

CHAPTER I INTRODUCTION

A. The Background Of Study

English class in high school covers four language skills such as listening, reading, writing, and speaking. Speaking is very important when learning English. For English learners, speaking is one of the most important skills to develop (Paramasivam2013,7). This means that speaking is important for students in language learning, because speaking is a means of communication. Harmer (2001) states that speaking involves many factors. This means that speaking is the ability to process information and language. Speaking is a complex problem in learning a foreign language.

According to Solihin (2009), many Indonesian students experience difficulties in speaking English because most of them usually only speak English in formal educational institutions such as schools. So you have very little time and opportunity to practice English. At the same time, students should be taught to speak for themselves in class so that they can communicate well both in writing and orally. Nowadays, many students feel anxious when they speak English. In this case, they find it difficult to express their thoughts in class activities and it is difficult for them to achieve the goals of learning English. Therefore, students are expected to be very confident in speaking English, with good pronunciation and enjoy their conversations. Based on the analysis, data on the English exam for class X students of SMA Negeri 1 Maumere revealed that their speaking ability was still low at around 7.89% in the 2017/2019 academic year. (Thailand:2019:11)

Speaking is a skill that must be possessed by students in order to be able to speak or express opinions in public or in front of the class. This ability really supports students in carrying out various activities such as learning such as presentations, discussions, debates or other activities (Haryanthi&Tresniasari 2012). Schools that require students to communicate effectively are achievement tasks. Presentation tasks that are often encountered by students are presentation

assignments in front of the class or public, presentations in front of the class or in front of the public, both individually and in groups (Riani&Rozali 2014).

However, in the classroom there are still many students who have not been able to master this skill. Several students expressed their opinions about their experiences when given the opportunity to speak in public. They revealed that when given the opportunity to speak in public, they experienced anxiety, tremors, nervousness, cold sweat, wet hands, weak knees, excessive sweating, palpitations, students frequent use of the restroom before public speaking, and students relapse. experienced and for no reason when students speak in public, they are anxious or nervous.

At secondary school level, students should be able to express their opinion or they can ask for something if they don't understand English because there is no use for proper grammar and vocabulary because they are not interested in speaking English. Rayani (2012 :5) this means that students may be very afraid of speaking English in front of many people or even just with their friends. One of the factors that students experience is that they are too afraid to speak English because if they don't prepare well when speaking English and are afraid of making mistakes, other students will laugh and complain about those who make fun of them, and their fear will be even greater. bigger than before (Paramasivam, 2013).

According to Nevid et al., (in Prakosa and Partini, 2014), anxiety is a normal response to threats, but fear can become abnormal when its level does not match the ability to deal with these threats.

Speaking in English is not easy for students who do not have confidence, fear, anxiety, and stress in speaking. Such anxiety can be properly managed, eliminated, or better yet, effectively internalized in a person's speech program. When a student does not want to speak or feels anxious to speak the foreign language they are learning, it can be the foreign language they are learning; it may become a problem for them or maybe, they will fail in their skills.

Anxiety experienced by students can interfere with student learning. This means that students with a high level of anxiety will have difficulty learning English, but conversely, if the level of anxiety is low then they will learn English

more successfully. Rayani (2012: 24) notes that factors that can increase students' acute anxiety are lack of vocabulary, inappropriate grammar, and fear of mistakes. In addition, Rayani (2012: 42) added that the very limited opportunity to practice is one of the reasons why students feel anxious, because uncertainty, confusion, and loneliness hinder natural communication. If they think they will fail to learn English, they will not be able to speak English well. Nunan (2000: 39) states that speaking is one of the key factors in learning a second or foreign language. He also stated that the success of language learning is measured by the ability to speak in the target languages.

In the process of teaching and learning, surely students will experience anxiety. Especially when learning to speak. When students learn to speak, there are some of them who often get into trouble, in particular, have feelings of anxiety. If these negative feelings are allowed to grow within students, they will not be able to communicate their thoughts, ideas, and feelings using the new language they are learning. Therefore, anxiety is a subjective feeling that is to say the feeling of tension, apprehension, nervousness, and apprehension associated with arousal of the automatic nervous system (Mcintyre& Gardner, 1999).

