

CHAPTER I

INTRODUCTION

A. Background of Study

To be a good speaker, or in this case, a good English speaker, Indonesian students, as foreigners in the English language, must be able to pronounce words in English clearly and smoothly. Because the essence of speaking is how the audience understands what the speakers say.¹ However, we know that many factors affect students as foreigners in speaking English, such as minimal vocabulary, difficulty pronouncing words in English, and others. This factor caused the fear and anxiety of speaking in English students.

The problem of speaking anxiety experienced by students cannot be ignored. Just like the case with the anxiety phenomenon that researchers found at MAN 1 Serang City. At this school there is a weekly activity called the Speech activity where students must present speeches that they make themselves. As long as they are students at MAN 1 Kota Serang, students are required to be able to do this. However, in fact, after making observations there, the researcher found that students at MAN 1 Serang City still

¹ Budi Satrio, “Kiat Memiliki Kemampuan Berkomunikasi Yang Baik,” *Kementrian Keuangan Republik Indonesia* (jakarta, May 2020), accessed May 2, 2023.

experienced speaking anxiety when they presented English speeches. This makes the researcher wonder what things make students anxious when they are doing English speeches, even though they often do this activity every week. But why do most students still experience anxiety.

However, speaking anxiety can hinder students' ability to communicate using a foreign language, or in this case, English. In the last few years, there have been many papers explaining the phenomenon of speech anxiety among students, one of which is Muzakki Bashori et al. has conducted research on FLSA, he uses the Web to reduce anxiety speaking on FLSA, and the results of the research are that students show a moderate to serious response and respond well to teaching speaking methods by using the Web and believing that the Web is capable reduce FLSA speaking anxiety.² Nuraqilah Nadjwa Miskam at. Al. Conducted investigative research with a number of students in Malaysia regarding the level of speaking anxiety faced by students, and then the results of the study showed students had varying levels of anxiety.³ Adnan Oflaz said that the

² Muzakki Bashori et al., "Web-Based Language Learning and Speaking Anxiety," *Computer Assisted Language Learning* 35, no. 5–6 (2022): 1058–1089,

³ Nuraqilah Nadjwa Miskam and Aminabibi Saidalvi, "Investigating English Language Speaking Anxiety among Malaysian Undergraduate Learners," *Asian Social Science* 15, no. 1 (2018): 1.

students' speaking anxiety is mostly shy, and to overcome it requires factors from within the students themselves.⁴

Speaking is one of several abilities that must be possessed by a language learner. Talking about speaking ability speaking is a very important skill for someone who is learning a foreign language or, in this context English. Quoting Parrupali Srinivas Rao, King Faisal University of Saudi Arabia, he also said that speaking skill is the most important skill to acquire a foreign language or a second language while studying. Among the four main language skills, speaking is considered the most important skill in learning a foreign or second language. Brown and Yuke in Parrupali Srinivas Rao said, "Speaking is the skill most valued by students in real life situations".

⁵ Apart from speaking anxiety which has been discussed in the previous paragraph, it turns out that speaking has complex problems, one of which is speech anxiety which is often experienced by students in Indonesia in particular.

Speech anxiety that occurs in students when they deliver their speeches is something common that often occurs. According to Yulinda in her research, anxiety that occurs in students when they

⁴ M B Rakhmonova and I M Abdullayeva, "European Journal of Innovation in Nonformal Education (EJINE),No.4(2022):115–117.

⁵ Parupalli Srinivas Rao, "VS Publications Alford Council of International English & Literature Journal(ACIELJ)," *Alford Council of International English & Literature Journal(ACIELJ)* 401, no. 2 (2019): 6–18.

deliver speeches in English is a fear of communication among students, and then there is a fear of poor evaluation. Good and not in accordance with the expectations of the students themselves, then Yulinda also added that anxiety when speaking when giving a speech could not be avoided but could be reduced.⁶

Philip and Samuel found in their research that students' speaking anxiety was caused by several things, including the fear of ridicule given by friends, which then hindered students from participating in class, then Philip and Samuel also explained students' barriers to speaking English, namely due to the lack of students' literacy in English, then the use of everyday language is more prominent so that English is less practiced, then fear follows fear being the main cause.⁷

Nira Erdiana et al. also found that the main causes that cause students to experience public speaking anxiety include being afraid of receiving bad comments from fellow students themselves and not

⁶ Yulinda Oktaviani Harahap, "Emampuan Berbicara Mahasiswa Dalam Berpidato Dan Tingkat Kecemasan Mahasiswa Di Jurusan Bahasa Inggris UMN Al-Washliyah Medan," *Universitas negeri padang repository* (2022): 1.

