CHAPTER I

INTRODUCTION

A. Background

Ideally speaking is the art of public speaking in front of an audience or audience that talks about certain issues, discourses, matters or topics with the general aim of being able to influence, persuade, provide statements in context and content in the form of information messages to many people at a particular event. (Wahyuningsih, et al., 2020). But in reality, the facts on the ground show that speaking is rarely used due to the lack of vocabulary experienced by students. This is reinforced by the argument from Riadil (2020) which explains that students experience problems due to a lack of vocabulary which makes students feel insecure about speaking in front of many people. It is undeniable that vocabulary is the main foundation in speaking. The more vocabulary you know, the more comfortable and enjoyable it will be to express your opinion. We can see that vocabulary is an important aspect when students want to speak. If the vocabulary is lacking, students will feel confused when they

want to express something. Therefore, it can be concluded that vocabulary is an important part of speaking which can make it easier for someone to express statements.

In addition, another obstacle is due to pronunciation. The students often struggle with pronunciation, and this affects their speaking performance, also showing some errors while pronouncing the words. Students' problems with pronunciation are also caused by obstacles, and it leads to the inaccuracy of their speech in conveying information (Normawati, et al., 2023). Mispronunciation can lead to misunderstanding of the interlocutor or even make them not understand what is being said or said. Poor pronunciation will also have fatal consequences when someone speaks in a teaching and learning activity in class. The material or information conveyed cannot be understood by the audience and makes presentations in class learning activities delivered useless. Material that is not clear, not to mention that there are words with almost the same pronunciation, will make it more difficult for the audience to understand the delivery of material in the presentation. The cause of pronunciation errors is

a lack of understanding of the components of speaking skills. So, it is understood that pronunciation is one of the most important parts of speaking. If the pronunciation is wrong when speaking, it can cause misunderstandings for the listeners.

Another problem that often arises in the field when speaking is poor grammar (Jaya, et al., 2022). This means that students do not understand grammar. Speaking skills are always related to grammar because grammar is a way of preparing language or the structure of sentence formation that will be issued when speaking. If someone doesn't understand grammar well, it's because it makes it hard for them to speak. Students are not free to speak English because language problems are too complicated and difficult to understand. Knowledge of grammar makes it easier for us to compose sentences in speaking English, thus facilitating the process of improving language skills, so that a lack of understanding of grammar makes a person hesitate in speaking English because of course. There is a fear that the sentence he composed is wrong. This is one of the problems in

speaking English which can hinder the development of one's speaking skills.

Lack of self-confidence is also a factor inhibiting further students in speaking (Jaya, et al., 2022). The limited knowledge that students have regarding English certainly makes students have low self-confidence. This situation may be made worse because they notice that some of their friends do not easily understand their speaking performances in class. In the end, the student who always judged himself turned out to be the final factor hindering students from speaking. Therefore, based on the facts described above, this problem raises a new problem, namely speaking anxiety. Anxiety in speaking arises because there are factors that influence students' use of English in the teaching and learning process.

The above problems are also experienced by UINFAS Bengkulu students. Based on preliminary that have been made by researchers, UINFAS students also have the same problem about speaking. Researchers have conducted preliminary research using WhatsApp social media on December 7, 2022 with 6th semester

students majoring in English students regarding the anxiety problems they face when speaking in front of the class. Prior to that, the researcher also recorded how many students were in the English department. There are around 100 active students in the department.

Basically, there are many factors of anxiety that they feel. The first is due to a lack of power regarding the vocabulary they have. In the 6th semester of the English Department, students do not believe in their vocabulary so they experience anxiety. This is because they still do not have much mastery of English vocabulary which causes them to lack confidence and fear when speaking and presenting in front of the class. Second, semester 6 English students also experience anxiety in presentations because they sometimes don't master the material they will convey to other students.

In addition, based on the findings of communication via social media conducted with one of the 6th semester students majoring in English, many of them lacked self-confidence and shyness became a major problem for fear of being laughed at by

friends and afraid of the lecturer's answer. In addition, this problem also occurs because of the background that each student has. Not all students come from schools whose background must be able to speak English. The background of the problem also occurs because many students use Indonesian or regional languages when speaking in their daily activities, so this makes it difficult for students to use English when teaching and learning in class. However, basically, in terms of pronunciation, English students are better in terms of the pronunciation they master. There may be several factors that cause them to experience anxiety when speaking in front of many people during presentations, but in terms of pronunciation, English students are superior to Islamic banking students.

Therefore, the researcher concluded that through preliminary, these 6th semester English Education students were worried if they made a pronunciation mistake when making a presentation in front of the class, they felt afraid when they spoke English in front of the class, and they also often averted their eyes classmates so that they can present their material well. The causes

of speaking anxiety faced by semester 6 students are fear of being in the public spotlight, fear of making mistakes, embarrassment, lack of confidence, fear of incorrect English pronunciation, limited vocabulary and grammar problems.

