

CHAPTER I

INTRODUCTION

1.1 Background

Anxiety is one of the hurdles to speaking, and it has a significant impact on English language acquisition, particularly on speaking performance. According to (Izumi, 2017), extremely limited possibilities might lead to lack of confidence, humiliation, and quiet, which inhibit communication. In addition, worried students may be "silent" or "blank" and unable to deliver test-related knowledge. In many instances, anxiety reactions may impede students' ability to succeed in English studies (Horwitz, E.K., Horwitz, M. B., & Cope, 1986). If students wish to be effective in speaking, they must lessen their fear and have faith in their ability to acquire good English. When speaking English in front of the class, of course there are students who feel anxious.

Anxiety is a feeling that causes mental tension or a person's feelings of restlessness, resulting in humans not being able to focus on doing something calmly. That is, if the person is feeling nervous, they naturally feel anxious and threatened. Anxiety is a form of weakness that makes students unable to carry out their competencies. Actually they know something about what they are saying but they cannot show it because they are anxious (Herwanto, 2013). Therefore, these problems need to be identified to find solutions to encourage the confidence and competence of junior high school students. Language anxiety often arises in test that students usually report to the counselor that they would like to know certain grammatical points. During a test or practice many grammar points have to be memorized and learned. The student usually realizes some time after the exam, that he knows the right answer, but puts down the wrong one out of nervousness. They are afraid of making mistakes and being corrected by the teacher in front of their classmates.

Every student has different kinds of worry from time to time. It is clear from their emotional and mental reactions, like when they feel stressed or sad (Darmawati, 2017). (Tanveer, 2007) also says in that there are three types of anxiety related to performance evaluation in academic and social settings: 1) fear of communication, 2) test anxiety, and 3) fear of getting a bad review. Anxious conditions, such as when we feel apprehensive, anxious, and fearful, cause us to quiver, sweat, and have a rapid heartbeat (Ansari, 2015). Additionally, anxious students are hindered when attempting to use a second language. Poor performance and in ability to perform in class can contribute to erroneous teacher evaluations when students lack some of the skills necessary to learn English or the willingness to undertake the work necessary for successful performance (Horwitz, E.K., Horwitz, M. B., & Cope, 1986).

Communication worries are a type of shyness anxiety that cause people to worry about talking to other people. Anxiety play a big role in learning a second or foreign language. Anxiety will interfere with students' ability to succeed in language learning. Anxiety is very likely to be an affective factor that most hinders the learning process, Dornyei (2005: 198). Anxiety can interfere with students in learning English by reducing participation, lack of confidence, and self-doubt. Feelings of anxiety can arise in two conditions. First, students do not understand the material. Second, students are afraid of making mistakes or getting negative assessments. When they make mistakes, usually their friends will mock them. English as a foreign language in Indonesia has an important position for language learners. Learning English is not an easy thing, especially in learning speaking skills. Many people or students find it difficult when it comes to speaking skills. As a result, students become anxious if they want to speak English.

Students should place a high priority on learning how to communicate verbally because it is one of the most useful abilities. It is required of students to use English on a daily basis, particularly when they are in English classes. Students can enhance their speaking abilities by practicing and becoming more comfortable with the activity itself. This is due to the fact that pupils' English

language abilities will improve significantly if they develop a habit of regularly engaging in verbal exchanges (Putra, 2018). According to (Richard, 2008), students frequently estimate how well they are progressing in the process of learning a language depending on how much they believe their spoken language skills have improved. It implies that those who desire to acquire a target language must master speaking as a skill before moving on to other aspects of the language.

Today, along with the times, English is the language of choice as the international language for communication. In Indonesia, English is also very important to learn the application of information and also to increase knowledge. Speaking skills are very important in English or a foreign language (EFL). Speaking is considered as the most sought after skill for an individual to be accepted as competent in a job foreign language. Speaking is more than just forming grammatically correct sentences; it's a bit wide mechanics, function, pragmatics and social interaction. Therefore, every foreign language teaching methodologies used in classrooms throughout history have always sought to develop ways to improve student competence in this area (Eyup 2017). Speaking is the ability to express our ideas or thoughts to the other person or to those who listen to us. Speaking is a very important method to get information and also speaking is a method of communicating that is done spontaneously (Edmoson, 2003; Bashori 2020).

English learning activities in the classroom can run effectively with the presence of quality interaction between teachers and students, because the fundamental purpose of foreign language learning is so that students can use English effectively when communicating, both inside and outside the classroom. Cause on finally, students who are considered successful in learning english are who are able to think and interact socially by using English and not just being able to memorize vocabulary, systems and rules of etiquette language. Learning activities are all activities carried out by a student in the context of learning to achieve a goal. Without If there is activity, the learning process will not take place well. Student activities in the teaching and learning process are not only listening and just take notes. The more activities students do in learning, then the learning

process that occurs will be better.