⁷ Philip Kwaku Kankam and Samuel Osarfo Boateng, "Addressing the Problem of Speech Anxiety among Students," *International Journal of Public Leadership* 13, no. 1 (January 1, 2017): 26–39, <https://doi.org/10.1108/IJPL-07-2016-0029>.

being ready to receive input from the teacher, lack of confidence, and feeling confused when speaking English in front of people other.⁸

Another opinion was also expressed by Allen Christy et al. in their journal. He revealed that based on the results of the research and discussion he had conducted, it could be concluded that anxiety had an effect on student performance; he found that students with high anxiety had low performance and students with low anxiety will have a good performance in speech. Dan Allen also added that of the three indicators in the questionnaire, two indicators resulted in low student performance, which means that their anxiety is high, they are afraid of negative evaluations and test anxiety, and the other indicators have a moderate level of anxiety, which means moderate anxiety.⁹

Xiaozhong Song & Ning Liu said in their journal that In the environment of English as a foreign language, influenced by the speaker's personal factors and external factors, the speaker often shows varying degrees of anxiety, which can lead to the speaker's "language shock." In addition, they also found that the training of students based on teaching English speech classes was not only language training but also different from simple intensive speaking

⁸ Nira Erdiana et al., "A Study of Anxiety Experienced by Efl Students in Speaking Performance," *Studies in English Language and Education* 7, no. 2 (2020): 334–346.

⁹ Allen Christy, Jufri, and Mukhaiyar, "The Effect of Speaking Anxiety on Students Performance in Speech Class," *Proceedings of the Ninth International Conference on Language and Arts (ICLA 2020)* 539, No.2 2020 (2021): 241–245.

skills training. It takes into account the three aspects of language, nonverbal and psychological, pays attention to students' emotions, strengthens self-concept, especially strengthens the analysis of causes and strategies for dealing with anxiety speech, and provides a thorough guide to learning speech theory and practical practice. Then they also explained that the training of students based on teaching English-speaking classes could help students use speech strategies, reduce their speech anxiety and increase the effectiveness of their speech.¹⁰

Based on some of the research above, the researcher draws the conclusion that the main cause of students experiencing anxiety when they are presenting a speech is the fear that students create in their minds about someone's judgment of their speech appearance. However, from there, the researcher saw from several studies that have been described that none of them discussed further students' anxiety in fluency when they delivered speeches.

According to Brown in his book, he said that Fluency is one of the sub-skills of speaking¹¹. Therefore researchers are still questioning why in previous research, it was not discussed about

¹⁰ Lii Dong, "Research on the Influence of the Inheritance and Development of Ethnic Music Education in Colleges and Universities on Alleviating College Students' Mental Anxiety," *Psychiatria Danubina* 34 (2022): 937–942.

¹¹ Douglas Brown, *Language Assessment: Principles and Classroom Practices* (New York: New York Longman, 2003, 2004),

students' anxiety in speech fluency, while Fluency itself is still included in the sub-skills of speaking. If seen from the explanation, the previous researcher should have also discussed this Fluency.

However, in previous studies, the researchers only discussed the causes of students experiencing anxiety when speaking without looking at and deepening the aspects of the speaking sub-skill itself. Even though the aspect of fluency in the speaking subskill itself can be a complement if previous researchers discussed it. If reviewed, students' anxiety in speaking fluency when they deliver English speeches may have different problems with speaking anxiety when giving speeches in general.

Therefore, with the reasons that have been described, the author took the initiative to conduct research on this problem with the following research title **An Investigation Into The Cause of Student's Anxiety in Speech Performance**. With this research, it is hoped that it can fill in the gaps in previous research. This study will focus on students' anxiety in speaking fluency when they deliver their speeches in public. This research will also dig deeper into what strategies are appropriate to apply to students who experience anxiety about fluency when giving speeches.

B. Identifications of problems

From the research background above, the identification of the research is:

1. Students' speaking anxiety when they are going to do English speech performance.
2. Students' find the difficult to control their anxiety when they do english speech Perfomance.
3. Students are not fluent when giving speeches using English.

C. Scope and Limitation of the Research

The problem to be discussed in this study is to find out what things cause students to become anxious when they deliver English speeches so that their fluency becomes impaired, then look for suitable strategies to overcome students' anxiety in speaking fluency. The scope of this research is that the researcher will only using Grade 11 students at MAN 1 Kota Serang.

D. Research Questions of Research

Before conducting the research, the researcher formulated the following questions:

1. How is student anxiety in speaking fluency occur in speech perfomance?

2. What is the factors that cause students anxiety in fluency during speech performance?

E. Objectives of study

Researchers determine research objectives based on research questions as:

1. To identify how students' speaking anxiety in fluency occur during speech performance.
2. To identify the things that cause student's anxiety in fluency during speech performance.

F. Significances of Study

The researcher hopes that this research can provide useful information for students, especially those who often experience speech anxiety. The importance of research can be seen as follows:

1. Theoretically

This study is intended to assist students in reducing speaking anxiety when they deliver speeches in English fluently. Of course students are familiar with this feeling, the feeling where you feel anxious and nervous when you are in front of many people, but not only that, sometimes students also forget what they have to say. It is

hoped that after this research students will be able to control the anxiety that arises and be able to speak fluently.

