CHAPTER I

INTRODUCTION

This chapter contains introduction explanation of the research topics which relates to the problems about member's anxiety in speaking English. It covers background of the research, research questions, and research purposes.

1.1. Background of the Research

Anxiety is a common condition faced by anyone going to face something important, including when speaking English. Anxiety in this condition arises because there is an unconfident feeling related to the memorized vocabulary. Anxiety can rise from various factors. Among the several factors which affect foreign language speaking, anxiety appears to be the crucial factor that has a debilitating effect on the oral performance of the members. (Horwitz & Cope, in Tran, 2012) found that speaking in a foreign language is the most anxiety-producing experience. Feelings and spirits are important in this community since they impact the conversational activities, for example members speak and perform more successfully when they feel secure, happy, and excited about the subject matter.

SENSE is an acronym for Society of English Students and Enthusiasts, which is an English club based at the Department of English Language and Literature of State Islamic Sunan Gunung Djati of Bandung. Therefore, it can be concluded that SENSE is an English Club. This object was chosen by the researcher because it has

an important problem background for research, the researcher is also interested in analyzing each member who has been selected to analyze their anxiety because the object that the researcher determines, namely the SENSE Community, has never been studied before. As an English club, SENSE has work programs and activities that focus on honing students' abilities in English. A speaking club in SENSE Community is all about speaking and exercising their English-speaking skills. If members have never been to an English-speaking club before, then it might feel strange at first, however members will soon get in the flow of things and understand why English-speaking clubs are a great addition to their English language learning. The head of the SENSE Community hopes that by joining this community, members will have better speaking skills, become good public speakers, and be confident in conveying their communication in English.

Speaking practice is a central part of English activity in SENSE Community (Hence: members). However, it is also in these situations that the members easily become speechless. It is not a surprising reaction since most of them are used to becoming less talkative in new situations where they feel insecure. A similar feeling is produced when attending a job interview or giving a speech in front of a large group of people. The researcher found that they feel nervous, shy, tense, or anxious. However, the researcher know that these are fleeting emotions. If not, it would probably be a huge obstacle for one's oral communication, and one would probably be marked as a shy and withdrawn person.

In foreign languages, the ability to speak is the most important skill as it is the basis for communication and the most difficult skill. Speaking English is the most difficult for non-native speakers. Speaking is the most important and essential skill. Mastery of this skill illustrates that the speaker has proper knowledge of the language. In speaking English, beginners may make many mistakes. Those mistakes can develop their English such as vocabulary and grammar. They also learn about intonation in speaking as one of the important aspects in speaking skills while practicing. Fluent in speaking English will not work if members do not want to try speaking.

In a SENSE Community, there are a lot of different individuals. A community founder surely hopes that the majority of them are outgoing and talkative, since those are the characteristics of a good language speaker. But what about those anxious members? Do they attain the goals for the English speaking, and should they receive special attention? They are, after all, striving for an equal opportunity.

The problem of not being able to eliminate the anxiety in speaking is not being able to remember vocabulary in speech or be able to structure words into correct and meaningful sentences, so that the process of communicating turns into stiffness and not confidence. The inability to remember vocabulary and arrange vocabulary in sentences is due to a lack of training in the areas of outlining, exposing ideas, and conveying information. Mastering vocabulary is not easy. It needs to be pronounced over and over again and practiced, both orally and in writing. The practice of

composing words in conversation can shape speaking naturally. This situation needs to be created during the speaking process.

Strategies for developing vocabulary can be done through reading, listening, saying and writing it down repeatedly. A reading text contributes greatly to all four English language skills. In addition to acquiring a lot of new vocabulary, readers learn how to pronounce correctly and solidify the vocabulary they have already acquired. Its use can be applied in conversations such as in discussions, questions and answers, finding information, giving reports, games or retelling.

The results of previous research aim to obtain comparison and reference materials. In addition, to avoid the assumption of similarity with this research, so the researcher lists the results of previous research as follows:

The previous research that the researcher observed for the first time was an article entitled *Students' Anxiety in Learning English: a case study at the 8th grade of SMPN 9 South Tangerang* by (Mustaschim, A. 2014). This research aims to identify 11 data contained anxiety. It shows that there are 11 student's with anxiety. From the analysis, the researcher finds that according to the students, there are various factors that may contribute to their anxiety. There are at least six factors which are found in this study, they are: speaking in front of the class, being laughed at by others, incomprehensible input, teacher, students' beliefs, and lack of preparation.

