CHAPTER I
INTRODUCTION

A. Research Background

The four English language skills of reading, writing, listening, and speaking must be mastered in English learning and teaching. Those are called as "language skills". Language skills are separated into receptive skills and productive skill. Receptive skills are reading and listening. Receptive skills are the capacity to listen and comprehend a language. While productive skills deal with speaking and writing. Learning those efficiently are capable to produce something.[3] Those four skills must be effectively incorporated into English teaching for it to be successful. These skills should be addressed in a way that enables students to achieve the goals set by the teacher for them and gradually increase their communication proficiency. To make the learners to be good listeners, speakers, readers, and writers, listening and speaking skills with reading and writing skills should be integrated, so as they are able to communicate effectively.[4] Based on those skills, speaking is the one of the most crucial skills for communication in language learning. It also can be seen from verse in Quran surah Ar-Rahman: 1-4, which explain that by having communication, humans can express themselves as well as teach speaking.

$$اَلرَّحْمَنُ عَلَّمَ الْقُرْاَنَ خَلقَ الْإِنْسَانَ عَلَّمَهُ الْبَيَانَ$$

"It is God, the Gracious, who has taught the Quran. He has created man. He has taught him plain speech".[5]

Speaking enables the speakers to create the words and sounds necessary to communicate their thoughts, feelings, and information.[6] The way of communicating ideas and messages orally is called as

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[3] S. Sreena and M. Ilankumaran, "Developing Productive Skills through Receptive Skills – A Cognitive Approach," *International Journal of Engineering & Technology* 7, no. 4.36 (2018): 669, https://doi.org/10.14419/ijet.v7i4.36.24220.

[4] Lorena Manaj Sadiku, "The Importance of Four Skills Reading, Speaking, Writing, Listening in a Lesson Hour," *European Journal of Language and Literature* 1, no. 1 (2015): 29–31, https://doi.org/10.26417/ejls.v1i1.p29-31.

[5] *The Holy Qur'an* (United Kingdom: Islam International Publications Ltd, 2021).

[6] Sri Hainun Jusuf, Hasanuddin Fatsah, and Rahman Taufiqrianto Dako, "Students' Performance in Speaking English (A Case Study on Students' Poor Performance in Speaking English)," *Normalita Jurnal Pendidikan* 9, no. 2 (2021): 303–322.

speaking.[7] Speaking is defined as the capacity to communicate thoughts, feelings, and ideas orally.[8] Students' speaking skill is a skill that students can utilize to communicate in their daily activities. It can be determined students' proficiency in speaking by seeing their performance.[9]

Performance is an oral production by student that convey information to the listener. During speaking performance, students speak a language verbally to convey information to the listener.[10] Fluency is the first characteristic of speaking performance and becomes the main aim of teachers in teaching speaking skill.[11] In speaking, fluency is an ability to make utterance that the listener or the speaker himself can understand. A speaker is said to be fluent in speaking if the speech is appropriate or can be understood by the listeners and the speaker has the capacity or skill to speak an acceptable speed without any hesitation due to repetition action.[12] The next characteristic is accuracy. In Macmillan Dictionary, accuracy is defined as the ability to do something in an accurate way, the quality of being accurate.[13] Speaking accuracy measures how closely the language used adheres to the standards of the target language, which includes using the right pronunciation, vocabulary and grammar.[14]

Speaking is a fundamental outcome of language learning. Nevertheless, it is considered to be the most challenging ability to

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[7] Lai-Mei Leong and Seyedeh Masoumeh Ahmadi, "An Analysis of Factors Influencing Learners' English Speaking Skill," *International Journal of Research in English Education*, 2017, 34–41.

[8] Aida Yuliandasari and Wendi Kusriandi, "Students' Perception on English Club Extracurricular in Speaking Practices at Madrasah," *Academic Journal Perspective : Education, Language, and Literature* 3, no. 2 (2018): 305, https://doi.org/10.33603/perspective.v3i2.1670.

[9] Yuliandasari and Kusriandi.

[10] Aulia Rizka, "An Analysis of Students' Speaking Performance in Presentation at Proposal Seminar of English Education Department IAIN Bukittinggi," IAIN Bukittinggi, (2019), 2

[11] Leong and Ahmadi, "An Analysis of Factors Influencing Learners' English Speaking Skill."

