

CHAPTER I

INTRODUCTION

This part describes the background of the research, the statement of the problems, the objective of the research, the significance of the research, the scope of the research, and the operational definition.

1.1 Background of the Research

Speaking anxiety is a disorder that often occurred in students when learning English. A pattern of anxiety affects oral communication and one's physiological condition when interacting. Asyasyfa (2019) said that speaking in English for EFL classroom is not easy because students need to speak a new language with high self-confidence. Commonly, students feel nervous, not confident, and anxious. In the case of the factors of speaking anxiety, Cherniaieva (2021) stated that many foreign language learners fear learning a new language in certain situations. They appear to be more anxious when asked to share their thoughts in front of peers and faculty. In line with this issue, Erdiana (2020) and Plantika (2021) declared in their study that the biggest problem EFL students face is their lack of fluency in English. Speaking anxiety creates a feeling of apprehension or worries about something bad that will happen in their speaking. Anxiety will open opportunities for students to experience more failures because they are blocked by their feelings, which will increase their anxiety.

There have been many researchers who have analyzed speaking anxiety in EFL classrooms. As said by Yentürk & Kırmızı (2020), they found other sources of speaking anxiety in EFL classrooms in some universities in Ankara. Oral production and fear of negative evaluation in a foreign language can be a source for speakers, especially adults. In keeping with this study, there is a correlation between speech duration and self-report public speaking anxiety when conducting research at University of Jyväskylä, Finland (Gallego et al., 2022). He explained that students who have high anxiety will have a short duration of their presentation. In agreement with that, Plantika (2021) argued that there is a negative and moderate

correlation between students speaking anxiety and students speaking ability. She took second year students of Universitas Negeri Padang as participants of this research. This means that for students who had high anxiety, their speaking ability will be down. Inversely, Jin (2021) studied strategies to fix students' anxiety in Chinese universities students. He noted that speaking anxiety can be reduced with a positive psychology approach. Other findings from Dincer (2022) indicated that breathing therapies and emotional freedom techniques can reduce speaking anxiety in Turkish nursing studies. His result of the study explained that breathing therapy slows down a person's physical and mental activity, thereby reducing the response of the sympathetic nervous system.

The researcher used questionnaire and interview in this study. Students who have high anxiety score and low anxiety score in questionnaire were interviewed. This becomes the different point of this study with others because most of previous studies just interviewed students who have high anxiety score. Besides, the researcher used questionnaire in English because the most researcher used translated questionnaire if they took students senior high school as a participant. In addition, most of the researchers took students' universities as participants of their study in conducting speaking anxiety research. Hence, the researcher chooses eleventh graders of MA NU Banat Kudus as a participant in this study. This was the highlight of this study as a difference with the previous studies. Moreover, eleventh graders of MA NU Banat Kudus are a student organization candidate who becomes a figure for the other class, and there will be a language festival event in every year and eleventh grade must join the English competition and also do speaking practice for a month with some teachers.

Based on the researcher's experience who has done a second apprenticeship at MA NU Banat, the teacher emphasizes English for eleventh graders by facilitating additional conversation lessons every week, but the researcher found that students there have symptoms of anxiety in speaking skills. Students' speaking anxiety affect their participation and performance in the English learning process. Therefore, this study aims to find out the factors and strategies of students' speaking anxiety in English.

1.2 Statement of the Problems

Based on the background of the research, the statement of the research can be formulated as follows:

1. What are the factors causing speaking anxiety of the eleventh graders in MA NU Banat Kudus?
2. What are the strategies used by eleventh graders in MA NU Banat Kudus to overcome their speaking anxiety?

1.3 Objective of the Research

Based on the statement of the problems, the objectives of the research can be written as follows:

1. To identify factors that cause speaking anxiety of the eleventh graders in MA NU Banat Kudus.
2. To find out the strategies used by eleventh graders in MA NU Banat Kudus to overcome their speaking anxiety.

1.4 Significance of the Research

By conducting this research, the researcher hopes that this research will be useful either in theory or practice.

1. Theoretically

The researcher hopes that this research can be used as a reference for researchers who will conduct research in the area of speaking anxiety in English class.

2. Practically

Expectantly, this research was useful for students and teachers in conducting a speaking class because this research gave insight and knowledge into teaching and learning activities so that the class becomes better and makes students prepare themselves and be well-motivated in joining English speaking class.

1.5 Scope of the Research

This study is limited to factors and strategies areas in speaking anxiety of English class. The researcher focuses on factors influencing students' speaking anxiety. The researcher also investigates strategies used by students to overcome their speaking anxiety in the classroom. In this case, the researcher takes eleventh-grade students from MA NU Banat Kudus as a participant.

1.6 Operational Definition

Based on the topic of the study, several terms can be explained in the operational definition as follows:

1. English Speaking Anxiety is a feeling of fear and anxious to speak English both in pairs and in groups especially in the classrooms.
2. Strategies of Speaking Anxiety is several ways that are made by someone to calm themselves in dealing with anxiety to speak.
3. Eleventh Graders of MA NU Banat is students who took a second year in MA NU Banat School.

