

CHAPTER I

INTRODUCTION

A. Background of the Study

Language serves as a fundamental tool for communication in our daily lives, facilitating the exchange of knowledge and the engagement in discussions with others. It's essential to recognize that language and culture are intertwined, as both play symbolic roles in representing a nation and are deeply connected to the attitudes and behaviors of linguistic communities. Linguists have provided various definitions of language, with Chaer (1995:14) highlighting its dynamic, arbitrary, creative, diversified, and compassionate characteristics as a metaphor for the sound system. According to Chaer (1995:60), language is more than just a substance; it embodies a form that reflects its dynamic nature and its capacity for creativity and diversity.

When we refer to language as a system, we are acknowledging that it comprises stable and patterned components. These components are not randomly arranged

but follow a predetermined pattern, indicating a systematic organization. Additionally, language is not just a single system; it is systemic, consisting of various subsystems that distinguish it from other languages. The systematic nature of language involves the structured arrangement of words, highlighting its organized and rule-based characteristics. The components of the language subsystem include phonology, syntax, morphology, and lexicon. As a result, the language is seen as both distinctive and universal at the same time. Universal refers to having the same qualities shared by all languages, whereas unique refers to having the qualities or attributes not shared by other languages.

In practical situations, the ability to speak proficiently holds utmost importance when assessing a student. Articulating thoughts with clarity is an essential element of everyday communication, and initial impressions often hinge on one's proficiency in this skill. As highlighted by Harun et al. (2022, p. 488), "Speaking stands out as a pivotal aspect of communication in English as a Foreign Language (EFL)

education, demanding particular attention and instructional focus."

People often engage in the activity of public speaking. As the name suggests, it's a way to share and influence others by publicly expressing your opinions. Everybody has delivered a speech in public. Speaking in front of an audience is a necessary part of public speaking in order to convey the main ideas of the speech. Public speaking is not limited to speaking in front of an audience; there are other forms of public speaking as well.

Anxiety is limited to the circumstances surrounding language acquisition; it is included in the general category of anxiety reactions. Psychologists distinguish between those who become anxious in a variety of settings and people who get anxious only in certain ones using the term "particular anxiety reaction." Researchers have discovered a wide range of phobias, including those connected to schooling, like sitting tests, and intellectual disciplines, like math or science. Researchers and theorists of second languages often link

anxiety to language acquisition. Numerous individuals concur that anxiety stands as a significant barrier to acquiring a second language. Consequently, innovative language teaching methods, such as community language learning and suggestopedia, have been specifically crafted to alleviate students' anxiety. Therefore, individuals engaged in the study and instruction of languages should possess the ability to identify the indicators and repercussions of anxiety in the context of foreign language learning.

Speaking is commonly acknowledged as a valuable skill encompassing the capacity to convey meaning effectively and engage listeners in acquiring knowledge. (Nur, 2021, p. 120) claims that the ability to produce organized verbal assertions is a valuable talent that can be acquired through speaking. Likewise, Richard emphasized that speaking constitutes a pivotal aspect of EFL (English as a Foreign Language) communication, requiring particular attention and guidance. Public speaking skills are not innate; rather, individuals learn to develop them when faced with

situations where they take on a central role due to having an audience to address. They enjoy feeling nervous and concerned, which makes them nauseous and causes them to perspire excessively. Most of them try to stay out of situations when they have to give a speech or perform in front of an audience. Even if these circumstances are unavoidable, anguish is used to prolong them. Many people who can talk to one other without any issues in a variety of everyday situations are nervous at the idea of speaking before the group. (Raja, 2017, p. 94) such who identify as such must acknowledge that they are no longer the only ones who may be feeling such ways—pretty much every speaker does. Realizing that there are more frightened speakers than fearless ones on the earth is vital.

