

## CHAPTER I

### INTRODUCTION

This chapter provides a brief description of the research. This chapter presents the research's background, research questions, research purposes, limitations of the study, research significances, rationale, and previous research.

#### A. Background

Speaking is one of the abilities that human have. It delivers the purpose and desire that human have inside of them. Speaking English is one of an example to begin with. To learn it, student needs some background knowledge to make what they want and desire make sense because it is not the first language for the country like British is the only people who speak English at past time but it is a foreign language for this country as Indonesia has adopted English as their teaching and learning process and somehow seen as social status for those who speak fluent of the language as stated by (Mappiasse and Sihes 2014) in their research. That makes speaking English can be really hard to deliver sometimes especially for non-English speaking countries.

Struggles that students face in class made them feel pressured that they hardly can endure. Indonesian students are lacking in speaking ability said Handayani (2015). There are numerous reasons that learners in Indonesia lacks the skill to major in speaking in school. In class students are expected to do well in their speaking because they are rated by their capability in speaking English, this makes their study is hard to be excellent.

Speaking for learners in school is labeled as a high-provoking anxiety Horwitz, Horwitz, and Cope (1986). Rickards-Schlichting, Kehle, and Bray (2004) said speaking skill is one of the skills that EFL students find it most challenging, because it needs more than a courage to do it moreover in larger scale audience. The most challenging thing that most

students face every day in their study time is when they are forced to do speech that they do not have the skill to do so.

In some institutions, one of the students said that her lack in confidence made her difficult to speak in front of the class. When other students and teacher paid attention to what she is going to say, that made her speechless. Another student said that when it is his turn to speak in front of the class, he was not able to arrange his words in a proper sentence. He said it is because he overthought too much of what other students might think about him. Other countries said by (Gullu 2007) in (Mappiasse and Sihes 2014) research is that the outcome of the study shows that students faced to some challenges such as a problem of the course content; unappealing and inappropriate study materials, lack of interest and motivation and lack of instructional materials, also showed that the program is not adequate and did not conform to students' expectations and needs.

There are several researches regarding speaking anxiety. First, a research Handayani (2015) that the lack of student's confidence is because their grammar and vocabulary knowledge in speaking English is very low. Second, a research by Romero (2009) that as we grew into adulthood we tend to find learning new language is a little frustrating, that we must cope in social needs to speak like the others. While at a young age this issue is slightly different. Children are surprisingly brighter than adult in sink in a new language, but not all children can communicate it thoroughly.

Based on students in SMP PGRI 10 Bandung, before the pandemic started students in 1st grade of junior high school has this difficulty to speak in front of the class, because they did not often practice on their speaking in class. Teachers in class also did not give enough task to enrich students speaking skills. This can caused an issue that students mostly summon. The writer chose first grade junior high school, because despite the social skill in learning, they have the difficulties in speaking English in class. That is why the writer chose first grader of junior high school in this

research which entitles “STUDENT’S PERCEPTION ON HOW FACING THEIR ANXIETY ON SPEAKING ENGLISH AS EFL IN FRONT OF THE CLASS”

This study is aiming to investigate Indonesian junior high school EFL students perception on how dealing with their issues on speaking in front of the class. This study is mostly important to evaluate their anxiety issue and how to deal with it.

B. Research Questions

The problems in background are formulated into the following questions:

1. How do students cope with their speaking anxiety in front of the class?
2. What are students’ perception on speaking English in front of the class?

C. Research Purposes

The purpose in background are stated into the following statement.

1. To investigate how students cope with their speaking anxiety in front of the class.
2. To investigate the perception of students while doing the task/ speaking in front of the class.

D. Scope of Research

This study focuses on the investigation of student’s thoughts on coping with their anxiety in speaking English in Junior High School level. It means that the analysis and discussion are specific to the finding of the research in class. This study does not concern on how they survive the situation but they will know the cause of the problem.

E. Research Significances

The research is expected to become the source of information about the way students thought on giving a speaking English performance or just describing something in front of the class. The anxiety that the

students have is expected to be identified in this research and help them to find a certain source to their speaking performance. When the result shows, this information are expect to be a resource on how teacher help dealing with students anxiety.

Practically, for benefit of teaching in this research, teacher will know the struggle student have, and teacher would cope it together with student to make learning speaking English in class will be bearable.

#### F. Conceptual Framework

Speaking is the first way to interact with other in the social community Zuhriyah (2017). Nervousness or in other word anxiety is normal as well as public speaking known as performance anxiety. Teaching how to excelerate student speaking skill is quite hard for teacher. Teacher can be clueless at understanding how learners deal with their anxiety problem. Each individual of students can confront inconvenience in class and causing further feelings of distress and fear Gkonou (2013);. There is a thing called 'mental block', when it happen or appear in students mind it would make it difficult to getting the language, this is just like a barrier that make student not motivated, not having confidence, and only thinking about failure before even starting to speak Zhiping and Paramasivam (2013). School has not been successful in delivering speaking skill to students this makes graduates are unable to speak English even using simple expressions such as introduction in front of class Lumettu and Runtuwene (2018). Anxiety is a psycholinguistic problem that cause subject to feel fear, tension band worry Milan (2019). Anxiety can be divided into three types: trait anxiety, situational anxiety and state anxiety. All of this could form an essential element that could determine learner's oral production Akkakoson (2016). Thus this research is conducted to find the solution to the problem both student and teacher can learn and teach speaking skill beautifully.

