

CHAPTER I

INTRODUCTION

In this chapter the researcher discusses the background of the research, the statement of the problem, the purpose of the research, the significance of the research, the scope of the research, and operational definition.

1.1 Background of the Research

According to Zhang & Graham (2020) explains that this is a concern because, as a tool for knowledge learning and assessment in schools, public speaking proficiency is important for every subject, particularly language arts. For instance, students must be able to communicate their information in an informative speech when studying disciplines like physics and math. Friston et al (2021) stated thus, pupils' capacity to effectively communicate their knowledge has an impact on their decision-making and abilities. When students participate in extracurricular activities like STEM (Science, Technology, Engineering and Math) contests or other extracurricular activities outside of the classroom, the capacity for informative expression is equally crucial. And even speaking is regarded as a beneficial and significant personal trait in schooling. However, foreign language students frequently claim to experience tension or worry when studying the target language and to have a "mental block" that prevents them from progressing.

Based on interviews with English teachers at SMAN 1 Jekulo Kudus, most students experience anxiety in speaking English. Factors causing anxiety in speaking English are students' external problems, namely disturbances in the teaching and learning process, including internal factors that cause students' lack of ability to speak English. According to Herbein et. al (2018), excessive anxiety related to language among college students is "worrying" and affects up to half of all students. This study deals with the issue of recognizing language-speaking anxiety in a foreign language and the major effects of language-speaking anxiety as stated by English language learners taking a foreign language classroom. Internal factors these factors come from the attitudes and abilities of individual students.

According Rukthong & Brunfaut (2020) some students who experience test anxiety often assume foreign language learning processes, particularly oral production, as a test situation rather than as an opportunity to improve their ability in communication. Concerning these issues, we consider that it is necessary to investigate how anxiety disorder affects students' speaking ability and what factors that rely on it. And Habiburrahim et al (2020) state that students' problems in learning English were; there were many students lack of vocabulary, some of the students seldom to practice in speaking and some of the students were difficulty in pronunciation. The students need confidence to speak in front of the class, but some of students had anxiety when speak in classroom.

Siagian & Adam (2017) states that students with anxiety are likely to avoid such activities which require them to speak in a foreign language because of fear of making mistakes and over the risks when speaking. Therefore, it is important to determine the causes or factors contributing to students' Speaking anxiety. This study aims to investigate factors contributing to students' speaking anxiety at junior high schools. This study explores factors that are causing students to feel anxiety when they speak in front of peer classmates and even in public spheres. Suparlan (2021) stated that anxiety is a disturbing combination of emotions including fear, worry and difficulty, and is usually followed by physical reactions "such as high blood pressure, increased heart rate, and other body signals". It is seen in literature that foreign language learning has a great importance especially since English nowadays has become internationally recognized and demand for learning English has increased day by day.

1.2 Statement of the Problem

Based on the background of the research above, the following problem can be formulated follow as:

1. What factors influence students' anxiety to speak English?
2. Why do students have the anxiety to speak English?

1.3 The objective of the Research

Based on the statement of the problems above, the objectives of the research are:

1. To find what factors influence students' anxiety in speaking English.
2. To know the reasons why students have anxiety speaking English.

1.4 Significance of the Research

By conducting the research, the researcher hopes that the result will be useful to provide benefits for all people who are related to this research, both theoretical and practical as follows:

1. Theoretically

The result of this research is expected to be used as a reference for further research and also can be used as a reference and knowledge for other researchers.

2. Practically

The researcher expects that this research can be useful:

a) The teacher

This research can motivate teachers to deal with students who are anxious about speaking English.

b) The students

The researcher hopes that high school students will get a description of anxiety in speaking English.

c) The readers

This research can give readers more knowledge about students' anxiety in speaking English.

d) The researcher

so that this research can be useful for future researchers who will conduct research in the same field.