

CHAPTER I INTRODUCTION

A. Background of Study

Speaking is one of the key aspects of learning a second or foreign language. Language learning success is measured in terms of the ability to carry out conversations in the target language. It can be said that the ability to speak fluently is very important in language learning for students to communicate both inside and outside the classroom. Students are expected to practice ^{speaking English} in their daily life, especially in the classroom.¹

Teaching English at Senior High School encompasses four language skills: listening, speaking, reading, and writing, as well as language aspects. The importance of speaking in the study of English cannot be overstated. It become one of the most crucial skills for English language learners to improve student language ability.² It is a crucial skill for students to develop in the language acquisition process because is one of the communication instruments. That is the ability to comprehend information and language is what makes speaking a foreign language so difficult.

Students in high school must dare to express thoughts or ask questions if they didn't understand English because competent English speakers must have good grammar and vocabulary. However, this will be in vain because they are not interested in speaking in English.³ This means that students may experience significant levels of nervousness when speaking English in front of a large group of people or even just their friends. One of the reasons why students are frightened to speak English is that if they do not prepare adequately, they are terrified of making a mistake, which would cause other students to laugh and humiliate them, increasing their nervousness.

One of the emotional variables in language learning is anxiety. This is related to a psychological phenomena in which the impact of

¹ Megawati Basri, 'Faktor Kecemasan Siswa Dalam Berbicara Bahasa Inggris Pada Mahasiswa Universitas Ahmad Dahlan Yogyakarta', *Jurnal Mitra Pendidikan*, 3.11 (2019), 1285-97. P.1420

² Zhiping Diao and Paramasivam Shamala, 'Anxiety Of Speaking English In Class Among International Students In A Malaysian University', *International Journal of Education and Research*, 1.11 (2013), 1-16.

³ Ravica Rayani, Umami Rasyidah, and Evi Kasyulita, 'Students ' Anxiety in English Learning (A Study At the Eight Grade of Smp N 1 Tambusai)', *Article*, 2016, 1-11.

the event has a positive impact on the human body's response.⁴ Anxiety is a fearful, anxious, or hesitant state of mind. Many students have fear when providing opinions, answering questions, and speaking in English during the teaching and learning process. This can be seen from students when asked to speak in front of their friends, they are not able to reproduce the true meaning, sound, or intonation in the target language even after practicing continuously and regularly. But when they were at the front, everything seemed lost. They forgot the words they had prepared beforehand. The cause of all this is none other than the feelings of anxiety experienced by students.⁵

Anxiety might affect a student's ability to learn. This indicates that learners who are less anxious will have an easier time learning English. Lack of vocabulary, inappropriate grammar, and fear of mistakes, might increase incorrect speech and produce acute anxiety. Furthermore, insufficient practice chances might lead to a lack of confidence, humiliation, and silence, all of which obstruct natural communication. They will not be able to communicate effectively in English if they expect to fail to learn English. One of the most important components of learning a second or foreign language is speaking. He also mentioned that the capacity to carry on conversations in the target language is a key indicator of language acquisition success. It is reasonable to conclude that the ability to speak fluently is critical in the language pupils learn to communicate both inside and outside the classroom.⁶

Based on the pre observations, the researcher found that MA Khoiriyah Pati had carried out face-to-face learning after the pandemic completely. Learning has started to return to normal as usual while still adhering to health protocols. Meanwhile, during learning the teacher at MA Khoiriyah Pati pays attention to what students need in learning English. He presented the material to the students then asked them to answer the questions with clear explanations. While the teaching and learning process the teacher

⁴ Hayatul Muna, Fitriah UIN Ar-Raniry, and Banda Aceh, 'Foreign Language Speaking Anxiety: A Case Study At English foreign language speaking anxiety: a case study at english department students of iain lhokseumawe and al muslim university', *Jurnal Ilmiah DIDAKTIKA*, 19.2 (2019), 141.

⁵ Jani Utama Putra, 'An Analysis of Students' Anxiety in English Speaking Classroom At the Third Semester Students of English Department in Makassar', 2018.

⁶ Ravica Rayani, Umami Rasyidah, and Evi Kasyulita, 'Students ' Anxiety in English Learning (A Study At the Eight Grade of Smp N 1 Tambusai)', *Article*, 2016, 1–

also interacts well with students during the learning process. It makes students enjoy the lesson. In addition, the teacher gives a lot of time for students to work together. But there are also some students who sleep, and do not pay attention when learning takes place.

The researcher chose class XI students because students experienced two situations from online to face-to-face learning. The difficulty when they return to adapting from online to normal situations in order to learn to speak and interact with others may give rise to new anxiety. Meanwhile, there are common problems in speaking English in front of the class. Most students still have difficulty in expressing their opinions, feelings or experiences orally. They really have problems with their speaking skills. Many students have an impact on how they learn and how their learning patterns differ from their classmates. As a result, it demonstrates that students must be made aware of their learning styles in order for the learning process to be more relevant and effective.⁷

They are afraid and embarrassed to practice with the target language, in this case the target language is English, because they are afraid of making mistakes.⁸ One of them thought that if he made a mistake, his teacher would be angry and his peers would mock him. So he prefers to be silent and sit passively. When some of them also believe that English is a difficult subject. Such beliefs can affect their self-esteem and make them feel anxious in class. When they were asked to practice, they began to stutter. In addition, some of them cannot produce sound or intonation even after several repetitions because they are not sure if they can practice their English. It Most of the students also have problems with vocabulary mastery and it makes them difficult to understand the material. Furthermore, then students do not have motivation in speaking English. It can be seen from their behavior during the lesson. Most students don't pay attention to their teacher talking to their classmates or playing with their books.

