CHAPTER I
INTRODUCTION

This chapter explains background of study, statement of problems, purposes of study, significances of study, scope and limitation, and definition of the key terms.

1.1 Background of Study

In most cases, students feel more confident and comfortable by speaking their mother tongue as the language they have learned naturally. School and teacher are there to serve the students’ need to learn (Holmes, 2004). Therefore, student is the most important person in the classroom. It is similar with the hospital to treat the patients, or the police to protect the security of the citizens.

The above statement can be assumed that the main purpose of the teachers’ existence is to teach based on the students need. In short, teachers should do what the students need, not drive them do what the teachers want.

Teachers may say that to make the students speak in the target language is not always easy, and there can be several different reasons why this is the case. One of the possible reasons is speaking anxiety.

Researchers have provided different definitions of language anxiety. Pršić (2013) claimes that anxiety is a complication that causes nervousness, fear, apprehension, and worrying. By that statement, anxiety means the mental problems dealing with the psychological aspect. Those disorders affect how someone feel and behave, and they can manifest physical symptoms that have a serious impact on daily life.
Similarly, Lidbetter (2012) thinks:

Anxiety is the feeling when someone thinks that something unpleasant is going to happen in the future. Other words, such as feeling apprehensive, uncertain, nervous, and on edge also provide a good description of feelings linked to anxiety.

By that statement, it can be assumed that anxiety is more like someone’s own perception about something bad that is going to happen. Furthermore, anxiety is extremely normal for everyone because it is not an illness that someone either has or does not (Baty, 2005).

Based on those above definitions, the writer thinks that anxiety is a complex problem of self-perceptions, beliefs, feelings, and behaviors. As what Baty (2005) says, it is not strange for someone to feel anxious when he/she is having difficult times. It is actually related to what the anxious EFL (English as Foreign Language) students feel when they have to speak up in front of the class.

The above information is based on the theoretical consideration. Empirically, there have been some research findings related to anxiety. The first research was conducted by Paramasivam (2013) who analysed the anxiety of speaking English in the class among international students in Malaysian University. She investigated the reasons why international students suffered anxiety and explored how they coped with their fear and anxiety when speaking English in class. It also examined teachers’ perspectives and reactions towards learners’ anxiety and investigated the students’ perspectives of teachers’ reaction to their feelings of anxiety. The research indicated that Nigerians generally were not anxious of speaking. Differently, Iranians and Algerians suffered more from anxiety as a result of fearing negative evaluation and communication apprehension.
The investigation above can give an additional consideration to the writer dealing with students’ anxiety in learning speaking. It is similar with this study that is related to the factors of anxiety experienced by EFL students.

Next, Yahya (2013) surveyed the speaking anxiety among students’ speech communication courses at Arab-American University of Jenin (AAUJ). He found three domains that usually affected students’ performance (test anxiety factors, communication anxiety factors, and fear of negative feedback. He found that the fear of negative feedback received the highest mean (2.93), followed by communication anxiety (2.80) and test anxiety received the lowest mean (2.68).

Based on the above study, the writer gets the significant correlation with this study. The correlation is dealing with the factors of students’ speaking anxiety that were identified in this study.

The last researcher, Marwan (2007), analyzed the Indonesian students’ foreign language anxiety. He tried to find out the types of anxiety experienced by FL learners, and the strategies they used to cope with their anxiety. The findings revealed that the majority of students, despite their gender and level differences, experienced some kinds of FL anxiety and many of them also applied particular strategies to overcome their anxiety.

Considering that the types of anxiety are important to understand and identify, the above study has a correlation with this study dealing with the kinds of anxiety that is going to find out in this study.

Dealing with the above phenomena, the writer wants to identify the students’ anxiety in learning English speaking at SMP Negeri 3 Batu. That is the reason why the writer wants to conduct this study. From these research findings, it
will be understood how the problems should be solved whether by the students or by the teachers to alleviate their students’ speaking anxiety.

1.2 Statement of Problems

Based on the background of the study, the writer formulates the problems as follows:

1. What kind of anxiety do the students experience in learning English speaking at SMP Negeri 3 Batu?
2. What factors cause the students’ anxiety in learning English speaking at SMP Negeri 3 Batu?
3. How do the teachers alleviate their students’ anxiety in learning English speaking at SMP Negeri 3 Batu?

1.3 Purpose of Study

This purpose of study is related to the problems above. The purpose of this study is stated as follows:

1. To identify the anxiety experienced by the students in learning English speaking at SMP Negeri 3 Batu.
2. To investigate the factors that cause the students’ anxiety in learning English speaking at SMP Negeri 3 Batu.
3. To describe the teacher’s ways to alleviate their students’ anxiety in learning English speaking at SMP Negeri 3 Batu.

1.4 Significance of Study

The result of this research is expected to give some meaningful information to the readers especially to the students, teachers and next researchers
dealing with the way to cope the anxiety in learning speaking. The writer specified the significance of this research into three parts as follows:

- **Students**
  For the students, the result of this study is expected to make the students understand how to solve their anxiety, especially in learning speaking.

- **Teachers**
  For the teachers, the result of this study is expected to give more details information to all teachers concerning the kinds and factors that cause their students’ anxiety in order to make anxiety problems are easier to be alleviated, especially in learning English speaking.

- **Further researchers**
  The last is for the next researchers. The result of this study is expected to give a meaningful input to do further study dealing with speaking anxiety in learning English speaking as a foreign language.

### 1.5 Scope and Limitation

This study is related to the students’ anxiety in learning English speaking. The writer focuses on the problems of anxiety, such as the kinds of anxiety experienced by students, factors of anxiety, the ways to solve the anxiety. This study is limited to the highest-grade students at SMP Negeri 3 Batu because the highest-grade students are assumed to have a lot of experiences dealing with learning English speaking.

### 1.6 Definition of Key Terms

To avoid misunderstanding of the terms used in this study, the researcher defines the key terms based on the experts’ opinions as follows:
**Learning** is the changes in behavior that result from experience or mechanistically as changes in the organism that result from experience (Houwer, *et al.*, 2013). In this study, learning means a process of accepting and producing the information in order to apply as a problem solving in the human life.

**Speaking** is a multi-sensory activity because it involves paralinguistic features such as eye contact, facial expression, body language, tempo, pauses, voice quality changes, and pitch variation (Thornbury, 2005). In this study, speaking has some paralinguistic features that have to be considered by the speaker.

**Anxiety** is unpleasant feeling that some bad things are going to happen in the future such as apprehensive, uncertain, and nervous (Lidbetter, 2012). In this study, anxiety especially in learning speaking means uncomfortable feeling which interrupts the students to be more apprehensive, uncertain and nervous to speak up in front of the class.