[12] Haryanto, "The Assessment Procedures of Speaking Fluency Using Retelling Technique," *Jurnal Edulingua* 3, no. 2 (2016): 7–14, https://ejournal.unisnu.ac.id/JE/article/view/502.

[13] Macmillan Dictionary, https://www.macmilllandictionary.com/dictionary/british/accuracy accessed on February 3, 2023

[14] Zhiqin Wang, "Developing Accuracy and Fluency in Spoken English of Chinese EFL Learners," *English Language Teaching* 7, no. 2 (2014): 110–18, https://doi.org/10.5539/elt.v7n2p110.

master, particularly for EFL students. The first is that they are speechless. They may not be devoid of thoughts; rather, they may only be unaware of how effectively express those ideas that are on the tip of their tongue. Second and the most prevalent issue in the class is when students translate their native tongue into English, which frequently results in misunderstanding. Since they are fearful of making mistakes, they feel hesitant to try to talk.[15]

Afraid of making mistakes when speak English unwell is one of the causes of speaking anxiety. Speaking causes students' emotion to change into anxiety and nervousness in English learning process. Anxiety is a psychological condition that happen when a person has fear or worry about an ambiguous situation.[16] Anxiety in speaking English is students get anxious when they want to speak or answer questions or give a little speech.[17] Simple indications of anxiety include feeling nervous, shy, panic, stammer or tension. The response of bad process is getting panic or worry when students perform their skill.[18]

Numerous studies have been conducted related to determine English speaking anxiety. Similar to the research examining EFL college students' English speaking anxiety according to Rajitha and Alamelu, the findings showed that there are two factors, namely internal factors and external factors that cause the students' English speaking anxiety. The internal factors can be shown by stage fear, lack of confidence, and shyness factor. Performance anxiety or fright is the main cause of stage fear or fright. Anxiety occurs when a student is under pressure to make an impression on the audience but lacks self-confidence in their capabilities. Consequently, lack of confidence impacts in low performance level. Meanwhile, the external factors cause the students' speaking anxiety in English are language factor, grammar factor, pronunciation factor, as well as peer factor.[19]

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[15] Nurul Azizah Ria Kusrini and Eka Rizki Amalia, "The Influence of Integration of Four Skills to the Performance of Undergraduate Students on TOEFL Sample Test," *SCHOLASTICA: Jurnal Pendidikan Dan Kebudayaan* 3, no. 1 (2021): 61–74.

[16] Ardhea Rosana Putri, "A Study of Students' Anxiety in Speaking," *ELLITE: Journal of Education, Linguistics, Literature and Language Teaching*, 2020, 35–47.

[17] Putri.

[18] Putri.

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

A relevant research conducted by Toubut, Seng, and Azizah related to speaking anxiety among 300 EFL Libyan English undergraduate students showed that fear of negative evaluation as the one of factors causing speaking anxiety. Additionally, the students' lack of communicative practice and their fear of negative evaluation for their incapacity to communicate in English without preparation. More than half (74%) students experience anxiety and fear as a result of their worry about the consequences of making mistakes in English class and indicated that students feel anxious of speaking related to their fear of being evaluated by teachers of colleagues. Another factor causing their English speaking anxiety is low self-confidence. The results demonstrated that students' lack of self-confidence when speaking English in class causes them to feel anxious and experience speaking anxiety.[20]

Based on the previous studies above, it can be concluded that factors causing speaking anxiety are stage fear, lack of confidence, shyness, language factor, grammar factor, pronunciation factor, as well as peer factor, and fear of negative evaluation. However, the study conducted by Rajitha was less extensive in devising an explanation of the external factors that are responsible for students' speaking anxiety. Besides, there was no anxiety level determination of the students, so that from the study anxiety levels of the students were unknown. Therefore, further research is thus needed to elaborate on the matter. In addition, the study conducted by Toubut, Seng, and Azizah did not focus on students' speaking performance, which conducted by general English students. Hence, it is necessary to do further research that focuses on the speaking performance of the students, so that it can be obtained a more specific study of speaking anxiety based on students' speaking performance. In addition, it is also necessary to identify the strategies to overcome or reduce students' anxiety primarily in their speaking performance, so teacher/tutor knows what steps to be taken to solve the problem.

