CHAPTER I
INTRODUCTION

This chapter gives an outline of the research. it is divided into seven sections: research background, research focus and scope, research questions, research objectives, research significance, definition of key terms, and thesis organization.

A. Research Background

Speaking is considered the most commonly induced performance anxiety in college students. Speaking has always been considered one of the most important skills that English learners should acquire through conversation practice. Acquiring speaking skills is a priority for both language learners and foreign language learners. Some of the information you need will be known and easily available if you have the ability to speak English. Students studying English Foreign Language (EFL) typically have limited opportunities to speak English outside the classroom. The anxiety pertaining to the speaking of ESL/EFL consists of "self perceptions, beliefs, feelings and behaviours related to classroom language learning arising from the uniqueness of the language learning process". Anxiety is a psychological condition induced by an arousal of the autonomic nervous system, and this state is unmistakably indicated by nervousness, tension, worry, and/or fear of doing particular thing.[1] Foreign language learning process is a unique process, because learners are required to communicate using a language which they have not mastered perfectly. [2]

Approaches and techniques for coaching speaking have lengthy been a primary cognizance of language coaching studies and conferences. Secondly, a big variety of conversations and books of route books, audio and video of conversations in different English are continuously published. Although instructors offer different methods, textbooks,

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[1] Bashori, M., van Hout, R., Strik, H., & Cucchiarini, C. (2022). Web-based language learning and speaking anxiety. *Computer Assisted Language Learning*, *35*(5-6), 1058-1089.

[2] Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). Foreign language classroom anxiety. The Modern language journal, 70(2).

audios and videos have been applied, some students still have problems, especially when speaking English in classroom. Many English learners have difficulty expressing themselves in spoken language. They generally face the problem of using English to express ideas effectively. Later, they stopped talking because of psychological obstacles or not being able to find the appropriate vocabulary and expressions.

When anxiety is experienced by students majoring in English Language Education, the risk is higher because they are prospective teachers. In the profession of teachers, they are required confidence to show their skills in front of an audience: students. Anxiety can therefore pose a serious problem for groups of college students. Finds it very difficult to master speaking. In addition, there is still plenty of field data showing that students feel insecure when speaking English inside and outside the classroom.

Regardless of their preparedness for learning the language, students have anxiety. They worry about things like what other people will think of them when they speak English, how familiar the topic is that they are learning, how poorly they might perform, etc. There is one thing we can be certain of: anxiety will have an impact on pupils' performance, regardless of the reason or level of anxiety.[3] This is why it could be challenging for them to learn another language. If one can speak a language well enough to be understood by others, one is said to have succeeded in learning it. It implies that certain abilities, like speaking and listening, become more crucial than others.

Language anxiety becomes an important area on language teaching and learning. It has been a common issue in the EFL context and had a profound consequence in language teaching. Furthermore, a feeling of anxiety has been experienced by a number of foreign language learners in their English language classroom.[4]

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[3] Saito, Y., & Samimy, K. K. (1996). Foreign language anxiety and language performance: A study of learner anxiety in beginning, intermediate, and advanced-level college students of Japanese. *Foreign language annals*, *29*(2), 239-249.

[4] Fitriah, F., & Muna, H. (2019). Foreign language speaking anxiety: A case study at English department students of IAIN Lhokseumawe and Al Muslim

The research demonstrates that students who experience high levels of anxiety have low scores in their speaking performance, which is consistent with a prior study by Sutarsyah entitled "An Analysis of Student's Speaking Anxiety and its Effect on Speaking Performance"[5] which found that student anxiety contributes negatively to student speaking achievement. According to a researcher named Fitri, who worked on a study titled "The Correlation Between Anxiety and Student's Speaking Performance in the EFL Classroom" students should identify the source of their anxiety and recommend that other researchers look into it. This may suggest that few students are aware of the causes of the anxiety they experience, which prevents them from coming up with solutions.[6] Based on this data, the researcher hypothesizes that students may not be aware of the precise causes of their worry or how to deal with it, which prevents them from being able to cease the anxiety they are feeling.

According to a researcher named Fitri (20), who worked on a study titled "The Correlation Between Anxiety and Student's Speaking Performance in the EFL Classroom," students should identify the source of their anxiety and recommend that other researchers look into this further. This may suggest that few students are aware of the sources of the anxiety they experience, which prevents them from finding a solution. Based on this data, the researcher hypothesizes that students may not be aware of the specific reasons of their worry or how to cope with it, which prevents them from being able to cease the anxiety they are feeling.

Based on the above problems, the research on "What Makes Learners Anxious While Speaking English: Perceptions of Indonesian Islamic University Students" is

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University. *JURNAL ILMIAH DIDAKTIKA: Media Ilmiah Pendidikan dan Pengajaran*, *19*(2), 140-158.

[5] Sutarsyah, C. (2017). An analysis of student's speaking anxiety and its effect on speaking performance. *IJELTAL (Indonesian Journal of English Language Teaching and Applied Linguistics)*, *1*(2), 143-152.

