

# CHAPTER I

## INTRODUCTION

### **A. Background of the study**

One of the important things that the humans need to use to communicate with each other is language. People needs a language to express their thoughts or feelings. Language is a communication tool that allows people to communicate with one another. Language can help us express our goals in communication; without language, we will find it difficult to express our ideas or feelings to others. Every country has its own language.

English is one of the languages that can help people for communicating in different countries around the world. English as an international language in the modern era is supported by its widespread use in fields such as politics, education, commerce, diplomacy, science and technology, the media, information technology, and popular culture.

Speaking is one of the skills in learning English that students are expected to have in order to communicate effectively in English. Many students experience various difficulties when attempting to speak English in front of the class or when having a conversation

with others. Some students have experienced shame, fear of making mistakes, nervousness, and feelings of anxiety in their speaking skills, which cause them to struggle to speak well.

Speaking is important in learning a second language. Despite its significance, speaking has been underestimated in schools and universities for a variety of reasons, including a concentration on grammar and unfavorable teacher-student levels. Speaking has been excluded from testing because to the difficulty of evaluating it objectively and the time required to conduct speaking exams. Speaking is an important ability to develop in both first and second languages. The ability to hold a conversation in the language is the most important factor of learning a second or foreign language, and success is assessed by this skill.<sup>1</sup>

For students, many students have difficulties speaking in front of a lot of people, which makes oral performance hard. When asked to speak, students get scared, nervous, and panic. They speak stutteringly and often refuse if the teacher or someone else asks them to speak in English. They would rather be quiet than speak. Wu, a researcher, says that anxiety is one of the biggest problems for students who are learning a language; it is likely that they will feel

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<sup>1</sup> David Nunan, *Practical English Language Teaching. First Edition, International Edition* (Avenue of the Americas, New York: (New York: Mc Grawhill, 2003), 54.

anxious as they learn the language. It can change the way students learn and the things they learn, especially how well they speak.<sup>2</sup> He said that anxiety has gotten a lot of attention in language education settings because it is a big problem that people need to get over in order to learn a foreign language.

Based on the previous study entitled "*An Analysis of Student's Speaking Anxiety and its Effect on Speaking Performance*" by Sutarsyah (2017) found that research shows that student anxiety affects how well students do in speaking in public. Students with high levels of anxiety get low scores in their speaking performances.<sup>3</sup> Because of this anxiety, students will feel afraid to speak English. Students who have low self-confidence and less motivation to learn will be reluctant to show their speaking skills in front of many people.

Furthermore, based on suggestion given from other researcher named Fitri (2019) who worked on a study entitle "The Correlation Between Anxiety and Student's Speaking Performance In The EFL Classroom" mentioned that students should discover the cause of their anxiety and suggest further researcher to find out more about

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<sup>2</sup> Kun-huei Wu, 'The Relationship between Language Learners' Anxiety and Learning Strategy in the CLT Classrooms', *International Education Studies*, 3.1 (2010), 174–91.

<sup>3</sup> Cucu Sutarsyah, '*An Analysis of Student's Speaking Anxiety and Its Effect on Speaking Performance*', *IJELTAL (Indonesian Journal of English Language Teaching and Applied Linguistics)*, 1.2 (2017), 143.

this, this may indicate that not many students are aware or know about the causes of the anxiety they experience; this results in students being unable to find solutions (Fitri, 2019). From this information, the researcher assume that students might doesn't know the factors causing their anxiety precisely; do not know how to deal with their anxiety; it causes them not to be able to stop the anxiety they are experiencing.

This problem can't be allowed to continue because it can affect a student's English development, especially in speaking skill. Therefore, researchers conducted a study entitled "An Analysis of EFL Students Foreign Language Speaking Anxiety". That focused on student anxiety level, the factors cause students' speaking anxiety in English Foreign Language and find a solution to this problem.

## **B. Statement of the problem**

The following is a summary of the research problem based on the research's background:

1. What kind of anxieties do the students have in speaking?
2. What are the factors cause students' speaking anxiety in English Foreign Language?
3. How do students overcome their anxiety in speaking?

### **C. The objective of the problem**

1. To know kind of anxieties do the students have in speaking.
2. To identify what the factors cause students' speaking anxiety in English Foreign Language.
3. To know what do students overcome their anxiety in speaking.

### **D. The signnificance of the study**

This study is significant for the researcher, student, and teacher:

1. As a source of information for future studies on Speaking Anxiety in English as a Foreign Language.
2. As a source of information for continued study into Speaking Anxiety.
3. For the student research, it is wish that students will become more motivated to practice speaking in English as a foreign language.
4. For lecturer research, the hope is that the teacher will be able to clearly understand the student's anxiety in speaking, and that the lecturer will then be able to increase their creativity in the teaching process, allowing the learning goal to be met.

