CHAPTER I

INTRODUCTION

This chapter focuses on presenting the research background, the research question, the research purpose, the research significance, the research scope, conceptual framework, and previous studies of similar research.

A. Background of the Study

This study intends to discover the English-speaking anxiety factors that under-performing EFL students experience during the class and how they cope with them. This study is concerned with the English-speaking anxiety problem, as it has been shown to impair students' performance in English class activities, mainly speaking. These reasons involve the sources of learning language anxiety, the correlation between speaking English anxiety and students' low performance, and low-performance indicators for EFL students.

Anxiety about learning a language can stem from two sources: linguistic and non-linguistic factors (Badrasawi,2020). In terms of linguistics, students were frequently fearful of language-related issues such as grammatical errors, incorrect pronunciation, and vocabulary selection. Students often fear teachers' reprimands for making errors during a conversation. In a non-linguistic context, students are anxious about other factors such as the teacher, the material, the facilities, the motivation, the place, the situation, and the students' perceptions. In this context, students cannot speak English in public due to their negative perception of the audience and other non-linguistic factors.

Speaking-English anxiety is highly related to students' performance in language learning. According to Parmawati (2018), speaking has been regarded as a critical macro skill that is primarily used in communication. Speaking, which has developed into a crucial language skill, has become a school subject. Thus, speaking is the primary skill students will be evaluated in their real-world situations. However, students' performance may suffer when they are experiencing speaking anxiety. It affects students' achievement and willingness to participate in learning activities related to English study, mainly speaking English. Oxford (1999) added

that speaking anxiety undermines students' achievement indirectly through worry and decreases class participation. As a result, students perform poorly in front of the class when experiencing speaking anxiety.

This study used Haris' indicators of EFL students' poor English language proficiency (1974). He asserted that speaking scales ranging from 0 to 100, poor indicator scales ranging from 0 to 49. As a result, a low score on the speaking rubric test is interpreted as an indication of poor speaking performance. First, a speaker with a poor indicator of vocabulary aspect on speaking performance is considered to have insufficient or few vocabularies to express and is limited to only the most elementary needs. Second, the speaker's speech is too halting and slow except for brief or routine sentences, which is a poor indicator of fluency. Thirdly, the speaker's pronunciation is poor; they frequently make gross errors, and the speaker's accent is often incomprehensible. Fourth, the speaker is considered illiterate in grammar when they make frequent and nearly entirely inaccurate but understandable errors (Hughes, 2003; Brown, 2004; Nurkasih, 2010).

The researcher noticed the anxiety difficulties associated with the study through restricted observation while doing teaching practice at Mts Ar-Rosyidiyah Bandung. First, students are fear performing in front of the class while speaking English and being watched by the entire class. Second, when offered an English question, the majority of students experience anxiousness. Third, numerous students respond unconfidently to a question in English, despite knowing the answer. The characteristics outlined above have affected students' decreased engagement in in-class activities, most notably speaking skill activities, during the practice and appraisal stages. As a result of the concerns mentioned above, the researcher examines the anxiety factors that low-performing students face and how they cope with providing further knowledge to students, the education profession, and the general public.

Numerous previous studies have been conducted to identify the best methods for coping with English-language anxiety concerns. First, language classroom practices are defined by incorporating cognitive, affective, and behavioral techniques in

addition to resignation (Kondo & Ling, 2004). Then, strategies used by general EFL students to deal with speaking anxiety include preparation, positive thinking, relaxation, peer seeking, and resignation (Maharani & Roslaini, 2021). Additionally, males and females chose the same strategy for reducing speaking anxiety, allowing classmates to work in a small group (Nurfirdaus, Hartini, Harisha, & Harun, 2019). As a result, the current study is motivated to conduct similar research with a more specialized group of students. This study focuses on low-performing EFL students rather than the entire group of EFL students as participants, and the method used is Conelly and Clandinin's 2006 three-dimensional space narrative inquiry, which enables more diverse approaches and a more profound outcome by delving into participants' multi-level lives and capturing the personal and human dimension of lived experiences.

B. Research Questions

The study is undertaken to discover the issue of English-speaking anxiety among under-performing EFL students. As a result, it formulates two research questions that are contextually relevant to English-speaking anxiety difficulties. The following two research questions are presented:

1. What are the English-speaking anxiety factors experienced by underperforming EFL students during the class?
2. How do the under-performing EFL students cope with English-Speaking anxiety?

C. Research Purposes

The study is concerned with English-speaking anxiety problems experienced by the under-performing EFL students. This study addresses two research questions concerning English-speaking anxiety problems and the coping strategy used by under-performing EFL students. As a consequence, it develops two research purposes that are linked to the previous research questions. First, this study is conducted to discover the English-speaking anxiety factors that under-performing EFL students experience during the class. Second, this study investigates how under-performing EFL students cope with English-Speaking anxiety.

