

# CHAPTER I

## INTRODUCTION

### **A. The Background of the Study**

English is the most widely spoken language in the world, its significance cannot be dismissed. It is easier to travel around the world if you have a solid command of the English language. Knowing English makes it easy to receive help in many places of the world because it is the main worldwide common language for foreigners. English is one of the most commonly spoken languages in the world. One of the most widely spoken language in the world is English. The phrase "global language" is frequently used. It is the most frequent second language in the world, and it is not just about being able to communicate with native English speakers. English is now the primary language of numerous countries actively affected by British imperialism, as well as many business and cultural areas dominated by those nations. As a result, learning English is vital, and many people choose to study it as a second language all around the world. Many countries include English as a second language in their school curricula, and students study it from an early age. but in Indonesia English is its status as a foreign language, not as a second language. Listening, speaking, reading, and writing are the four skills that must be acquired when studying English. Speaking is one of

the abilities that students learning English, particularly those in the English education department, must develop.

Speaking is a required subject in the English Education Department; it is taught over three semesters by a local lecturer. Students in the English education department are expected to be able to communicate orally as a result of having a required speaking topic. Florez says that "speaking is an interactive process in constructing meaning that involves generating and receiving and processing information" especially in Speaking ability.<sup>1</sup>In addition, According to K. Rajitha and C. Alamelu that Speaking is regarded as the most basic and effective mode of human communication. It is a method by which people exchange ideas, points of view, opinions, and other information.<sup>2</sup> As a result, speaking is a vital skill that must be learned in language classes, so students would be able to communicate information / ideas to others as well as receive information with this ability. Since talking is a means of communication. Despite having studied for three semesters, they still have significant issues, including concerns about speaking English. When learning a foreign language (English), language learners are often confronted with issues such as anxiety. The researcher's consideration in conducting this research is based on the current phenomenon in which the

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<sup>1</sup> MaryAnn Cunningham Florez, " Improving Adult English Language Learners' Speaking Skills", *Eric Digest*, 1999, 2.

<sup>2</sup> K. Rajitha and C. Alamelu, "A Study of Factors Affecting and Causing Speaking Anxiety", *Procedia Computer Science*, (2020), 1054.

learning system is held at home or online in the event of a pandemic. Researcher discovered issues with this online learning system, particularly in speaking lessons: first, students do not have as much practice speaking as they would in a classroom, and second, many students lack confidence. As a result, when a lecture asks for a student's input, they are afraid of making a mistake. Anxiety about learning a foreign language (English) has been linked to a slew of negative consequences, which can be categorized as physical, psychological, or social. Gardner & MacIntyre has stated cited in Jamilah Mohammed Sadiq, Language anxiety is recognized as an affective factor in foreign language learning Anxiety is a common problem among English students, particularly when speaking the language.<sup>3</sup> Anxiety is one type of emotional condition that can have a significant impact on EFL students' academic performance. This psychological aspect must be taken into account and resolved so that they do not become mentally blocked. Despite the speaking is course at English Education Department in State Islamic University of Sultan Maulana Hasanuddin Banten, the research found that some of students still worry in their Speaking ability. that is proven by interview in third semester of English Education Department. Therefore, the

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<sup>3</sup> Jamilah Mohammed Sadiq, 'Anxiety in English Language Learning: A Case Study of English Language Learners in Saudi Arabia', *English Language Teaching*, Vol X, No. 7, 2017, 1.

research going to give questionnaire and interview. Meanwhile, the third semester has chosen because the third semester students have learning speaking course in two Semester.

The researcher interested in conducting research entitled: Student anxiety in speaking English (A Survey *at* Third Semester Students of English Education Department of The State Islamic University Sultan Maulana Hasanuddin Banten).

