

CHAPTER I

INTRODUCTION

In this chapter, the researcher will describe the introduction consist of research context, research focus, research objective, significance of the study, scope and limitation, definition of key term, and previous study.

A. Research Context

Anxiety is a psychological condition that occurs in a person.¹ One of the factors that hinders students from speaking English anxiety. In the scope of education, students often experience anxiety, especially when speaking. Language anxiety occurs because of feelings of fear, nervousness and stress to convey or speak in English. The ability to speak often creates anxiety when appearing in front of crowd or in front of a class. The anxiety they experience often makes students choose to quit and not try to be brave enough to speak English.

Speaking is one of the skills in speaking English. Apart from listening, writing and reading. The four of skills, we can study and master them diligently so that mastery of the English that has been learned can give maximum results. Speaking consists of producing systematic verbal utterance to convey meaning.² English proficiency lies in speaking skills. Speaking is the productive, oral skill.³ However, there are still many students who are reluctant and do not want to try to be confident when practicing it in the classroom. Students are still worried about

¹ Hasan Basri and Zainollah, "*Faktor Yang Mempengaruhi Language Anxiety Dan Manifestasinya Terhadap Keterampilan Berbicara Bahasa Inggris Mahasiswa Tbi Semester I Stain Pamekasan*", Kariman, Volume 01, No. 01, (2015). p.37

² Kathleen Bailey, *Practical English Language Teaching Speaking*. p.2

³ Ibid

feeling anxious and nervous to convey or practice freely. When starting a conversation using English orally the students are inhibited by their own feelings of anxiety. These feelings have a negative impact on their communication when using English as the foreign language they are learning.

Anxiety can occur because of the existence of an object that stimulates anxiousness to appear and then control the entire mental condition of a person. From the feelings of anxiety, fear and stress that are felt to result in the production or performance process which results in the persons inability to utter sentences orally with maximum results and can be understood by others. The anxiety experienced when speaking a second language or a foreign language is more visible when speaking the first language. Anxiety in a language is one of serious problem in foreign language learning. Anxiety causes students to receive input and results in their language acquisition failing and not making progress in the foreign language learning process.

Anxiety in speaking foreign language can be caused by various factors. One of them is when students are expected to be able to communicate with other people using a foreign language, they feel difficult, anxious and nervous because of the anxiety factors that exist in students so that it hinders their foreign language learning process, especially in speaking. Students also feel anxious when their speaking skills in a foreign language are evaluated. Feelings of insecurity when they feel that something that is less than a perfect test results is a failure for them when speaking a foreignlanguage. They are also filled with insecurity when their

peers judge their speaking ability to be poor. This caused them to stop to explore and improve their way of speaking in foreign language, especially English.

This research is not the first field that has been done, as for research conducted in the same field. In this case it relevant to the research conducted by Sitti Rasiya entitled “The Students Anxiety during Presentation in Teaching Media Class at Fifth Semester in STAIN Pamekasan”.⁴ It discusses why are the students feel anxious during the presentation in teaching media class. It also explains about how to solve problem the student anxiety during the presentation in teaching media class in the fifth semester in STAIN Pamekasan. The result of this research is she found that students feel anxiety during presentation in teaching media class because of some factor such as the student feel unconfident or fear when presented on learning process, the student difficult to arrange the word in speaking, the student has not experienced during presented, the student difficult to manage the class and the last is the student have minimum preparation during presentation.

The similarity between the researchers is both researchers focuses on speaking subject. Another similarity of this research is the first researcher used qualitative approach because the researcher wants to know the reason of student feel anxious during the presentation. While this researcher used qualitative approach because the researcher wants to know factor causing language anxiety in speaking. The differences of this research are the previous researcher try to know

⁴ Maria Ulva, “A Correlational Study Between the English Learning Anxiety And The Speaking Achievement of Second Semester Student of TBI at IAIN Madura” (IAIN Madura, Pamekasan, 2018), 15

why the student feel anxious during the presentation in teaching media class and how to solve the problem. While this researcher tries to know factors causing language anxiety in speaking at eight grade of MTs. Az- Zubair Larangan Tokol Pamekasan. Another difference is the population of the first research chosen in TBI STAIN Pamekasan. While the researchers conducted research on eight grade students at MTs. Az- Zubair Larangan Tokol Pamekasan.

In learning a language, especially English can be seen from how to use it orally when communicating. However, many students have difficulty because they are not able to speak English. When it comes to speaking in English, most of the students think that it is the most difficult thing because they have to be able to master the pronunciation and also know the meaning of the spoken sentence.

One of the things that prevent individuals from communicating effectively in English is the worry or nervousness they feel when they try to express themselves. Because they are unable to regulate the anxiety that arises, this leads to stalemate thinking. Foreign language learners frequently experience language anxiety or anxiousness.

In this case, the researcher interested to know factor causing language anxiety in speaking. All the facts found by researchers on these objects, it can be used as data for this study. Furthermore, the researchers are interested in conducting research which will be given the title “Factors Causing Language Anxiety in Speaking Experienced By The Eight Graders of MTs. Az- Zubair Larangan Tokol Pamekasan”

B. Research Focus

According to Creswell, research focus or we can call it a research topic is the subject of a research that will be discussed.⁵ In this case, it is about what the researcher will research. Another term we can use can be called a research problem. Research problems are the educational issues, controversies or concern that guide the need for conducting a study. So that the problems that exist in research can be examined in research that will be investigated further. Based on research context as explained above, researcher can formulate the following problem namely:

1. What are the factors causing language anxiety in speaking experienced by the eight graders of MTs. Az- Zubair Larangan Tokol Pamekasan?
2. How do students solve the problem of language anxiety factors to the speaking by eight graders of MTs. Az- Zubair Larangan Tokol Pamekasan ?

