

CHAPTER I

INTRODUCTION

A. Background

Speaking is one of the most important skills that need to be developed by English language students. Students are asked to practice English in everyday life, especially in class. Learning to speak can help students to make a habit and be fluent in speaking, so they can improve their speaking skills because getting used to speaking will contribute greatly to improving students' ability to speak English (Sulfiani, 2020 & Putra et al, 2018). Richard (Sulfiani, 2020:1 et al, 2008) adds that learners often evaluate their success in language learning as well as the effectiveness of their English course basis on how much they feel they have improved in their spoken language proficiency. It is mean that speaking is one skill of language development that should be mastered by the target language learner.

Being able proficient in English is one of the objective points in English Learning. However, students have different personality faces when they try to speak English but they feel nervous or of afraid going wrong, and when see a friend speak up fluency but they feel unconfident and upset by English speaking skill they have. These condition are called anxiety (Sulfiani, 2020 & Darmawati, 2017).

Anxious situation like when we feel nervous, worried and fearful. People struggle, trembled, perspire, and our hearts beat quickly (Sulfiani, 2020 & Tobias in Ansari 2015). The anxious students are also inhibited when attempting to utilize any second language fluency he or she manage to acquire. The resulting poor test performance and inability to perform in class can contribute to a teacher's inaccurate assessment that the students lack either some necessary work for a good performance (Sulfiani, 2020 & Horwitz et al, 1986).

Additionally, in relation to the performance anxieties above. According to (Young in Ohata, 2005) offers an extensive list of the potential sources of language anxiety, she argues that language anxiety can arise from 1) personal and interpersonal anxieties, 2) learner beliefs about language learning, 3) teacher beliefs about language teaching, 4) classroom procedures/instructor-learner action and 5) language testing. Those are the potential sources that may a factor of students' anxiety.

Anxiety is one of the most well documented psychological phenomena. The definition of anxiety ranges from an amalgam of overt behavioural characteristics that can be studied scientifically to introspective feelings that are epistemologically inaccessible (Zheng, 2008: Casado & Dereshiwsky, 2001). Broadly speaking, anxiety is the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the automatic nervous system (Zheng, 2008: Spielberger, 1983). Traditionally, the nature of anxiety has been differentiated into trait anxiety, situational anxiety, and state anxiety. Though no clear delineation between these three categories can be claimed, the differences can roughly be identified on a continuum from stability to transience, with trait anxiety related to a generally stable predisposition to be nervous in a wide range of situations on one end, and a moment-to-moment experience of transient emotional state on the other. Situational anxiety falls in the middle of the continuum, representing the probability of becoming anxious in a particular type of situation.

Every student sometimes may have different types of anxiety. It shows their psychological reaction such as when they feel stress and emotion. (Darmawati, 2017). In addition, (Sulfiani, 2020 & Horwitz in Tanveer, 2007) stated foreign anxiety concern performance evaluation within academic and social context, there are three related

performance anxiety, that are 1) communication apprehension, 2) test anxiety, and 3) fear of negative evaluation. Communication apprehension is a type of anxiety frequently shows up in testing situations students commonly report to counselor that they “know” a certain grammar point but “forget” it during a test or an oral exercise when many grammar point must be remembered and coordinated simultaneously. The problem can also be isolated in persistent “careless” errors in spelling or syntax. The students realize usually sometime after the test, that he and she know the correct answer but put down the wrong one due to nervousness. If the students realizes he and she is working preventable errors during the test, anxiety and errors may escalate. However, learners commonly report various kind of evaluative situation in which their knowledge and performance of foreign language is monitored by people around them as the most stressful situations contributing to anxiety. They fear to making mistakes and as a result get corrected by the teacher in front of classmate.

Anxiety as one of obstacles in speaking, it has a big impact in language learning development especially in speaking performance and they can't success to acquiring English for badly. (Sulfiani, 2020 & Juhanna in Izumi, 2017) Stated that the very limited chance that impede a natural communication. In addition, anxious students may “freeze” or “blank” and be unable to provide information on test that they know before the test. (Mashayekh and Hashemi, 2011) In many cases, they may have an anxiety reaction which impedes their ability to perform successfully in a foreign language class (Howitz, et, all, 1986). If the students want to success in speaking, they must be lower their anxiety and have to expect that they can success to acquiring English.

In the teaching and learning process, especially in foreign language students should understand that anxiety can effect their oral communicatin. They should know how to cope and reduce their anxiety about speaking. There are many strategies for students to minimize their anxiety especially when they perform in front of the class. Meanwhile, (Harris, 1974) write in the academic journal about stategies for coping with language anxiety, such as: preparation, relaxation,positive thinking, peer seeking, and resignation. The students use strategies to reduce anxiety because students can take steps to increase self-confidence.

At the students high school, the researcher is going to look at many occasions where many participantsof experience feeling of anxiety and discomfort when they are try to speak in English class. This can see when the teacher asks the students to formulate or answer the questions, speaking performance, or oral task, but the students just keep quiet. Thw interference with their explanation and performance also prevent them from succeeding in mistering speaking English. Therefore, this researcher aims to find out factors that causing anxietyin English speaking class of the second students of senior high school.

Based on the case above, the researcher will conducted a study to explore the factors of students' speaking anxiety at the second students of senior high school, under the title **“AN ANALYSIS STUDENTS’ SPEAKING ANXIETY OF THE SECOND GRADE STUDENTS SENIOR HIGH SCHOOL”**

B. Identification of the Study

Based on the background of the study above, the researcher identifies the problem as follow;

1. Speaking is one of the skill s that are difficult to be learnt in teaching and learning to process especially in english class.

2. Students are not confident to speak English in English class.
3. Anxiety becomes a barrier in learning English especially in speaking .

C. Limitation of the study

In order to get the specific purpose of the research, the researcher make limitation of the study. Limitation of the study has intended to establish the limit of the problem that are going to be observed.

D. Problem Statement

Based on the backgrounds' above, the researcher would like to formulate the problem as follows:

1. What are the factors that causing of speaking anxiety at the second students of senior high school?
2. What are strategies used by students to overcome speaking in senior high school?

E. The Objectives of the Study

The researcher has the objectives of the study as follows:

1. To find out the factors of speaking anxiety.
2. To explore students' strategies to overcome on the speaking anxiety.

F. The Benefits of the Study

The result of this research are expected to give benefits to the teaching and learning process in the future both theoretically especially in teaching speaking.

1. Theoreticall Benefits
 - a. this research hopefully was gave some contributions to the researcher and the reader. It was expected to give understanding in teaching speaking

especially in students' speaking anxiety at the second students of senior high school.

- b. The result of this research can be used as reference for those who to conduct a research in English teaching learning process especially in teaching speaking.

2. Practical Benefits

- a. The Students

This study will help students find out the factors of their speaking anxiety especially in teaching learning process and develop their speaking ability

- b. The Teacher

This study provides a reference as a tool to explore students' abilities in speaking skills and to find out the factors that can cause anxiety. The teacher can find student strategies to reduce anxiety in speaking performance .

- c. Other Researcher

This research can be used as reference for the other researchers who want to conduct a research about speaking skill.



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