

## **CHAPTER 1**

### **INTRODUCTION**

This chapter will elaborate on the background of the study, research questions, research purposes, research significances, and limitation of the study.

#### **A. Background**

This study aims to investigate the anxiety factors of students and the strategies to overcome their speaking anxiety in drama performance at fifth semester in English Education Department UIN Sunan Gunung Djati Bandung.

Language is widely considered as one of the most important instruments for enhancing human connection and developing relationships. People can communicate with one another utilizing today's language, particularly when expressing thoughts or emotions. People will see interpersonal interactions as being simpler. English is a global language that serves as a communication tool between countries with different official languages. English communication abilities are highly valued as a worldwide language (Herwanto, 2013). When learning English, students must first master some fundamental skills. They are divided into four categories: speaking, writing, reading, and listening. Speaking is one of the language skills required for students to learn to speak. It will help students develop habits and fluency so that they may improve their speaking skills since being accustomed to speaking will substantially increase students' ability to speak English.

Beside speaking as a component improving students' ability to speak English, speaking is also important for communicating with others. For some people, speaking English is more challenging, because we have to understand the grammar, vocabulary, pronunciation, fluency, and understanding of the components must be produced properly when speaking English to avoid different meanings from speaker to listener. When someone is speaking, they are interacting and use language to express ideas, feelings, and thoughts. They can share information with one another through

communication. Speaking is a productive talent that should be acquired. Its role is critical to achieving good communication. Bygart in Al -Raud (2016) defines speaking competence as the ability to express thoughts, strength, logic, and emotions with others through spoken language, ensuring clear delivery and well-received messages. Speaking is a fundamental skill required for effective communication in everyday life. As a result, mastering speaking abilities, particularly the capacity to communicate in English, is critical for international business. English serves as a lingua franca, facilitating communication among users of other languages around the world. Furthermore, (Crookall, 1991) stated that serious language anxiety may induce other linked problems with self-esteem, self-confidence, and risk-taking abilities, eventually hampering competency in the second language.

For students, speaking is a challenging ability, requiring careful attention to grammar, vocabulary, and comprehension (Celce-Murcia, 2001). identified speaking as the most challenging skill to master. (Roud, 2016) suggests that mastering speech production needs abilities such as vocabulary retrieval, grammatical pattern selection, and sociocultural competency. (Fitri, 2019) stated many students struggle to speak in front of large groups, making oral performance problematic. Students will get terrified, apprehensive, or panic may talk haltingly or refuse to speak in English, preferring silence instead. These indicators suggest that students suffer from linguistic anxiety. Wu (2010) found that anxiety is a common barrier for students learning a new language. It can impact student learning outcomes, particularly their speaking abilities. Wu (2010) argues that worry is a significant barrier to foreign language learning that learners must overcome.

Worde (2003) referenced in Yalcin & Incecay (2014) states that during the 1980, a number of scholars have examined anxiety related to learning a foreign language, including (Horwitz, Foreign Language Classroom, 1986). They established a unique aspects involving learners oral production, nervous students would categorize speaking as the most

terrifying, even distressing, English language ability. However, speaking is a productive talent that requires using the appropriate words, sounds, and construction (Hossain, 2015).

Furthermore, speaking is an interactive process of creating meaning that entails generating, receiving, and processing information, according to Brown (2006). This implies that nervous students who experience anxiety while speaking in front of others or when interacting throughout the teaching and learning process in the classroom.

Anxiety in speaking English, can negatively impact the cognitive part of speech, as well as the physical process of speaking. When a person becomes anxious, the muscles in the face and jaw can experience increased tension, which can affect spoken English. Thornbury (2005) states that lack of vocabulary, improper grammar, fears of mistakes are some of the factors can cause speech failure and cause an acute sense of anxiety when speaking. Anxiety is defined as anxiety, unease, disquietude, and inquietude (Chiang, 2012). Spielberger and Terrel and Brown (1972) defined anxiety as a subjective experience of tension.