One of way that could be used to improve speaking skill of students besides in classroom is by providing extracurricular in school for students who are interested in English. It is hoped that by offering extracurricular, students will be able to develop their English skill especially in English speaking skill. The extracurricular

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[20] Abdalaziz M. Toubot, Goh Hock Seng, and Azizah Binti Atan Abdullah, "Examining Levels and Factors of Speaking Anxiety among EFL Libyan English Undergraduate Students," *International Journal of Applied Linguistics and English Literature* 7, no. 5 (2018): 47–56, https://doi.org/10.7575/aiac.ijalel.v.7n.5p.47.

activities could take many different form, including English club, debate club, and/or drama club. Extracurricular activities could help students develop a positive attitude about the things they pursue through the guidance and instruction of teachers. Students participate in extracurricular activities both within and outside school with the goal of helping them improve their potential, pursue their interest, and discover their talents.[21] In this research, English club at MAN 2 Kudus more focuses on students' speaking skill especially speaking performance.

MAN 2 Kudus has an English club for improving the students' ability in English and as a place for students to practice their speaking skill. The name of the English club in MAN 2 Kudus is Fun English Club (FEC). FEC is an extracurricular program offered by the school to encourage students to practice their English beyond the regular class and to enhance their enthusiasm to learn and practice English. This club also aids students in honing their skills, particularly speaking.

Based on the preliminary interview which did on 1 December 2022 to the English club advisor of MAN 2 Kudus related to the difficulties students faced at the English club especially in speaking, it indicated that the level of students' English speaking in English club of MAN 2 Kudus was various from low to medium. Some students were afraid when they were asked to speak in English especially in front of many other students. Consequently, it made some of the students anxious if asked to speak English.[22]

Based on the explanation above, it could be concluded that those previous researches only determine how speaking anxiety in general class to general English students. In contrast to previous researches above, this research attempted to analyze English speaking anxiety that focused on students' speaking performance towards Islamic English club students, which involved Islamic values in the learning and teaching process as well as in the students' speaking performance.

Taking the preceding statement into reference, this research is urgently needed to be done in investigating English speaking anxiety of the students in English club of MAN 2 Kudus and finding the factor that causes the students' anxiety in speaking English as well as

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[21] Okta Virawan, Endang Susilawati, and Luwandi Suhartono, "An Analysis on The English Club to Support Students' Speaking Performance," *Tanjungpura University*, 2021, 1–8.

[22] ENMK, advisor of English club in MAN 2 Kudus, Interviewed by researcher related to the difficulties students faced at FEC, December 1st 2022

the strategy to overcome their anxiety in speaking performance. In accordance with the previous stated explanation, the researcher attempted to analyze and interpret it under the title "An Analysis of English Speaking Anxiety Experienced by Islamic English Club Students in Speaking Performance".

B. Research Focus and Scope

Based on the background above, the researcher focused on analyzing English speaking anxiety related to the English club students in MAN 2 Kudus as well as identifying the factors caused of their speaking anxiety and finding the strategy to overcome their speaking anxiety. The scope of this research was to identify the speaking anxiety of students in their speaking performance. The focus of this identification of this research was students' speaking performance.

C. Research Problems

Based on the study background described above, the following research questions are develop:
1. What are the levels of students' speaking anxiety experienced by the Islamic English club students in MAN 2 Kudus in their speaking performance?
2. What are the factors of English students' speaking anxiety experienced by the Islamic English club students in MAN 2 Kudus in their speaking performance?
3. What are the strategies to overcome students' speaking anxiety experienced by the Islamic English club students in MAN 2 Kudus in their speaking performance?

D. Research Objectives

This research aimed to analyze English students' speaking anxiety. The following are the research objectives based on the research questions.
1. To determine the level of students' speaking anxiety experienced by the Islamic English club students in MAN 2 Kudus related to their speaking performance.
2. To identify the factors caused students' speaking anxiety experienced by the Islamic English club students in MAN 2 Kudus related to their speaking performance.
3. To find out the strategies to overcome students' speaking anxiety experienced by the Islamic English club students in MAN 2 Kudus related to their speaking performance.

E. Research Significances

The following benefits of this study are predicted to include:

1. Theoretical significance

   This research contributed for developing speaking skill, especially of the speaking anxiety of the students when they tried to speak English. The results could be used as a resource for people who want to do research about English activities.

