

CHAPTER I

INTRODUCTION

A. Background of Study

English has been long become to be an international language and some countries include English as a field of study in schools. In English learning, especially in EFL classrooms, there are many difficulties experienced by teachers and students during the learning process. Language learning generally has four skills including listening, reading, writing, and speaking. Based on Munther (2016, p.1) stated that foreign language teaching and learning, the ability to speak is the most essential skill since it is the basis for communication. Speaking is one of the productive skills, which is proof that a person is judged competent in mastering a language. Speaking is mostly used as one of the ways of communication among people in society. By talking, people can exchange information, feelings, or ideas with others.

According to Byrne, (1984) “speaking is a two-way process among speaker and listener”(p.8). It means that people in the speaking process are trying to communicate using their language to send a message. Without language, humans will find it difficult to communicate. Cause language as a communication instrument helps people express their feeling and ideas.

Allah stated in Al- Q.S Ar-Rahman: 3-4

خَلَقَ الْإِنْسَانَ ۖ عَلَّمَهُ الْبَيَانَ ۝

Based on pieces of the verses of the Qur'an above in Tafsir As-Saadi stated that Allah created humans in the best possible form. Allah had indeed created humans perfectly and had given humans the distinction of being different from animals, which Allah taught humans to speak eloquently to be able to explain what was in the human

heart. This includes speaking and writing instruction. Therefore, the ability to speak (explain) is the favor that Allah has given to humans, and must be grateful. It turns out that communication gets a lot of attention in Islam and directs it so that every Muslim uses Islamic ethics in communicating.

Pollard (2008, p.34) states that speaking is one of the most difficult aspects for students to master. Speaking is one of the central elements of communication in EFL (English as a Foreign Language) central. At the university level, especially in the English Education Department, the students demand to be able to speak up confidently in various activities. It was meant for the students could improve their speaking skills. Some activities is could be aimed to improve their speaking performances such as presentation, debate, discussion, games, and role-play

Speaking English especially for EFL learners in offline study is more challenging, cause learners have to know how to pronounce words correctly and grammatical items based on English language rules. The next problem is lack of vocabulary and students' speaking anxiety, it generally happens to someone who learns language or non-native speaker students. In the learning process, EFL students commonly feel nervous, not confident, and anxious when performing using the English language. Often, in a state of anxiety when speaking naturally the limbs respond with a variety of symptoms. In the field of psychology, these are called physiological reactions.

Leib ert and Morris (1967, p.78), stated that reactions of anxiety can be known as reflecting worry or emotionality. In this case, emotionality refers to physiological reactions, such as blushing or racing heart, and behavioral reactions, such as stammering and fidgeting. Based on experts classified three causes of anxiety

related to performance anxieties are (1) communication apprehension, (2) test anxiety, (3) fear of negative evaluation.

Speaking anxiety influences students' self-confidence in the classroom. Ridha Fadillah (2009), stated that "anxiety is a problem for many foreign language students"(p.2). The study of speaking anxiety is not a new field. It is one of the issues in acquiring a second or foreign language that attracts linguists, educators, and researchers to conduct research. Moreover, students at university levels although it has been learning English since elementary school, the anxiety of speaking can be experienced by students.

In this case, speaking anxiety is a common problem for students and most EFL students experience anxiety even a native speaker can also feel anxiety when performing English speaking in offline study. Based on several studies related to students' anxiety experienced by students, nervousness feeling is even worse is the attack of panic. This anxiety can happen to anyone when certain conditions and can occur before or while performance English speaking. This psychological problem or student's speech anxiety usually occurs due to the inability to produce the word structure, fear of failure, or inability to be the center of attention so that in speaking there is a disturbance in intonation, voice, pronunciation, and forget the material presented suddenly (blank out).

Students' anxiety in speaking skills is something that has a big impact on students' self-confidence because it makes them unable to speak with the teacher or another activity in speaking performance. Speaking anxiety is an important issue that cannot be ignored and it is necessary to provide solutions or methods to make sure the success of English education in the EFL classroom. The impact of this psychological disorder is very disruptive to the learning process and even hinders students to be able

to master English. The most obvious impact is that confidence will be lost, learning motivation will decrease. Therefore learning strategies and motivational support are important points in learning languages.

Based on the description above, the researcher is interested in researching students' anxiety in English speaking performance. The reason researcher are interested in this topic is that this study relates to the science of human psychology where many students, especially EFL students have a rate of anxiety more than another majors. Another reason the researcher chose this topic because speaking anxiety experienced by students in English Department there is still no practical solution for reducing students' anxiety.

The researcher chose the location of research in English Education Department of Antasari State Islamic University. The reason the researcher chose this location was that the participants were by the qualification of research objectives and research problems. Many students from the first semester even to the final semester experience speaking anxiety. The focus of this study is the researcher wants to investigate what dominant causes of anxiety faced by students in the seventh semester and how to students' strategy to overcome anxiety in English speaking performance. The researcher is interested in raising the issue with the title **STUDENTS' ANXIETY IN ENGLISH SPEAKING PERFORMANCE.**

B. Research Questions

1. What is type of anxiety causes faced by students in English speaking performance?
2. What are students' strategies to overcome their anxiety in English speaking performance?

C. Objective of the Study

Based on the research questions above, the objectives of this research are:

1. To find out the anxiety causes faced by students experience their English speaking performance.
2. To know students' strategies to overcome of anxiety in English speaking performance.

D. Significance of Study

The results of this research are expected to have benefits as follow

1. By knowing the description of the anxiety students in speaking, it is expected to be a reference for teachers can determine the precisely strategy to use in students learning.
2. This research is expected can be helping the students' confidence in public speaking performance.

E. The Definition of Key Term

To avoid misunderstanding toward title editorial intended, so it needs to be described an operational definition from some words of the title, they are:

1. Speaking Performance

In this study speaking performance that is intended by researcher is an offline activity in speaking learning that aims to develop students' speaking skills. In this case, EFL students in English Departments generally demand to be able to speak in English in various learning activities to familiarize and train students to speak fluently. Many activities in the learning process that is can improve students' speaking skills. In this case, it is an activity that students do in the learning process in the classroom such as presentation, debate, discussion, games, and role-play. These activities aim to develop the ability to speak as already applied in the learning process. In

learning, speaking performance becomes a benchmark for teachers to know the understanding of students in the application of materials related to speaking ability.

2. Anxiety

A human psychological condition arises because of one's inability to control and fear something that is and will happen. In this study, anxiety is meant to be the anxiety of students in performing English speaking in various English learning activities. This anxiety usually arises due to things such as difficulty producing word structure, fear of failure, and lack of confidence when it becomes the center of attention. When someone experiences anxiety this will have an impact on when students perform English speaking. Many signs of a person experiencing anxiety in performance English speaking such as blushing or racing heart, blanking out, stammering and fidgeting.