

# CHAPTER I

## INTRODUCTION

### A. Research Background

English is the primary academic and technical language and the official language of international and professional organizations. However new students Darul Hijrah Islamic boarding school for male. One of the most popular boarding schools in South Kalimantan is Darul Hijrah Modern Islamic Boarding School. For daily interaction and learning both inside and outside the classroom, the school uses English and Arabic as the primary languages. Again, as one of efforts to improve students' languages and to foster their selves-confidence and speaking activity. Many learners they are actually scared of practicing a second language a phenomenon known as language anxiety that can hinder implementation and success (Paramasivam, 2013, pp. 1-2). One of the four basic skills in language acquisition is speaking. Because speaking is the means by which people communicate each other.

While speaking can be challenging, everyone should do it as it allows them to express their thoughts and ideas directly. When people can speak directly and others can distribute and receive answers within a short period of time. Teaching English requires the understanding of four basic skills, listening, and reading, speaking and writing. According to (Harmer, 2001, p.15), the goal of language learning is to increase knowledge of the language setup in order to improve productivity and receptivity. At this level students are expected to be fluent in English. The main foreign language available is English. There were so many ways and principles in learning English. In learning process of teaching English, teachers always give chances to students.

Therefore, humans cannot survive without some form of communication with others (Najiha, 2021, p. 218). This means that during language learning it is extremely urgent that students learn to speak because speaking is a way of communicating. In process of communicating the target are new students, English as a Foreign Language often have problems communicating their ideas. Indeed English is not commonly used in daily communication. Unlike the second language learners who used the target language to survive in the target culture the foreign language learners did not have sufficient access to practice the target language they are learning in the classroom. English is a extremely urgent means of Communication in various activities such as teaching and learning, international conferences, and especially conversations with foreigners. English is used in many fields such as politics, culture, art, business and education. (Harmer, 2001, p. 87).

Education is one of the most important sectors for every country to educate the nation, besides that Islam also obliges all its people not to stop learning. As narrated by Ibn Majah, and authenticated by Shaykh Albani in Sahih wa Dha'if Sunan Ibnu Majah no. 224:

عن انس بن مالك قال : قال رسول الله : طلب العلم فريضة على كل مسلم (رواه ابن ماجه)

*It means, "From Anas r.a. said: The Messenger of Allah shopped: seeking knowledge is obligatory upon every Muslim.*

In today's globalized world, the ability to communicate in English is extremely urgent as an international language. Our country necessary to develop human resources with greater skills and abilities, including English proficiency, so that they can communicate with people around the world.

So, today it is extremely urgent for Indonesians to learn English in order to be competitive. Although teachers distribute classroom speaking activities such as discussions presentations simulations or other activities that allowed students to express their language (Komariah, 2020, p. 28). In fact, speaking English may not be easy for beginners, especially learners who include Indonesian. In this sense, they may have difficulty speaking English, which appears more complex than their native language (Wahyuningsih, 2020, pp. 967-977). Disclosures that students often face are insufficient vocabulary, complex structures, inappropriate intonation and pronunciation, poor processing of spoken English, and insufficient language programming (Gan, 2012, pp. 43-59). In addition, speaking requires other aspects, including cultural and social aspects. These involve the roles of the participants, the twists and turns, the situation, and more necessary to say, teachers play an urgent role to improve learners speaking skills.

This can be done by researching practices connected to concurrent communication. In order to improve the communication environment, greater oral communication should also be done at the same time (Talley, 2014, pp. 38-46). It is also urgent to consider urgent types of interactions, including source language input and feedback. In situations where there is a fear of speaking, speaking is the main focus. The fear of language, is a type of fear particularly relevant to foreign language learning (Tsai, 2018, pp. 3-15). Alternatively, Anxiety can be viewed as a negative emotion consisting of states and characteristic elements (Diehl, 2019, pp. 100-110). This happens when the foreign language is not fully mastered. In addition, this reluctance makes students less interested in speaking English and less proficient in it. Refers to the three constituent types of foreign language anxiety, including social anxiety (fear of others), test anxiety (fear of exams), and fear of negative evaluation (fear of being heard by others).

