

## **CHAPTER I**

### **INTRODUCTION**

This chapter explains a series of rationalizations related to research from the background of the research, and then explains the basis of the research. Third, there is the urgency of the study, which explains the novelty of the study being compared to previous studies, and finally the formulation of the problem statement and research goals.

#### **1.1 Background of the study**

In general, one of the four essential abilities in language acquisition is speaking, because speech is a tool that people use to communicate with one to another. When learning language also, there are skills that must be mastered. There are two types of linguistic abilities: receptive and productive. Reading and Listening are receptive skills, whereas speaking and writing are productive. Speaking is one the linguistic abilities; where the speaker makes a choice of lexicon, namely structure and discourse. In order to speaking can be acceptable and understood by the listener, the speaker needs to develop the words into a sentence, not only that the structure of the language and the information is also needed.

English is one of the language that usually used for communication, according to (Putra, 2018) English language is not usually used for instruction in the bussines needs but also in educational needs. In Indonesia, English puts the role of Foreign Langue, moreover Nunan added that mastering the art of speaking is the single most crucial component of learning a second or foreign language, and that success is determined by one's capacity to carry on a conversation in the target language (Isnaini Nur, 2019).

Speaking is the ability for human to convey their thoughts, ideas, or feelings. In addition speaking is one of the important skill that learners must be mastered when learning speaking English, the learners must study to practice speaking in their daily activities. By practicing speaking the learners can get the good result such as their

fluency which improve their skill, because by because by getting used to speaking will contribute greatly to improving students' ability to speak English (Putra, 2018). However, speaking is not easy because it is the way to express the thoughts, ideas, and feelings. There are many problems with mastering speaking, including issues with student instruction. Emotional issues are one of the pupils' problems. Students who are under emotional stress may find it difficult to concentrate while they study or appear uneasy and stuttering. Since emotion has a positive effect on learning, it is crucial to include it in conversations and classroom activities.

In addition according to Brown (1999), emotions have the most fundamental influence on learning since they serve as the foundation for learning strategy and technique. It describes all pupil mental states that are accompanied by both fundamental and sophisticated emotional experiences. Emotions can be divided into two groups: sensory emotion and mental emotion. First, sensory emotion is the sensation that the body has in response to outside stimuli like coolness, sweetness, and exhaustion. Second, a mental emotion is a sentiment with psychiatric roots. The emotions of intelligence, society, morality, beauty, and infinity serve as an example. So that a change in one's physical or personal actions has an impact and causes an emotion to arise. Students' attitudes toward learning a foreign language typically lean more toward discouragement than encouragement. Anxiety is one of the emotional states that makes such a process challenging (Isnaini Nur, 2019).

Anxiety is the feeling when the person feel anxious, fear, or nervous. It is the unpleasant sensation of worry and fear. One of the most well-known psychiatric disorders is anxiety. In general, the human body reacts to a circumstance by becoming anxious. A broad definition of anxiety is a sensation of fear, nervousness, worry, or tension. Khoshlessan & Das defined that student anxiety as the emotions, ideas, and experiences that raise anxiety levels when studying and have an impact on students' academic performance. (Najihah, 2021)

Anxiety is a sensation of anxiety, trembling, or trouble communicating. Many students find it challenging to communicate while learning English during the teaching and learning process, to convey their ideas, and to respond to questions. This is shown by students who, despite frequent and rigorous practice, fail to accurately reproduce the target language's true meaning, tone, or intonation when asked to speak in front of their peers. Even if they are in front of the class, everything seems gone. They forget the words they had previously prepared. None other than the worry that students experience is the root of all of this (Putra, 2018).

Anxiety in speaking is incredibly common. When the learners speak in front of a large audience, it seems normal for them to feel uncomfortable, insecure, shy, and nervous. Because every learner has a unique psychological makeup, some of them can speak in front of the class with assurance while others are too shy and scared to talk in English. But speaking English with fear can make the learners less adaptable.

## **1.2 Research Rationale**

This research investigated the types of anxieties that faced by the students in speaking and the factors that influence students' speaking anxiety. This research is based on the students' experience when taking a Public Speaking class at 2<sup>nd</sup> semester. The skills that must be mastered by the students in learning English is speaking. Because by speaking, students can convey their ideas and opinions. And according to the author almost all of the students in Public Speaking class have the anxiety when they have to convey their thoughts and opinions, it is because when this class was running the students should practice how to speak properly in front of the class.

This research was conducted for English Education students of Swadaya Gunung Jati University, Cirebon. The subject is final semester students in English education department. This research is focused on knowing the types of anxieties that

faced by the students in speaking and the factors that influence students' speaking anxiety.

### **1.3 Urgency of Research**

There are several studies that written by the reasercher related to students' speaking anxiety which was often happened when learning English language with the purpose to find the solution related to how the students overcome their anxiety. According to a study by (Utama, 2022), anxiety can have negative consequences on pupils' ability to learn, which makes them less motivated to do so and unable to apply what they have learned. The study by (Febrikawati, 2021) also noted that the students clarified that they experience challenges when learning to speak English, and that these difficulties frequently result from their emotions. Meanwhile the study that conducted by (Farida, 2022.) stated that the best way to help students overcome their speaking anxiety in public speaking classes is to help them improve their speaking abilities. The findings of this study also revealed that students lacked vocabulary and preparation and felt anxious and afraid to speak in front of large crowds.

Many previous studies that was written by other researchers also have confirmed that the students speaking anxiety is very important to be investigated. But a study about the types and factors are still needed. There are some differences related to this research with previous research, previous research only proved the factors of students' speaking anxiety and the impact from the anxiety. In this study, the researcher wants to continue the previous study by investigating the types of students' speaking anxiety.

### **1.4 Research Question and Research Objective**

There are many problems that faced by the students when they want to speak english especially the anxiety that they have, it is better to choose one problem and devolope it into a good research in order to make it clear for the readers and other researcher. The analysis just focused on the case of students's speaking anxiety that faced by the students who were taking an Public Speaking class in the 2<sup>nd</sup> semester at

Swadaya Gunung Djati University. The following queries will be answered by this study (1) “what are the types of anxieties do the students have in speaking? And (2) what are the factors that influence students’ speaking anxiety?”. As a result, the objectives of this research is to find out the types of anxieties that students have in speaking and the factors that influence students’ speaking anxiety in Public Speaking class

The researcher anticipates the following applications of the research:

1. *Educational field*; It is expected that the result of this research will contribute to the field of teaching and learning method, specifically, the phenomenon of students’ anxiety faced by the students will benefits the teacher and other researcher with similiar interest in the field of theacing method. The result also will help the teacher realize that the anxiety that faced by the students is not the something to be underestimated. Moreover, it will help the teachers understand how to make the studenr to not fell anxious when they want to speak. They can use this paper as a reference to do the research or fuerther study of teaching method from a different point of views.
2. *Readers*; The researcher hopes that the result of this research will bring benefits to the reader which can get more information and knowledge, especially the researcher themselves, and the teachers. They can understand and recognize how to speak without any anxiety that will be faced.