2. Practical significance

   After conducting the research, the researcher assumed that the findings would be beneficial to readers, researchers, teachers, and students.

   a. For the students

      Following this research, students would be better able to manage their speaking anxiety, as well as their confidence and their personality.

   b. For the teacher

      This research could be used as a resource for speaking anxiety information. Teachers could learn for managing students' anxiety while they study English, especially in speaking skill.

   c. For the researcher

      This research could develop the researcher's understanding of speaking anxiety. It could serve as a resource for the following researcher who is interested in this topic.

   d. For the reader

      Hopefully this research would be useful for the reader if they need a reference from this research.

F. Definition of Key Terms

The definition of key terms mentioned below are supplied to ensure that readers have the same understanding or perspective on the various terminology used in this research. They are also designed to avoid misunderstanding or ambiguity. These are what they are:

1. Speaking anxiety

   Speaking is defines as the ability to convey or express verbally, coherently, fluently, and appropriately in a given relevant context.[23] Anxiety is concern and fear, especially about

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[23] Shiamaa Abd EL Fattah Torky, "The Effectiveness of a Task-Based Instruction Program in Developing the English Language Speaking Skills of Secondary

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what might happen.[24] Anxiety is defined as mental discomfort or disquiet brought on by a fear of danger or catastrophe.[25] Based on the definition above, it can be said that speaking anxiety is a feeling of discomfort, fear, or anxious when communicating or expressing something orally.

2. English club

A club can be defined as a group of people who get together regularly to engage in a particular activity. It signifies that a club is a place where students can come together to engage in a particular activity, for example English club. In Indonesia, English club is one of organization or extracurricular activities offered by schools or colleges.[26] The benefit of creating an English club is that it gives students the chance to learn English while having fun and serves as a venue for English proficiency development.[27] English club's main goals are communicating and practicing English.[28] Based on the explanation above, it can be concluded that English club is a place for students to express interest, talents, and knowledge in the English field as well as for practice and improve the English students' ability.

3. Speaking performance

Speaking performance is defined as the way to specifically show one thing that students desire to display. Speaking performance might take the shape of a dialogue conversation, presentation, debate, speech, or other that someone is necessary to grant information.[29] Based on the statement

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Stage Students," Ain Shams Unversity Women's College Curricula and Methods of Teaching Department, 2006, 34

[24] Oxford Learner's Pocket Dictionary, Fourth Edition, (New York: Oxford University Press, 2008), 16

[25] Ziash Suleimenova, "Speaking Anxiety in a Foreign Language Classroom in Kazakhstan," *Procedia - Social and Behavioral Sciences* 93 (2013): 1861, https://doi.org/10.1016/j.sbspro.2013.10.131.

[26] Ngadimun et al., "Empowerment of 'English Club' to Influence Students Achievement in Speaking," *International Journal of Innovation, Creativity and Change* 5, no. 5 (2019): 204–16.

[27] Zulhermindra, "Promoting English Club As an Extracurricular Activity for Young Learners: Suggested Procedure," in *3rd International Comference on Education 2018 Teachers in the Digital Age* (IAIN Batusangkar, 2018), 389–400.

[28] Kathleen F Malu and Bryce Smedley, "Community-Based English Clubs: English Practice and Social Change Outside the Classroom," *English Teaching Forum* 54, no. 3 (2016): 10–23, https://files.eric.ed.gov/fulltext/EJ1114170.pdf.

[29] Hilman Amzari, "An Analysis of Students' Speaking Performance Probelms in Presentation of the Third Semester at English Language Education of FAKULTAS Keguruan Dan Ilmu Pendidikan Universitas Islam Riau" (Universitas Islam Riau, 2022).

above, it can be concluded that speaking performance is the students' ability to show their speaking abilities in front of people.

G. Organization of Thesis

There would be five chapters in this research. The following could be used to explain each of them:

Chapter I is the introduction. This chapter consists of research background, research focus and scope, research questions, research objectives, research significant, definition of key terms, and organization of thesis.

Chapter II discuses review of related literature. This chapter consists of theoretical description, theoretical framework, and review of previous study.

Chapter III is research methodology. This chapter consists of research method, research setting, research participants, instrument and data collection technique, research data validity, data analysis technique, and research ethical considerations.

Chapter IV discusses the main purposes to conduct this research; those are research results and discussion. It offers more details on speaking anxiety.

Chapter V consists of the conclusion and recommendation.

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