**INTRODUCTION**

This chapter presented: (1) background of the study, (2) the problem of the study, (3) the objective of the study, and (4) the significance of the study.

**1.1 Background of Study**

Language is the source of communication takes place when there are two people or more involved in interaction. This interaction is facilitated by language. Language must be produced in order to convey our ideas toward the subjects matter in the interaction. There are uncountable languages in this world. Every country has its own national language to communicate. Then they have different local languages spoken and understood by their people in different regions. By using language, they can communicate between one another. Learning language needs an important skill that people must learn it. Although English is not the largest number of native or first language speakers, it is widely used by many people all over the world as their second language (Harmer, 2001). In the age of Globalism the status of English on the international level is a major factor that contributes to the increase in importance of English in Indonesia. The aim of teaching English in Indonesia as Foreign Language is to enable learners to communicate using English.

In learning English, there are four basic skills that students should master; they are listening, speaking, reading, and writing. Speaking is one of the most important skills to be mastered by students of English as a foreign language (EFL). Shumin (2002) argued that speaking a foreign language required high complex skills which go beyond the understanding of grammatical and semantic rules. In addition, Harmer (2007) stated that speaking is the way to construct words and phrases with individual sounds, use pitch change, intonation and stress to convey different meaning. Furthermore, according to Nunan (2003) speaking is learned in two broad contexts; foreign language and second language situations. Speaking can be errors in grammar, vocabulary, pronunciation, or any combination of problems that affect the learners' ability to communicate. Moreover, according to Harmer (2001) speaking in a foreign language is indeed difficult because it requires a variety of skills, including the ability to process language and information. When speaking in front of their peers in English, students must have the courage to express themselves and ask questions they do not understand because even with excellent grammar and vocabulary, it will be worth it. They are very nervous about speaking English in front of anyone, even just their friends. They cannot speak English because they are worried that if they do, the other students will laugh at and make fun of them, which will make their anxiety worse than before.

When studying English, a student's speaking skill is impacted by a number of things. Speaking anxiety issues affect university students who frequently speak English as well as beginners. Academics, language teachers, and language learners themselves have long been interested in the hypothesis that anxiety hinders language learning (Horwitz, 2010).

Anxiety is a mood that arises because of a specific circumstance. General anxiety is the excessive and exaggerated stress about ordinary things, according to Suleimenova (2013). In the process of learning a foreign language, anxiety plays a crucial role. Language anxiety is one of the major issues, according to Lian and Budin (2014), that prevents students from performing effectively in spoken English. Due to a variety of factors, including competition, genuine challenges in language processing and production, personal and interpersonal concerns and beliefs, students in Indonesia who are studying English may find it challenging to do so (Waseem and Jibeen, 2013).

It can be considered that anxiety is a part of learning process especially in learning English. Communication apprehension (fear of talking with others), test anxiety (fear of examinations, quizzes, and other activities meant to assess one's proficiency), and the dread of receiving a poor evaluation are all associated with foreign language anxiety (the worry about how others view the speaker). Speaking anxiety is one of the most important aspects in foreign language classrooms because it is one of the most important skills in language learning.

Numerous elements affect students' success in the classroom. Emotion is one among them. Because they affect how students learn in the classroom, emotions are crucial. Students’ capacity to assimilate information and accurately comprehend what they are dealing with is impacted by this. According to Hashemi (2011), emotions have a fundamental impact on learning since they serve as the foundation for learning techniques and tactics. In other words, these feelings either support or obstruct learning. For instance, students will study more effectively if they are comfortable, content, and enthusiastic about the material. Emotions have the power to both stimulate students' thinking and obstruct their ability to learn. The attempts of students to learn can potentially be hampered by negative emotions like anger, worry, and despair. Unfortunately, students' emotions tend to be more demoralizing than motivating in this situation of learning a foreign language. Anxiety is one of the emotional states that makes this process challenging. Students' emotional emotions, such as worry, may interfere with their language learning. Students' performance in foreign language classes will suffer as a result of strain, concern, and uneasiness. The majority of linguistic studies, according to Oxford in Fonseca-mora (2016), indicates a negative correlation between anxiety and performance. Anxiety can harm a student's performance by making them worry, doubt, and participate less. Psychologists frequently refer to anxiety as a psychological construct where anxiety is a condition of fear, a hazy worry that is only remotely tied to an object (Hashemi, 2011). One of the factors that has received the greatest attention in psychology and education is anxiety, which has been found to have a negative impact on language learning and to be experienced by many language learners (Hashemi, 2011).

