

CHAPTER I

INTRODUCTION

1.1 Research Background

English has become necessary because it is categorized as an international language. English is used to communicate as a second or foreign language, even in other countries. English is known as a foreign language in Indonesia. The first language is traditional; the second is Bahasa Indonesia. As a foreign language, English has four skills: listening, Speaking, reading, and writing. Shi (2019) states that speaking is one of the four primary skills, and it has become the most recent skill applied in daily life. As humans, we need to interact well with other people. The impact of interaction is sharing the information that people need. Speaking skills are critical because we cannot express ourselves. Without that, Speaking is used to communicate with other people. With communication, the relationship between people was achieved. Due to its importance, speaking skills are introduced in the early grade at school. According to Hossen (2022), not all early students can master speaking skills quickly. One problem that makes the student unable to master the speaking skill is speaking anxiety.

Talk about speaking anxiety was the problem; we had to talk and understand speaking sincerely. Speaking is one of four English skills; the other three are listening, reading, and writing. Speaking refers to the process of using spoken words to communicate

with others. It is a type of verbal communication that includes conveying information, expressing ideas and thoughts, and participating in discussions. Hanafiah et al. (2022) say that speaking can take various forms, such as public Speaking, conversation, storytelling, and debates. To communicate effectively, one must use appropriate language, tone, and body language to convey meaning and engage with the audience. It is crucial for effective communication in both personal and professional contexts.

Anxiety is defined as restlessness of the mind. Hossen (2022). Recently, anxiety has been caused by fear of danger or misfortune. On the other side, anxiety is the condition when an individual is having excessive discomfort. Anxiety is unrealistic pressure that affects daily activities such as work and school. Anxiety appears in individual daily activities where one of the most common cases is having a conversation, and the most fundamental when having a conversation is speaking. The writer argued that the reason, in this case, is that it happens when the speaker meets a new listener, which makes the speaker feel afraid of making a mistake in their word or being wrong when pronouncing the word. As explained above, anxiety cases commonly appear in the educational world. In this case, the student anxiety appears to be the fear of being misfortune in the class where the student who practices is being laughed at by their classmate.

As speaking anxiety mostly happens in mastering Speaking, understanding the anxiety in Speaking is also essential. Based on Stupar-Rutenfrans, Ketelaars, and Gisbergen (2017), "speaking anxiety is defined as the anxiety and discomfort associated with communication to the listener as a

speaker." Based on the explanation, speaking anxiety is the condition where the speaker feels uncomfortable when doing communication. The factor of this condition is the need to build a good atmosphere when making a conversation, thus weakening the speaker's confidence level. On the other side, there is an opinion by Rafada and Madini (2017) "fear felt when a circumstance necessitates the employment of a second language with which one is not fully conversant". The statement above proved that people could not master a second language or foreign language as well. That statement also shows that fear of using a second or foreign language is the main reason for the appearance of speaking anxiety itself. Students with speaking anxiety have a hard time expressing themselves and underestimate their abilities (El-Sakka, 2016). It means the students who have speaking anxiety also have an impact on their abilities to understand the obtained information that the informant conveys. However, misunderstanding can have a harmful impact and be detrimental to both parties.

Based on the explanation from the experts above, speaking anxiety occurs because of several factors. The dominant factor is the fear of using a second or foreign language, which is hard for others to master. Unreal expectations also being one of the reasons for speaking anxiety. The excessively unreal pressure that students experience brings up the pressure when learning or practicing speaking skills. Another reason why speaking anxiety occurred based on AZHARI(2020) stated that speaking anxiety occurred can be divided into two sources. The first source is external, and the second is internal. From external sources, they are external causes such as a parent's treatment,

classmates, teachers, a particular subject matter, a test, the environment, and others. Internal sources show that these factors stem from the individual, such as a lack of self-confidence, feeling worthless, feeling guilty, and so on. From that statement, the two sources are interconnected. Good instruction from parents and teachers may reduce their speaking anxiety, and a good environment can help them progress. Also, it affected the internal sources because they managed to meet excessive expectations.

