CHAPTER I
INTRODUCTION

The chapter provides an overview of the research. It is divided into seven sections, research background, research focus and scope, research questions, research objectives, research significance, definitions of key terms, and thesis organizations.

A. Research Background

In learning English as a foreign language there are four language skills that must be learned. This includes speaking, reading, listening, and writing. Speaking is one of the most important aspects and a benchmark for success in a foreign language. This can be said because speaking is the most influential language skill. Speaking skills will be very helpful as a communication tool in everyday life, especially inside and outside the classroom.[1] Through speaking skills, students can show how to pronounce words, express their feelings and opinions, and be able to communicate with other people using English.

However, despite the fact that speaking skills have become the most important skill in learning English, it is common for us to still encounter many problems and obstacles that students have to face in learning English. Based on previous studies,[2] students face problems when speak English, such as many students have difficulty pronouncing vocabulary, do not have a lot of vocabulary, worries about the grammatical, being unable to talk spontaneously, not confident in speaking English, afraid of making mistakes when speaking English, and also feel nervous to speak in front of their friends. These problems usually cause fear and anxiety when the students want to speak English.

It has been proven by previous researcher,[3] there are three internal factors that influence the success of students learning

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[1] Aseptiana Parmawati, "Using Analytic Teams Technique to Improve Students' Speaking Skill," *Edulitics (Education, Literature, and Linguistics) Journal*, 3(2), (2018): 21, https://doi.org/10.52166/edulitics.v3i2.1257

[2] Novia Larasati Bayu Putri, Adi, "Analisis Kecemasan Berbicara pada Siswa dan Dampaknya Pada Penampilan Berbicara (Studi kasus pada siswa kelas 7 SMPN 4 Ponorogo)," *Prosiding Seminar Nasional Sastra, Lingua, dan Pembelajarannya (Salinga).* Vol. 2. No. 1. (2022): 258, https://doi.org/10.33503/salinga.v2i1.2217

[3] Thi Trang Loan Tran, "An Investigation into the Causes of Students' Anxiety in Learning English Speaking Skills," *International Journal of TESOL & Education* 2.3 (2022): 183, http://doi.org/10.54855/ijte.222312

English. These factors are the lack of motivation of students in learning English, the behavior and habits of students carried out in class, and the last is the anxiety factor that students have when learning English. In that three factors, anxiety is the highest factor among the three internal factors that have a high influence on students' English learning process.

Anxiety has a negative impact on students' motivation and attitudes in learning English, especially in learning to speak English. Increased anxiety in learning English also has a negative effect on their level of motivation and attitude in learning English.[4] Futhermore it can be said that if students have anxiety in learning English then students will also have low motivation in learning English, as well as their nature and behavior when learning English will be adversely affected. Anxiety itself is defined as an excessive fear of a person's future events that are always bad before the event occurs.

Most foreign language learners reported anxiety that students feel when speaking English has a major impact on their English language skills being impaired and being the strongest barrier factor in foreign language communication.[5] One of them is found in the eighth grade of Islamic Junior High School in Jepara, the researcher found signs of anxiety among the students there.[6]

Another problem is that there are some students who do not get English subjects when the students are in elementary school according to the 2013 curriculum system. The 2013 education curriculum in Indonesia does not require English as a compulsory subject but only serves as local content in elementary schools. Muhammad Nuh at the House of Representatives Building confirms the statement that there are no English subjects required in elementary schools,[7] which causes anxiety in students to increase,

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[4] Yvonne Jain, and Gurnam Kaur Sidhu, "Relationship between Anxiety, Attitude and Motivation of Tertiary Students in Learning English as a Second Language," *Procedia-Social and Behavioral Sciences* 90 (2013): 120, https://doi.org/10.1016/j.sbspro.2013.07.072

[5] Bilá M, "Perception and Production of a Second Language and the Concept of a Foreign Accent," *Journal of Interdisciplinary Philology,* 4, (2013): 85.

[6] Reseacher's observation at an Islamic Junior High School in Jepara, in February 26th 2023 at 09.15 a.m.

[7] Fiki Nurdiana, "Hilangnya Mata Pelajaran Bahasa Inggris di dalam Pendidikan Sekolah Dasar (SD)," 21 of April, 2021 Mahasiswi Fakultas

when entering to Junior High School and getting English lessons for the first time. In fact, it is important to have English skills as a compulsory subject learning in elementary school to accelerate the students interest in learning English and to provide the knowledge in interpreting English vocabulary especially in the basic skill to pronounce the simple vocabularies.

