

CHAPTER I

INTRODUCTION

A. Background of Study

Education is one of the efforts to educate the life of the nation. Education determines the progress of a nation because the progress of a nation depends on the knowledge and skills of its citizens¹. Thus, the quality of education should be given proper attention and continuously improved. One indicator of a good quality of education is an increase in student learning achievement, which can be seen from the value of mastery of the subject matter on the ability to solve problems².

English in the current era has been used not only limited to international communication but has also penetrated local communication³. English in Indonesia is a foreign language that must be learned at school⁴. Even though English is a foreign language, it occupies an important position in the daily life of our society. This is clearly seen in the world of education in Indonesia. English is one of the subjects taught to students from elementary to tertiary level. The Indonesian government began introducing English as early as possible to students in Elementary Schools (SD) or Madrasah Ibtidaiyah (MI) through the 1994 Basic Education Curriculum⁵. The benefits of English have such a broad scope both in terms of education, technology, the world of work, even as a medium for collaboration, and cooperation between continents.

In English there are four skills namely, reading, speaking, listening, writing. And of the four skills are related to each other and are needed to get good results. For example, speaking

¹ Orishev Jamshid Bahodirovich and Burkhonov Rasul Romilovich, 'Project for Training Professional Skills for Future Teachers of Technological Education', *Mental Enlightenment Scientific-Methodological Journal*, 2021, 139–50.

² Tri Murhanjati Sholihah and Badraningsih Lastariwati, 'Problem Based Learning to Increase Competence of Critical Thinking and Problem Solving', *Journal of Education and Learning (EduLearn)*, 14.1 (2020), 148–54.

³ Devy Angga Gunantar, 'The Impact of English as an International Language on English Language Teaching in Indonesia', *Language Circle: Journal of Language and Literature*, 10.2 (2016), 141–51.

⁴ Wahyu Kartika Wienanda and Utami Widiati, 'Students' Gender, Anxiety, and Speaking Performance in the Indonesian EFL Context', *Jurnal Ilmu Pendidikan*, 23.1 (2018).

⁵ Byslina Maduwu, 'Pentingnya Pembelajaran Bahasa Inggris Di Sekolah', *Warta Dharmawangsa*, 50, 2016.

skills are related to listening skills, because being able to speak requires listening competence⁶. These skills must be taught better to master and get a complete thought about English itself because each skill has a general or special function in communicating (Akmal, 2019).

Speaking is a communicative event that includes the use of verbal and non-verbal language to convey meaning⁷. As stated by Channey, speaking is a process of building and sharing meaning using verbal and non-verbal symbols in various contexts⁸. It can be concluded that speaking is an activity to exchange meaning. To achieve this goal, all people must use their articulators to produce language, so that they can express every meaning to others. Besides that, they also use non-linguistic symbols such as facial expressions and body language (Setiyanti et al, 2022). Speaking skills are an important aspect of learning a foreign language. In addition, the success of language learning is measured by the ability shows by the conversation of the target language⁹. But in reality, few students do not even understand the words or sentences they say in English verbally. This shows that the ability to speak English among students is still lacking, and the vocabulary of most students' vocabulary is minimal. The writer chose this research because it is essential to learn about why most students in Indonesia seem to feel anxious, even afraid to speak English.

As discussed in the previous paragraph, speaking must be mastered in learning English. This is widely practiced in English classes at school. But speaking is something feared and difficult for many students to understand. This happens to many factors, such as internal and external factors. Internal factors are factors that come from within the learner which includes: intellectual ability, affection such as feelings and self-confidence, motivation, maturity for learning, age, gender, study habits, memory ability, and sensory abilities such as seeing,

⁶Anis Syafitri, Audi Yundayani, and Wisnu Kala Kusumajati, 'Hubungan Antara Kepercayaan Diri Siswa Terhadap Kemampuan Berbicara Bahasa Inggris', in *Prosiding Seminar Nasional Pendidikan STKIP Kusuma Negara*, 2019.

⁷Anis Setiyanti, M Syarif Sumantri, and Ratna Dewanti, *Terampil Berbicara Bahasa Inggris Melalui Mall Mobile Assisted Languge Learning* (CV. AZKA PUSTAKA, 2022).

⁸Edwin Foster, 'The Effectiveness of Using Information Gap on Developing Speaking Skills for the Eighth Graders in Gaza Governorate Schools', 2011.