## G. Previous Researches

In some countries, speaking is considered as a high skill to achieve. Most people are not born to be public speakers; they are trained to become one. When they find themselves in situations where they become the focus of attention as they have to address an audience, they experience emotions like fear and anxiety, leading to nausea and excessive sweating. Most of them try to avoid situations where they have to perform or speak in public, but when unavoidable, such situations are endured by distress. There are some researchers who have conducted speaking anxiety researches.

In Japan for example in one of the institution some of the learners likely to experience language anxiety in oral EFL classes because they are prepared for Western-style teaching which is student solicited while Japanese-style was centered from the teacher according to (Cutrone 2009)

Within the field of research itself, lots have been done in terms all language skills. Speaking might have its own numerous researches. Among the four language skills, much attention of research on anxiety has been given to speaking skill. This case is also based on the fact that speaking skill is likely more complex compared to other skills. For instant teachers find it extremely difficult to participate in, let alone direct, a genuinely communicative interaction while simultaneously paying attention to and remembering the form of the utterances produced while students' language behavior need to be encouraged to focus on the formal aspects of their production as said by (Hunter 2012). There are some many variables that can influence learners' speaking performance as studied by (Wael, Asnur, and Ibrahim 2018) there are memory strategies where student memorize language from movies and other media sources, metacognitive strategies where student convincing themselves to be able to speak English, social strategies where student practice within themselves or with their peer to practice speaking English, affective strategies where student controlling their motivation wisely, compensation strategies where student tries to understand the material beforehand by themselves,

cognitive strategies where student prepare themselves to perform their act of speech. Among these variables, language anxiety is very common problem that influences students' speaking performance. Language anxiety, a complex psychological construct, is regarded as an affective variable in the language learning. It means that language anxiety has also become one of the factor involved in the success of language learning, either it is in positive or negative way.

In some studies there are several factors that occurs in foreign language anxiety: 1. Non-native speaker lack awareness of the importance of foreign language skills. 2. When they compare themselves to other that they are not as inadequate (Aichhorn and Puck 2017).

Other case that the writer found is that speaking anxiety can be found most in one gender. Female and male in this study shows a significant result that shows who is more stable in delivering thoughts or speaking English in front of the class. One can be motivated but still lack of confidence and one can be less motivated but are confident enough to come up in front of the class. In their study (Öztürk and Gürbüz 2013) said that most of female students are more motivated than male students in learning English, but this still does not proof that female are more confident. The study also shows even high-motivated students can be lack of confident in performing the act of speaking in front of the class, in the end the study shows that with low-motivated male students are more likely to show confident in speaking, even though they do not have the determination in learning English. On other study by (Gholizade 2013) that performances between female and male in speaking are equal based on his research on recasts and metalinguistic study. But in the other hand a school in Banda Aceh a study by (Erdiana, Bahri, and Akhmal 2019) shows that female are more better in speaking skill rather than male student from their activities and opinion performance.

In this case speaking act of speech are highly complex to determine by teacher. It is not a one absolute way to conduct an understanding through

many students, it is a complex way where one student have a different approach for them to understand a way for act their speaking skill. Through this study there will be a conclusion on how conduct an understanding and a way to make student perform their speaking and to redeem their anxiety in class.

In a paper titled “The Effect of Anxiety on Speaking Ability: An Experimental Study on EFL Learners” by Aghajani and Amanzadeh (2017) foreign language anxiety affects the communication performance among Iranian adult EFL learners that the more anxious a student, the poorer communication performance and therefore in result those students have lower tests score that debilitating anxiety has the most effect on students’ communication performance. The research study where there is a teaching method was used for reducing the anxiety can help the teacher during speaking courses either to reduce the overall students’ anxiety or turn that anxiety from debilitating to facilitative anxiety.

Meanwhile in China Jiang and Dewaele (2019) in their research “How unique is the foreign language classroom enjoyment and anxiety of Chinese EFL learners?” shows that the present study has examined FLE (Foreign Language Enjoyment) and FLCA (Foreign Language Classroom Anxiety) of Chinese EFL learners with the aim of establishing them from FL learners in how different they are from the rest of the world. It turns out that while some differences exist (teacher's unpredictability having negative rather than positive effects), the same patterns emerge. FLE and FLCA are negatively correlated but in separate dimensions. Participants reported higher FLE than FLCA. However, no gender differences were found in either emotion. Just like in the rest of the world, Chinese students' FLE was more strongly predicted by teacher-related variables than by learner internal variables while FLCA was mostly predicted by learner-internal variables. Chinese students do seem to suffer more from FLCA, which could be linked to the stressful educational context in their school or study institution. A qualitative analysis of participants' emotional

experiences in EFL classroom also confirmed previous research outside China that FLE was more related to the teacher while FLCA was more related to the learners. To conclude, their findings suggest that the relationship between Chinese learners' FLE and FLCA, and the independent variables that predict them are not fundamentally unique in the whole world.

Speaking anxiety is commonly experienced by most EFL learners, but both teachers and students are not fully aware on how to deal with this problem. In other part of Indonesia researchers Hasibuan and Irzawati (2020) with a paper titled "Students' Speaking Anxiety on their Speaking Performance: A Study of EFL Learners" took freshman' of Catholic University of Musi Charitas as their subject on this matter. It concludes that anxiety is one of a very familiar issue that affects students' speaking performance when they are in front of the class, they tend to forget what they already have in mind, and it makes their speaking performance becomes not clear. Their fear and nervousness in speaking, English test, and performing in a class show that they are already dealing with anxiety. Having clear identification of personal speaking anxiety levels on their own or with the help of the teachers would direct EFL learners to anticipate and implement certain strategies to avoid the failure in speaking class, as well as to try to solve their problems and achieve a better speaking performance in the classroom.