

CHAPTER I

INTRODUCTION

A. Background of the research

English is one of the foreign language taught in indonesia.¹ English is an international language that is very important to master as we know in the current globalization era that English is a media of communication in several activities such teaching learning, international conferences, art, and other activities, and used in various field. According to Fuad, English as an international language has an important role in communicating various information and knowledge throughout the world.² English is also a media of communication with foreigners, and to be able to compete in this globalization era, especially the international world, we must master the ability of speak, especially speaking English. According to Hornberger, he said English becomes the priority because English is an international language spoken all over the world. That is why some job vacancies often require the jobs seeker to be able to speak fluently as their main requirement.³ We can't communicate each other without language, because it is one of the communication tools used by people in general. We can use language to

¹ Eulis Rahmawati, *Teaching English for young learner*. (Serang – 2012), 1.

² Anis Fuad, Zainal Rafli, Nunik Lustyantie, "Learning English in SMPIT Raudhatul Jannah Cilegon City", *Loquen: English Studies Journal*, Vol. 11, No. 2, (2018).

³ Hornberger, N.H., and McKay Sandra L. *Sociolinguistics and Language Education*. (Great Britain: Short Run Press Ltd, 2010), 98.

convey our message or to express our ideas through oral, written, or signal languages.

Nowadays, education in Indonesia, English as foreign language that taught in every school from the elementary school up to the university level. According to Fauzi, one of the objectives of English curriculum in most non English speaking countries, including Indonesia, is to make students able to communicate in English with people around the world.⁴ In learning English, there are four skills that need to be mastered by students, they are listening, speaking, reading, and writing. The four skills are important, but of all the four skills, speaking seems intuitively the most important.⁵ Because speaking is one of the four most important aspect to master in learning foreign language, someone's language proficiency is seen from his speaking skills. According to Rafael, English is treated as the foreign language in this country, but as the Indonesian citizen who live in the globalization and digital era, the university students have to master that language, so they could face the free market challenged⁶ but, the students often have difficulties in the

⁴ Imam Fauzi, Dian Hanifah, "Developing students' speaking Ability Through Powerpoint Presentation", Loquen: *English Studies Journal*, Vol.11, No.2, (July-December 2018).

⁵ Penny Ur, *a Course in Language Teaching*, (Cambridge: Cambridge University Press, 1991), 120.

⁶ Agnes Maria Diana Rafael, "Analysis on Pronunciation Errors Made By First Semester Students of Englis Department STKIP CBN", Loquen: *English Studies Journal*, Vol. 12, No. 1, (January-June 2019).

process of learning English because English is not their mother language. In addition, many students become worried, nervous, and afraid to make mistakes when speaking English, Arung states that in learning English as the foreign language, most student can't speak English well for that condition there are some factors of the difficulties there are internal and external factors.⁷ internal factor is the anxiety, the anxiety is the factor from students personally. In understanding all the material taught students must experience learning anxiety, especially in speaking subject.

Anxiety is defined as distress or uneasiness of the mind caused by fear of danger or misfortune. Actually they know about what to say but they can't express it because they are afraid of making mistakes and student anxious will have difficulties in following lesson. Students' anxiety is real problem that majority of student face in learning English as a foreign language. According to Horwitz as cited by Rio H, some learners may claim to have a block mental (stress) against anxiety when they come to learn to speak a second or foreign language.⁸ This anxiety can effect student learning outcomes because a person's psychological

⁷ Fernandes Arung, "Improving the Student Skill through Debate Technique", *Forum: Journal of English Education*, Vol.1, No.1, (March, 2016), 70-76.

⁸ Rio Herwanto, "Factors that cause Language Anxiety in the English Classroom Speaking Performance in SMP Negeri Pakem Yogyakarta", (A Thesis Presented as Partial Fulfilment of the Requirements for the Sarjana Pendidikan Degree in English education Faculty of Language and Art, Yogyakarta State University, on July 2013), 2.

state greatly influences learning outcomes. According to Chastain and Horwitz et al as cited by Hakan Karatas, psychology plays an important role in learning environment as well as foreign learning language process.⁹

Based on the explanation, student anxiety must be handled properly so that students can following learning process well and get the good learning outcome. And the researcher chooses the third semester of students English Education Department of UIN SMH Banten, because they are still anxious when they following speaking class, even though they passed the first and second speaking classes in the previous semester. The researcher chooses the title of this research “Students Anxiety in Speaking Subject” (A case study in the third semester of English Education Department UIN Sultan Maulana Hasanuddin Banten).