One of the students of 6th semester in A class and B class student said that they felt anxious when they were going to carry out these activities at the beginning, but when the learning process was carried out, this anxiety was no longer felt. The final factor affecting the anxiety of the 6th semester students of English students at UIN FAS Bengkulu is the fear of being wrong. Based on preliminary made by researchers regarding anxiety in speaking skill made by students, namely English students in 6th semester go blank, and sometimes to be silent when asked to speak in English, unable to say what they know, afraid of making miscommunication, students sometimes seem to avoid speaking, students also forget what they say ready, and often say the word "hmm" or "eeee".

So, it can be seen that students experience speaking anxiety. Therefore, this opportunity the researcher wants to examine

directly about the problem of anxiety in presentation and communication using English from English students and wants to know the aspects who students more feel anxiety. Based on the explanation that has been given, there is a theory of income from previous researchers.

This opinion is explained by Nadiatul (2020), the problem of speaking anxiety is not far from problems of pronunciation and vocabulary. Students who are included in the category of students who have high anxiety feel excessive fear, nervousness, lack of confidence, embarrassment, and panic when speaking English; some even sweat when asked to speak in front of many people. This has a detrimental effect on their speaking performance. The anxiety that students experience causes their minds to become confused. Then, when a person experiences excessive nervousness, his mind becomes blank and unrestrained; this causes students to find it difficult to produce words and difficult to say what they want to say. Even students can forget things they know and prepare beforehand.

In addition, another theory that causes students' anxiety in speaking English in class is unclear explanations and speaking activities are the most disturbing aspects of participants about English class, fear of making mistakes and being ridiculed by peers, they feel anxious when they don't do it. understand what the teacher says and are poorly prepared, have limited knowledge of vocabulary and grammar, think that other students are better than them, most of the participants also admit that English is difficult and teachers can cause anxiety through the way they act and behave in such a harsh and threatening manner, speaking too fast, and forcing them to practice (Faisal, 2021). The types of factors that often cause students' anxiety in speaking English in class are low English proficiency, lack of familiarity with assignments, lack of self-confidence, fear of making mistakes and input that is not understood.

However, based on preliminary that have been made by previous researchers, there are opinions from previous studies that have been examined. Nur (2022) argues that teacher characteristics also affect student anxiety. The teacher's role is

very important in motivating and increasing students' self-confidence, especially in speaking. Teachers must be able to create a comfortable learning environment and use appropriate learning methods that include and facilitate all the diversity of students so they don't feel pressured by students. Not only that, the teacher's important role is to encourage students to overcome public speaking anxiety, be friendly and friendly as language agents. In addition, the teacher must be able to become a language agent who is always wise and friendly to students.

Based on the explanation above, it can be seen that this thesis aims to find out whether there is a problem of speaking anxiety among English students in English speaking in front of the class and what is their highest anxiety face when doing English speaking. The researcher chose the sixth semester students of English Study Program at Fatmawati Sukarno Bengkulu Islamic University as the object of research because they had a lot of experience from the sixth semester in making English speaking in front of the class. Therefore, researchers will conduct research with the title "English Speaking Anxiety of

English Study Program Students in UIN Fatmawati Sukarno Bengkulu".

B. Identification of Problems

Based on the detailed explanation in the background above, the problems in this research can be identified as follows:

1. Some English students have anxiety in English speaking.
2. Students have the problem in vocabulary when they use English speaking.
3. English students have a lack of confidence.
4. Different educational background is one of causes the low confident in English speaking.

C. Limitation of Problem

The focus of this research is the factors and level of students' speaking anxiety at 6th semester in UIN FAS Bengkulu.

D. Research Question

Based on the background above, the researcher questions statement as follows:

1. What are the factors cause of students' English speaking anxiety at sixth semester in UIN FAS Bengkulu?

2. How is the level of students' English speaking anxiety at sixth semester in UIN FAS Bengkulu?

E. Research Objective

This research aimed to:

1. To know the factors cause of students' English speaking anxiety at sixth semester in UIN FAS Bengkulu.

2. To know the level of students' English speaking anxiety at sixth semester in UIN FAS Bengkulu.

3. Significance of the Research

Through this research, it aims to provide benefits for English, students and for other researchers.

1. Theoretically

This research is expected to provide valuable information for future researchers in increasing understanding of language problems in speaking, namely about English speaking and student's anxiety. Apart from that, this research is also expected to be able to make a scientific contribution in overcoming the

factors of English speaking anxiety, namely when doing English speaking. Furthermore, this research can be used as a basis and reference for further studies related to factors English speaking from students

2. Practical

a. Student

This research is expected that students perform better in speaking English for performance by minimizing their anxiety, factors and is expected to support students' motivation to learn. In addition, by knowing the existence of speaking problems and language anxiety experienced by students. Furthermore, this insightful research can become more confident students.

b. Teacher

The results of this research are expected to provide input in determining appropriate actions to help reduce students' anxiety in speaking English. In addition, this research can be used as an information in knowing the factors of student anxiety. From this information teachers can determine solutions in teaching good English to their students. This research is also expected to help

teachers to provide information on how to help English students overcome anxiety factors in English speaking.

c. For the next researchers

This research can be an insight for the next researcher, then it can be used as literature for further research with the same title. This research is also expected to provide information for future researchers regarding the factors of students' speaking anxiety. In addition, it is hoped that this research can provide information to overcome this factors.