### **E. The scope of the study**

The researcher divides the scope of the investigation into four sections, which are as follows:

### 1. Subject of the Research

The students of the fourth semester English education department of the State Islamic University Sultan Maulana Hasanudin Banten served as the subjects of the research study.

### 2. Object of the Research

The object of the research was fourth semester English department State Islamic University Banten students' anxiety in speaking a foreign language.

### 3. Time of the Research

In the fourth semester of English Education Department, a study project was carried out.

### 4. Place of the Research

The study was carried out at the State Islamic University Banten.

## **F. Previous Study**

There are some previous studies related to the topic of students speaking anxiety, in this section the writer takes some previous studies as a reference that is reviewed to this study:

*The first* study by Nur Maulina Putri and Leni Marlina, 2019 entitled “An Analysis of Students’ Speaking Anxiety Faced by the EFL Freshmen Students at English Department of Universitas Negeri

Padang”. The purpose of this study was to determine the type and intensity of speaking anxiety experienced by EFL freshman students in the English Language Educational Program of the English Department at Universitas Negeri Padang. The quantitative descriptive method was applied in this study. The research tools are a questionnaire and an interview. This descriptive research used mix method. It involves the collection of both quantitative and qualitative in response to research questions. The questionnaire used in this research is adapted from the Foreign Language Anxiety Scale (FLCAS) designed by Horwitz. It consists of 33 statements which have three categories as well as communication apprehension, fear of speaking test, and fear of feedback by peers and lecturer.

*The second study is by Fitri, 2019, "The Correlation between Anxiety and Students' Speaking Performance in the EFL Classroom”.* The goal of this study was to find out if students' nervousness affects how well they speak. This study is based on a quantitative method, and 31 students in the tenth grade at SMA PGRI 56 Ciputat took part. Researchers used the FLCAS, the Five Likert Scale, and oral tests to figure out how anxious students were and how well they spoke. The results showed that a student's level of anxiety affected how well they

spoke. The more anxious a student is, the worse their performance in public speaking will be.

*The Third* study by Santriza, 2018, with title “an analysis of students’ anxiety in speaking performance”. A qualitative approach was taken for this investigation. Author conducted study with 20 IPA-1 students at SMA Negeri 5 Banda Aceh. The purpose of this paper is to use the FLCAS instrument to identify the causes of students' nervousness before public speaking events. The study found that the most significant characteristics were concerns about performance on tests, difficulty with communication, and worry about being judged negatively.

*The fourth* study by Kurniawati, 2017. “A Study of Speaking Class Anxiety of The Second Semester Students in English Education Department at Uin Alauddin Makassar”. In this study, The researcher chose 18 people at random to study. The study looked at how much students in speaking class worry about speaking in front of their peers. The PSCAS, or Public Speaking Class Anxiety Scale, is a tool that the researcher used to find out how anxious the students were. At the end of the study, the researcher found that 2% of students have a high level of anxiety, 58% have a medium level of anxiety, and 40% have a low level of anxiety.



From what we've seen in the four studies above, there are some differences and some similarities. The first three studies looked at how students' anxiety levels affected their speaking skills. Two of the researchers found that students' anxiety levels hurt their speaking skills, while another found that students' anxiety levels didn't affect their speaking skills at all.

Furthermore, there are some differences and some similarities between the four studies. For example, the research methods used in the first two studies were quantitative, while the research methods used in the last three studies were qualitative. Also, three of these studies, the first, second, and fourth, use the Foreign Language Classroom Anxiety Scale (FLCAS) as a research tool to measure how anxious students are. In the third study, PSCAS is used to measure how anxious students are.

#### **G. The organization of the study**

This study is divided into three chapters, with the points to explain in each chapter.

Chapter I Introduction, it contains the Background of the study, Statement of the problem, the objective of the problem, the significance of the study, Scope of the study, previous studies and the organization of writing.

Chapter II Theoretical framework, it contains the nature of speaking, definition of anxiety, anxiety factors, level of anxiety, and strategies in overcome anxiety in speaking English.

Chapter III Research methodology, it contains method of study, the site of research, subject of research, research instrument, techniques of collecting data and techniques of analyzing data.

Chapter IV Findings and discussion, it contains the result of foreign language classroom anxiety scale (FLCAS) questionnaire score, the result of interview, the analysis of the data.

Chapter V Conclusion and Suggestion.