Speaking problems in Indonesia are among the most common problems when learning English. Speaking anxiety covers a lot of students' learning problems, such as English vocabulary, pronunciation, and student confidence when speaking. AZHARI (2020) stated that students in Pekanbaru have their speaking anxiety by 80%, which makes students think that their English is at a lower level; this situation also makes students less participate and passive in English class. The argument above describes that negative thinking of the students causes them to have speaking anxiety by thinking that they only have lower skill levels when speaking, which makes students not want to learn English in depth. According to Mukminin (2015), the reason why students encounter speaking anxiety is a lack of vocabulary and grammar, as well as the teacher's role when teaching English. Mukminin (2015) also stated that teachers must understand students' needs and prepare proper learning material. From the statement above, teachers also have to know that the students need to be relaxed when learning English. So, the teacher has to arrange the classroom atmosphere to be as relaxed as possible. Anxiety in the big city can happen; imagine in a

rural area. There must be many speaking problems that they have, and one of them must be a speaking anxiety problem.

Based on the preliminary observation, the condition above is similar to the condition in SMA N 1 Payangan, which is the location of the researcher's studies. The students in this school need an education in English, especially speaking. The researcher finds that the reason for the lack of English education in this school is their anxiety when speaking, which makes them unable to give their opinion when studying English. The most considerable probability is that students are afraid that they speak incorrectly to their teacher or friends and that their friends will laugh if they make a mistake when pronouncing words. From that, the researcher assumes the students in this school have a low to medium pronunciation level as the second reason why the students have speaking anxiety. Hossen (2022) states that several factors make students encounter speaking anxiety, known as the problem of individual and environment. That problem makes the students less active in class, making the learning process ineffective. That problem also built a bad classroom atmosphere, even before the class started. From the statement above, the researcher assumes that students in this school have less self-confidence, making them feel they do not have to be active when doing learning sections in class, especially in English. Those students who know English sincerely also have the same trouble: being afraid when other friends laugh at them.

The statement above shows that several problems cause other problems to appear and keep repeating until the student's speaking anxiety appears. From that, the researcher becomes interested in finding the reason why speaking

anxiety appears in SMA N 1 Payangan. By using basic research with a qualitative approach, the researcher hopes to collect accurate information from a comprehensive perspective using a questionnaire and interview as the instrument.

Based on the preliminary observation, it can be seen that student's speaking anxiety still occurs nowadays. However, there are limited studies about the speaking anxiety of senior high school students in Bali. This study is intended to investigate the speaking anxiety of students in SMAN 1 Payangan, as the observation showed that the students in this school still face speaking anxiety during the learning process. Therefore, the novelty of the present study is the location of the study.

1.2 Problem Identification

Based on the phenomenon where students encounter speaking anxiety, the researcher focused on analyzing students' speaking anxiety in SMA N 1 Payangan. The researcher is interested in investigating the reasons students in this area experience speaking anxiety. The study used basic research with the qualitative approach as a research method and used questionnaires and interviews as the research instruments.

1.3 The Limitation of the Problem

The study focused on investigating speaking anxiety in SMA N 1 Payangan. The limitation of this study is to analyze the students' speaking anxiety in 11th grade students of SMA N 1 Payangan.

1.4 Research Question

Based on the exposure above, the research question of this study can be presented as follows:

1.4.1 Why do students encounter speaking anxiety at SMA N 1 Payangan?

1.5 Research Objective

Based on the research question of the study, the objective of this study is:

1.5.1 To investigate the reasons of students' speaking anxiety at SMA N 1 Payangan

1.6 Research Significance

The purpose of conducting this study is to know its results and this is expected to be significant in theoretical and practical terms.

1.6.1 Theoretical Significance

Investigating and analyzing students' speaking anxiety is expected to be a guide for teaching in the future. Students are expected to know the aspects of their emergence to anticipate these problems, which are assisted by various factors, including support and enthusiasm from parents for external factors and building self-confidence as a second factor. Meanwhile, the researcher expected this research to be a guide to developing students' speaking skills by finding and fixing their mistakes and problems listed in this research in order to reduce their speaking anxiety.

1.6.2 Practical Significance

1.6.2.1 Educational Institution

This study is expected to become a reflection on reducing student anxiety and increasing education quality by improving the teacher's teaching skill in teaching speaking by investigating one of the teaching problems known as speaking anxiety.

1.6.2.2 Teachers

This study expected teachers to be aware of students who experienced speaking anxiety through the students' sign.

1.6.2.3 Student

This study is expected to reduce student anxiety when teaching, practicing, and communicating in the English language by increasing their lack of confidence.

1.6.2.4 Other Researchers

Hopefully, this study can inspire them to develop further ideas in analyzing the problems of teaching, especially in speaking.