⁹Yayah Huliatunisa and others, 'Evaluasi Tingkat Kesulitan Belajar Bahasa Inggris Siswa Kelas IV Di SDN Karang Tengah 7', *TSAQOFAH*, 2.4 (2022), 423–32.

listening, and feeling. While external factors come from outside the student which includes teachers, learning quality, learning instruments or facilities both in the form of hardware and software as well as the environment, both the social environment and the natural environment¹⁰.

Anxiety is a temporary emotional reaction in certain situations perceived as a threat. Anxiety can also be interpreted as a fear of something for no apparent reason, which often lasts a long time¹¹. In Islamic psychology, anxiety was viewed as the emotion of fear¹². In Al Quran, anxiety is viewed as the fear of something which has not happened yet. A human can feel anxious anytime, but if the feeling cannot be controlled, it can have a debilitating influence (Al-Qur'an: 15). There are three main causes of student anxiety, namely communication fear, exam anxiety, and fear of negative evaluation¹³. Communication concern refers to the learner's ability to communicate in the target language. Their low ability in these aspects creates feelings of anxiety among many students. The second cause is exam anxiety related to students' fear of exams. The last cause relates to the evaluation of other students. In this case, as mentioned above, evaluations of other students often cause anxiety among the students themselves. Nevid, et.al (2005) mentions, there are several sign of anxiety, such as restlessness, sweating in several parts of the body, dry mouth and throat, shaking, difficulty breathing, difficulty speaking, palpitations or racing heart, dizziness, weakness, frequent urination, death taste and sensitivity.

The writer found several signs of anxiety among students based on student observations at second-grade students of Dewi Kunti-1 Middle School. Some students become nervous, avoid eye contact with the teacher so as not to be called on to speak, shaking, and sweating.

¹⁰Indah Sari, 'Kesulitan Mahasiswa Dalam Pembelajaran Bahasa Inggris', *Jumant*, 11.1 (2019), 81–98.

¹¹Kariba Husnayayin Azh Zhifar, 'Kecemasan Sekolah Pada Siswa Taman Kanak Kanak' (Universitas Islam Negeri Maulana Malik Ibrahim, 2016).

¹²Yuda Satria Nugraha, 'Pesan Pendidikan Dalam Representasi Graf Korelasi Nomor Juz Dan Jumlah Surah Alquran', *Koordinat Jurnal Pembelajaran Matematika Dan Sains*, 1.1 (2020), 19–26.

¹³Risqi Ekanti Ayuningtyas Palupi, Budi Purwanto, and Sutriyono Sutriyono, 'Analisis Kecemasan Pada Proses Keterampilan Berbicara Peserta Didik Tingkat I Pada Mata Kuliah Bahasa Inggris', *Jurnal Dimensi Pendidikan Dan Pembelajaran*, 10.2 (2022), 138–45.

It happens because the students fear that they will make a mistake. As a result, it reduces the number of students actively participating in class. Researcher also found difficulty speaking in class because they have low self-confidence and are much more passive and less enthusiastic about learning how to speak English fluently. Students feel afraid and embarrassed when asked to speak English because they are afraid of making mistakes and being embarrassed by their classmates. This research is important to look deeper and find solutions to anxiety phenomena that can hinder student performance when asked to speak English in front of the class.

Based on the phenomena above, it can be seen that the theory is related to the facts found in the field. In addition, there are several previous studies related to anxiety about students' performance in speaking English in class. Several previous studies have found that the factors that cause speech problems are lack of general knowledge, lack of speaking practice, fear of being wrong, lack of word usage and grammar practice, low motivation, low participation, lazy reading, shyness, inadequate use of a dictionary, nervousness, fear, criticism, and pronunciation of foreign words¹⁴. In line with research conducted by previous researchers, the results of the analysis conducted by Suparlan, S. (2021) on MTs students. Darul Ishlah Ireng Lauq West Lombok shows that there are 10 (ten) factors that cause student anxiety, such as fear of speaking English, fear of teacher consequences, lack of confidence, fear of being less competent than other students, embarrassment, lack of preparation, fear of making mistakes, limited vocabulary, habit of using English, and language tests¹⁵. On the other hand, other researchers have found that anxiety arises because students are afraid of making mistakes in front of their classmates, or being judged by them¹⁶.

¹⁴Hariswan Putera Jaya, Ismail Petrus, and Nova Lingga Pitaloka, 'Speaking Performance and Problems Faced by English Major Students at a University in South Sumatera', *Indonesian EFL Journal*, 8.1 (2022), 105–12.

¹⁵Suparlan Suparlan, 'Factors Contributing Students' Speaking Anxiety', *Journal of Languages and Language Teaching*, 9.2 (2021), 160–69.

