

## **CHAPTER I**

### **INTRODUCTION**

This chapter describes the reason for conducting the research and it will deal with several points. The points are the background of the study, research questions, objective of study, significance of study, and definition of key terms as will be elaborated in the following sections.

#### **A. Background of Study**

Language is a special tool that helps people communicate their emotions and ideas. It will be easier to convey the emotions and ideas in a communication, without the language it will be troubles to speak with others. Every country has its own language due to the cultural and community differences. To associate the country around the world, English has been picked as the international language. English is considered one of the most important language in the world. There are many reason why English is so important. One of the reason is that English is spoken as the first language in many country.

Allan (2008) expressed the current status of English as a worldwide or international language is supported by its wide use in various fields, for example politics, diplomacy, global trading and industry, business, science and innovation, schooling, the media, information technology, and social life.

In learning English, there are four basic skills that students should dominate; namely listening, speaking, reading, and writing. Speaking is one of the basic skills to be dominated by students of English as a Foreign Language. As

expressed by Harmer (2007), speaking is the way to compose words and phrases with the sounds of individual, use pitch change, inflection and stress to deliver on various meaning. Chaney and Burkey (1998) said that speaking as the cycle building and sharing meaning using verbal and non-verbal symbol in an assortment of context. Certainly speaking is a process of exchanging words or information between an individual and more on certain specific context. As stated by Tarigan (20008), speaking is a skill of passing on word or sounds of articulation to communicate or to convey thoughts, idea, and feeling. As a real communication, speaking permits the interlocutors to complete a task, for example, delivering on a message, getting the information, or expressing an opinion (Bahrani & Soltani, 2012).

Moreover, according to Krashen (1987), weakening of nervousness can raise the affective filter structure a “mental block” that forestalls an intelligible input that is being used for language acquisition. Anxiety students will have difficulties in following the lesson. They may learn less and furthermore will be unable to demonstrate what they have learned. Far and away more terrible, they may experience more failure, which thus raise their anxiety.

Many institutions of formal and non-formal have coordinated English language program do likewise to provide the capacity (skills) to communicate in English to their students. In this study, the author focuses on speaking skill and critical thinking in English community.

Allah said in Al-Qur'an that relate to debate in Surah An-Nahl 16: 125:

ادْعُ إِلَى سَبِيلِ رَبِّكَ بِالْحُكْمَةِ وَالْمَنْعِظَةِ الْحَسَنَةِ وَجَادِلْهُمْ بِالَّتِي هِيَ أَحْسَنُ

*“Call to the way of your Lord with wisdom and beautiful preaching and argue with them in a way that is better.”* (Surah An-Nahl 16:125)

Ibn Kathir remarks on this verse, and said: On the off chance that anybody wants to argue and debate with them, at that point let him do as such in the best way with kindness, tenderness, and nice preaching.

Speaking is additionally a tough skill to be mastered by EFL students. As indicated by Tanveer (2007) numerous EFL students express incapacity. Sometimes, even admit the failure in communicating in foreign language. Support by Horwitz et al, these student might be able in learning other skill well, yet they have ‘mental block’ while it comes to learn how to communicate in foreign language.

In an attempt to investigate students coping strategies for foreign language anxiety, in her study, Keiko Iizuka observe 105 students of English language program at a University in Japan. The result demonstrated that students experienced anxiety in some context such as: learning a class without enough preparation, speaking in front of the class the class, have difficulties in following teachers’ (and classmate) talk, afraid of making an error grammar in speaking or presentation, and students’ low self-confidence about his/her own English capability.

A previous study was conducted by Dewi Mariam in 2018. The author was about an analysis of speaking anxiety in English classroom. This study was aimed to know the levels of speaking anxiety that occurred in English classroom. This study was addressed to the eleven grade students at SMA Islam Sudirman Bringin.

This study used a descriptive quantitative approach in order to answer the proposed question which were stated by Stephen and Michael (1982: 46), descriptive study is used in the literal sense of describing situations events. Descriptive studies can yield rich data that lead to important recommendations. As Creswell (2003:18) said, this study employ strategies of inquiry such as experimental and surveys, and collect data on predetermined instruments that yield statistical data. The result showed that “Mildly Anxious” level with no “Very Relaxed” student. There are 2 (12%) students who experience “Very Anxious” level, 6 (35%) students are in “Anxious” level, 7 (41%) students are in “Mildly Anxious” level and only 2 (12%) students have “Relaxed” level.

Every students has a different mental condition, a few students can speak fluently in front of the class, and there are also students who can't communicate in English because they fell embarrassed and nervous. Yet, when the author met the teacher from the school picked as the place of study, the teacher clarified that students in the twelfth grade experienced high anxiety that made the teacher had the trouble dealing the student. When learning in the class, the teacher clarified that students were apprehensive on the off chance that they were asked to present the learning outcomes in front of the class, even they must be drawn first by their companions or other students in order to want to present in front of the class. The teacher additionally told the author that high nervousness made learning not work as arranged.