In addition, the American Psychological Association (2015) defines anxiety as an emotion characterized by feelings of tension, anxious thoughts, and body changes. Wooten (2008) also considers anxiety as a negative mood of negative worry with physiological characteristics. Anxiety in speaking English can make students fail to achieve maximum scores in English subjects. Regarding writing, Abu-Rubia&Argaman (2002) examined the role of Language Anxiety in English Writing Achievement in Middle School EFL students, Middle School EFL Students. They found that students with higher levels of language anxiety tended to perform less well in writing.

In fact, fear negatively affects students to improve their foreign language skills. Students with higher language skills tend to have less language anxiety, and students who have low language skills will experience higher speaking anxiety. Speaking a foreign language is often the most anxious experience for students, and difficulty speaking in class is also perhaps the most frequently mentioned by

anxious students most frequently cited by anxious foreign language learners seeking help from learning competency centers (Horwitz et al., 1986:128).

According to Cui (2011:4) states that this paper presents some results that scare high school students in Chinese EFL classes. It has been found that most students experience anxiety in the classroom boys students were found to be more anxious than girls in English class. In addition, it was also found that fear is a debilitating factor in language learning, especially fear of English tests and classes. There are several factors that can cause students' anxiety in speaking English, namely self-esteem, cultural differences, class performance, and fear of making mistakes Tseng (2012:78-82). According to Soemanto (2003: 188) students who experience fear during the learning process, namely. Describes how the fear that students experience at that time is related to emotions and fear. There are several signs students are afraid, namely: 1. Fear of the school situation as a whole, 2. Fear of aspects of the school environment, teachers, friends and meta-learning, 3. School phobia.

In Indonesia, the fear of learning English speaking is still high. Based on Amrullah et al. (2018) in the International Research Journal of Engineering, IT & Scientific Research, analysis of research data on students' English proficiency at the Syekh Zainuddin NW Anjani East Lombok Islamic High School level concluded that there is a high level of anxiety when learning to speak. class with a sample of 36 students and divided into three classes; Upper class, middle class and lower class. All students fall into each category based on their speaking ability. While 31 students belong to the upper class, four students belong to the middle class and one student belongs to the lower class. It's in percentage; 86.8% high, 11.2% moderate, and 2.8% low. (Amrullah et al. 2018:8).

From the description above, it can be understood that anxiety about learning English speak is still high, especially at the high school level. The purpose of this study is to find out the behavior students' when learning English speaking in high school and this entitled "The students' anxiety in learning English Speaking at SMAN 1 GunungTuleh, West Pasaman".

B. The Identification of Problems

Based on the background of the problems above, several problems can be identified as follows:

1. Students' anxiety in learning to speak English is high,
2. Students' anxiety in learning to write English is high,
3. Students' anxiety in learning to listen to English is high,
4. Students' anxiety in reading is low.

There are many problems to research. Therefore, the researcher wants to limit it, that is students' anxiety in learning English lesson is still high.

C. The Limitation of Problem

In English lesson there are four skills that must be able, namely reading, writing, listening and speaking. And in this research the researchers focused on speaking English when learning English lesson. There are two factors that can be investigated when students feel anxiety in speaking. There are internal factors and external factors. Internal factors include, not learning English, motivation to learn English, anxiety when learning English. External factors include methods when learning English, material in learning English, and media in learning English. From these two factors the researcher limits the internal factor, namely anxiety in learning to speak English.

D. The Research of Question

This research was conducted to answer the research formulation, namely:

1. What anxiety do students' have in learning to speak English?
2. How did students' anxiety in learning English speaking ?
3. Why did anxiety learning English happened in this way?

E. The Objectives of Study

Based on the formulation of the problem, namely anxiety in learning to speak English, the objectives of this study are:

1. To find out the anxiety that is experienced when learning to speak English
2. To find out anxiety in learning to speak English
3. To find out the causes of students feeling anxious in learning to speak English

F. The Significant of Study

Theoretically this study is significant to enrich the theory of teaching writing. Practically this study is useful for

1. The Students

This research can be useful for students in compiling and making a good text based on writing standards both narrative, descriptive, report and other texts.

2. The Teachers

As a reference, teachers want to improve teacher skills in teaching writing by instilling spiritual intelligence and knowing students' difficulties in writing. This research can also provide solutions or information for teachers about students' anxiety in learning English speaking

3. The Futher Researcher

The researcher expects that this study can be used as an additional source for further researchers who want to conduct a research about Students' Anxiety in Learning English Speaking and develop it into a broader research.