

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Many Indonesians asser that English includes grammatical rules such as tenses that are thought to be used when speaking (Hamzah, 2021). Learning English involves developing a variety of skills, including listening, speaking, reading, and writing, in addition to grammar knowledge. Students should develop their speaking abilities after realizing that the goal of learning English is to develop communication skills. The most fundamental aspect of English-speaking proficiency is speaking. Speaking up in class is one approach to achieving the learning objective of practicing speaking skill, though. When it comes to communicating ideas, spoken language—which differs from written language in many ways—relies significantly on speaking. One can identify them using voice potentials, facial languages, signals, pitch, articulation, stress, rhythm, and halting, among other methods. In reality, learning to speak English could be difficult for beginners, especially EFL students like the Indonesian students (Wahyuningsih & Afandi, 2020).

Most people think that speaking is a crucial skill that a student must have in order to know how well they understand the language they speak. This factor makes some students compare their speaking ability with others; they also raise their standard of success in mastering English speaking skills (Miskam & Saidalvi, 2018). Because of that, many students experience anxiety about failing to learn this language skill. They often force themselves to achieve unusual targets that even exceed their own abilities. This is what makes them uncomfortable when developing their English-speaking skills and causes anxiety in learning.

Anxiety is a major problem for English Foreign Language (EFL) students in learning, especially in mastering speaking skills. Fear, often known as anxiety, has become one of the factors that contribute to communication problems. When unable to talk and unable to demonstrate that they genuinely understand English well enough, anxiety frequently causes a person to fail (Husna, 2021). Anxiety is one of a phase of

restlessness and difficulty in thinking that arises due to the emergence of fear of misfortune or danger and the emergence of fear of failure. Students will feel anxious regardless of their preparation in the language; even students who have prepared everything thoroughly can feel this anxiety (Suleimenova, 2013).

The COVID-19 pandemic, which is affecting many countries, is the reason why the anxiety experienced by students is increasing, especially in learning speaking skills. Changes are being made to the way that education is typically delivered. According to the United Nations, COVID-19 has forced the closure of schools, preventing 1.6 billion children from 190 nations from participating in their regular educational activities (Husna, 2021). Some students experience anxiety and depression as a result of using online learning in their studies. Due to the teacher's generous assignment load, students may work on tasks from morning to night (Oktawirawan, 2020). One of the contributing elements to the formation of anxiety during the present COVID-19 pandemic was the quantity of responsibilities assigned by the teacher and the pressure that comes from the outside environment (P. Sari et al., 2020). Students' anxiousness is a result of the pressure and the volume of assignments.

There has been numerous research done on this anxiety issue in the past. The ability of students to deal with situations calmly, think critically, take reasoned actions in various situations, and face all challenges with a positive outlook is a way of overcoming this anxiety in speaking, according to Saputra's (2020) research on the symptoms of panic and anxiety that occurred due to the COVID pandemic that was carried out in Yogya-Aceh. (Saputra, 2020).

Not only in online learning, anxiety also increases in transitioning learning methods such as blended learning, even face-to-face learning. The study conducted by Indrianti (2021) states that when given the task of speaking English in front of other people during the face-to-face learning process, many of the students in MAS Raudhatul Akmal's tenth grade appear anxious. They may appear to be showing signs of English-speaking nervousness when they speak out in front of the class. More perspiration due to anxiety and nervousness are the symptoms. The students showed symptoms of anxiety, according to the researcher. A few of them developed

high blood pressure, experienced rejection, and had lower classroom engagement. Due to their lack of confidence and many of them being passive learners of speaking, the students found it difficult to speak up in class. They were coerced into speaking by an eager associate. They returned to speaking up in English out of fear, they were upset by a manufacturing error.

Before collecting the main data, the researcher conducted preliminary research through a short interview with Mr. I Made Merta Yudana as an English teacher at SMAN 3 Singaraja. Mr. I Made Merta Yudana said that many students in the class clearly had anxiety when speaking English. Then, he invited the researcher to observe 4 out of 10 tenth grade classes which he indicated as a class that had high speaking anxiety. The four classes are class X.B, X.C, X.D, and X.G.

