CHAPTER I

INTRODUCTION

This chapter presents: (1) background, (2) research problem, (3) research objective, and (4) significances of the study

1.1 Research Background

One of the four language skills is speaking skill. According to Iskandarwassid and Sunendar (2011), speaking skill is the skill of producing the flow of the articulation sound system to convey will, feeling needs, and desires to others. Then, Tarigan (2008) claimed that speaking is a language skill that develops in a child's life and is preceded by listening abilities, and at that time, the ability to speak is learnt. According to subsequent experts, Setyonegoro (2013) stated that speaking is one of the abilities to communicate with the other person. Speaking in general can be interpreted as a skill to convey one's ideas, ideas to others by using spoken language (Rahmayanti et al., 2017).Thus, it can be said that speaking is a skill that involves pronouncing strings of words in a way that allows learnt to master a language.

Then, speaking skill is one of the most important skills. Rao (2019) stated that speaking ability plays an important role in getting success in all fields. People cannot achieve their goals and objectives if they do not master speaking skills. Then, according to Mahardika (2015), speaking skills have a number of advantages, including: (1) facilitating communication between

people; (2) making it simpler to provide different information; (3) increasing self-confidence; (4) increasing self-authority; (5) enhancing public or community support; (6) becoming a support to pursue a profession and work; and (7) improving the quality of the profession and work. Thus, seeing the many benefits that can be obtained by someone who is skilled at speaking, it is therefore very important that someone has good speaking skills for the success of his life.

Besides, speaking is a challenging skill for students to learn, they must take into account vocabulary, comprehension, and grammatical conventions. According to Roud (2016), speaking is the hardest talent to master since it calls for control of sub-skills involved in speech production, such as vocabulary retrieval, grammatical pattern selection, and sociocultural awareness. Fitri (2019) stated in her preliminary study that many students find it difficult to deal with oral performance and are unable to talk in front of large crowds. Then, according to Leong and Ahmadi (2017), speaking skills are one of the most difficult aspects of mastering English. It might be challenging for many language learners to express themselves verbally. In general, they have difficulty communicating well in foreign languages. Thus, it can be concluded that students are required to increase speaking practice regularly and continuously due to the difficult of mastering speaking skills.

Moreover, speaking skill is a process that requires continuous practice. Saddhono and Slamet (2012) stated that in learning and practicing speaking, a person needs to be trained in pronunciation, pronunciation, voice control,

self-control, controlling body movements, choosing words, sentences and intonation, using good and correct language, and organizing ideas. Meanwhile, according to Mudini and Purba (2009), the characteristics that must exist in the process of practicing speaking skills that require continuous practice are: (a) there must be someone to talk to, (b) mastery of pronunciation, (c) there is a theme or topic of conversation, (d) there is information to be conveyed or asked, and (e) pay attention to the situation and context. Thus, teachers must often invite students to speak and always motivate students.

However, mastering speaking skill is not an easy task. According to Afshar and Asakereh (2016), the primary difficulties that students encounter when they speak in English can be categorized as affective-related difficulties, social-related difficulties, and linguistic-related difficulties. The affective-related difficulties include issues with attitude, motivation, self-assurance, anxiety, the length of language exposure, the classroom setting, family history, and the skills of the students and teachers. Understanding in speaking classes and comprehension for English practice outside of the classroom are socially-related difficulties. Vocabulary, fluency, grammar, and pronunciation are among the linguistic-related difficulties. Due to several factors, such as worry, lack of confidence, and anxiousness, students frequently experience affective-related difficulties when speaking. In an effort to avoid making mistakes, they will probably speak more slowly. Then, Alyan (2013) found that speaking difficulties occurred because

students found words they did not understand, word forms they did not know how to use, or found that they could not express the intended meaning. Difficulties that arise in students' speaking are the lack of confidence and anxiety. They may be faced with certain feelings that usually affect them when speaking English such as insecure, shy, anxious, nervous, and worried. From some of the opinions above, it can be concluded that speaking difficulties in students arise, one of which is due to anxiety.