Based on the reasons above, the researcher analyzed the thesis entitled **“An Analysis Students' Anxiety In Speaking English In Front Of the Class At Eleventh Grade MA KHOIRIYAH WATUROYO MARGOYOSO PATI.**

⁷ Dea Aries Fitriani, Rahayu. Apriliaswati, and Wardah., ‘A Study on Student’s English Speaking Problems in Speaking Performance’, *Jurnal Pendidikan Dan Pembelajaran Untan*, 4.9 (2015), 1–13 <<https://tinyurl.com/3f5dftab>>.

⁸ Yulieda Hermaniar and Nursifa Azkiya, ‘Anxiety Issues on English Speaking Class; the Analysis of Students ’ Problems of English Language Education’, 1 (2021), 169–76.

B. Research Focus and scope

This study focuses on Islamic high school students. To prevent misunderstandings in interpreting the topic, the author limits the scope of the research to the kind and factor of anxiety of students speaking English in front of the class. The results of the study, it is very important to describe the fear in their English activities.

C. Research question

The researcher decides to focus on one relevant question to answer the purpose of this research is formulated as follows:

1. What kind of anxiety the students experience in speaking English in front of the class in Class XI MA Khoiriyah Pati?
2. What are the factors that cause students' anxiety in speaking English in front of the class in Class XI MA Khoiriyah Pati?

D. Research objectives

The purpose of this study was to determine Students' Anxiety in Speaking English in front of the class in class XI MA Khoiriyah Pati. Therefore, the aim of this research is:

1. To determine the types of anxiety experienced by students in speaking English in front of the class in Class XI MA Khoiriyah Pati.
2. To identify the factors that cause Students' Anxiety in speaking English in front of the class in Class XI MA Khoiriyah Pati.

E. Research significances

In this study, there are two research significances, namely;

1. Theoretical Contribution

The final results of this study are expected to be input in practice and the learning process, especially to determine Student Anxiety in Speaking English at eleventh grade islamic senior high school Khoiriyah Waturoyo Margoyoso Pati and provide additional information and knowledge for readers, especially for students and college majors in English.

2. Practical Contribution

Practically, this research is expected to contribute to;

- a) For lecturers or teachers

The researcher hopes that this research can provide some suggestions for class interaction in the English class at

eleventh grade islamic senior high school Khoiriyah Waturoyo Margoyoso Pati

b) For researchers

The researcher hopes that this research can provide new knowledge for the researchers themselves about Student Anxiety in Speaking English at the eleventh Grade of MA Khoiriyah Pati. Researchers hope that this can develop writing skills and this research will be carried out by researchers as an integral part of the requirements for obtaining a bachelor's degree in English Education at IAIN KUDUS

c) For Others

The researcher hopes that this research can be useful as a reference guide for further researchers in Students' Anxiety in Speaking English in front of the class at eleventh grade islamic senior high school Khoiriyah Waturoyo Margoyoso Pati and can contribute to society.

F. Definition of key Term

To make sure that readers understand the varied terms used in this study, the definitions listed below are offered. They also intend to avoid confusion or incorrect interpretation. These are what they are:

1. Speaking English

English speaking skills is a person's skill to convey his desires and thoughts to anyone through oral. However, speaking skills are difficult to develop if they are not trained continuously and can be done with practice in front of the class, classmates and English teachers.

2. Anxiety

The psychological concept of anxiety Psychologists typically categorize as an ambiguous condition. It only has a direct connection to an object. Language A specific set of self-perceptions, beliefs, and fears are called anxieties. sentiments and actions that result from the distinguishing language acquisition procedure.

G. Organization of The Thesis

So that the writing of this research can lead to the expected goals, the authors try to explain the systematics of writing which is the basic concept in the following discussion. The systematic writing is as follows:

1. The beginning

The initial part of this study contains the title, ratification of the munaqosah examination examiner's assembly, statement of thesis authenticity, abstract, motto, presentation, Arabic Latin transliteration guidelines, introduction, table of contents, list of tables, and list of pictures.

2. Contents section

This section contains an outline consisting of five chapters, between chapter one and the other chapters are interconnected because the five chapters are a unified whole. The five chapters are as follows:

Chapter I: Introduction

This chapter contains the background, problem formulation, research objectives, benefits of research, and systematics of research writing.

CHAPTER II: Review Related literature

This theoretical basis contains a description of the theory related to the supporting variables of the research, the results of previous research, the framework of thinking and the research hypothesis.

CHAPTER III: Research Method

The research method explains the types and approaches of research, research settings, population and samples, design and operational definitions of variables, classical assumption tests, and analytical techniques.

CHAPTER IV: Research Finding and Discussion

This chapter discusses in depth the description of the research which contains a description of the research object and data analysis as well as a discussion of the results and interpretations obtained from the research.

CHAPTER V: Conclusions and Recommendation

This chapter is the closing of the research writing which contains the conclusions from the discussion of the chapters that have been described previously, the limitations of the research and suggestions that can be given.

3. Final part

This section contains a bibliography and appendices that are used as reference material in writing the thesis.