Students engaged in English-speaking activities commonly encounter hurdles related to word recall, responding to others, and grappling with anxiety when instructed by teachers to speak in the language. The term "anxiety" in this context goes beyond a general sense of fear

or apprehension about unfolding events; rather, it signifies the feeling of being in a precarious or unpleasant situation, as outlined by Alghamdi & Assistant (n.d., p. 10). Speaking anxiety, specifically, is defined as the uneasiness associated with expressing oneself verbally, acting as a hindrance to students' full participation in the speaking process. According to the propositions of Violant-Holz et al. (2020, p. 17), anxiety has the potential to significantly impede students' learning capabilities. This holds true in the domain of foreign language classes, where students lacking mental fortitude during verbal expression may encounter substantial challenges. The discomfort associated with the language can have adverse effects on various linguistic aspects, including vocabulary, sentence structure, and proficiency in the four language skills encompassing listening, reading, speaking, and writing. Recognizing and addressing these challenges are crucial for creating a conducive learning environment that fosters students' confidence and proficiency in English communication.

Anxiety may manifest in various scenarios, as Rashid et al. (2020, p. 12) point out. They note that excessive challenge in a task can lead to detrimental effects, especially if children encounter failure. The degree of difficulty is contingent on the children's abilities, with activities being perceived as easier for those with higher aptitude. As a result, kids who are more intellectually gifted typically find it easier to control their anxiety. Furthermore, it is demonstrated by (Erdiana et al., 2020, p. 334) that children's speech anxiety is greatly influenced by negative feedback received during home-based learning.

Anxiety during verbal communication has been a consistent theme in previous research, particularly when students interact with teachers or peers. Erdiana et al. (2020, p. 335) emphasize the common occurrence of anxiety when students are compelled to speak in front of an audience. Their study reveals that speaking in front of the class is a significant trigger for anxiety, and the presence of peers exacerbates this anxiety. Furthermore, an earlier

investigation by Erdiana et al. (2020, p. 336) brings to light that six out of fifteen twelfth-grade students specifically experienced anxiety related to speaking English. Additionally, Ansari (2015, p. 48), in a study involving thirty upper secondary students, observed that approximately ten of them faced anxiety linked to the English language. These findings underscore the widespread nature of speaking anxiety among students, emphasizing the need for a nuanced understanding of the factors contributing to this phenomenon. Recognizing and addressing these sources of anxiety can be instrumental in creating supportive learning environments that promote effective communication skills and alleviate the challenges associated with language learning. Teachers and educators play a vital role in implementing strategies that mitigate speaking anxiety and empower students to express themselves confidently in the target language.

The research conducted by Chen and Hwang (2020, p. 817) revealed a significant negative impact of anxiety on

speaking exam performance. The findings highlighted that trait anxiety exhibited a more substantial influence compared to the other three anxiety categories considered in the study. This suggests that individuals with higher levels of trait anxiety might be more vulnerable to situation-specific anxieties such as language anxiety or test anxiety, along with the mobilization of state anxiety during the examination. The study's outcomes lend support to the notion that negative affectivity, particularly in the form of trait anxiety, can be a persistent condition that predisposes individuals to various forms of anxiety in specific situations, including language testing scenarios. This aligns with previous research indicating a robust connection between worry and adverse physiological arousal, affectivity, and study habits within an educational context. Understanding the nuanced interplay between different facets of anxiety and their impact on language exam performance is crucial for educators and test designers. It emphasizes the importance of incorporating strategies to address anxiety and create a conducive testing

environment. Moreover, these findings underscore the significance of recognizing individual differences in anxiety levels and tailoring interventions to better support learners in managing anxiety and optimizing their performance in language assessments.

The following reasons are most likely the root cause of this issue: First of all, speaking incorporates writing and listening. It requires a far deeper comprehension of language and the capacity to use that understanding immediately. It suggests that a proficient English speaker needs a sophisticated linguistic component in order to improve spoken English. Secondly, the most likely reason for this is because spoken English is not as common in Indonesia. Language learners thus find it difficult to use their English in casual settings. The majority of students only engage in very little English practice in class. Most of them did not utilize it outside of the classroom since they do not live in a setting where they are required to speak English frequently. An additional component may possibly be connected to an

English speaker's perception of anxiousness. When speaking in English, especially when giving a presentation in front of a class, English speakers have to deal with a number of emotions, such as unease, sweating, and anxiety. Often, the speaker is already experiencing this nervous feeling in their minds before they even start speaking. Speaking anxiety is a term used frequently in the literature to describe this type of event.