In addition, there are several factors that measure speech or fluency, including accuracy, complexity, and fluency (Spring, 2019, pp. 87-100). Fluency has become an urgent component of speaking. English is widely used in the education setup from primary to high school, especially in Indonesia. One of the main goals of learning English is to teach students how to communicate in the language. Communicating in English is considered to be the most basic element of communicating in English. Speaking is one of the most urgent aspects of learning a second or foreign language. Additionally, language learning success is measured by the ability to converse in the target language. To be able to speak fluently is to learn a language that students can use to communicate in and out of the classroom. In fact, spoken language is the most worrisome skill and source of anxiety in foreign language teaching (Gurbuz, 2014, pp. 1-17).

Most students also have problems controlling their vocabulary, making it difficult for them to understand the material. Also, students are not motivated to speak English. Personality is an attribute of the social environment. It may be added that personality is the socially stimulating value of an individual (Kurniasy, 2019, p. 24). Language is a habit. This is why the environment is so urgent for developing students' language skills, because they have the same goal of learning English. Speaking a foreign language can be a daunting task for many students as it requires interaction. Language learning success is measurable. Conversational ability in the target language. Oral fluency is essential for students to communicate in both languages as they learn the language both inside and outside the classroom (Nunan, 2003, pp. 47-67). Faced with this question, the focus of this research is to support students manage their anxiety when speaking English. Based on the above question, the researchers attempted to analyze and resolve the language anxiety of freshmen at Darul Hijrah Islamic boarding school. Language is a means of translating cause, effect, and action information into perceptible signals.

It means passing a message from one person to another or establishing communication between people. (Berlo, 1960, p. 23) Definitions to understand communication, we first necessary to explain the process through a simple, commonly used communication model and its basic elements: media sources, encoders, messages, channels, decoders, and communication sinks. People learn multiple languages for a variety of reasons to facilitate communication. Moreover, communication is not just oral, but also in writing. For translators and interpreters who speak multiple languages, it is urgent to convey information and communicate in an appropriate manner. (Basic, 2011, p. 15) pointed out that anxiety is interpreted as a fear expressed through visual cues. The basic interpretation of the word distress is the fear of oralizing it, as evident from the physiological signs above. Speaking is one of the four English language skills taught in elementary, junior, and, senior high school.

According to (Brown, 2001, p. 113), the goal of learning English is to give the student the opportunity to participate in short conversations, ask and answer questions, find ways to express thoughts and gather information from others. This skill is also mentioned as a goal for learning English in the Indonesian high school curriculum. One of the expected goals of speaking is to enable students to express their meaning in simple short conversations with familiar environments, both transactional and interpersonal. However, there are many factors that make learning English hard for students. One factor is fear. Student anxiety is a real problem that most students face when learning English as a foreign language. Being asked to speak in a second or foreign language before becoming fluent can be stressful. (Nation and Newton, 2009, p. 116) found that poor vocabulary, improper grammar and fear of making mistakes are some of the factors that contribute to speaking failure, which can lead to severe anxiety during speaking. It is pointed out.

In addition, language anxiety problems occur not just in beginners, but also with high school students who commonly learn English. According to Richards and Renandya (2002, p. 204), Some students may claim to have a mental block against fear when learning to speak a second or foreign language. Students lose confidence, stress, and tension that interfere with learning. To address mental blocks, psychological factors must be identified early before they can be mitigated and controlled. This condition makes anxiety over English performance urgent for research. Fear is a type of disability that prevents students from reaching their potential. They really know something about what they are saying, but they are scared to show it. The researcher necessary to identify the problem. Researchers have noted that this phenomenon actually occurred in an English-speaking class. For this reason, some students are interested in learning in this school. Teachers motivate students and give them the opportunity to speak English and improve academic performance.

