

CHAPTER I

INTRODUCTION

1.1 Background of The Study

EFL (English as a foreign language) is quite possibly the most well-known, however to be viewed as an important perspective in teaching English. People use language to express our purposes, emotions, point of views and aspirations. Language is a communication between people in the community. When people interact, people use language to deliver information. That's why, language is an important role in people's civilization.

In this globalization era, English is one of the most important languages. Mastering English is a need because this language has become international. This implies that every students should learn about English. It's not only for educational purposes but almost in every aspect, such as science, travel and tourism, software, business, industry, etc. Maxom (2009:9) stated that English is regarded as a language which offers us to get entry to the world. This means English can connect us to the world. Through English, we can be united and connect to each other.

In learning English, there are four abilities of language that should be learned by the learners in general. They are reading, writing, listening and speaking. These abilities cannot be separated one another. Among these abilities, speaking is one of the essential points of the language. Speaking is not only about capability in featuring a language but also the capability of understanding the information. Mastering speaking is an important thing and a necessary for English learners, it's a measure that they have mastered the language. Nowadays, mastering speaking is so crucial in modern society. If students have mastered the language speaking skill, it can make students easy to communicate. Improving speaking ability is one of the aims in education in Indonesia, it starts from basic elementary school up to college.

Most of the students are not able to speak English even just in very simple expressions. Although English is taught in schools as a foreign language, most of Indonesian students encounter numerous issues specially in speaking. Indonesian

students cannot speak eloquently. In using the language, we actually discover some students who are still poor at English especially in oral communication.

There are a lot of problems in speaking, one of them is because the students feel anxiety. Many students feel anxiety when it comes to speak. Anxiety can give some impacts to students' achievement in academic. The theory of anxiety is applied in educational aspect to overcome students' issues anxiety in learning process. Anxiety consists of feeling worry and fear that arise when someone sees a situation as threatening. Students assume English is a difficult subject. The bad stigma about English is difficult among English learners cause problems in speaking. This could be an obstacle in delivering information

It is important to investigate students' anxiety, as anxiety can have a significant impact in learning a foreign language. Most of the barriers encountered in learning speaking skills are lacking of vocabulary, lacking of pronunciation, lacking of self-confidence, and fear of making mistakes in speaking. Another problem, it is that students are shy to speak English. They are afraid of expressing their thoughts, emotions and ideas. Those are the problems that make students become unconfident.

There are some things that cause students feel anxiety when they are speaking, it could be from external and internal factors (Rajitha & Alamelu, 2020). External factors come from language factor, grammar, lack of pronunciation, and peers. Meanwhile from internal factors come from stage of fear, unconfident, and shyness.

The external factors comes from many aspects. One of them is when the students think their knowledge about English is very low then students will feel anxiety. They have a thought like they will be brave when their English is already good, and they will be afraid of talking if they do not have great capability. Whereas, speaking skill need a lot practice, if the students never try to speak because they are petrified of making mistakes, the students' speaking will not improve. They will always feel anxious and worry to speak. This is one of the reasons causing student's anxiety in speaking.

Grammar is also a matter. In order to make a good sentence, we need grammar. Through grammar, we can know the specific time, when it happens and when it ends. In this aspect, students think too much about their grammar, they are afraid of using wrong grammar while they are speaking. This aspect makes students feel hesitant and anxious in delivering their thoughts.

Evaluation from other peers always makes students worry. Students feel anxiety and worry if the other students give evaluation. The students always think what if the other peers give negative evaluation. This will prevent students from speaking in English. Some students also become more afraid when they see the other students can speak English fluently, the student will think that he/she will not be as perfect as their peers.

Lack of pronunciation is a common problem in speaking class. The students feel anxiety when they think whether they pronounce the words correctly or not. This affects students' performance in speaking because they are too worried.

Another factor comes from internal factors, stage fear is one of the causes. Students are worried if they speak in front of the class. They are afraid of making mistakes and being laughed at by others. Lack of confidence is also a main cause that contributes a lot to students' speaking capability. If the students are anxious, it will be so difficult for them to arrange their words. Not only that, shyness is also a problem that contributes to students' speaking anxiety.

Öztürk & Gürbüz (2012:663) found gender is a factor that is contributing to anxiety in speaking. Students often feel nervous when it comes to speak with the opposite gender. This prevents students from speaking freely without feeling pressure, worry, or hesitant.

The researcher conducted the investigation on Eighth Grade Students of Junior High School. According to the syllabus, for students in eighth grade, the fundamental abilities that need to be accomplished in speaking are some practical abilities, for example, transactional and interpersonal skills. There are some things, such as introducing themselves, how to begin a discussion, how to make a date, how to describe something, training individuals how to get things done, and getting to know one another.

Based on the phenomenon faced by students described above, the researcher wants to conduct the following research, **“EFL Students’ Anxiety in Speaking English: The case Study in English Class of Junior High School at SMP Swasta Karya Bunda Medan.”**

1.2 The Identification of Problem

Based on the background, there were some problems in teaching and learning speaking in English class. The problems were the students often feel anxiety to speak in English because some of factors, it could be from external factors and internal factors. External factors come from language factor, grammar, lack of pronunciation, and peers. Meanwhile, from internal factors come from self-perception, shyness and presentation in the class.

1.3 The limitation of Problem

The limitation in this study are the level of anxiety that occurs in speaking and the factors that experienced by students at eighth grade.

1.4 The Formulation of Problem

There are some obstacles in order to make the class work properly. One of the problems is anxiety. It has some negative impacts to the activities in the speaking class. Anxious students tend to be passive and potentially influence the others. Dealing with the condition, the causal factors of anxiety need to be discovered. The findings of the study will be very important to decide the best teaching and learning method for students. Therefore, the author intends to investigate;

1. What are the levels of speaking anxiety experienced by students in EFL classroom?
2. What are the factors that contribute in students’ speaking anxiety in EFL classroom?

1.5 The Aim of Study

The aims of this study are:

1. To identify the level of anxiety experienced by students at eighth grade of SMP Karya Bunda.
2. To identify the factors that may contribute in students' speaking anxiety at eighth grade of SMP Karya Bunda.

1.6 The Significance of study

This analysis was conducted with expectation that it'll be helpfulto all or any of readers and particularly for the researcher.

1. The Theoretical Significance

- a. This research is expected in adding information to the readers how to know the level and the factors that contributed in students' speaking anxiety.
- b. This research is expected to be used as a reference to readers to know about speaking skill.

2. The Practical Significance

- a. This research is expected to give more knowledge to the readers and also the researcher.
- b. This research is expected to give more information to the teacher about the problems in students' speaking anxiety in learning teaching process.
- c. This research is expected to give more motivated to the students to increase their speaking skill by knowing their problem