CHAPTER I
INTRODUCTION

A. Research Background

Speaking is an important skill that must be mastered by students. because speaking is an ability that is mentioned in the curriculum for junior high school about the purpose of learning English. According to Brown, the aim of learning English is to enable students to participate in short conversations, ask and answer questions, find ways to express ideas, and gather information from others. Thus, every student is expected to be active in speaking English well and communicate with other students and teachers in class. The purpose of speaking is to enable students to express meaning in simple short language oral conversation both transactional and interpersonal to interact in a direct environment.[1] Not all students can express or speak well, they have several factors that make them speak badly, one of which is anxiety.

Anxiety is an intense, excessive, and persistent worry and fear regarding everyday situations.[2] Things like a racing heart, shortness of breath, sweating, and feeling tired can happen. There are three categories of anxiety according to Ellis, first is trait anxiety. It comes from the characteristics of the person. It is best viewed from the personality. It is difficult to change. Pappamihiel states that trait anxiety is the tendency of a person to be nervous or feel anxious irrespective of the situation he/she is exposed to. Indeed, such anxiety is a part of a person's character and hence is permanent and difficult, if not impossible, to get rid of. Second is state anxiety. The anxiety arises when a particular situation occurs. Horwitz states anxiety is referred to a situational anxiety. As the name implies, this type of anxiety arises in a particular situation and hence is not permanent. The third is specific-situation Anxiety happens when the specific type of situation or event such as public speaking, examinations, or class

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[1] Ahmad Mutawakkil, "An Analysis of Students' Speaking Anxiety Faced By Seventh Grade Students of Smp Plus Darus Sholah and Strategies To Overcome It English Education Program Faculty of Education and Teacher Training State Institute of Islamic Studies of Jember July 2021," no. July (2021).

[2] Wikipedia*," Foreign Language anxiety,"* https://en.wikipedia.org/w/index.php?tittle=foreign_language_anxiety&oldid=1100024745 accessed October 30th, 2022.

participation. Spilgeber said that Specific-situation Anxiety is defined as an individuals tendency to be anxious in certain times and situations.[3]

Anxiety can affect a students ability to learn. This shows that students who are less anxious will find it easier to learn English. Lack of vocabulary, improper grammar and fear of being wrong can increase incorrect speech and cause acute anxiety. Additionally, inequate practice opportunities can lead to lack of confidence, humiliation, and silence, whuch hinder communication. They will not be able to communicate effectively in English if they feel they have failed in learning English. It is reasonable to conclude that the ability to speak fluently is essential in the language students learn to ommunicate both inside and outside the classroom.[4]

In addition to the internal factors that contribute to students speaking anxiety, there are several studies also looked at students' external factors that could contribute to their speaking anxiety. Aguila and Harjanto state that three are differences between culture and student goals. Language can make students anxious in learning the language. Lightbown & Spada argue that the lack of exposure to English in their home country can hinder students communication skills. in the end, the EFL setting can affect their speaking ability if they do not have many opportunities to practice their oral communication skills. Hence, the lack speaking practice allows students to feel stressed and insecure when they have to speak English in the class.[5]

The emotions of students tend to be unstable In terms of learning English. One emotional state that makes this process difficult is anxiety. Personal ability to use English does not come by itself, but comes from the process of learning the language. Learning to acquire the ability to use English itself can be done formally or informally. Learning in class which is quite long

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[3] Septy Indrianty, "Students ' Anxiety in Speaking English (a Case Study in One Hotel and Tourism College in Bandung)," *Eltin* 4, no. I (2016): 28–39.

[4] Ravica Rayani, Ummi Rasyidah, and Evi Kasyulita, "Students ' Anxiety in English Learning (A Study At the Eight Grade of Smp N 1 Tambusai)," *Journal University of Pasir Pengaraian ABSTRAK* 12, no. 4 (2016): 1–11.

[5] Wulandari Santoso and David D. Perrodin, "Factors Contributing to Students' Speaking Anxiety: A Case Study at Students' Junior High School," *Anglophile Journal* 2, no. 1 (2022): 55, https://doi.org/10.51278/anglophile.v2i1.305.

makes them only have few opportunities to practice their speaking skills outside of class. Several researchers have found a negative relationship between anxiety and performance in language learning. For example, fear of appearing to speak in front of the class in English causes anxiety and fear of achieving achievement in language learning and makes students tend to be insecure, nervous, unable to think critically, have high emotional levels and then sink into their personal shortcomings, not concentrating on doing their job well.

Based on interview with English teacher Mrs. Sukarni, M.Pd., at MTs Asy'ariyyah Tlogowungu Pati, she said that one of the factors that trigger the students' difficulties in speaking English is anxiety. Anxiety is caused by the lack of students' speaking performance, some students' look like shyness, nervousness, and fearness when the teacher has to say something. Some of them smile when their friends are present in front of them, some of them don't motivate their friends to attend well. So that those who speak in front of them become anxious and their words are not right on target. Only a few of them are enthusiastic and tend to be female students who are more active in speaking in class. This is inversely proportional to male students who tend not to listen and are indifferent to speaking activities in class.[6]

Based of the preliminary research and problem above, the reason why the researchers conducted this research is because the researcher has not found a similar study about speaking anxiety at MTs Asy'ariyyah Tlogowungu Pati.[7] Therefore, the objective of the research was to find out what are the levels of students' speaking anxiety in English Class and to find out what are the dominant factors causing students' speaking anxiety in English Class. Therefore, this research was conducted with the title **"An Analysis of Students' Anxiety in Speaking English of the Eight Grade at MTs. Asy'ariyyah Tlogowungu Pati in Academic Year 2022/2023."**

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[6] Teacher, *Interview*, October, 29th 2022

[7] Atanasius Gabe Hardional Sinaga, Syahrial Syahrial, and Gita Mutiara Hati, "Students' Speaking Anxiety in English Class," *Jadila: Journal of Development and Innovation in Language and Literature Education* 1, no. 1 (2020): 44–56, https://doi.org/10.52690/jadila.v1i1.13.

