

CHAPTER I INTRODUCTION

A. Research Background

English has become an international language and has become a liaison between countries in the world. Furthermore, English is the most frequently used foreign language on the internet (80%) and in book publishing, with over 60 countries publishing English-language titles.¹ Many countries around the world have English-language books, magazines, and newspapers. In Indonesia, English is a subject that is learned from elementary school to high school and is a lesson that is included in the national exam.

English in Indonesia is a foreign language. So, there are not many students who use English for daily communication. This can affect the development of students' English skill especially for speaking skill. Speaking is one of four basic skills in learning a foreign language besides listening, reading, and writing. Speaking is a fundamental life skill that is required to develop communication. Therefore, it is crucial to develop your speaking abilities, notably your command of the English language, which is used for worldwide communication. One of the outcomes or final results of the language learning process is speaking. The ability to speak the target language is demanded of language learners. According to Munther speaking is the most important aspect of learning English, because it is needed when talking to other people also, one of the productive skills that demonstrates a student's proficiency in a language.² So, speaking is the most common way to communicate with others, and the ability to speak effectively is a basic requirement in English education that must be treated seriously. Some Indonesian researchers have found that the ability of students to communicate in English in terms of productivity of their speaking skills is still low because English is only a foreign language in Indonesia.

In learning English, there must be many learning methods, one of which is the speaking class method. As with the speaking

¹ Graddol David, *The Future of English?: A guide to forecasting the popularity of the English language in the 21st century* (British council: The English Company, 2006) p. 4-9. Cited in Septy Indrianty. Students' Anxiety in Speaking English (A Case Study in One Hotel and Tourism College in Bandung). (*ENLTIN: Journal of English Language Teaching in Indonesia*, vol.4 no. 1, 2016), p. 28.

² Munther Zyoud. Theoretical Perspective on How to Develop Speaking Skill Among University Students. (*Pune Research Scholar an International Multidisciplinary Journal* 2, no. 1), 1.

class that has been implemented in the Darul Adzkiya' boarding class at MAN 2 Kudus, with this learning method the teacher can hone students' English speaking skills again. However, in the speaking class at the Darul Adzkiya' boarding class of MAN 2 Kudus, it turns out that there are students who feel anxious when practicing speaking class and the teacher does not fully understand, the teacher also does not know what are the factors that cause these students to be anxious when practicing speaking class, and the students do not yet fully know how to overcome anxiety when practicing speaking class. For this reason, it is necessary to study the emergence of students' anxiety when doing speaking class learning in the Darul Adzkiya' Boarding School.

Actually, students' low achievement in English may come from themselves, which is called internal factors. Some of the internal factors that can affect their English speaking are self-esteem, willingness to communicate, motivation, anxiety, etc.³ One of the issues with learning foreign languages especially in "Speaking Skill" is anxiety. The ambition of many English language students is undoubtedly to be able to communicate with friends and even foreigners in a language that they both understand. But, speaking English is the main challenge English language learners encounter. Consequently, many reasons to take into consideration might be a lack of confidence in terms of anxiety about making errors. Furthermore, when they are expected to speak in a second foreign language before fluency is achieved it can be distressing. Lack of vocabulary, inappropriate grammar, and anxiety of making mistakes are some of the elements that can contribute to speaking failure and cause a high level of anxiety when it comes to speak.⁴

B. Research Focus and Scope

The focus of the research entitled "**Problems Cause Anxiety in Speaking Class: A Case Study of Darul Adzkiya' Boarding School at MAN 2 Kudus**" is to find out what kind of Anxiety are experienced in speaking English since speaking is one of the four English skills that must be mastered. Students often feel

³Fatmala Sari Oktaviani, Desmawati Radjab, Havid Ardi .An Analysis of Students English Language Anxiety at SMAN 7 Padang. (*Journal of english language teaching*, vol. 1 no. 3 juni 2013, Serie a), p. 52.

⁴Era Wahyu Ningsih. English Speaking Anxiety of the Fourth Semester Students of Foreign Language Academy of Balikpapan. (*SNITT Politeknik Negeri Balikpapan*, 2017), p. 278.

anxious when they are about to speak English. Moreover English is not our main language.

C. Research Questions

Based on the background of the research problem above, the formulation of the problems to be discussed in this research are :

1. What kind of Anxiety do the students of Darul Adzkiya' Boarding School at MAN 2 Kudus experience in speaking English?
2. What are the causes of Anxiety in Learning English experienced by Darul Adzkiya' Boarding School at MAN 2 Kudus students?
3. How did the students of Darul Adzkiya' Boarding School at MAN 2 Kudus overcome anxiety while Speaking English?

D. Research Objectives

This Objective of this research is to :

1. To find out what kind speaking anxiety are experienced by students of Darul Adzkiya' Boarding School.
2. To find out the causes of speaking anxiety experienced by students of Darul Adzkiya' Boarding School.
3. To find out how students of Darul Adzkiya' Boarding School overcome the anxiety of learning English that they experience.

E. Research Significances

1. Theoretical Significance

The aim of this research is to look at the components that most influence students' anxiety in learning English and also the sources of student anxiety in learning Darul Adzkiya' Boarding School at MAN 2 Kudus and this research is also expected to be useful as a reference for the future research about student anxiety when speaking English.

2. Practical Significance

a. For Students

The result of this research is expected the student to overcome their anxiety while speaking English so the students can be more confident when they will speak English without feeling anxious.

b. For Teacher

The result of this research is expected to provide benefits for the teacher to find out what are the causes of anxiety in learning English experienced by students and be able to overcome the problems.

F. Definition of Key Terms

In the following, the writer lists the meaning of the terms related to this research:

1. Speaking

Speaking is one of the four macro skills to be developed as a means of effective communication in both first and second-language learning contexts.⁵ Furthermore, it is the most important skill because it is used to communicate with other people.

2. Anxiety :

Anxiety was defined as “something felt,” an emotional state that included feelings of apprehension, tension, nervousness, and worry accompanied by physiological arousal.⁶

G. Organization of Thesis

The researcher arranges this research into five chapters. The followings are how it is organized :

CHAPTER I : INTRODUCTION

This chapter will contains the Research Background, Research Focus and Scope, Research Questions, Research Objectives, Research significance, Definition of Key Terms and the last is Organization of Thesis.

CHAPTER II : REVIEW OF RELATED LITERATURE

In this chapter, the theoretical basis related to the study will be described, the review of previous studies that are relevant to the study and the theoretical framework.

CHAPTER III : RESEARCH METHODOLOGY

This chapter will explain the method that the researcher use in this research. It contains the participant data that has been obtained by the researcherboth in the form of interviews and questionnaires, type of research, research subject, data sources, and data collection techniques.

CHAPTER IV : RESEARCH FINDING AND DISCUSSION

This chapter will contains the finding and discussion of the research, an overview of research objects, a description of the research, and data analysis from the research.

CHAPTER V : CONCLUSION AND RECOMMENDATIONS

This is the final chapter of this research. This chapter will briefly present conclusions obtained from the discussion and also

⁵Kamonpan Boonkit. *Enchancing the Development of Speaking Skills for Non-Native Speakers of English*. (Procedia-Social and Behavioral Sciences, (2), 2010), 1.

⁶Kierkegaard, Søren. *The Concept of Anxiety*. (Princeton University Press, 2013)

contain suggestions for interesting parts to the development of further research.