Activities are carried out either directly or indirectly physical and spiritual. Student activities during the teaching and learning process is one indicator of the student's desire to learn. Student activity is an activity or behavior that occurs in teaching and learning process. The activities in question are: activities that lead to the learning process such as asking the teacher or other students submit opinions, want to do assignments given by the teacher can be answered by the teacher's questions and can work the same as other students, as well as happy and responsible for assignments given, all of these behavioral characteristics can basically be reviewed in terms of process and results. Activity Mulyono (2001:260) activity means "Desire or" activity" so everything that is done or activities that occurs both physically and non-physically is an activity. Whereas student activity during the learning process will cause high interaction between the teacher and the student or with the student alone. This will result in the class atmosphere being fresh and conducive environment, where each student can involve his/her abilities as much as possible. Activities that arise from students will resulted in the formation of knowledge and skills that will lead to increased performance. Without activities, the learning process will not going well. Learning activities are not just writing but it is expected that students can ask questions, answer, be active in discuss, diligently complete the task on time. However by looking at the reality of the teaching and learning process that In progress, there are also learning activities that are still less effective due to poor classroom management.

The ability to speak English is one of the goals of learning English. However, each pupil has a unique personality and psychological condition. When students attempt to speak English, they feel anxious because they fear making a mistake, and when they encounter a buddy who is proficient in English, they feel insecure and annoyed with their english speaking abilities. This state is known as anxiousness (Darmawati, 2017).

Anxiety is a feeling that causes something to make a person's mental or feelings become restless, resulting in humans unable to focus on doing something

calmly. The students want to be effective in speaking, they must reduce their fear and have confidence in their ability to acquire good English. When speaking English in front of the class, of course there are students who feel anxious. Based on previous research, the study found that in the speaking class there were 10 students who felt anxious, some of them felt anxious because of classmates, assignments given by the teacher, lack of confidence and so on. That is, if the person is feeling nervous, they naturally feel anxious and threatened. At SMPN 2 Baureno there are some students who are afraid when speaking English they think English lessons are very difficult to understand and at that school English lessons are very lacking, therefore I am interested in doing research at SMPN 2 Baureno.

According to a previous study, entitled **STUDENT ANXIETY IN ENGLISH CLASS XI MAN 4 BANTUL**. This research is a qualitative descriptive study with 33 students of class XI MAN 4 Bantul filling out a questionnaire after being interviewed by the researcher and the research shows that the biggest cause of speaking anxiety is unpreparedness. This is followed by the learner's beliefs about language teaching, fear of making mistakes, other students' fears, and personal and interpersonal anxiety. Researchers also looked at how students coped with anxiety and found that they prepared themselves, talked to their peers, thought positively, avoided eye contact with the audience, relaxed, and gave up. Based the previous studies, researchers only observed how to deal with peer anxiety.

The results of this study indicate that students who feel anxious when speaking English are caused by the teacher's teaching method and lack of self-confidence. Based on the previous research mentioned above, it can be assumed that the current research seems necessary. However, this research is different from previous research. This includes my research participant's research question entitled "**An analysis of students' speaking english anxiety in classroom**" and the researcher took a sample of ten students from 30 students and my research questions were also different. Thus, the current research is important, and deserves to be researched.

1.2 Research Question

Based on the problem above, the researcher formulates research problems such as:

1. How do the students deal with anxiety in speaking English?
2. What factors do influence the students' anxiety in speaking?

1.3 Objective of the Research

The research objective to be achieved are as follows:

1. To do the student deal with anxiety in speaking English
2. To knowing the anxiety factors that affect students in speaking English

1.4 Limitation of the Research

In order for this research to be achieved, the research has the following problem limitations:

Researchers only focused on 10 children who experienced anxiety when speaking English. This study is limited to how to overcome anxiety in speaking English and analyze the factors causing the students of SMPN 2 Baureno by using an open questionnaire. The anxiety factor is focuses on personal and interpersonal anxiety, learner beliefs about language learning, instructor's beliefs about language teaching, classroom procedures, language testing by Young in Ohata (2005).

1.5 Significance of the Research

In this section the researcher will discuss the advantages of this research where theclassification is for students, teachers and for the next researchers.

1. For students

With this study, students can determine how to deal with English speaking anxiety and the factors that cause their anxiety in speaking English. can understand it and can speak fluently.

2. For Teacher

With this research, the teacher can determine how to overcome the anxiety of speaking English and the factors that affect it cause students' anxiety in speaking English, so they get teaching strategies based on student problems so that teachers can help to overcome students' anxiety in speaking English.

3. For the next researcher

This research is expected to provide information and provide a reference for future researchers on how to deal with English speaking anxiety and its causal factors students' anxiety in speaking English.

1.6 Definition of the Key Terms

Anxiety

Anxiety is a condition of a person experiencing an emotional disturbance that causes the person to not be confident in doing something. Anxiety is usually triggered by things that were not previously known, such as presentations in front of the class, starting a new job and anxiety is also a feeling that causes mental tension or a person's feeling of restlessness, resulting in humans unable to focus on doing something calmly. That is, if the person is feeling nervous, they naturally feel anxious and threatened. Anxiety is a form of weakness that makes students unable to carry out their competencies.

Speaking

Speaking is a person's ability to communicate with others through the language he uses. Speaking is a form of action in the form of sound produced by speech apparatus accompanied by limb movements and facial expressions. Speaking is also not just saying sounds or words but speaking is a tool used to communicate ideas or topics that are compiled and developed according to the needs of listeners or listeners.

In speaking activities, it is not only the voice that can be heard orally by

the listener but also the listener's movements or expressions that support the subject of the conversation, so that what the speaker says can be understood by the listener/listener. The listener's understanding of something that is being discussed is very necessary, because it can lead to a reciprocal relationship between the speaker and the listener.





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