The second previous research by (Sailun, 2021) entitled *An Analysis of Students' Speaking Anxiety in English Classroom at SMAN 2 Siak Hulu.* The research participants were the third-grade students of SMAN 2 Siak Hulu of academic year 2020/2021. The total of students was 34 students. Then, the researcher obtained the data through questionnaires. The result of this research showed that most experienced level of speaking anxiety in the third-grade students was Mildly Anxious. Additionally, based on FLCAS, there are 3 types of speaking anxiety students experienced in the classroom was negative evaluation, followed by test anxiety and communication apprehension. In this case, the researcher found that "Communication Apprehension" was the main factor causing around 27 (79%) students to feel nervous, followed by 23 (68% students with "Fear of Negative Evaluation" factors, and the lowest factor for 22 (65%) students was "Test Anxiety".

The third previous research, by (Padmadewi, N. N. 1998). *Students' Anxiety in Speaking Class and Ways of Minimising It. Jurnal Ilmu Pendidikan Universitas Negeri M*, n.d.). This study investigated the anxiety levels of ability groups streaming by their perceived ability. It also dealt with the investigation of possible factors which provoked the student's anxiety and finding out ways of minimizing the anxiety level. The results of the case study stated that factors like examination, individual presentation, spontaneous activity and limited availability of time were found to be the sources of student's anxiety.

The fourth previous research by (Pradya Afisa, S. Y., et all, 2015) with the entitled *The Students' Difficulties in Speaking at The Tenth Grade of SMA Negeri 1 Sine in 2014/2015 Academic Year.* The research participants were the tenth-grade students of SMA 1 Sine of academic year 2014/2015. The researcher use descriptive qualitative research. The object of this research is to describe the students' difficulties in speaking English and to describe the factors that contribute the difficulties in speaking English by the students. The method of collecting data was observation, recording, and interview. The data are taken from the subject of the research in the form of teaching learning process, interview and recording. The result of speaking difficulties faced by the student are vocabulary, grammar, and pronunciation words. Factors that contribute to the difficulties in speaking English are the quantity of the students in learning speaking English and student's psychological factors.

The differences between previous research above and this research are most all analysis objects are analysis the students and their anxiety problems. Although one of the problems in this research the same with previous research mainly about anxiety, but it is different because the object of this research are members of a community in campus. The researcher will analyze the member's level of anxiety and factors do member believes to influence to their anxiety in speaking English.

1.2. Research Question

Based on the background above, the researcher formulates a questions as follows:

1. What is the level of anxiety of the members when they speak English?
2. What factors do members believe that influence their anxiety in speaking English?
3. How do members overcome their speaking anxiety?

1.3. Research Purposes

Based on the formulation of the statement of problem above, the researcher is intended:

1. To find out the level of anxiety of the members towards the process of speaking English.
2. To analyze what factors do members believe to influence to their anxiety in speaking English.
3. To find out members ways to overcome anxiety when speaking English.

Theoretically, the result of this study is intended to broaden the perspective of the researcher in particular and the reader in general about Anxiety in speaking English. This study employed the qualitative research method with case study approach. Qualitative method was chosen because this study aims at providing an insight into the case of language anxiety in the SENSE Community of Sunan

Gunung Djati State Islamic University of Bandung, specifically anxiety in speakingEnglish. According to (Fraenkel, J. R., and Wallen, N. E., 2009) case study is a qualitative study approach that studies a single individual, group, or important example to formulate interpretations to the specific case or to provide useful generalization. Therefore, the study case approach allowed the researcher to study particular members in an attempt to understand the case of language anxiety.

Practically in general, can have new knowledge about anxiety which is a response of the human body when it is experiencing stress, in this case the stress ofspeaking. Which is where the member raises feelings of fear or worry about what is coming or even that it has not yet happened when going to speak. For the researcher, as a final project to complete the study program of English Literature Department, Faculty of Adab and Humanities at Sunan Gunung Djati State IslamicUniversity of Bandung, for the Members, it is expected to be a lesson to overcomethe anxiety experienced by members and not affect their emotions when speaking in front of audiences, for other researchers, they will gain experience and knowledge about the level of speaking anxiety and factors of anxiety of members of the SENSE Community at Sunan Gunung Djati State Islamic University of Bandung and for the lecturers, this research is expected to be input for supervisorsto provide references in an effort to control emotions in providing guidance.