

CHAPTER I

INTRODUCTION

A. Research Background

Speaking is a productive skill that is important part in life, because everyone needs to speak as part of connecting with others and communicating. According to Nurgiyantoro (2010: 397), speaking is the activity of giving and receiving language, as well as conveying ideas and messages to the other person and at the same time the speaker will receive ideas and messages conveyed by the other person. Speaking is a basic skill needed in life to build communication. Therefore, it is really important to mastered speaking skill, especially the ability to speak English for students that uses for international communication.

Speaking is an activity that students need time for students to master it. For students speaking is a difficult skill to learn, because they must to learn the gramatical rules, vocabulary, pronunciation and comprehension. According to Celce-Murcia and Olshtain in Al-Roud (2016) As it requires mastery of speech production sub-skills such as vocabulary comprehension, grammar pattern selection and sociocultural competence, speaking is considered the most difficult skill to learn. Therefore, speaking is a skill that is difficult for students to master.

Based on pre-observation, mostly tenth grade students TKJ (Computer and Network Engineering) SMKN 1 rasau jaya may prefer to remain silent during the lesson because they are reluctant to speak English because lack of vocabulary that students knew, when speaking English they are afraid of saying the wrong sentences and being laughed by their friends. Therefore, when students are told by the teacher to speak English in front of their friends, they are embarrassed and not confident. some students are active and able to answer the teacher's questions in English, usually they are braver, even though what they say is not necessarily true, and more students are silent or refuse to answer when asked questions from the teacher. However, most students in

Indonesia has a high level of English Speaking anxiety because it is caused by the fear of making mistakes and being laughed by their friends. Anxious students tend to think of negative evaluation from others. These characteristics indicate that students experience symptoms of language anxiety.

There are several factors that come from inside and outside the students themselves, namely, communication apprehension, test anxiety, and fear of negative evaluation. The communication apprehension factor is students' feelings of fear and anxiety when speaking. Students feel not confident in their English speaking ability. The test anxiety factor is the students' feeling of anxiety when facing a test situation, students will feel anxious and restless when faced with a test situation. Meanwhile the fear of negative evaluation is the condition of students who feel afraid that they will get a bad assessment from the teacher and their friends. These characteristics indicate that students experience language anxiety.

Anxiety is one of the factors that cause difficulty when learning to speak English. Anxiety is a feeling that arises when individuals experience a state of stress, and a nervous feeling, characterized by feelings of tension, which makes an individual feel excessively worried, and if feeling of anxiety continues it will hinder students' ability to learn foreign languages. Many studies have shown and proven a negative relationship between anxiety and performance. Students who feel anxious will continue to avoid speaking English.

Student learning performance will be disrupted if students feel anxiety while learning such as worry, self-doubt and loss of motivation. Students may be afraid and have difficulty expressing what they have learned into practice are students who experience anxiety when taking lessons and speaking. This is a condition that causes anxiety in students when speaking English and if this condition continues to occur it will affect their speaking skill. Anxiety when speaking is one of the obstacles faced by students who learn English. This can affect the process and student when speaking performance. According to Wu (2010) the anxiety that students experience when they learn a language

becomes a big obstacle for students to learn the language. Therefore, it is important for students to know the anxiety they experience in order to find ways to overcome it.

From the description of the background of the problem, the researcher wants conducted research in order to analyze students anxiety with the title "An Analysis of Students' Speaking Anxiety in the Class "

B. Research Questions

Baesd on the background of the problem above, the researcher formulated the following research questions:

1. What are the anxiety level of students in class?
2. What are the factors that cause students speaking anxiety ?

C. Research Purposes

Based on the research questions, the researcher formulated the purposes of this research:

1. To find out the level of students anxiety in class
2. To find out the factors that cause students' speaking anxiety

D. Scope of the Research

To prevent misunderstanding of this research, there are two parts should be explained. They are research variable and terminology. In this research, the researcher will focus on the level of anxiety and the factors that cause speaking anxiety in tenth grade TKJ students at SMKN 1 Rasau Jaya.

1. Research Variable

A variable is phenomena or objects that the target of research attention to be observed or measured and then conclusions can be drawn. According to Sugiyono (2015 : 38) variable is an attribute or trait or value of an object or activities that have certain variations to be studied and then drawn conclusions by researcher. The scope of this research focuses on the

level of anxiety and the factors that cause anxiety when speaking English among students at SMKN 1 Rasau Jaya.

2. Terminology

Researcher provide several explanations below which are expected not to cause misunderstanding of interpretation. The following are the term contained in the title:

a. Anxiety

Anxiety is a sense of worry in a person when faced with a certain condition. According to Passer and Smith (2009:546) anxiety is a natural reponse to a perceived threat that elicits a state of tension and fear. Anxiety is a feeling of worry that one feels when he is about to do something, especially when he is about to speak in front of a crowd.

b. Speaking Skills

Speaking is a productive skill used to communicate, share information, convey messages, and express idea through word. According to Matsumoto (2007: 11) speaking is the activity of conveying ideas conveyed with a certain expression, and expressed through a voice addressed to the other person.

E. Significance of the Research

The researcher hopes that this researcher can be of benfit to others, including the following:

1. Theoretical Significance

The researcher hopes that this study can be a research material or reference for other researcher in the development of knowledge in the field of education, especially for students who experience anxiety in speaking English in class.

2. Practical Significance

a. To the Teacher

It is hoped that teachers know and understand what students feel anxious in speaking a foreign language, and teachers can increase creativity in the learning process.

b. To the Students

It is hoped that from the result of this research students can find their anxiety in speaking English and find ways to overcome it in order to be more motivated to practice speaking in English.

c. To the Writer

The researcher get a clear picture of the causes of anxiety that students often face when speaking English.

d. To the Other Researchers

The researcher hopes that the result of this research can provide information that other researcher can use as a reference for conducting further relevant research.