

CHAPTER I

INTRODUCTION

This chapter is an introduction of this study. It presents a brief description of the background of the study in speaking anxiety. Subsequently, the background of the study is followed by the questions, significant, limitation, and key terms of the study.

1.1 Background of the Study

English is a second or foreign language that learned by people in the world. That is because English as International language and require people to learn English. By that fact, English is not only learned by people for business purpose, but also for students in school. As an international language, English has important position in school subject. Most of the schools, especially in Indonesia, use English as the subject in the final examination of their school.

In foreign language class, the students learn some skills (listening, speaking, reading, and writing). Speaking is one of four language skills, which is basic function of language as communication instrument. In this learning, speaking skill is a big part in language class. (Brown, 2004:141) stated that speaking is a productive skill that can be directly and empirically observed and has some components such as grammar, vocabulary, pronunciation, fluency and accuracy that considered being the ability in speaking performance.

Meanwhile, the model of learning in Indonesian is using the 2013 Curriculum. Which in the 2013 curriculum use learning model authentic assessment. (O'Malley&Pierce, 1996:11-13) explained that there are several types of authentic assessment associated with speaking performance. There are oral interviews, story or text retelling and demonstration. This is why speaking becomes important thing for students. By showing their speaking performance, teacher can give feedback. But to speak in a new language, especially in English, is not easy for student who does not have high

confidence. Speaking fear, anxiety, and stress can be appeared into someone's in speaking class. When students don't want to speak or feel anxious to speak English, it may become a problem for them.

Anxiety is the most important problem faced by the students in speaking English. In some previous research, the writer found there are several causes and symptoms of speaking anxiety. (Ansari, 2015:41) showed that student's anxiety is caused by some factors: First, these students were unwilling to participate in speaking activities. Second, all of anxious students feared the mistakes in speaking activities would destroy Reviews their social image as able students. Third, another anxious student describes her feelings created by exaggerated focus on avoiding language mistakes. Students with speaking debilitating anxiety grow position to display avoidance of involvement in tasks by remaining silent, sitting in the back row, avoiding eye contact with the teacher, to name a few. (Musthachim, 2014:33) also showed that there are six factors that may contribute to the students' anxiety in learning English. There are speaking in front of the class, being laughed at by others, incomprehensible input, student beliefs about language learning, teacher personality, and lack of preparation.

In many cases, students' feeling of tension, worry, nervousness and anxiety may inhibit their language learning and speaking skill when speaking practice will be started. (Barlow, 2002:42) described that "anxiety is considered to be a blend of fundamental, innate emotions, which is modified by learning and experience." Individuals may learn to relate the emotions such as fear or anxious with a cognitive and situational factors, including the suggestion of other, related emotions. (Rachman, 2004: 3) explained that "Anxiety is the tense, unsettling anticipation of a threatening but vague event; a feeling of uneasy suspense."

The statement indicates that speaking anxiety in students has to avoid. Anxieties happen because of many factors, for example the students are unconfident, shy and nervous to speak in front of others. In addition, anxiety can inhibit the student's concentration in transfer knowledge and information

in speaking English and it is one of the most influencing factors as a problem in their speaking skill.

Meanwhile, during her teaching practice in a vocational high school, SMK Yapalis Krian, the researcher found symptom of anxiety among the students. They were afraid, nervous and shy to speak English because they were worried about making mistake. They believed that English was a difficult subject. In speaking class, they kept silent and avoided eye contact when their teacher asked to practice. It was difficult for the researcher to do proper learning activities with them.

Based on the previous research and the observation, the researcher needs to do more research about speaking anxiety. This research proposes to describe of students' speaking anxiety and analyze levels of students' anxiety to speak English, the causes of students' anxiety and what the strategies student apply in overcoming speaking anxiety. Therefore, the researcher conducts a research with a title "The Analysis of Students' Speaking Anxiety in speaking Recount (A Case Study at the Tenth Grade of SMK Yapalis Krian)".

1.2 Research Questions

Based on the background above, the researcher formulates a research question as follows:

- a. What are the levels of students' anxiety to speak English?
- b. What are the causes of students' anxiety to speak English?
- c. What strategies do students apply to overcome speaking anxiety?

1.3 Objective of the Study

Based on the research statement, this particular study aim at finding out:

- a. To find out the levels of students' anxiety to speak English.
- b. To investigate the causes of students' anxiety to speak English.
- c. To describe the strategies used by students' to overcome speaking anxiety.

1.4 Significance of the Study

The result of the study is hoped to give benefits for teachers, the students, the researcher, and the other researchers:

a. For teachers

This research result can be used as references and information for teacher about students' anxiety levels, the factors that can cause of anxiety and help them to find the strategies used by students' to overcome speaking anxiety. So, the teacher can find out the best strategy in teaching and can create the relax atmosphere and give motivation to their students to be confidence in speaking English.

b. For students

The result of this research can motivate the students to use the strategy to overcome their speaking anxiety in the classroom.

c. For researcher

Through this study, the researcher will be able to improve his knowledge in writing good paper, and improve his knowledge in students' anxiety to speak English.

d. For other researcher

Other researchers can use the result of this research as a comparative study.

1.5 Scope and Limitation

Scope of this study is to know and investigate the levels of students' anxiety, the causes of anxiety and the strategies students apply in overcoming speaking anxiety at the Tenth Grade Students of SMK Yapalis Krian Sidoarjo in academy year 2016 / 2017.

Limitation of this study is the researcher only focuses on oral skill, it is speaking. The researcher does not focus on another skill and component (reading, writing or listening). The writer focuses on investigating speaking anxiety in speaking recount. Which recount text is one of materials in second semester of the tenth grade.

1.6 Definition of Key Terms

a. Speaking Skill:

Speaking becomes an important skill that should be mastered by the students. The nation lies upon some components of speaking are conversational discourse, pronunciation, accuracy, fluency, affective factors, and also the interaction effect or negotiating meaning (Brown, 2001:267). In order to achieve the requirement, they are expected to be more active in learning process in the classroom. As a result, the students have great exposure in practicing English.

b. Anxiety:

Anxiety is the problem in this study, (Barlow, 2002:42) described that anxiety is considered to be a blend of fundamental, innate emotions, which is modified by learning and experience. Individuals may learn to associate discrete emotions such as fear with a large number of cognitive and situational factors, including the evocation of other, related emotions.

c. Speaking Anxiety:

Speaking anxiety is a common phenomenon in the teaching of English as a foreign language, it seems that teachers do not always identify anxious students, and attribute their unwillingness to engage in speaking tasks to factors such as lack of motivation, or “poor attitude” (Gregersen, 2003:30 in Ansari, 2015:42).