B. Statement of problem

1. What kinds of anxiety do the students experience in speaking English on third semester?
2. What are the factors of students anxiety in speaking English on third semester?

⁹ Hakan karatas “An Investigation into University Students’ Foreign Language Speaking Anxiety” *Social and Behavior Sciences*, Vol 232, (April, 2016), 382-388.

3. How the student does overcome their in speaking anxiety on speaking subject?

C. Objective of the problem

1. To know kind of anxiety do the students experience in speaking english on third semester.
2. To know the factors of students anxiety in speaking English on the third semester.
3. To know how the student do overcome their speaking anxiety on speaking subject.

D. Significance of the Research

The results of this study are intended for readers. Especially to ncrease interest in learning english, it is useful for students and hopefully to improve the lecture or teacher strategy to teach speaking in the class. So that the ability os student to speaking increases and doesn't find significant difficulties.

1. For the reader

The results of the this research are expected to be useful to reduce or even eliminate the anxiety of students learning english, and it's hoped that students will become more confident in speaking classes.

2. For the lecture

The results of this research are also expected to be useful for lectures to develop more methods used in teaching speaking so that students can be better eliminate tension and enjoy it more.

3. For the researcher

The result of this research will give new knowledge about the factors and kind of speaking anxiety.

E. The Limitation of The Study

This study only focuses on The factors of Students anxiety on speaking lesson at third semester English Education Department in the state Islamic University of SMH Banten.

F. Previous Study

1. Students Anxiety In Learning English by Anggiyana Mustachim
this research was conducted to find out or see student anxiety in foreign language in viii grade junior high school students fat SMPN 9 Tangerang. this research specifically tries to identify the factors that contribute to English learning anxiety. Based on the perspective of the students of this study approach using a qualitative method with a case study approach 15 students who experienced anxiety were selected as participants. Data collection through structured interviews and classroom observation. the

results of the study that speaking in front of the class were laughed at by others, what students believed about language learning, the nature of the teacher, lessons that were not understood, lack of preparation, were the causes of student anxiety in learning English.

2. Factors that cause language anxiety in the English classroom speaking performance in SMP Negeri 4 Pakem Yogyakarta. the purpose of this study is to describe the factors that cause language anxiety in speculation. This study uses qualitative research conducted on vii grade students of SMP Negeri 4 Pakem Yogyakarta academic year 2012-2013 this research data was collected through interview observation, data in the form of field notes and transcripts of trust interviews were obtained through triangulation techniques involving English teachers and the finding of this research illustrate the six language anxiety factors the first for the type of assignments that demand student grade performance, students are afraid of their weaknesses expose, secondly afraid of making mistakes grammar pronoun, the third role the teacher is related that ability to maintain teaching methods that are suitable for students, fourth pessimistic, fifth competency gap and the last lack of practice.

3. Anxiety of speaking English in class among international students in A Malaysia university. this research is to find out the reasons why international students suffers from anxiety and explore how they deal with their anxiety when speaking English. The study also examined teacher perspectives and their reactions to student anxiety regarding observation data collection and interviews with 8 international Malaysia university postgraduate students. data analyzed through interviews of the finding of this research indicate that Nigerians are generally not anxious about speaking Iran and Aljazair is more than anxious result from negative evaluations and communication fears conclusion show that lecturers strategies and student reactions to their strategies are not related to background culture.

Comparing previous studies above with my research is: The first previous study explain about students anxiety in learning foreign language and in research taking the subject of the junior high school level while my research is more specific namely students anxiety in the speaking class and third semester students of English education department. and the second previous explain using descriptive method but in my research using case study. and the third previous study explain about anxiety on postgraduate and in that research also examines how the teacher reacts when his students are experiencing

anxiety. but in my research just researching of the student English education department on the third semester.

G. Organization of Writing

There are five chapters that will be explained on this paper.

Chapter I discusses about introduction which explain background of study, identification of the problem, problem of the research, significance of the Research, Definition of key term, and organization of Writing, previews study.

Chapter II discusses about theoretical review, definition of speaking, Element of speaking, definition of antiety, kind of anxiety

Chapter III discusses about, Method of research, Research setting, the participant, Technique of the research, Technique of data analysis

Chapter IV is the result of the study (research finding) and discussion, it consists of research finding and discussion

Chapter V is conclusion and suggestion, it consists of conclusion of the research and suggestion for reader.