

CHAPTER I

INTRODUCTION

1.1 Research Background

Communication is one of a basic necessities in life. Communication allows people to express themselves and understand the messages from the others. Particularly for English students, speaking fluently is one of important skill that should be mastered. It enables them to show their knowledge, emotions, and also their ability in speaking practice performance. In order to effectively convey the information, it is necessary to speak clearly, confidently, and accurately.

The ability to speak fluently is often seen as a positive personal trait in education, but many students struggle with public speaking. Pollard (2008) notes that speaking is one of the most difficult skill for students to achieve proficiency in. Many students may experience stress, nervousness, or anxiety when trying to speak in the target language, and may find it difficult to overcome such mental barriers to learning. Anxiety is a common problem experienced by many high school students. It can be caused by a variety of factors, such as academic pressure, social anxiety, and concerns about the future.

Anxiety is defined as a collection of subjective feelings that are associated with an activation of the automatic nervous system, including feelings of tension, worry, nervousness, and apprehension (Spielberger, 1983, as cited in Chen Yusi, 2015). Based on the researcher experience teaching English during the PLP 2 practice and personal experience, many students may become nervous and fear that their answers are wrong when teachers ask questions in class. They may worry about being laughed at by their classmates if they make a mistake. This anxiety can cause them to feel shy and hesitant to speak up, even if they have ideas in their mind. As a result, they may remain to silent and not contribute to the discussion.

There are a number of strategies that students can use to cope with anxiety, including seeking support from friends, family, or mental health professionals, practicing relaxation techniques, and setting realistic goals. EFL (English as a

Foreign Language) students who feel anxious may feel afraid to produce language and become embarrassed if they make mistakes. If students are unwilling to speak or feel anxious when using a foreign language, such as English, it can become a serious problem for them.

1.2 Research Rational

Based on the researcher experiences as an English teacher during the Introduction to Schooling Fields (PLP) practice at SMK Pariwisata Kosgoro in Cirebon and researcher personal experience, many students feel anxious when they need to speak in English, especially when they are required to speak in front of the class. Some students feel anxious because they are afraid of making mistakes in pronunciation, language structure, and intonation when speaking English. Some students are also feel anxious because they are shy or embarrassed and fear being laughed by their classmates. Some students may also feel self-conscious to speaking in front of their peers, which may make them fear of being judged or laughed. If students are unable to effectively manage their anxiety, it can have negative impacts on their ability to master the English language learning and development including eased motivation, eased language production and comprehension, and increased errors particularly in terms of speaking skills. By understanding the efforts that students use to ease their anxiety when speaking English, teachers and researchers can design more effective language learning programs and interventions that support student language development. Based on the reasons mentioned, the researcher is interested in studying and conducting research on the title *"An Analysis Of Students' Efforts To Ease Their Anxiety In English Speaking."*

1.3 Research Urgency

Speaking English is an essential skill in many academic and professional settings, and anxiety can significantly hinder an individual's ability to communicate effectively in this language. As a result, research that aims to

identify strategies or efforts and interventions to ease anxiety in speaking English can have practical applications in a wide range of contexts. Anxiety can have negative impacts on language learning and development, including eased motivation, eased language production and comprehension, and increased errors. Research on anxiety in speaking English can inform the development of policies and practices that support the language development and communication skills of English learners. By understanding the factors that contribute to anxiety in speaking tasks, researchers can gain insight into the underlying causes of anxiety and develop targeted strategies or efforts to address them. This research can also contribute to our broader understanding of the relationship between language learning, anxiety, and communication skills. By examining the efforts or strategies or efforts that students use to ease anxiety when speaking English, researchers can identify common themes and patterns that may be relevant to other language learning contexts.

1.4 Formulation Of The Problem And Research Objectives

1.4.1 Research Questions

1. What anxieties do the students experience in speaking English?
2. What efforts do the students use to ease their anxiety when speaking English?

1.4.2 Research Objectives

1. To find out what anxieties are experienced by the students in Speaking English.
2. To discover efforts used by students in easing their anxiety when Speaking English.