Indeed, there is a chance that someone will feel anxious when speaking. According to Prasetya (2009), anxiety is a symptom of a complex emotional process that occurs when people are experiencing stress, and contradictions. Meanwhile, according to Jiwo (2012), anxiety is a mental health disorder that requires treatment in some situations. For example, persistent (permanent) anxieties about huge or little concerns indicate generalized anxiety disorder. Panic disorder, obsessive-compulsive disorder (OCD), and post-traumatic stress disorder (PTSD) are examples of anxiety disorders with more specific triggers and symptoms. Based on some of the aforementioned viewpoints, it can be inferred that anxiety is a reaction to the dread of or in the presence of mental health disorders that require treatment and originates as a result of psychological symptoms as a result of newly discovered situations.

In fact, in the preliminary study that the researcher did, namely by conducting interviews with the eighth grade English teacher at SMP Lematang Lestari Muara Enim. The teacher confirmed that in his English

class, he spent 30 minutes teaching speaking skills for each meeting. There were also times when the teacher provided an additional speaking class, and the time was around one to two hours. He confirmed that there was a phenomenon of anxiety in his students when speaking. His students were found feeling nervous like stuttering, speaking less, and pointing at each other to volunteer to speak (Teacher K, Personal communication, October 19, 2022). Therefore, the researcher is interested in researching English speaking anxiety at SMP Lematang Lestari Muara Enim.

Then, numerous similar studies were previously conducted with the topic of students' anxiety in speaking English.According to a study conducted by Azhari (2020) that 80% of students experience anxiety when speaking English. Meanwhile, Pirnawati (2020) stated that 87% of students experience high anxiety when speaking in front of audiences. It is clear that student anxiety has had a significant impact on their performance in English speaking classes. In line with previous related studies, Abdullah et al. (2022) revealed that taking part in speaking exercises, question and answer sessions, and learning English in class causes students to experience FLSA. In addition, Santoso and Perrodin (2021) claimed that concerns about grammar and accuracy are the main causes of students' speaking anxiety. Then, Badriyah and Novita (2022) showed that there are three types of anxiety affect students, namely: state anxiety, trait anxiety, and specific state anxiety. Test anxiety, communication apprehension, andfear of negative evaluation are other elements that influence student anxiety.However, most

of the research was carried out only on the basis of descriptive research or only based on qualitative research which focused only on one thing, namely to find out only the descriptive or to find out the factors that influence students' speaking anxiety but did not look at both. While, this research is to look between the two, namely to find out the description and also to find out the factors that influence students' speaking anxiety.

Therefore, based on several previous studies, the researcher find it intriguing and essential to examine students' English speaking anxiety. The reason was that learners typically find it difficult to communicate in English owing to a variety of issues stemming from a variety of sources. In this study, researchers conducted a similar study on "Eighth Grade Students' Speaking Anxiety at SMP Lematang Lestari Muara Enim". This study explores mix methods, namely qualitative and quantitative research methods about the related problems faced by students in the anxiety of students speaking English.

1.2 Research Problem

Based on the background written above, then the problem of the research is as follows:

1. What were the description of the eighth grade students' speaking anxiety at SMP Lematang Lestari Muara Enim?

2. What were the factors that influenced the eighth grade students' speaking anxiety at SMP Lematang Lestari Muara Enim?

1.3 Reseacrh Objective

Based on the formulation of the problem above, the objective of this study are:

1. To find out the description of the eighth grade students' speaking anxiety at SMP Lematang Lestari Muara Enim.

2. To find out the factors that influenced the eighth grade students' speaking anxiety at SMP Lematang Lestari Muara Enim.

1.4 Significance of the study

The study is looking forward to having both functional and practical contributions. The finding is expected to contribute particular details, information, ideas, and concepts related to students' learning difficulties, especially for students during learning English who have anxiety in speaking English at SMP Lematang Lestari Muara Enim, and for the researcher herself along with other researchers who would conduct the similar studies.

1. For English Teachers

This research is expected to be useful for teachers so that teachers can find out the factors that influence the students' anxiety in speaking English, especially for English teachers when teaching material about speaking.

2. For students

This research is expected to be useful to help students get a better experience of speaking English at school. In addition, the information is

expected to be useful in helping to find out what factors affect the students' anxiety in speaking English.

3. For other researchers

From this research, it is expected to be a source of reference in conducting similar studies in the future. Therefore through this study, it gives particular contributions toward the researchers in enhancing their sources for reference.

4. For the researcher herself

By conducting this research, the researcher hopes to gain more valuable knowledge and will help future researchers with particular contributions toward the researcher in enhancing their sources for reference.