

# CHAPTER I INTRODUCTION

## A. Research background

Throughout human life, we are almost never separated from communication. In communicating human need a means to express ideas, thoughts, intentions, desires and so on. The main means to fulfill the needs of communication is language.<sup>1</sup> Language is a communication means that can help human to express feelings or ideas to other people through language, either orally, writing, or gestures. Language can help us to convey our intentions or goals to other people in communicating and interacting in everyday life, without language we will have difficulty communicating with other people. Language has an importance role in human life including communication means, means to express themselves, means to unite the nation, means of social integration and adaptation in the environment, and others. Therefore, language is not only to communication but also to convey messages that can express and interpret something.<sup>2</sup>

The existence of language begins from the beginning of human existence. The history of language continues during the existence of human on the earth, when the prophet Adam is revealed revelation to God, this has been explained in the Qur'an, how the origin of language begins. The planation about languae in the Al-Qur'an (Q.S Al-Baqarah :31).

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ أَنْبِئُونِي بِأَسْمَاءِ هَؤُلَاءِ إِنْ كُنْتُمْ صَادِقِينَ

The meaning of verse: "And He taught Adam the names - all of them. Then He showed them to the angels and said, "Inform Me of the names of these, if you are truthful" (Q.S Al-Baqarah : 31)

This verse explains that Allah is teaching the names (of object) to the prophet Adam, the names can be described as part of language symbols. There is no explanation of how the teaching-learning process happened between Allah and Prophet Adam a.s, but

<sup>1</sup> "understanding Language." Eprints UNY UMS. December 27, 2022. at 01.45 pm. [http://eprints.ums.ac.id/17355/2/BAB\\_I.pdf](http://eprints.ums.ac.id/17355/2/BAB_I.pdf).

<sup>2</sup> Supriyani and Fitriani Dwi Kartikasari, "Students' Anxiety Factors in Speaking English," *Journal of English Language and Literature (JELL)* 7, no. 1 (February 28, 2022): hlm 1-2, accessed July 26, 2023, <https://journal.stibaiec-jakarta.ac.id/ojs/index.php/jell/article/view/137>.

it is clear that first human being, Prophet Adam, learned language through the teaching -learning process. As for the language devices that have been created by God and installed in human body, including: mind, hearing, vision, mouth, throat and others.<sup>3</sup>

Discussing about language, each country has its own language because of the cultural differences between them that make them different in language and communication. Whereas for countries around the world, English has been chosen as the international language. English is a foreign language that plays an important role in the development of education in Indonesia, English is also a means of communication for cooperation between other countries, so that it creates good communication between other countries and can also increase cooperation between countries. Thus the Indonesia government has established English as one of the school subject in Indonesia. It is hoped that students in Indonesia are able to master English through education.<sup>4</sup>

To learn English in Indonesia, students must master four skills, including listening, speaking, reading, and writing. One of the important skills to develop in learning English is speaking. According to Brown and Burns in Leong and Ahmad, speaking is an interactive process of interpreting the meaning spoken by the speaker which includes producing, receiving and processing information. So speaking is a means of using language to communicate with each other. By speaking, people can convey information and other people can know what the speaker is talking about. This activity can be done by the teacher to make students can improve their speaking skills. Therefore, teachers can ask students to practice speaking English in daily life, especially in class during the learning process, so that it can help students to habituate speaking English and improve their English speaking skills. Basically, it can be concluded that getting used to speaking English will make an important contribution to improving students' English speaking skills.<sup>5</sup>

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<sup>3</sup> Muhammad Thariq Aziz, "Asal Usul Bahasa Dalam Perspektif Al-Quran dan Sains Modern," *Utile Jurnal kependidikan* (n.d.): hlm 128, accessed July 25, 2023, <https://eprints.ummi.ac.id/98/3/3.%20Asal%20Usul%20Bahasa%20Dalam%20Perspektif%20al-Qur%E2%80%99an%20.pdf>.