¹⁶Abdulrahman Alzamil, 'Situation-Specific Speaking Anxiety: University-Level Students Experiences', *International Journal of English Linguistics*, 12.2 (2022), 18–24.

Based on previous research, the author wants to examine in depth the inhibiting factors that most often occur in second-grade students of Dewi Kunti-1 Middle School so that student participation in speaking is greatly reduced when asked to speak English in class and why students feel very anxious when they learn and speak the English language. The author believes that anxiety is closely related to students' sensitivity in speaking skills. So the writer wants to see and study further about anxiety and try to understand students' anxiety more deeply. It is also important to find solutions that make students aware that English is not something to be afraid of, which will be a big step for students to dare to learn English. They will be more confident in speaking English without feeling anxious or even afraid. Therefore, the researcher is interested in conducting a study entitled "An Analysis of Anxiety that Impedes Student's Speaking Skill in English Classroom".

B. Identification of Problem

From the results above, the problems collected are:

1. Students have anxiety in speaking English.
2. Students have excessive fear when asked to speak English, especially in front of the class.
3. Students are afraid of making mistakes when speaking English.

C. Limitation of Problem

This study discusses anxiety in learning English in second-grade students of Dewi Kunti-1 Middle School. In summary, this study wants to look at the phenomena that cause anxiety in English classes that impede students' participation in speaking English in front of the class. With the limitations that researchers have, this research only focuses on the perspective of teachers and students regarding anxiety that can cause students to participate less in English classes.

D. Research Questions

Based on the previous background, the researcher formulated the following questions:

- a) How is student anxiety in the English classroom at second grade Dewi Kunti-1 Middle School?
- b) How do anxiety impede students' speaking skill in the English classroom at second-grade Dewi Kunti-1 Middle School?

E. The Object of the Study

- 1. To find out the anxiety in the English classroom at second grade Dewi Kunti-1 Middle School.
- 2. To find out the anxiety that impedes students' participation in English classrooms in second grade at Dewi Kunti-1 Middle School.

F. The Significance of the Study

This research is expected to be helpful in English education, not only for the writer but also for educators, including:

1. For Students at Dewi Kunti-1 Middle School

The researcher hopes to motivate students to participate more and be confident in the English language classroom.

2. For Teachers at Dewi Kunti-1 Middle School

The researcher hopes to embed educators to build interest and create students to participate more in English classrooms.

3. Other research

This research can be a valid reference that discusses anxiety that impede students speaking skills issues. Particularly for the English language classroom.

G. Previous Study

From the studies that several researchers have conducted, the following can be a relevant study of research to be carried out. Although this research does not come from the same field of expertise, the result of this study can be used as material and consideration.

Damayanti, M. E., & Listyani, L. (2020) stated what made students feel anxious and what factors triggered students' speaking anxiety in Academic Speaking class in English Language Education Program (ELEP) in a private university in Central Java, Indonesia. The participants of the study were 52 second-year ELEP students. A close-ended and open-ended questionnaire developed from Horwitz et al, (1986) and Angelia and Listyani (2019) were administered to the participants. The findings revealed that students' speaking anxiety in English speaking class was derived from three main factors of anxiety, i.e. communication apprehension, test anxiety and fear of negative evaluation. Moreover, as the questionnaire's answers and interview data revealed, lack of vocabulary, underestimation of their ability, lack of preparation, being afraid of making mistakes, and worried of being embarrassed at by his/her friends had also contributed to students' anxiety in speaking. These findings suggest that the teachers' role is very important in this situation. Students and teachers could build a positive classroom atmosphere in order to overcome students' anxiety¹⁷.

¹⁷ Maria Eva Damayanti and Listyani Listyani, 'AN ANALYSIS OF STUDENTS'SPEAKING ANXIETY IN ACADEMIC SPEAKING CLASS', *Eltr Journal*, 4.2 (2020), 152–70.

Hashim, H., & Isa, I. S. M. (2012) stated, in Malaysia, students of polytechnics are made compulsory to register for Communicative English courses in order to make them become confident in using the language as a means of communication. However, students are found to shows less participation in the lessons. Due to that reason, a study on the feeling of anxiety experienced by students in Communicative English classrooms was conducted in a polytechnic in Malaysia. The objectives of this study were to investigate students' anxiety level towards communicating in English and to identify the types of speaking activities that caused high anxiety level among the students. The instrument used for the study was adapted from Horwitz's (1983) Foreign Language Classroom Anxiety Scale (FLCAS) and named ELCAS. The data obtained were analysed using SPSS version 17.0 and were presented in the form of descriptive statistics. The study revealed that anxiety was experienced by a significant number of students when speaking English in the Communicative English classrooms and the students reported to be the most anxious when they had to speak English in class individually¹⁸.