D. Research Significances

The research is concerned with English-speaking anxiety problems experienced by underperforming EFL students. This study takes a theoretical and a practical approach. Theoretically, the findings of this study will contribute to the education field and the general public's understanding of the factors that contribute to EFL students' English-speaking anxiety and how they cope with it for a complete solution and understanding. Additionally, this research is expected to serve as a reference for subsequent researchers with a similar interest in developing the theme. Practically and most importantly for students, this research is designed to assist students in considering and overcoming their English-speaking fear in order to develop their speaking ability and participate actively in English class activities. For English teachers, it may become a consideration that students experience various forms of anxiety and can assist students in overcoming their English-speaking nervousness.

E. Research Scope

This study concentrated on the issue of English-speaking anxiety issues. Thus, the purpose of this research is to ascertain the English-speaking anxiety factors that low-performing EFL students encounter in class and how they deal with them. As a result, it determines the scope of this study's research, which includes the subjects, objects, and research location. First, this study focuses exclusively on EFL students who struggle with speaking anxiety. It recruits three seventh-grade students from Mts Ar-Rosyidiyah Bandung. Second, the study's objective is on the students' English-language anxiety and coping strategies. Third, the location is Bandung's Mts-Ar-Rosyidiyah.

F. Conceptual Framework

This research is meant to discover the English-speaking anxiety factors that under-performing EFL students experience during the class and investigate how they cope with English-Speaking anxiety using a three-dimensional space narrative inquiry as to the methods.

English speaking anxiety is the expression of worries characterized by physiological signs, such as sweating, tension, irregular heartbeat while speaking English, adapted from Kondo and Yang (2004). These are natural negative emotions that potentially distract students' learning activity when learning a second language. Students will experience negative self-related cognition such as failure when they feel anxious. They commonly feel apprehensive and nervous about speaking English. Moreover, it can be seen when students are worried about performing. They will feel like they are repressed in particular conditions of being afraid of making grammar mistakes, wrong pronunciation, and even feeling false in the vocabulary.

Underperformance happens when a student is simply working below their potential, not achieving what they should be, and working below their ability. In the underperformance phenomenon, the student wants to do well in academics and care about succeeding, but they don't know what's happening or challenging to fix. Bad performance can cause bad grades and low achievement, and repeated failure.

Hence, English speaking anxiety potentially causes the student low in performing in the class activity because the impact is that they have less participation in-class training, notably, in speaking skill activity, both in practicing and appraisal stage.

The under-performing EFL students that experience speaking anxiety usually realize the condition is a matter. Most of them have the willingness and strategy to overcome the stress, which may or may not have worked. Therefore, a three-dimensional narrative inquiry is suitable and attractive to become the research method.

According to Conelly and Clandinin (2006), a dimension of continuity looks at backward, current, and forward experiences in a three-dimensional narrative inquiry perspective. From this dimension, the researcher expected to see the anxieties and the strategy of overcoming them experienced by the participant in the past and present. Moreover, because the students are still in an under-performing category,

the researcher can see the possible experiences that the student hopes for the future by the strategy still in the process of achieving.

The second dimension is the interaction dimension divisible into personal and social interaction. In personal interaction, under-performing EFL students as participants expected to Look inward to internal condition, hopes, and feelings of experience speaking English anxiety. Meanwhile, in social interaction, they Look outward to existential needs in the environment with other people's feelings and intentions, purposes, assumptions, and points of view. The last dimension is place or condition. The data is taken from the student context, time, and place situated of experiencing speaking anxiety.

Therefore, the researcher interviews the participants through a three-dimensional narrative inquiry space to hear the participants' stories based on interaction, continuity, and place and situational dimension.

G. Previous Studies

Several previous studies related to English-speaking anxiety factors have been carried out. First, the research that focuses on the Anxiety Level of An Indonesian EFL Student in A Public Speaking Class by Mahmudi N & Mirjam A (2021), the researcher mainly discussed the three-level of anxiety factors. It is classified into trait anxiety, situational-specific anxiety, and state anxiety. Second, the research conducted by Ariska S (2019) Student's Strategies to Overcome Anxiety in Speaking English at The Tenth Grade Students of SMK Negri 4 Bulukumba. This research method is a descriptive method with the outcome that students overcome the anxiety by 57% preparation, 84% in relaxation, 79% by positive thinking, and 68% by resignation. Third, EFL students' Coping Strategies for Speaking Anxiety During Online learning by Maharani N.N & Roslaini (2020). The research is qualitatively collected data using a questionnaire. The outcomes are primarily about positive thinking, preparation, and peer seeking. Fourth, the research on Student's Speaking Anxiety in EFL Classroom by Asysyifa & Ayu M (2019) emphasized the level of anxiety and the strategy to reduce it. Fifth, the research of Investigating English Language Speaking Anxiety among Malaysian Undergraduate Learners by

Miskam N & Saidalvi, A (2019) conducts a study to determine the level of anxiety among Malaysian learners using statistical analysis.

From the previous research above, the method conducted is various. It constructs a gap of the more profound outcome because this research uses a three-dimension space narrative inquiry adapted from Conelly and Clandinin in 2006. It allows investigation into the multi-level life of participants and captures the personal and human dimensions of lived experiences. The other gap is that this research conducted a study to focus on the under-performing EFL students only rather than a whole category of EFL students.