Based on the results of the preliminary research, the researchers found that 2 out of 4 observed classes had students with a high level of speaking anxiety. The two classes are class X.C and X.G. It was clear that there was a significant difference between these two classes and the other two classes that were observed when their teacher appointed them to display their speaking ability. Class X.B and X.D did not show severe anxiety, although there was still some nervousness when they spoke in front of the class. As for class X.C and X.G, it was clear that the students' anxiety in speaking was evident. Students look very passive and reluctant to participate in learning. The teacher must appoint and force students to come to the front of the class to display their speaking skills. From this phenomenon, the researcher is sure that there must be a cause for the problems experienced by students in grades X.C and X.G at SMAN 3 Singaraja.

In addition to the issues that the researcher discovers during preliminary investigation, the researcher looks for other information that can strengthen the problem findings. According to Creswell (2012), the "problem" will be predicated on a need for additional study because a gap exists or because we need to broaden the scope of the research into other areas. The author includes research-based research problems to clarify the issues that will be covered.

Anxiety has been identified as one of the most important affective factors that influence learning a second language. An important and affective factor that affects learning a foreign language is anxiety. Horwitz et al. (1986) asserted that students' fear of speaking a certain language may have an effect on their performance. It can lower the quality of spoken language production and make someone appear less fluent than they are. EFL students are hesitant to speak in public because they worry about making mistakes and feeling less capable than others (Horwitz et al., 1986). Particularly junior and senior high school pupils regularly find themselves in such a position when learning English.

Based on the description above, the researcher hypothesizes that students may not be aware of the precise causes of their anxiety or how to deal with it, which prevents them from being able to stop the worry they are feeling. Knowing a student's anxiety is crucial since it can have a significant impact on their ability to learn English as a second language. In order to better understand the problem of anxiety in English as a Foreign Language, the researcher is interested in finding out what causes students to feel anxious when learning English speaking skills and the method for overcoming that speaking anxiety. The researcher is interested to conduct the research in SMAN 3 Singaraja because there was lack of research on anxiety in this school. Based on the experience of the researcher while studying there and based on the information from the English teacher, there are still many students who are hesitant and do not want to speak English during English lessons. To add information from previous studies, the researcher also wants to know what strategies students would like to suggest for their teachers to use to help them overcome their speaking anxiety. So that in this way, there will be cooperation between students and teachers in overcoming this problem of speaking anxiety.

1.2 Identification of the Problem

Based on preliminary interviews and observations with English teachers at SMAN 3 Singaraja, there are problems that must be explained. The researcher can draw the conclusion that the problems experienced by most students in learning English speaking skills are that their emotions disrupt their ability to concentrate while studying and that they are concerned about making mistakes while speaking

English. Tenth grade students of SMAN 3 Singaraja experience difficulties in learning speaking skills because they are hindered by the anxiety they experience, even though speaking ability is one of the most important skills that must be mastered by students to be able to measure their English proficiency. However, there are still many students who do not have the right strategy to overcome this.

1.3 Limitation of the Problem

In this study, the researcher focuses on the causes of and strategies for reducing anxiety among SMAN 3 Singaraja students in the tenth grade while they learn how to speak English.

1.4 Research Question

From the described background above, this research seeks to address the following questions:

1. What are the factors contributing to students' anxiety in learning English speaking skill at tenth grade students SMAN 3 Singaraja?
2. What are the strategies students use and strategies students suggest to their teacher to overcome students' speaking anxiety?

1.5 Research Aims

Based on the research question that has been developed above, the aims of this research are:

1. To describe the factors contributed to students' anxiety in learning English speaking skill at tenth grade students SMAN 3 Singaraja.
2. To describe the strategies that students use and strategies students suggest to their teacher to overcome students' speaking anxiety.

1.6 Research Significance

The research has two significances: theoretical significance and practical significance. The following is the explanation:

1. Theoretical significance

This research contained informations about factors contributed to students' speaking anxiety and the strategy to overcome it. The informations on this study is expected to add more informations about the factors and the strategy on overcoming speaking anxiety.

2. Practical significance

In addition to its theoretical significance, the researcher expects that this study will have significance for readers, teachers, and students. The following are the significances:

a. For English teacher

It is intended that this study will benefit English teachers. This study can help English teachers focus on how best to help students overcome their speaking anxiety. In order to accomplish the learning aim, it is also desired that the teacher would be able to recognize and understand the student's fear of speaking in front of others.

b. For the students

The results of this study are expected to help students find the right strategy to overcome their speaking anxiety and make students aware that making mistakes in speaking is not wrong.

c. For other researchers

The results of this study can be used as a reference for other researchers who want to research on the same topic. They can use this result as guidance in their research.