Jaya, H. P., Petrus, I., & Pitaloka, N. L. (2022) stated the study discovered the students' speaking performance, speaking problems, and factors associated with the problems. The participants were the university students of an English education program in South Sumatera. To collect the data, a speaking performance test, questionnaire, and open-ended questions were used. The findings showed that 42% of the participants did well and 58% did not perform well in the speaking test. The speaking problems were categorized as affected-related problems (self-confidence and anxiety), socially related problems (difficulties to find opportunities to learn English and comprehension in speaking class), and linguistically related problems (fluency, grammar, vocabulary, and pronunciation). The factors causing the speaking problems are lack of general knowledge, lack of speaking practice, fear of mistakes,

¹⁸ Harwati Hashim and Ida Sariani Mohd Isa, 'Students' Anxiety Level towards Speaking in English: Malaysia Polytechnic Experience', in *2012 IEEE Symposium on Business, Engineering and Industrial Applications* (IEEE, 2012), pp. 595–99.

lack of words usage and grammar practice, low motivation, low participation, reading laziness, shyness, less dictionary usage, nervousness, fear of criticism, and unfamiliar words pronunciation. The data were calculated using Chi-Square Association with p-value (603.508) which is greater than the critical value (70.003). Therefore, there is a significant association between the speaking problems and the factors causing the problems.

Alzamil, A. (2022) stated the study was designed to investigate university-level students' attitudes towards speaking in English and their experience of anxiety. 81 participants who majored in English with an average age of 21.8 years were recruited. The researcher conducted semi-structured interviews and administered a four-point Likert-scale questionnaire with 18 items, designed to address three constructs: a) fear of speaking in English; b) fear of making mistakes in English; and c) fear of being judged by others. The findings showed that although the participants were generally unconcerned about speaking English, their attitudes were different when they were asked about specific situations. When asked about their fear of making mistakes in front of their classmates, or of being judged by them, they agreed that in those circumstances they would experience anxiety.

Ramayani, Y. K., Ambarini, R., & Suwarti, T. S. (2022), stated in some situations, speaking anxiety may occur in students when answering questions, oral presentations, and prepared speeches. This research is about an analysis of student's speaking anxiety in English classrooms. The aim of this research was to analyse the level of students' speaking anxiety, the dominant type of anxiety, and strategies that students use to overcome their anxiety. The research methodology was qualitative-quantitative methods. The technique of collecting data that is applied by the writer is questionnaire (open and closed questionnaire). The data which have been collected are analysed by using the theory from Horwitz (level anxiety and dominant type of anxiety) and David Shinji Kondo (anxiety coping strategies). The finding shows that most students experienced mild anxiety in 58% of respondents (21 students), and mostly Test Anxiety was the dominant type that was experienced by the students in 67% of

respondents (24 students). The most strategies that were used by the students to overcome their anxiety in speaking skills was relaxation. There were 27 students who used it by praying, drinking water, taking deep breaths, squeezing their hands, imagining idols, and trying to calm down.

Suparlan, S. (2021), stated the anxiety in speaking needs to find out factors making students feel anxiety in speaking. This study aims to find out the factors contributing to students' Anxiety in speaking at MTs. Darul Ishlah Ireng Lauk Lombok Barat. This research is classified as case study using a descriptive qualitative method. The research object covers factors contributing to students' speaking anxiety. To find out the data, questionnaire and interview activities are carried out. The questionnaire is used to know the factors making students' anxiety in speaking. The results are in the form of percentage. Meanwhile, the interview activities are oriented to strengthen the students' responses based on the results of the questionnaire. The data are then analysed using qualitative ways. The steps of qualitative data analysis cover data condensation, data display, and conclusion drawing or verification. Based on the result of analysis, there are 10 (ten) factors contributing students' anxiety, such as being afraid to speak in English, being afraid with teacher's consequence, lack of self-confident, fear of being less competent than others students, embarrassment, insufficient preparation, fear of making mistakes, limited vocabulary, habit in using the English language, and language test.

Related to several previous studies, the researcher found several similarities regarding the results of this study. However, most researchers only discuss students' anxiety about speaking English. This study provides perceptions about anxiety in students' performance. The difference between this study and previous research is that the authors discuss in more depth the anxiety phenomenon that impedes students' performance in speaking English. Researcher focused on students'-teachers' perspectives on anxiety that could impede student participation in English classrooms.