

CHAPTER I

INTRODUCTION

This chapter provides a background of the study, statements of problems, purposes of the study, significance of study, scope and limitation, and definition of the key terms.

1.1 Background of Study

Speaking anxiety is commonly faced by some students when learning other languages. Some of them feel afraid, worried, and shy when they are asked to speak in class. Ulfa (2014) claimed that anxiety is a mental problem that is associated with psychological aspects. According to Macintyre & Gardner (1994, p. 284) in Kelsens' (2019) the feeling of strain and worry about something is especially associated with a second language learning. Speaking anxiety is one of foreign language anxiety that appears when students learn a second or foreign language (Koshy, 2020). It is defined that language anxiety is a common problem for every single person.

Nowadays, anxiety is a big issue in mastering EFL for Indonesian learners. Mahmuda (2018) stated that anxiety influences negatively toward EFL students in Indonesia. In other words, the problem experienced by learners such as anxiety is one of the common problems among them in EFL. However, anxiety is an important issue to pay attention to by teachers and researchers, because anxiety hurts foreign language learners (Bhatti, 2016). Another research by Isnaini showed some problems such as difficulty in showing their ability, feeling nervous, self-doubt, and worry. She also found the students looked embarrassed to try to utter in English.

One of the causes of speaking anxiety among the students is social anxiety. According to Larsen et al., (2002); and Clark, (2005, p.198) in Panayiotous' (2017) mention that individuals

with anxiety interference, such as social anxiety, usually show trouble and arousal when faced with their fear of known internal or external environmental changes. They add that social anxiety is how individuals have difficulties while they are doing public speaking. Additionally, the change in environment will also influence speaking ability. As Saito and Samimy (1996) in Karatasas' (2016) research pointed out English anxiety could have a negative influence on learners' performance.

Speaking anxiety among the students is also caused by other psychological causes. The main cause of speaking anxiety is the student's fear of learning because of the teaching approach or strategy by the teacher. This kind of thing causes hormone levels and a lack of confidence in the students (Shahsavari, 2012). Moreover, Kralova and Petrova (2017) stated that anxiety faced by students, when learning new languages, arises from perceptions, such as how individuals view themselves, how others perceive them, and their attitudes toward the foreign language. This anxiety is primarily rooted in one's identity rather than solely their language skills.

The research conducted by Suciati (2020) found that students in EFL classes faced anxiety in speaking class. This condition is caused by several causes such as cognitive, affective, and performance. It found that some students face different types of anxiety. The first one is trait anxiety which comes from the individual itself. Second is state anxiety which is caused by a particular moment such as when the lecturer suddenly asks them to talk. The last is specific-situation anxiety, a condition faced by students when they have tests or examinations.

Concerning this research Najiha and Salihun (2021) found that some of the students find it hard to speak English in class. It shows that when they ask to present their ideas or thoughts, they feel anxious and uncomfortable. Some of them also feel not confident enough to talk in

front of people and are afraid to make mistakes. They were also afraid of the teacher evaluation and worried about when the test will be held. The research showed that 18% of students experienced severe anxiety in speaking skills, 32% of students felt anxious, 38% of students faced mild anxiety, only 12% of students felt relaxed in the speaking class, and surprisingly 0% of students felt very relaxed in speaking class.

One of the biggest obstacles faced by 7th-grade students in learning English in MTS Darurrahman Sampang is the students always communicating using their mother language (Madura) rather than Indonesian or English. This condition triggers the students to find it hard to speak English in the English class. This research was conducted by collecting students' perspectives about their anxiety in learning English, especially in speaking. Moreover, knowing the type of the students' anxiety could help the students and teacher to build a better learning environment.

Commonly, the research conducted in MTS Darurrahman Sampang just examined the teaching-learning process. Meanwhile, there is still a rare study about speaking anxiety among the 7th grade students in MTS Darurrahman Sampang who learning English. Moreover, this examined speaking anxiety among the 7th grade who learning English as a foreign language. Furthermore, analyzing this topic becomes a fresh topic and it is expected to help students learn English better and help the teacher overcome the students' anxiety.

1.2 Statement of Problem

The problems of the research can be formulated as follows.

1. What are the types of speaking anxiety faced by students in Speaking English 7th grade students in MTS Darurrahman?

2. What is the strategy used by the teacher to reduce students' speaking anxiety in MTS Darurrahman?

1.3 Purpose of the study

The purposes of this study are formulated to specifically answer the research questions above. Therefore, this study aims to:

1. To identify the types of speaking anxiety in the 7th grade English speaking class in MTS Darurrahman.
2. To describe the strategy used by the teacher to reduce speaking anxiety in English speaking class at 7th grade in MTS Darurrahman.

1.4 Significance of Study

- For teacher

The researcher expects that this research will help to provide an alternative way for teachers who experience difficulties in overcoming speaking anxiety to teach students.

- For students

The findings of the research will inform students about the problems commonly appearing in speaking by identifying the types of speaking anxiety so that they can manage it.

1.5 Scope and limitation

This study is in contact with students' speaking anxiety in learning the English language.

Therefore, the researcher focuses on the kinds of anxiety problems experienced by students in speaking and the strategy to face them. This study is limited to the 7th-grade junior high school.

1.6 Definition of the key terms

To help understand the readers, the writer will present the definition of the key terms.

Speaking is interacting with people about different subjects in different places (Yunanda, 2016).

Anxiety is an emotional condition that is characterized by feelings of tension and fear, as well as increased nervous system activity (Huang Spielberger, 1972, p. 24).

SMP Darurrahman Sampang is the setting for collecting the data.