<sup>4</sup> Putri Indriyanti, "An analysis of Students' Speaking Anxiety in Speaking English at Tenth Grade Student of MAS Radhatul Akmal" (The State Islamic University North Sumatra Medan, 2021).

<sup>5</sup> Lai-Mei Leong et al., "An Analysis of Factors Influencing Learners' English Speaking Skill," *International Journal of Research in English Education* 2, no. 1 (March 1, 2017): hlm 34, accessed August 1, 2023, <http://ijreeonline.com/article-1-38-en.html>.

Classroom activities should be effectively designed to improve speaking skills because the goal of language learning is to be able to speak English well in formal and informal activities. However in learning, students have one problem related to emotions in learning English. If these emotions tend to become anxiety and stress, it can interfere students' academic concentration. Emotions play an important role in learning and affect students' ability to process information or correctly understand what students encounter accurately. According to Brown cited by Supriyani, emotions affect learning in the most fundamental way because emotions are the basis of learner strategies and techniques. In other words, emotional states can help or hinder learning. For example, students learn best when they feel safe, happy and excited about the subject matter. Emotions have the ability to channel positive energy into students' thinking and also have the ability to disrupt students' learning efforts. Negative emotions such as anger, anxiety, and sadness can disrupt students' learning efforts.<sup>6</sup>

When it comes to English language learners, the most common problem students face is anxiety. According to Badran cited by Ardea Rosana Putri, anxiety is a strong emotion of fear that suggests that something bad will happen.<sup>7</sup> In general, anxiety comes from the human body as a response to certain situations. In general, anxiety can be described as a feeling of fear, threat, stress or anxiety that students experience when learning English.<sup>8</sup> According to Liu cited by Uli, there are several causes of anxiety such as poor English, not understanding the task, lack of confidence, fear of making mistakes and confusing topics. If students are nervous, it will be difficult to follow the lesson. Thus, students may learn more or less and not be able to show what they have learnt. Even worse, they may experience more failures, which can increase students' anxiety.<sup>9</sup>

The problems felt by students can be overcome with several strategies. To reduce or overcome anxiety in different ways.

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<sup>6</sup> Supriyani and Fitriani Dwi Kartikasari, "Students' Anxiety Factors in Speaking English," *Journal of English Language and Literature (JELL)* 7, no. 1 (February 28, 2022): hlm 3, accessed July 26, 2023, <https://journal.stibaiec-jakarta.ac.id/ojs/index.php/jell/article/view/137>.

<sup>7</sup> Ardhea Rosana Putri, "A Study of Students' Anxiety in Speaking," *Journal of Education* (n.d.): hlm 36.

<sup>8</sup> Roli Asparanita, Kholid Musyadad, and Netti Zumelli, "Students' Anxiety in Speaking English at the Eleventh Grade of Senior High School 1 MUARO JAMBI" (UIN Sulthan Thaha Saifuddin Jambi, 2020).

<sup>9</sup> Uli Modesta Siagian, "An Analysis of Students' Anxiety in Speaking," no. 1 (2017): hlm 5.

According to Kondo and Ying-Ling, cited by Ardhea. Stating that strategies to overcome anxiety in learning English are preparation, relaxation, positive thinking, and resignation. These strategies can be done by students so that anxiety to learn to speak English is reduced and can take part in learning comfortably and pleasantly.<sup>10</sup>

During the teaching practice process on 1 august until 30 august 2022 in MTs NU K Bae Kudus, the researcher saw signs of anxiety in students. Many students became restless, avoidant and participated less in class. They were anxious and shy when they practiced learning English together, because fearing of making mistakes when they were called on in front of the class. They thought that if they made a mistake, the teacher would be angry at them and their friends would laugh at them. Therefore, they prefer to be quiet and sit passively. While some students also thought that English is a difficult subject. Such beliefs can affect their confidence and make them nervous when learning to speak English in class. Finally when they were asked to practice, they started to be nervous and get afraid in front of the class. In addition, some students can not speak or just keep quiet, even not dare to speak English to practice speaking English.<sup>11</sup>

As anxiety can greatly affect English learning and it is crucial to explore students' anxiety, so this study aims to find out the anxiety factors that students feel and strategies to overcome them. Therefore, in this study, the researcher takes the title "*An analysis of students' anxiety in speaking english at eigh grade students of MTs NU K*".

