

CHAPTER I

INTRODUCTION

A. Research Background

In English foreign language learning process, speaking is one of the most important skills in language learning. It helps students to be able to communicate with people around the world. In reality speaking is an anxious triggering activity that makes students when they are in classroom, many learners are highly anxious because of participating in speaking activities (Tsiplakides & Keramida, 2009). In fact, it is often suggested that speaking is the most anxiety-provoking language skill in foreign language learning situation (Subaşı, 2010). They even become more anxious when given questions or asked to perform in front of the class (Liu & Jackson, 2011).

Anxiety is a topic of great interest to educators in language teaching because it represents a major barrier to foreign language acquisition that learners must overcome (Wu, 2010). Anxiety is mental distress or discomfort resulting from fear of danger or misfortune (Suleimenova, 2013). General anxiety is excessive and exaggerated preoccupation with everyday things. It is an unrealistic or disproportionate persistent worry that dominates and interferes with everyday functions such as work, school, relationships, and social activities. Since anxiety can have major effects on foreign language learning, it is important to explore the students anxiety. Therefore, the writer is eager to investigate what factors, as perceived by students, may contribute to the anxiety in an attempt to understand the issue of anxiety in speaking English more deeply.

Being able to speak in an English context is of course the goal of many English learners, to be able to converse in their language with friends and even with foreigners who understand both languages. However, speaking a foreign language is very difficult and it takes a long time to develop speaking skills. However, for English learners, the biggest problem is speaking English. Therefore, as (Boonkit, 2010) pointed out, many reasons may be a lack of self-confidence due to the fear of making mistakes. This can be stressful

when they are required to speak a second or foreign language before becoming fluent.

In fact, speaking is a process of exchanging words or information between people, more about a specific context. Being able to communicate with people all over the world, speaking English is considered an important skill. Students must have and master English communication skills in preparing for a career and life in the future. Local content subjects at the high school level and in many elementary schools, students still have some difficulties in learning English. Production or reception skills, especially speaking. many school facts The inability of graduates to communicate in English has become a national problem in Indonesia. Therefore, it is very important to master English skills, especially the ability to speak English to be able to communicate internationally. English is a lingua franca, which means that English is a bridge of communication between users of different languages in the world.

In some cases, most of the students have difficulty speaking. They lack of vocabulary, confidence, and grammar mastery. For example, some students think that their friends will laugh at them if they make mistakes in speaking or practicing in class. So they prefer to save silent. This condition will make students feel anxious in class and it will affect their speaking ability.

This phenomenon occurs due to a number of factors, with anxiety being one of the most influential. As suggested by (Marwan, 2016) The anxiety felt by teachers and students is a major barrier to speaking another language. They also point out that counselors at LSC (Learning Skills Center) in the US have found that anxiety focuses on two basic tasks; speaking and listening, especially speaking. Talking is an activity that causes anxiety that makes students feel anxious while in class, and many students feel very anxious because they participate in speaking activities. In fact, it is often said that speaking is the most anxiety-inducing language skill in foreign language learning situations.

The study of language anxiety has been a concern of many educators of a second language and foreign language programs. And then different people have looked at the problem of learning anxiety from different angles. Focusing on the factors that cause students' anxiety, (Von Worde, 2003) found that speaking activities lead to incomprehension, negative classroom experience, fear of negative evaluation,

teaching practice and teachers themselves are the main factors that trigger learning anxiety. Furthermore, (Kondo et al., 2009) claimed that language anxiety on speaking tests was only a poor predictor of English proficiency.

The researcher is interested in this title because the researcher feels the importance of speaking in the present era where speaking skills are needed for life in the future. And seeing the phenomenon now many children have speech anxiety which ultimately affects their speaking skills. Therefore researchers are interested in discussing the title. The writer focuses on analyzing the types of anxiety that students have in speaking English and the factors that cause students' anxiety in speaking English. The study will be conducted at SMK Islam Bina Khalifah Bangsa for eleventh grade students. Thus, the results of this research are to find out the types of anxiety that students have in speaking English and to identify the factors that cause students' anxiety in speaking English. Collecting data on student anxiety will provide teachers with valuable information so that they can find appropriate solutions to overcome anxiety, they can improve teaching and encourage students to be able to speak English or not to feel anxious inside themselves classroom.

B. Research Focus

To ensure that the research problem aligns with the research objectives and to facilitate effective and efficient research, the research focus will be directed towards the analysis of anxiety factors in speaking. This study will investigate the factors that cause anxiety when speaking, experienced by students as the research subjects.

C. Research Questions

Several issues regarding language speaking anxiety have been identified in the background of study. The questions proposed for the study are as follows:

1. What kind of anxiety do the students have in speaking English Foreign Language at SMK Islam Bina Khalifah Bangsa Metro?
2. What are the factors cause students' anxiety in speaking English Foreign Language at SMK Islam Bina Khalifah Bangsa Metro?

D. Research Objectives

Base on the problems that have been written above, the objectives of the researcher conducting this research are:

1. To find out the kinds of anxiety experienced by students when speaking in English Foreign Language at the SMK Islam Bina Khalifah Bangsa Metro
2. To find out the factors that caused speaking anxiety in English Foreign Language at the SMK Islam Bina Khalifah Bangsa Metro

E. Research Benefits

The benefits of the research conducted at the SMK Islam Bina Khalifah Bangsa Metro School are:

1. For School

The results of this study become information material for schools about the factors of students' anxiety when speaking English and help educators or teachers understand the factors of students' anxiety when speaking English. This research is also expected to help students find ways or strategies to overcome their anxiety problems when speaking English in front of the class. Through this research, it is hoped that educators can also understand how anxiety affects students' English learning.

2. For Students

This research is considered to be able to provide insight to students about themselves and their factors of anxiety when speaking in class. Students can also realize that learning to speak English is very important for their future. the researcher hopes that students will be more motivated to practice speaking foreign languages.

3. For Teachers

The results of this study can be used to assess student anxiety factors. This research can help teachers approach students who are anxious about speaking English. This will make it easier for teachers to find the best way to teach students how to speak English. It is expected that the teacher can know and

understand what is the anxiety of students in speaking, so that they can increase students' creativity in the teaching process, so that they can achieve learning objectives.

4. For Researcher

By conducting this research. researcher will add new knowladge and experience about students factors speaking anxiety in English Foreign Language. So the researcher get the new knowladge that can be used in the future.

