, and tightness in the stomach. That was the sense of apprehension accompanied by certain physiological reactions.

During the English learning, it is normal for foreign language learners to have anxiety and show the factors contributing to students' speaking anxiety. As found by Taqwa (2022), there are 8 students are very anxious, 29 students are anxious, 23 students are mildly anxious, and 2 students are relaxed in speaking English by students of English Education Department at Syarif Hidayatullah Jakarta's State Islamic University. Considering that the respondents are college students, these results show that even though their level of education is already high, it is undeniable that these respondents have anxiety when speaking English, with contributing factors to their speaking anxiety

being proficiency level, students' poor self-esteem, fear of making errors, lack of preparation, motivation, technique employed, and lecturer's attitude. Meanwhile, the previous study by Putra (2018) found that in class 3E at the third-semester student English Education Department of Muhammadiyah University of Makassar was a factor of motivation, a lot of students' speaking in class is influenced by anxiety. Followed by shyness, limited vocabulary, lack of self-confidence, lack of preparation, grammatical error, friend/classmate, and fear of making a mistake.

Students at SMAN 3 Kediri showed indicators of anxiousness. These issues above could harm EFL students in several ways. They won't have the chance to practice speaking in English in a classroom setting, which will negatively impact their speaking skills. In that way, worry could hinder students' ability to master English. Additionally, they might show other kinds of bad habits, such as lacking in EFL sessions or taking a passive role in the classroom. Many of them feel anxious, which leads to avoidance and less participation in class. They are afraid and embarrassed to practice with the target language for fear of making mistakes. One student thought their friends would laugh at them if they made a mistake. In addition, they are embarrassed and uneasy to practice speaking English, especially in front of the class, because they are worried about making a mistake. One of them was very worried, thinking that if he made a mistake, their teacher would scold them or their friends would make fun of them. That is why they prefer to sit silently and passively. Some of them believed that English is a difficult subject it can affect self-esteem and insecure.

This study conducted the study at SMAN 3 Kediri because, this is one of the favorite schools in town. This study wanted to find out if students there had experienced any anxiety when speaking English. When conducted research at SMAN 3 Kediri, it was discovered that some students had high levels of speaking anxiety. The advantages of this research involve determining the level of speaking anxiety in speaking and supporting students in better understanding who they are as well as the causes of speaking anxiety. The impact of speaking anxiety on learners' performance and overall language proficiency cannot be understated. It hinders their ability to express themselves effectively and inhibits spontaneous communication. Based on the clarification above, this research focuses on analyzing the types of students' anxiety in speaking English and the factors contributing to students' speaking anxiety. This research conducted at SMAN 3 Kediri in class XI MIPA 8. For those reason, this research is entitled **“AN ANALYSIS OF STUDENTS' SPEAKING ANXIETY IN EFL CLASSROOM AT THE SECOND GRADE OF SMAN 3 KEDIRI”**. Consequently, find out the level of students' speaking anxiety and understanding the factors contributing to this phenomenon is becomes crucial.

B. Research Questions

1. What are the levels of anxiety experienced by the students in learning English speaking?
2. What are the factors that contribute to students' anxiety when speaking English?

C. Objective of The Study

In line with the problem and title above, this study explains the objective of the study as follows:

1. To find out the levels of anxiety experienced by the students in learning English speaking.
2. To find out the factors contributing to students' anxiety when speaking English.

D. Significance of The Study

The results of this study are expected to provide information about the level of students' speaking anxiety in speaking class and the contributing factors to students' speaking anxiety of XI-MIPA 8 at SMAN 3 Kediri.

1. For Students

From this research, students should benefit from this research by discovering more concerning themselves and discovering how much speaking anxiety they experience in speaking class, as well as the factors contributing to this anxiety. Additionally, students might develop suitable coping mechanisms to overcome their speaking anxiety issues in public speaking classes. As a result, they will be able to speak more effectively and persuasively than previously.

2. For Teachers

The results of this study should enable lecturers to understand better the levels of speaking anxiety among students in speaking class and the factors

contributing to students speaking anxiety. In order to help students in speaking class reduce their speaking anxiety, they may attempt to identify the best strategy.

3. For Researchers Further

This study is expected to provide information that could be another reference for future researchers who would like to conduct research on the level of student-speaking anxiety in English language classes and the factors contributing to student- speaking anxiety.

E. Scope and Limitation of The Research

This research is limited to analysing students' speaking anxiety levels in speaking and the factor contributing to students' speaking anxiety of XI-MIPA 8 at SMAN 3 Kediri in the 2022/2023 academic year.

F. Definition of the Key Terms

1. Speaking

Speaking, according to Brown (2001: 267), is an interactive process of creating meaning that entails information production, reception, and processing. On the other hand, speaking ability describes the capacity to communicate with others while using the appropriate language to provide information and convey a message that the listener can understand.

2. Speaking Anxiety

Anxiety is characterized by feelings of unease, frustration, apprehension, concern, or self-doubt, among other emotions. According to Horwitz (2001: 113), anxiety is one of psychology and education's most frequently studied factors. It negatively affects language learning and is intuitively felt by many language learners. Speaking anxiety is a situation-specific type of anxiety that does not seem to be very connected to other anxiety types associated with the context of language learning.