The researcher decides to choose this topic in this research due to the following the reasons: researchers observe and interview new students Darul Hijrah Islamic boarding school for male, that they look proficient in using English is seen from some students reciting English well and correctly, Darul Hijrah Islamic boarding school for male also provides a Bilingual Class Study Program which will explore foreign languages, one of which is English. Therefore, in this study the researcher will investigate Factors Affecting Fear of Speaking new students Darul Hijrah Islamic Boarding School and To find what students' strategies for overcoming speaking anxiety at Darul Hijrah Islamic boarding school. In addition, the researcher hopes this study will help the reader and lecturer candidates to know and apply it. That's way the researcher interested in conducting a research about, ***“An Analysis Of New Students’ Speaking Anxiety At Darul Hijrah Islamic Boarding School”***

## **B. Definition of Key Terms**

In order to facilitate understanding of this study, the researchers distribute definitions of terms used in this study so that readers can avoid misunderstandings when reading this study. This supports clarify the concepts and theory of this research study.

### **1. Speaking Anxiety**

Fear of speaking can just occur in certain conversational situations (Mak, 2011, pp. 202-214). One of her four skills essential to language acquisition is speaking. Because speaking is a tool that people use to communicate each other. Speaking is difficult, but everyone should do it because it allows them to directly communicate their thoughts and ideas. In fact, speaking English may not be easy for beginners. In this sense, they may struggle to speak English, which seems more complex than their native language (Wahyuningsih, 2020, pp. 967-977).

Disclosures that students often face are inadequate vocabulary, complex structures, inappropriate intonation and pronunciation, poor handling of spoken language, and lack of development of language programs (Gan, 2012, pp. 43-59). In addition, necessary other aspects to speak, such as cultural and social aspects.

### **2. Student's Overcome Strategies**

According to (Steiner, 1979, p. 5), strategy means key decisions to achieve a specific goal and mission. Additionally, this strategy supports students prepare for the future. They can use strategies to solve problems and the best strategies work well for students. Besides, life without strategy is nothing. It is recognized that fear of speaking just occurs under certain circumstances when speaking (Mak, 2011, p. 18). (Horwitz, 1986, p. 10), and (Effiong 2016, p. 25- 36), theorize that oral anxiety is anxiety connected with speaking performance. In this study, language anxiety refers to the language anxiety of freshmen at the Darul Hijrah Islamic Boarding School.

### **C. Research Questions**

As part of the study, several anxiety connected language problems were identified. The proposed research questions are:

1. What affecting factors of speaking anxiety on new students Darul Hijrah Islamic boarding schools?
2. What new students' strategies for overcoming speaking anxiety at Darul Hijrah Islamic boarding school?

### **D. Research Objectives**

The goal of this study was to reveal the fears of English-speaking freshmen at the Darul Hijrah Islamic Boarding School. Therefore, the goal of this study

1. To investigate Factors Affecting Fear of Speaking in Freshmen of Darul Hijrah Islamic Boarding School
2. To find what students' strategies for overcoming speaking anxiety at Darul Hijrah Islamic boarding school

### **E. Research Significance**

In this study, research has two meanings:

1. Theoretical contribution

The final results of this research should contribute to the knowledge of practice and learning processes, especially the causes and effects of speech anxiety and strategies to decrease speech anxiety in freshmen at Darul Hijrah Islamic Boarding School in English, Specifically providing additional information and knowledge. For students and readers for teachers in English.

2. Practical contributions, Practically this study should be contribute to:



a) For teacher

The researchers hope that the study will inspire new students at the Darul Hijrah Islamic Boarding School to interact in class.

(b) For researchers

The researchers hope to gain new insights from this study. The researchers hoped that it would support develop writing skills and that the researchers would do this study to complete their English teaching degree.