Terrell and Brown (2006) describe activation of the autonomic nervous system as causing trepidation, anxiousness, and worry. Negative sentiments can occur in response to unfavorable conditions, such as feeling threatened, despondent, or lacking self-confidence. Anxiety is a negative reaction that arises when a person accepts a perceived threat or fear. Anxiety can stem from unfavorable events, such as stress or psychological trauma. They know something about what they want to talk about, but they can't say it easily because of anxiety. Hence, the students' speaking problems are lack of motivation and anxiety around them to improve their speaking skills make their self-confidence decrease. Thornbury (2005) argue that psychological factors such as anxiety or shyness, lack of confidence, lack of motivation, and fear of mistakes are the factors commonly that hinder students from speaking. According to Babu (2010) students' fear to speak English in the classroom stems from a lack of enthusiasm to study. He claims that the root cause of this predicament is because teachers do not

inspire their students to communicate in English. According to Siegel (2004) and Aftat (2008) effective teaching leads to increased motivation. In his explanation, Aftat adds that in order to motivate students to study properly and actively communicate in English, teachers must be passionate, creative, and interested in their students. In other words, teacher performance has a significant impact on student motivation. As a result, teachers must also demonstrate excitement in their teaching. Therefore, some teachers use drama performances as a method to hone students' skills in speaking English.

Drama performance were helpful in increasing the participants' motivation and confidence levels, as well as giving them enough support to make them feel more inclined to communicate in English and less nervous while speaking in front of an audience. Students will feel more creative, in control, and engaged in the learning process using a communicative approach. Dramatic tactics foster an environment where students may learn contextually, use their imaginations, and respond involuntarily. According to Nawi (2010) dramatic actions are useful in boosting their communicative confidence. This requires that during theater class, students will communicate with their friends to forge alliances, carry out negotiations, or share information. Or in other words, drama is an activity in which students act as other characters in a story. Nawi and Ady Mukhtarrudin (2010) found that theatrical exercises boost students' communicative confidence. Drama exercises increased participants' confidence and motivation, making them more comfortable communicating in English and speaking in front of an audience. There are still many students who support and oppose the use of drama performance as a measuring tool to overcome students' anxiety in learning to speak English, even though there are claims from experts that it has a beneficial effect. This is because everyone has a different perspective.

There are some differences among this research regarding four previous studies that close to this study. Research conducted by First, according to Yulia Sari (2016) shows that this study has implications that drama technique can change the attitude of students' speaking skills and

students' anxiety in speaking English. Second, Mine Atas (2015) focuses on reducing speaking anxiety using drama technique. Maslindatun (2020) this study aims to describe how students felt about using drama technique to lessen their speaking anxiety when speaking English., Tiara (2023) revealed that almost all of the students at the English Education Department felt anxious in speaking class the students have various levels, from very anxious to relaxed, Last, Santoso et al (2021). The study aimed to investigate the factors of students' speaking anxiety at a Private Junior High School. Meanwhile this study focuses on what are the factors and strategies to overcome student speaking anxiety. From the statement above, the researcher would like to investigate about "An Analysis of Students' Anxiety Factor of Speaking in Drama Performances".

### **B. Research Questions**

This paper aims to answer the two research questions stated in the preceding paragraph:

1. What are students' speaking anxiety factors in drama performance?
2. What are students' strategies to overcome their speaking anxiety in drama performance?

### **C. Research Purposes**

The two primary goals of this study are:

1. To find out students' speaking anxiety factors in drama performance.
2. To find out the strategies to overcome their speaking anxiety in drama performance.

### **D. Research Significances**

This study is purposed to contribute to literature about students' anxiety factors when performance drama. Then it is expected to give some ideas about strategies to overcome their anxiety.

Practically, this study provides significance to :

#### 1. Students

The result of this study is expected to find out the students' strategies to overcome their speaking anxiety.

## 2. Teachers.

This study could help all teachers understand the relevance of students' speaking skills in the teaching and learning process, as well as identify the best ways for assisting worried students. Theoretically, the findings of this study should shed light on what makes students feel nervous when speaking English during drama performances.