Three class B students were interviewed by the researcher on September 15, 2023, based on observations made at UIN Fatmawati Sukarno Bengkulu. Based on these interviews, the researcher discovered that a number of students struggled with their English practice, as seen by their nervousness or stuttering when speaking the language. The pupil becomes terrified as a result, making it difficult for him to accurately deliver the material some of students' stay silent when asked to speak, according to them this is because they are unable to express the meaning that is on their mind, this is also makes them avoid speaking and prefer to remain

silent. They admitted that they experienced a decrease in interest in learning foreign languages, especially when asked to speak a foreign language in class, they are afraid of making mistakes in speaking a foreign language so they keep quiet, they often experienced anxiety, causing the students' forget what they had prepared to speak in front of class. Scholars acknowledge that this issue has the potential to impede the efficient exchange of knowledge.

Speaking is a fundamental skill for communicating information, therefore it's crucial for everybody to learn. However, a lot of individuals, particularly students, still struggle with their English fluency, which makes speaking uncomfortable. The researcher aims to describe the speaking anxiety of EFL students in the third semester English department at State Islamic University Fatmawati Soekarno Bengkulu, based on the aforementioned problem.

B. Identification of the Problem

Based on the above background, the researcher identified the following problems:

1. Students' just keep silent when asked to speak in English
2. The students' were unable to say what they know
3. The students' also try to avoid speaking in the class
4. Some students' were less interested in learning process
5. The students' are afraid of making miscommunication in English
6. Students' forget the utterances they have prepared

C. Research Questions

Based on the focus and sub-focus of the researcher, the researcher formulated the research questions as follows:

1. How is EFL Students' speaking anxiety on 3rd semester English students in UIN Fatmawati Soekarno Bengkulu in academic year 2023/2024?
2. What are the factors that contribute to EFL students' speaking anxiety in the third semester of English Education Study Program UIN Fatmawati Sukarno Bengkulu?

D. Research Objectives

Based on the formulated problems above the objectives of this final project are:

1. To discover the causes of speaking anxiety in EFL students' in the English study program at UIN Bengkulu.

E. Limitation of the Study

The researcher determines the limitations of this study, were the researcher only analyze the factors of student anxiety in speaking English in the classroom.

F. Significance of the Research

The benefits of this research can be describe as follows:

1. Partically
 - a. For learners

This research aims to provide learners with insights into the common challenges encountered in speaking, thereby increasing their awareness and motivation to engage in more practice.

b. For lecturer

The anticipation is that this research can serve as a valuable strategy for lecturers, enhancing the appeal of English learning to make it more engaging and ultimately boosting students' confidence in speaking while alleviating anxiety.

c. For Researcher

The researcher hopes this research can be a reference for future researchers.

G. Operational Definition

In order to prevent errors in data interpretation, the operational definition is utilized. Two variables are used in this study; here are the details. The variables included in this investigation have the following operational definitions:

1. Speaking anxiety

Anxiety is among the emotional factors influencing language acquisition. It involves a psychological phenomenon where its impact manifests in the body's response. Brown defines foreign language

anxiety as the "sense of intimidation and inadequacy concerning the prospect of acquiring a foreign language." Furthermore, according to Oxford, "Anxiety or unease experienced by a learner when required to perform in the target language." constitutes language anxiety. Furthermore, according to MacIntyre and Gradrner, language anxiety may indicate possible problems for foreign language learners because of the way language acquisition affects the generation of new language. As a result, it may have an impact on their oral output quality and level of target language competence. Horwitz states that it does not take a long time to master the target language, despite the belief held by some learners that learning a new language takes a lot of time.