### **B. Identification of the Problem**

Based on the background above, the writer can identify the problem as follow:

1. Some students lack of trust to Speak English
2. Some students are fear making a mistake

### **C. Focus of the Study**

Based on the problem identification above, the author focuses of the study anxiety in Speaking English, namely the anxiety of students, as well as a solution or methods for coping with anxiety especially *at* Third Semester Students of English Education Department of The State Islamic University Sultan Maulana Hasanuddin Banten.

### **D. Research Questions**

1. What are causes students' anxiety in speaking English?
2. How are the solution to reduce students' anxiety in speaking English?

### **E. The Objectives of the Study**

1. To know factors students' anxiety in speaking English
2. To describe reducing students' anxiety in speaking English

### **F. The Significance of the Study**

Researcher hope that this research can provide some benefits:

1. For Researcher
  - a. Knowing the students' anxiety factors in speaking English
  - b. Knowing the students' speaking ability in the classroom
2. For Teacher
  - a. To get a new strategy to teaching English especially Speaking ability
  - b. To get a new media to teaching Speaking
3. For Students
  - a. Improve students speaking ability
  - b. Make student confidence and interest in learning English especially in speaking

### **G. Previous Study**

In this study, the researcher uses three previous studies as consideration in making this thesis. Those previous studies are:

1. Students' Anxiety in Learning English

The first previous study by Anggiyana Musthachim thesis research 2014 Syarif Hidayatullah University. The aim of this study

was to investigate foreign language anxiety among EFL junior secondary school students in the 8<sup>th</sup> grade at SMPN 9 South Tangerang. It was created with the goal of determining what factors lead to anxiety in an English learning environment from the student's perspective. A qualitative research methodology with a case study approach was used in this report.<sup>4</sup>

The study's conclusion having presentation in front of the class, teacher personality, being made fun of others, students' belief in their ability to learn a language, incomprehensible feedback, and absence of preparation were discovered to be the six triggers that can cause students to become anxious when learning English.

## 2. A Study of Factors Affecting and Causing Speaking Anxiety

One of the most difficult problems in the teaching learning process is English language speaking anxiety. Numerous in-depth studies on the causes and explanations for speaking anxiety have been conducted by educators and researchers. The level or severity of speaking anxiety is influenced by a variety of internal and external influences. The numerous factors that trigger speaking anxiety in Arts and Science college students. Such as a lack of grammar skills, a

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<sup>4</sup> Anggiana Musthachim, "*Student's Anxiety in Learning English*", (The Department of English Education the Faculty of Tarbiyah and Teachers Training The State Islamic University Syarif Hidayatullah Jakarta, 2014),1

pronunciation issue, stage fright, a lack of confidence, shyness, and a peer issue.<sup>5</sup>

### 3. Speaking anxiety in a foreign language classroom in Kazakhstan

Students have highly negative interactions with speaking practices in a foreign language class, according to the research conducted on speaking anxiety. Many of the tools used to investigate the issue of speaking anxiety proved to be extremely useful. To try to mitigate its harmful effects, significant steps should be taken. A variety of factors can contribute to increased speaking anxiety among Kazakhstani high school students. One contributing factor may be that Kazakhstan's educational system is not structured to help students improve their communicative skills. As a result, many students feel uneasy and anxious when they are required to speak in a foreign language.<sup>6</sup>

Based on Previous Study above the Similarity is about this study focuses on students' anxiety about Speaking or Learning English, and the difference the first study focuses on students' concerns about learning English, the second on Factors Affecting and

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<sup>5</sup> K. Rajitha and Alamelu. A Study of Factors Affecting and Causing Speaking Anxiety, 1056

<sup>6</sup> Ziash Suleimenova, 'Speaking Anxiety in a Foreign Language Classroom in Kazakhstan', *Procedia - Social and Behavioral Sciences*, 93 (2013), 1860.

Causing Speaking Anxiety, and the third on Speaking anxiety in a Kazakhstani foreign language classroom.

And the difference is that this research focuses on students' Anxiety in Speak English, the trigger and how solution to reduce students' anxiety in speaking English.