From these facts, we know that all skills in English are very important and speaking skills can be a benchmark of success in learning English. By looking at the problems in Indonesian schools where many students feel anxious when the students want to speak English.[8] The purpose of this study is aims to know the causes of students' speaking anxiety in order to find out the factors that made the students' speaking anxiety in practicing English lesson and what the strategies for overcoming their speaking anxiety in learning English in the eighth grade of Islamic Junior High School in Jepara.

Based on the reasons above, the researcher analyzed the thesis entitled **"STUDENTS' ANXIETY IN SPEAKING ENGLISH AT AN ISLAMIC JUNIOR HIGH SCHOOL IN JEPARA"**

B. Research Focus and Scope

This study focuses on Islamic Junior High School students in Jepara. The researcher limit the scope of the research to the degree of students' speaking English anxiety during English learning to prevent misunderstandings in interpreting the topic. As a result it is critical to portray fear in their English activities.

C. Research Questions

Based on the study background of the study, the following reseach questions was develops :
1. What are the factor that causing students' anxiety in speaking English?
2. What are the students strategy to reduce their anxiety in speaking English?

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https://www.kompasiana.com/fkdianaaa/607686218ede486ffd74f1c2/hilangnya-mata-pelajaran-bahasa-inggris-didalam-pendidikan-sekolah-dasar-sd
    24 November 2022.
    [8] Genadea Putri Setyana, Langgeng Budianto, and Alam Aji Putera, "Investigating Students' Speaking Anxiety Factor in Bilingual Program at Junior High School Students," English Edu: *Journal of English Teaching and Learning* 1.1 (2022): 2.

D. Research Objectives

This paper aims at analyzing students' speaking anxiety. The following are the research objectives based on the research problem:

1. To identify the factor that causing students' anxiety in speaking English
2. To know the students strategy to reduce their anxiety in speaking English

E. Research Significances

The benefits of this study are predicted to include :

1. Theoretical Benefits

   The researcher hope that this research can give more and new information that can contribut for the science dealing with the same study topic before and can be useful for the next researcher that related with the topic in the future

2. Practical Benefits

   After doing the research, the researcher hope that the result will be beneficial to the students, teachers, and the readers.

   a. For the students

   After the study, the researcher hope that the students will obligate and organize their anxiety when speaking English, and in order to more confident when speaking English and can knowing their own self to identify and to handle their anxiety when speaking English

   b. For the teachers

   After the study, the researcher hope that this reseach can be used for the teacher to know more information about the anxiety in speaking English, especially for the students which is do not have the basic English in their elementary school. In order to get the reference and know how to handle the anxiety problem.

F. Definitions of Key Terms

To make the readers easier to understand the varied terms used in the study, the definitions are bellow :

1. Anxiety

Anxiety is a feeling of discomfort that everyone must have experienced. Anxiety has a negative influence on people who experience it. When someone is experiencing anxiety, then that person will not have a good focus on something that is being

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done. Anxiety is an excessive fear of a person's future events that are always bad before the event occurs.[9]

2. **Speaking as a Foreign Language**

Speaking is one of the language skills in English. It is one of the important aspects in learning English. Speaking skills are a person's skills to communicate and convey opinion to anyone by word of mouth. Speaking is a process of interaction between one another which consists of: obtaining, processing, and accepting information.[10]

G. **Organization of Thesis**

1. **Chapter 1 Introduction**

This chapter countain the introduction of the background problem research topic, research focus, problem formulation, research purposes, reseach significance, and thesis writing organization

2. **Chapter II Review of Related Literature**

This chapter countain the theorical basis description, the teoritical framework and the research of the study before, that use the same topic with this research.

3. **Chapter III Research Methods**

This chapter countain the research setting and the subject of the data researches, research data instruments and data collection techniques, research data valitations and research data analysis.

4. **Chapter IV Finding and Discussion**

This chapter countain the published result of the research which includes a description of the research findings and discussion of research results.

5. **Chapter V Conclusion and Suggestion**

This chapter countain conclusions from research results, recommandations, then ends with closing.

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[9] Nur Lina Amalia Huda, "Speaking Anxiety in the Presentation of EFL Students," *(Unpublished Bachelor Thesis. Universitas Islam Walisongo, (*2018): 19.

[10] Parupalli Rao Srinivas, "The Importance of Speaking Skills in English Classrooms," *Alford Council of International English & Literature Journal (ACIELJ)* 2, no. 2 (2019): 8.