### **E. Conceptual Framework**

Based on the diagnosis of the problem above, this study focuses on students' speaking anxiety when learning to speak English by using drama performances in part of the 5th semester students at English education Department at UIN Sunan Gunung Djati Bandung. Therefore, this study is limited on students' anxiety factors and their strategies to overcome those problems.

### **F. Previous study**

Research regarding the analysis of students' speaking anxiety problems and its strategies to overcome their speaking anxiety has been by several researches. First, according to Yulia Sari (2016) at the Department of English Language Education of UIN Ar-Raniry Banda Aceh with the title "Reducing Students' Speaking Anxiety Using Drama Techniques at the 10 Grade of SMAN 2 Unggul Ali Hasjmy" this study is to give contribution in reducing students' anxiety to speak English by using drama technique. The aims of this research are to investigate drama technique in reducing student's anxiety and to know students' perceptions toward drama technique. It was conducted with 26 students of third grade students of English education at FKIP UIR Pekanbaru. The researcher used purposive sampling. The data was established with FLCAS Questionnaire and interview. Moreover, the teacher's reflections strengthened the qualitative aspect of the study. There 15 students who entered the middle category and 11 lower category anxiety the findings found that drama lowered the speaking anxiety level.

Second Research was conducted in 2015 by Mine Atas (2015) regarding the use of theater tactics to help EFL learners who are experiencing speaking anxiety. The purpose of this study was to investigate theater strategies for lowering speaking anxiety in EFL students. It was carried out with 24 12th graders from a Kozan, Turkey, high school. Triangulation was used to gather the data. Pre- and post-tests,



semi-structured pre- and post-interviews, and student diaries were used to collect the data. Additionally, the study's qualitative component was supplemented by the teacher's reflections. Following a six-week period of language and drama instruction, EFL learners' speaking anxiety was much reduced by the theater tactics.

Third, from Maslindatun Ni'mah (2020) at English Department at University of Islam Malang with the title "Students Perception Towards Drama Technique to Reduce Speaking Anxiety of Seventh Semester Students of English education Department at UNISMA" this study aims to describe how students felt about using drama technique to lessen their speaking anxiety when speaking English. Anxiety among students is a common issue when learning the language, particularly when speaking. Students' speaking abilities are impacted by speaking anxiety. 20 students in seventh semester English Department students from University of Islam Malang who have undergone theatrical courses participated in this study. Descriptive qualitative research was used in this study. Data was gathered by the researcher through the use of questionnaires. There were two sections to those questions. There were 20 questions on speaking fear and drama in the questionnaire. There were two sections to those questions. Students' responses to theater activities in their English classes are asked in questions 1 through 10, and students' opinions on the benefits of employing theatrical presentations are asked in questions 11 through 20. Eighty percent of students agreed with the researcher's assessment that their confidence in speaking English in public has increased.

Fouth, from Tiara (2023) at the English Education Department, State Islamic University of Syarif Hidayatullah Jakarta with the title " The Analysis of Factors Causing Students' Speaking Anxiety on Speaking Performance" previous research revealed that almost all of the students at the English Education Department felt anxious in speaking class the students have various levels, from very anxious to relaxed. The study has found four factors in students speaking performance. There were low English proficiency, lack of confidence, lack of task familiarity, and fear of making mistakes. the findings revealed that fear of the students worry of not being able to express the information effectively, lack of preparation, poor self-confidence, and low proficiency contributed to the students' speaking anxiety.

The last from Santoso et al (2021) published a paper in "Anglophile Journal" titled "Factors Contributing to Students' Speaking Anxiety: A Case Study at Students' Junior High School". The study used a case study and provided questionnaires to participants in grades 7 to 9. The study attempted to identify factors influencing pupils' speaking fear at a private junior high school. According to the survey, the most common causes of speaking anxiety were accuracy and grammar worries. The study indicated that participants experienced decreased anxiety, particularly around schools, teachers, and activities.

Previous studies above show that anxiety affects students in language learning and some of the factors that cause it. On the other hand, this study will look for the causative factors of students' speaking anxiety and strategies to overcome it. The research will be conducted at Gunung Djati Islamic University Bandung in Sixth Semester in English Education Department as the qualitative research method.