Meanwhile, to reduce language learning anxiety. Anxiety is an important variable directly related to success in language learning. Language anxiety “encompasses the feelings of worry and negative, fear-related emotions associated with learning or using a language that is not an individual’s mother tongue” ([MacIntyre and Gregersen, 2012](https://www.frontiersin.org/articles/10.3389/feduc.2021.618655/full#B21)). Horwitz, et, al (2010) stated that teachers should work to provide less stressful learning environments and assist anxious students in coping with anxiety-provoking events. It is obvious that fostering a low-anxiety environment in the classroom is a crucial requirement for effective language learning.

The preliminary study was conducted by administering Public Speaking Anxiety Scale (PSCAS) questionnaire proposed Yaikhong and Usaha (2012) to find out the anxiety level of 66 students of class VIII B and VIII C of SMPN 40 Palembang. Based on the result of the questionnaire, 12,12% (8) of students had a low anxiety level, 27,28% (18) of students had a medium anxiety level, and 60,60% (40) of students had a high anxiety level. It can be concluded that most of the students had high level of anxiety. This phenomena encourage the researcher to find out the factors that cause the students’ anxiety in speaking at SMPN 40 Palembang.

There were several previous related studies conducted regarding the anxious that students have when studying English. The first study was conducted by Anggiyana Musthachim (2014) at the Eighth Grade of SMPN 9 South Tangerang, the result of the study showed that speaking in front of the class, being laughed at by others, incomprehensible input, students’ beliefs about language learning, teacher personality, and lack of preparation were the six factors that may contribute to the students’ anxiety in learning English. The second study was conducted by Oktaviani, et al Ardi (2013) at SMAN 7 Padang, the result of the study showed that indicate that the most influential component to students' anxiety in learning English is fear of negative judgment of others, followed by anxiety in communicating, anxiety to the exam, and the last is anxiety to be in English class. This shows that the source of the anxiety comes from themselves, they feel that English is difficult. The third study was conducted by Mulyani (2011) at SMAN 1 Elok, the result of the study showed that it is a correlation research. The writer prepared a questionnaire to measure the students’ anxiety level variable symbolized as X variable and speaking test to know the students’ speaking ability at the second year of SMAN 1 Enok symbolized as Y variable.

Based on the description above, the researcher is interested in studying the students “speaking anxiety and factors that influence students” speaking anxiety into a research entitled **“Students’ Anxiety in Learning Speaking: A Case Study at SMPN 40 Palembang”.**

**1.2 The Problem of the Study**

Based on the background of the study above, questions in this researcher written as follows: What factors that cause students’ anxiety in learning speaking at SMPN 40 Palembang?

**1.3 The Objective of the Study**

Based on the research problems above, the objectives of this research are formulated: To determine factors that cause students' anxiety in learning speaking at SMPN 40 Palembang.

**1.4 The Significance of the Study**

The results of this study are expected to contribute both theoretically and practical value. Theoretically, this research is for students, it is expected to know about English language learners at SMPN 40 Palembang experience anxiety. Practically speaking, English teachers can apply appropriate teaching techniques to make learning enjoyable and environmentally friendly for students and can offer some suggestions for interaction in English class at SMPN 40 Palembang by understanding the student anxiety experienced by students in class. The research expects that this research will be able to teach them anything new about the students' anxiety at SMPN 40 Palembang when learning Speaking. The goal of the research is to improve writing abilities. As a reference tool for future research looking into students’ speaking anxiety while learning speaking at SMPN 40 Palembang, the research thinks that this study will be very helpful and be able to benefit society.