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B. Research Focus and Scope

This research only focuses on Analysis of Students' Anxiety in Speaking English at Islamic Junior High School to find out the factors that influence students' anxiety when speaking English in class. This research is also aimed at knowing the strategies used by students to deal with their anxiety and teachers' strategies to reduce student anxiety. The researcher chose this research because there has not been much research on speaking anxiety among junior high school students. Even if this can be known earlier, the problem regarding students' anxiety in speaking English can be resolved. In addition, after the initial observation was held it showed that the students were less interested in speaking English. Therefore, researchers feel curious about the factors behind the anxiety of these students and how they can overcome them.

C. Research Questions

Based on the background and limitations described above, the problem formulations that can be associated with this research are as follows:

1. What kind of students' anxiety in speaking English of the eighth grade at MTs. Asy'ariyyah Tlogowungu Pati?
2. What are the factors influencing students' anxiety in speaking English of the eighth grade at MTs. Asy'ariyyah Tlogowungu Pati?
3. What are the strategies to overcome students' anxiety in speaking English of the eighth grade at MTs. Asy'ariyyah Tlogowungu Pati?

D. Research Objectives

This research aims to:

1. Determine the types of students' anxiety in speaking English of the eighth grade at MTs. Asy'ariyyah Tlogowungu Pati.
2. Find the factors influencing students' anxiety in speaking English which affect the level of self-confidence of the eighth grade at MTs. Asy'ariyyah Tlogowungu Pati.
3. Find the strategies to overcome students' anxiety in speaking English of the eighth grade at MTs. Asy'ariyyah Tlogowungu Pati.

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E. Research Significances

1. For Students

With this research it is hoped that it will provide many benefits for students so that students are able to know what anxiety is, the factors that can affect anxiety, then can try to find ways to overcome it so that they are more confident in speaking English, focused on participating in teaching and learning activities, and easier to understand and absorb the material delivered by the teacher.

2. For Teachers

For teachers to understand that the anxiety of speaking English in students is a serious thing that can affect students mentality and must be considered. This research can provide information about several factors of anxiety in speaking English and how to overcome them. Teachers are expected be able to contribute to students speaking anxiety by knowing strategies and giving motivation to students.

3. For Researcher

This research provides benefits for researchers in terms of experience and knowledge about the meaning, factors and strategies that influence students anxiety in speaking English and how to overcome it. In addition, this research is expected to be material for further researchers. And as a means to develop knowledge and insight to improve academic abilities.

4. For Policymakers

The research is expected to be useful and can be add the in theoritical studies at IAIN Kudus. It is expected to be able to make a positive contribution to the development of science, especially in learning English which is expected to achieve maximum learning outcomes in the world of education.

F. Definition and Key Terms

In order to clarify the key terms used in this research, some definitions will explain:

1. Speaking English

English speaking skill is a person's skill to convey his wishes and thoughts to anyone orally. Speaking skills can develop if practiced continously

and can be done by practicing yourself, in front of the class, classmates and the English teacher.

2. Speaking Anxiety

Speaking anxiety is a feling of being threatened, afraid, tension, or worry about sayying something in an effective way. Students who experience speaking anxiety tend to have feelings of intimidation that the students feel at the prospect of learning a foreign language. So foreign language is such problem talk that makes students anxious.

3. Anxiety

According to Scovel (1978), "anxiety is a very complicated experience that needs to be felt as a combination ofa feeling, emotional state and personality traits". In research studies, trait and state are two different types of variations of anxiety. In trait anxiety, personality trait conditions tend to be more stable. In this category, learner feel anxious in a variety of situations. While state anxiety is called a temporary condition with certain physical signs that are experienced ata certain time or point in time.[8]

G. Organization of Thesis

The writing systematics about the research is intended to get an overview and an outline from each part, so the research is going to be obtained systematically and scientifically. The following is an overview of the systematics of the research that researcher will compile:

1. The Front Pages

The very first part of the research, it consist of cover, approval pages, declaration, abstract, *abstrak* in Bahasa Indonesia, motto, dedication page, acknowledgments, preface, and table of contents.

2. The Body (Content Section)

Contens are including an outline consisting of five chapters, where is chapter is interrelated.

a. Chapter I (Introduction)

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[8] K. Rajitha and C. Alamelu, "A Study of Factors Affecting and Causing Speaking Anxiety," *Procedia Computer Science* 172, no. 2019 (2020): 1053–58, https://doi.org/10.1016/j.procs.2020.05.154.

The first chapter explains the Introduction of theory or Research Background, Research Focus and Scope, Research Questions, Research Objectives, Research Significances, Definition of Key Terms, and Organization of Thesis.

b. Chapter II (Review of Related Literature)

On this chapter researcher presents the theoritical framework which is more completely than introduction on the chapter one, previous research, conceptual framework, and hypothesis.

c. Chapter III (Research Methodology)

This chapter consist of how researcher collect the data for this research from the methods, collect some samples, research intruments, techniques, and how to analyze.

d. Chapter IV (Research Findings and Discussion)

This chapter discussess about the result of research that has been analyzed in accordance with legitimate methods related to research problems on the first chapter.

e. Chapter V (Conclusions and Recomendations)

This chapter discusses the conclusions from discussion of the chapters that have been describe previously, the limitations of the research and suggestion.

3. The Closing Pages

The last part are consist about the bibliography, appendices, and curriculum vitae.