[6] Fitri, K., Anasy, Z., Dewi, R. S., & Hamid, F. (2021). The correlation between anxiety and students' speaking performance in the EFL classroom. In *Emerging Trends in Technology for Education in an Uncertain World* (pp. 184-189). Routledge.

expected to be able to help the problem of anxiety in speaking English faced by especially students at the Islamic University of English Education in improving their speaking skills.

B. Research Focus and Scope

Based on a background, this research focus on speaking anxiety of Indonesian Islamic university students' perceptions. To prevent misunderstandings in interpreting the topic, the researcher restrict the scope of the research to the factors of what makes learners anxious while speaking English.

C. Research Question

From the background has been explained, it can be formulated as follows:

1. How are the Indonesian Islamic university students' perceptions of speaking English anxiety?
2. What are the factors that make Indonesian Islamic university students anxious while speaking English?

D. Research Objectives

The purpose of this paper is to examine the speaking anxiety of Islamic university students in Indonesia. Based on the research problem, the following are the research objectives:

1. To find out the Indonesian Islamic university students' perceptions of speaking English anxiety.
2. To identify the factors that make Indonesian Islamic university students anxious while speaking English.

E. Research Significances

The following are anticipated advantages of this study:

1. Theoretical Benefits

The results of this study will help us learn more about the causes of students' anxiety when speaking English. The outcomes can be used as a reference for people who want to study English activities.

2. **Practical Benefits**

    The researcher assumed that the outcome would be beneficial to lecturers, students, researchers, and readers after conducting the research.

    a. For the students

    As a result of this study, students, particularly Islamic university students from Indonesia, will be able to manage their English speaking anxiety, boost their self-assurance, and identify their personality.

    b. For the lectures

    On speaking anxiety, this study can be used as a reference and source of information. Lecturers can learn how to deal with students' anxiety while they study or speak English.

    c. For the researcher

    The writer's understanding of speaking anxiety may grow as a result of this study. It can serve as a reference for the subsequent researcher researching this topic.

    d. For the readers

    Hopefully, knowing about speaking anxiety and when they need some references from this research will be helpful to the reader.

F. **Definition of Key Terms**

    The following definitions are provided to ensure that readers understand and comprehend the various terms used in this study. Additionally, they are intended to avoid ambiguity or misinterpretation. These are their names:

1. Speaking Anxiety

    Psychologists typically classify anxiety as an unspecified condition that is only directly related to an object. Anxiety is a psychological concept. The unique process of learning a new language results in a specific group of self-conceptions, beliefs, feelings, and behaviors known as language anxieties. Language anxiety is the primary factor that can impede the learning process. Language anxiety is the fear that a person experiences when learning English. Anxiety is a subjective state of tension, apprehension, nervousness, and worry brought

on by an obscure fear that is in some way related to an object. It is associated with the intoxication of the autonomic nervous system.[7]

2. Perception

Perception is a cognitive process that enables us to interpret and understand our surroundings.[8] Perception on is essentially a cognitive process experienced by each person in understanding information about the environment. both sight, hearing, passion, feelings and Smell. Perception is A process by which individuals organize and interpret their sensory impressions in order to give meaning to their environment.[9]

3. Indonesian Islamic University Students

A student is defined as a person studying in college.[10] Students of Islamic universities which are based on Islam. Students are judged to have a level of intellectuality high intelligence, intelligence in thinking and deep planning act. Think critically and act quickly and appropriately is a trait that tends to be inherent in every student, which is a complementary principle.

G. Organization of Thesis

The thesis proposal is composed of three systematically compiled sections. The first part is the initial part, it is before the body of the essay that consists of cover, ratification proposal sheet, content table, figures list and table list. The second is the content section which consists of chapter I to V.

Chapter I (**Introduction**) comprises the research context, the focus and scope of the research, the research questions, the research objectives, the significance of the research, the definition of key terms, and the thesis organization.

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[7] Brown, D (2008). *Principles of Language Learning and Teaching*. New Jersey: Prentice Hall.

[8] Kinicki Angelo. Roberr Kreitner, 2003. Organizational Behavior Key Concepts, Skills & Best Practtces \1c. Grau Hill Boston

[9] Robbins, S. P. (2005). *administración*. Pearson educación.

[10] Kamus Bahasa Indonesia Online, kbbi.web.id

Chapter II	**(Review of Related Literature)** includes a theoretical description, a theoretical framework, and a review of prior research.
Chapter III	**(Research Methodology)** includes the research participants, the research setting, and the research method. The method of instrument and data collection, the validity of the research data, the method of data analysis, and ethical considerations for the research
Chapter IV	**(Research findings and discussion)** the primary goals of this study are discussed in this chapter: those are the discussions and findings of the research. It provides additional information regarding speaking anxiety.
Chapter V	**(Conclusions and recommendations)** the final section of this thesis is the third part; This section includes the author's attachments and a bibliography at the end of the research.