## B. Research Focus and Scope

To achieve specific research objectives, this study limits the research. This research limitation aims to avoid misunderstanding in the interpretation of the subject. This study focuses on the topic of anxiety factors of students speaking English in the eighth grade of MTs NU K and the strategies to overcome them.

## C. Research Problems

The researcher decided to focus on relevant question to answer the research objectives of this study formulated as follows:

1. What is the level of anxiety experienced by MTs NU K students?.

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<sup>10</sup> Ardea Putri, "A Study of Students's Anxiety in Speaking," *ELLITE Journal of Education, Linguistics, Literature and Language Teaching* e-ISSN: (2020): 35–47.

<sup>11</sup> Preliminary research in MTs NU K Kudus, at 1 august until 31 august 2022

2. What factors cause students' anxiety in speaking English speaking anxiety in the eighth grade of Mts NU K?.
3. What are the strategies to reduce the anxiety of students speaking English in the grade of Mts NU K?.

#### **D. Research Objectives**

This research study has the following research objectives:

1. To find out the anxiety experienced by students when speaking English.
2. To find out the factors of students' anxiety in speaking English.
3. To analyze students' strategies to minimize their anxiety when speaking English.

#### **E. Research Significances**

The result of this research study expected to be useful for English language learning and teaching in the future, specifically for students, prospective teachers, and future researchers.

##### **1. A Teacher**

This study provides a reference as a means of assessing students' speaking skills and identifying factors that may cause anxiety. Teachers can use strategies to minimize anxiety when speaking English in front of the class.

##### **2. Students**

This study helps the learners to recognize the factors of anxiety in English speaking, especially in learning process and to improve their speaking skills.

##### **3. To Future Researchers**

This research study can be a reference for research who would want to conduct research with the same title and can be further developed in their research.

#### **F. Definition of Key Term**

This research study has 2 keywords as follows:

##### **1. Speaking English**

Speaking is the ability to pronounce articulated sounds or words to express, declare and convey thoughts, ideas and feelings.<sup>12</sup> Simply speaking can be defined as the skill of conveying messages through spoken language to other people. The ability to speak is important in human life in general. Good speaking skills can support all activities of daily life.

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<sup>12</sup> Nida Mufidah, "Strategi Belajar Berbicara Bahasa Inggris" (2017): 1–131.



## 2. Anxiety

According to Waters cited by Erdiana, anxiety is worry and fear of something happening<sup>13</sup>. So, it can be concluded that anxiety in speaking can be explained that the fear felt by students to express something orally which causes not to focus on the learning process in speaking English.

## G. Organization of Thesis

The systematic writing is as follow:

### 1. Beginning

This part of the research includes the cover, acceptance page, statement, abstract, motto, dedication page, acknowledgments, table of contents, and list of abbreviations.

### 2. Body

This study consists of 5 chapters as follows:

#### Chapter I: Introduction

This chapter includes the background of the study, focus and scope of the study, research question, purpose of the study, meaning of the study, definition of key concepts and organization of the work.

#### Chapter II: Review of Relevant literature

This chapter consists of a description of the theory, theoretical framework and review of previous research.

#### Chapter II: Research Methods

This chapter includes research methods, research population, research setting, research participants, data collection instruments, and techniques, research data, and learning data analysis.

#### Chapter IV: Research Results and Discussion

This chapter contains research results and discussion.

#### Chapter V: Conclusion

This chapter briefly explains the conclusions drawn from the previously described chapters and possible suggestion.

### 3. Last section

This section contains a bibliography and appendices that are a source for researchers in the dissertation.

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<sup>13</sup>Nira Erdiana et al., "A Study of Anxiety Experienced by Efl Students in Speaking Performance," *Studies in English Language and Education* 7, no. 2 (2020): 335.