

# CHAPTER I

## INTRODUCTION

### A. Research Background

There are four basic skills that students have to master in learning English. They are listening, speaking, reading, and writing. Speaking is the most important skill among those four skills because it is one of the necessary abilities to perform a conversation. Nazir *et al.* (2014) stated that speaking has always been a crucial skill. Speaking is the way to interact and communicate, and speaking is the skill to convey or express something in a spoken language. Speaking is one way to communicate an idea orally. The purpose of speaking is to bring the speaker's opinion or meaning to a dialogue or discussion (Prasetyaningrum *et al.*, 2020).

In the teaching and learning English process, the teacher always gives a chance to students to speak English and communicate with others. Therefore, speaking has received the greatest attention among both students and teachers. Unfortunately, most of the students still find it difficult to speak English. There are a lot of factors that cause students to face difficulties in speaking English, one of the factors is anxiety. According to Juhana (2012), psychological factors that hinder students from speaking are fear of making mistakes, shyness, anxiety, lack of confidence, and lack of motivation. In reality, anxiety is a common problem experienced by most students. Students' anxiety is a real problem that most students face in learning English as a foreign language. Students need the confidence to speak in front of the class, but some students have anxiety when speaking in class. According to Zhiping & Paramasivam (2013), there is a real fear of performing in a second language, a phenomenon known as (foreign or second) language anxiety that can hinder performance and achievement. Students should have enough English speaking ability to communicate easily and effectively. It can be stressful when students are expected to speak English before fluency is achieved.

Anxiety refers to a complex set of negative emotions, including fear and worry. Anxiety is a mind and body reaction that students experience, especially when speaking in front of the class. Anxiety is a form of weakness that makes students unable to carry out their competencies. Most students know something about what they want to say, but they cannot show it because of anxiety. According to Yokuş (2013), anxiety is a state of depression, concern, oppression, and some physiologic reaction occurring in various situations in which an individual feels threatened. Anxiety is fear and worries when someone is about to do or face something. Endler & Kocovski (2001) stated that anxiety is divided into two concepts, such as a psycho physiological state (state anxiety) and a personality trait (trait anxiety). State anxiety makes individuals feel fear in a specific moment. In comparison, trait anxiety is a characteristic of personality, a state of constant discontent and sadness in individuals without a particular reason.

However, despite anxiety suggesting debilitating, there are positive effects of anxiety. Kleinmann (1977) revealed that learners must be made a little anxious for them to study harder, stimulating them to care more about their progress. Students must experience anxiety to create a desire to learn because anxiety can pose challenges for students. Anxiety can help students realize their weaknesses and pay more attention to English learning.

There are a lot of factors that cause anxiety in speaking. The factors include low English proficiency, lack of familiarity with tasks, lack of confidence, fear of making mistakes, and incomprehensible input (Liu, 2006). The researcher noticed that this phenomenon happened in English class, especially at SMPN 1 Selakau. Therefore, the researcher must identify this problem to find solutions to encourage students' self-confidence and competence. Prasetyaningrum *et al.* (2020) stated that students must be able to solve their speaking problems with certain strategies. Strategies are the behaviors and techniques adopted in the efforts to learn. Furthermore, according to Kondo & Ying-Ling (2004), there are strategies to overcome

anxiety in speaking English, such as preparation, relaxation, positive thinking, peer seeking, and resignation.

Therefore, in this research, the researcher analyzed the kinds of strategies that the students used to overcome their anxiety and find out the dominant strategies that the students of SMPN 1 Selakau used.

## **B. Research Question**

Based on the research background above, the researcher formulated the research question:

1. What are the strategies that students used in overcoming their anxiety in speaking English?
2. What is the dominant strategy that students used in overcoming their anxiety in speaking English?

## **C. Research Purpose**

Based on the research background above, the researcher wants to find out:

1. The students' strategies to overcome their anxiety in speaking English.
2. The dominant strategies that the students used to overcome their anxiety in speaking English.

## **D. Research Significance**

There are two significances expected from the theoretical and practical points in this research.

### **1. Theoretical Significance**

The result of this study is intended to enrich information regarding the students' strategies in overcoming anxiety in speaking English. Also to be used as a reference for further research.

### **2. Practical Significance**

#### **a. To students**

This research will provide an overview of the students' strategies for overcoming anxiety in speaking English. Consequently, students could find a way to overcome their anxiety.

b. To teachers

This research provided some information and can be used as a reference for the teacher about the students' strategies in overcoming anxiety in speaking English. Therefore the teacher could help students to solve speaking anxiety that students have been encountered.

c. To other researcher

This research will be helpful as a consideration and reference for future researchers who will analyze students' strategies for overcoming anxiety in speaking English.

## **E. Scope of Research**

### 1. Research Variable

Variable is a subject or object from the research which must be observed, discussed, answered, and concluded by the researcher. According to Creswell (2012, p. 630), the variable is a characteristic of an individual or an organization that the researcher can observe. The researcher indicates the variable of this research is students' strategies in overcoming anxiety in speaking English.

### 2. Research Terminology

#### a. Analysis

An analysis can be described as examining something with its thinking and a judgment about it. In this research, analysis is meant to examine students' strategies in overcoming their speaking anxiety.

#### b. Students' Strategies

Strategies are the behaviors and techniques adopted in the efforts to learn. This research focused on preparation, relaxation, positive thinking, peer seeking, and resignation.

#### c. Anxiety

Anxiety is a mind and body reaction that students have experienced, especially when students speak in front of the class. Anxiety is a feeling of fear and worry, a feeling of unease when will do or face something.

d. Speaking English

Speaking is the skill of conveying or expressing something in a spoken language. Speaking in a foreign language can be a hard thing to do, speaking is the most source of anxiety. This research focused on students' speaking anxiety.

e. SMPN 1 Selakau

SMPN 1 Selakau is one of the state junior high schools in Selakau. SMPN 1 Selakau is located in Jl. Raya Sungai Nyirih, Selakau sub district of Sambas regency, where this research conducted.