2. Practically

The results of this research are expected to provide a valuable contribution to prospective students, lecturers and researchers and many more. High school students can understand public speaking anxiety that is common and is felt in everyday life. For lecturers, this research can be a significant contribution in teaching English. This research is also expected to be used by other researchers to conduct research on Anxiety Speaking.

3. Previous Studies

Several previous studies on student anxiety have been carried out by previous researchers.

First, from Philip Kwaku kuankam and Samuel Osarfo Boateng in 2017 entitled *Addressing the problem of speech anxiety among students*¹² This study aims to put more emphasis on lecturers or teachers to be able to further reduce students' speaking anxiety. In this study, researchers used quantitative research methods, namely research using multilevel samples in groups to obtain data. The main

¹² Kankam and Boateng, "Addressing the Problem of Speech Anxiety among Students."

instrument used by researchers in this study was by making open and closed questionnaires. Where in this study it was found that the main cause of students being afraid to speak in public was because of the feeling that students were being judged by their peers. The advantage possessed by this journal is that it lies in the conclusions presented, which in this study presents a conclusion that is clear and easy to understand. The weakness of this research is that there is still a lack of a more direct discussion about speaking anxiety in it.

Second, from Nira Erdiana, Bukhari Daud, Diana Fauzia Sari, Shindy Khusuma Dwitam in 2020 entitled *A Study of Anxiety Experienced by EFL Students in Speaking Performance*.¹³ The purpose of this study is to find out how much English anxiety levels are experienced by EFL students. In this study, researchers used a quantitative method by distributing questionnaires to 29 students. Then the researchers in this study found that students experienced a moderate level of anxiety. The advantage of this research is that the resulting data is in the form of concrete data obtained through calculations, and the information conveyed is easy to understand. The drawback that is found in this study is the lack of more specific discussion of the components contained in the speaking section itself.

¹³ Erdiana et al., "A Study of Anxiety Experienced by Efl Students in Speaking Performance."

Third , from Allen Christy, Jufri, Mukhaiyar in 2020 entitled *The Effect of Speaking Anxiety on Students Performance in Speech Class*

¹⁴ This study aims to determine the causal factors experienced by students when they experience anxiety, and aims to determine the level of anxiety experienced by students and find out the effect of speaking anxiety on student performance. In this study, researchers used descriptive qualitative research methods using 3 research instruments, namely, speaking tests, questionnaires and interviews. In this study the researcher found that the decline in student performance in class was influenced by the high anxiety they experienced in speaking, then he mentioned that one of the indicators of students being anxious was because the fear of being ridiculed by their friends was ingrained in students. The advantage of this research is the strengthening of the data taken where the data in this study were taken in three ways and that makes the data obtained more concrete and clear. However, the weakness in this study lies in the discussion that is carried in it. The discussion contained in this study is incomplete, which would be better if the discussion on special skills was further deepened.

¹⁴ Christy, Jufri, and Mukhaiyar, "The Effect of Speaking Anxiety on Students Performance in Speech Class." P.45

Fourth, from Xiaozhong Song & Ning Liu in 2022 entitled *Causes and countermeasures of college students' anxiety in english speech*.¹⁵ The existence of this research is intended to assist students in improving their communicative abilities in English by eliminating the anxiety of speaking that exists in students. In this study, researchers used a research method in the form of a quantitative research method. And in this study the researcher found that the training of students based on teaching English speech classes can help students use speech strategies, reduce their speech anxiety and increase the effect of their speech. The advantage found in this study is that it is able to find out deeper strategies about how students reduce their speaking anxiety by participating in evaluating the performance of the teacher in it. However, there is a slight deficiency in this study, the presentation presented in this study, although the explanation is clear, is considered less detailed.

From some of the previous studies above, the researcher found a relevance where from some of these studies the authors saw that they were both looking for the main causes of speaking anxiety, especially in the field of speech, but in the research that will be carried out this

¹⁵ Dong, "Research on the Influence of the Inheritance and Development of Ethnic Music Education in Colleges and Universities on Alleviating College Students' Mental Anxiety." P.80

time the researcher wants to deepen the problem of anxiety even more. talk to students in terms of fluency. Where fluency is also a part of speaking that cannot be separated, therefore the researcher wants to examine students' anxiety in fluency when doing speech performance.

4. Organizations of the Discussion

This study is divided into five chapters, which contains several points that describe the chapter.

Chapter I Introduction, it is including of Background of Study, Identification of Problem, Scope and limitations of the Research, Formulation of Problem, Objectives of Study, Significances of Study, and Organization of Discussion.

Chapter II Literature Review, Concept Of Speaking, Concept of Speaking Anxiety, Concept of Speaking Fluency.

Chapter III Research Methodology, it is including of Research Method, Place and Time of Research, Partisipants, Technique of data collections, Technique of data Analyzing

Chapter IV Research Finding and Discussion.

Chapter V Conclusion and Suggestions.