For this reason, the author conducted a study in SMAN 1 Alalak. The author's experience is also proved that most of students' experience anxiety in

speaking English, this is found by author when the teacher training at SMAN 1 Alalak. There were so many students who didn't want to learn English and afraid if there is something wrong when speaking English. For example, when author taught in class X MIA 2 at SMAN 1 Alalak, the author asked the students to send their video about speaking in English to the whatsapp group consisting of all their classmates, they were ashamed to speak and worried because they were afraid if there is something wrong when speaking English and watched by their friends.

In this current, there are many EFL students still have a dread communicating in English which is also experienced by students in SMAN 1 Alalak, especially the twelfth grade students of class MIA 3. The students must learn how to speak in English very well, because English is the most commonly communicated language in the world. Even in countries where English is not the native language, people use it for business and tourism. English is used for these purposes in most countries. In the event that the students are ace in communicating in English, they will be able to speak with the native speakers fluently, furthermore comprehend the English class until they are in high education.

Based on the explanation above, the author focuses on analyzing the kinds of anxieties the students have in speaking English and the factors caused the students' anxiety in speaking English. The study will be conducted in SMAN 1 Alalak in twelfth grade students. For this reason, this study is entitled “**An Analysis of Students' Anxiety Factors in Speaking English at SMAN 1 Alalak Kab. Barito Kuala**”. Accordingly, the result of this study is to find out the kinds

of anxieties that students have in speaking English and to identify the factors caused students' anxiety in speaking English at SMAN 1 Alalak Kab. Barito Kuala.

## **B. Research Questions**

Based on the background and the author's experience above, several questions arise in the mind of the author. Therefore, the writer design research questions which are formulated as follow:

1. What kind of anxieties do the students have in speaking English at SMAN 1 Alalak Kab. Barito Kuala?
2. What are the factors caused students' anxiety in speaking English at SMAN 1 Alalak Kab. Barito Kuala?

## **C. Objective of Study**

Based on the problem statements formulated above, the objectives of this study are to find out the kinds of student anxiety in speaking English and to identify the factors caused students' anxiety in speaking English at SMAN 1 Alalak Kab. Barito Kuala. The objectives of this study are able to help students' problem in speaking English and the teacher can find out the cause of students' anxiety in speaking English.

## **D. Significance of Study**

### **1. Theoretical**

The results of this research are expected can be useful for other researcher who wants to conduct a research that is related with an analysis of speaking anxiety in English classroom. The other researcher can also use the result of this

study as their reference in doing research. The writer hopes that this result will become one of study that considered by the institution and it can enrich the treasure of research paper about foreign language in this institution.

## **2. Practical**

### a) For the students

This research is considering be benefit for the students to deeply about themselves and to know the levels' anxiety during talking in the classroom. Students can also realize that learning to speak English is very important for their future. Hopefully, the students are more motivated to practice their speaking in English Foreign Language

### b) For the teacher

The result of this study can be used to know the factors of students' anxiety. This research can help the teacher to approach the students who feel anxiety in speaking English. It will make the teacher easier to find the best way to teach the student in learning speaking English. Hopefully, the teacher can know and understand what the student's anxiety in speaking and then the lecturer can improve their creativity in teaching process so that the goal of the learning can be achieved.

## **E. Definition of Key Terms**

Sometimes there are some misunderstanding in the research so that's why key terms are very important in a scientific work. In order to clarify

misunderstanding in interpreting the problem, the key terms are used by writer in this study, they are defined as follows :

### 1. Speaking

Harmer (2007) states speaking is the skill to speak fluently and not just knowing about the language features, but also the skill to capture the information and language “on the spot”. Speaking is an interactive process of developing meaning that includes producing and receiving and processing information (Brown, 1994; Burns and Joyce, 1997). Its structure and meaning are reliant on the context in which it happens, including the members themselves, their collective experiences, the physical environment, and the reasons for speaking.

### 2. Anxiety

According to MacIntyre (1995) anxiety as the transient passionate condition of feeling nervous that can vacillate over time and vary in intensity. It is a subject felling of pressure, apprehension, nervousness that is related with an arousal of the autonomic sensory system and would intrude on the normal operation of the mental and physical constitution, including the process of foreign language learning. In reviews of early literature about foreign language anxiety, both psychologists and linguistics reaffirm the correlation between anxiety scales and measures of achievement. Horwitz (1988) characterized foreign language anxiety as a distinct complex of self-perceptions, beliefs, emotions, and behaviors identified with classroom language learning taking in emerging from the uniqueness of the language learning process.

### 3. Communication Strategy



Richard and Plat state that communication strategy is a way to express a meaning in a second or foreign language, by a learner who has limited command of the language” (Richard and Plat, 1992). Communication strategies have a big role in learning target language since they can be the tool in solving communication problem. Teacher and students need to use the strategies in communicating to keep the conversation flow smoothly.