C. Research Objective

According to Creswell, the research objective is a study in research to overcome the problems that exist in the study.⁶ The purpose of this research is to answer questions from the researcher problems described above. Problems in research can also be interpreted as the objectives expected by researchers in the study. Based on the research problem above, the researcher stated the research objective as follows:

⁵ John W. Creswell, *Educational Research, Planning, Conducting, and Evaluating Quantitative and Qualitative Research, Fourth Edition* (Boston: Pearson, 2012), p.60

⁶ Ibid,60

1. To know what are the factors causing language anxiety in speaking experienced by the eight graders of MTs. Az- Zubair Larangan Tokol Pamekasan.
2. To describe how the students solve the problem of language anxiety in speaking experienced by the eight graders of MTs. Az- Zubair Larangan Tokol Pamekasan.

D. Significance of The Study

Every research that is done certainly has significance. You need to convince readers that the study you are proposing is important. Tell what can be learned as a result of the study and why that is worth knowing.⁷ This research has two significant of the study, namely theoretical significant and practical significant. The significant of the study is formulated as follows:

1. Theoretical

Theoretical is the significance used for developing of knowledge⁸ The researcher expected that this research can provide knowledge and know in detail about factors causing language anxiety in speaking.

2. Practical

a. For English Teachers

For English teachers it can be used as a material consideration later to be more creative in educating student and motivating them to learn English without

⁷ Donald Ary et al., *Introduction to Research in Education*, 8thed (CA: Wadworth,2010),p. 589

⁸ Donald Ary et al.,61

feeling anxious to get higher score in speaking achievement, this will be an advantage for teaching and learning activities in the future to be more good.

1) Researchers hope that this research can help students to:

- a) Help overcome anxiety when speaking English.
- b) Help the students to be more confident and able to overcome their anxiety.
- c) Make it easier for them to master a second language especially in speaking.

b. For the researcher

The results of this study can be a reference for other researchers to make researchers understand more about anxiety when learning English and to develop knowledge about language anxiety.

E. Scope and Limitation

Scope is an object that will be examined by researchers in a study. While limitations are limiting research so that it can be more focused to do. The scope in this study is language anxiety factors in speaking. The limitation of this study is the students at eight grade of MTs Az- Zubair Larangan Tokol Pamekasan.

F. Definition of Key Term

In this research, the writer tries to avoid misunderstanding of readers. Creswell suggest that we are better to begin our research by narrowing our topic to a few key terms using one, two and short phrase.⁹ In this research there are some of definitions that are used avoid misunderstanding, they are:

⁹ Creswell,82

1. Language Anxiety is the feeling of fear that is felt by someone when learning or practicing a foreign language.
2. Speaking is the activity to express opinions or word that we want to convey in English.

G. Previous Study

This research is not the first field that has been done, as for research conducted in the same field. In this case it relevant to the research conducted by Rasiya entitled “The Students Anxiety during Presentation in Teaching Media Class at Fifth Semester in STAIN Pamekasan”. It discusses why the students feel anxious during the presentation in teaching media class. It also explains about how to solve problem the student anxiety during the presentation in teaching media class in the Fifth semester in STAIN Pamekasan. The result of this research is she found that students feel anxiety during presentation in teaching media class because some factor such as the student feel unconfident or fear when presented on learning process, the student difficult to arrange the word in speaking, the student has not experienced during presented , the student difficult to manage the class and the last is the student have minimum preparation during presentation. While the researcher here is interested in study about “Factors Causing Language Anxiety in Speaking Experienced by The Eight Graders of MTs. Az- Zubair Larangan Tokol Pamekasan”.

The similarity between previous study above and the present study is both researchers focuses on speaking subject. Another similarity of this research is the previous study used qualitative approach because the researcher wants to know

the reason of student feel anxious during the presentation. While the present study also uses qualitative approach. The differences between the previous study and the present study are in the previous study the researcher tried to know why the student feel anxious during the presentation in teaching media class and how to solve the problem. While in this research tries to know the factors causing language anxiety in speaking experied by the eight graders of MTs. Az- Zubair Larangan Tokol Pamekasan, in which this researcher focus on the students speaking. Another difference is the population of the previous study chosen from Tadris Bahasa Inggris STAIN Pamekasan. While in the previous study researchers conducted research on eight grade students of MTs. Az- Zubair Larangan Tokol Pamekasan.

Another research that conduct by Nur Isnaini entitled “ An Analysis of Students Speaking Anxiety of Foreign Language (EFL) at The Fifth Semester English Department of UIN Raden Intan Lampung Academic Year of 2018/2019” it discusses the students emotion inhibit or disturb the conversation of study, the students at fifth semester were show signs of anxiety in speaking foreign language, and the students were worried about making mistake in speaking English. The result of the research is she found that the students speaking anxiety factors in English foreign language (EFL) were the students had over self-prediction toward, irrational faith to say something in English, sensitivity of anxiety, wrong attribution body signal because thet cannot express their ideas in English well. There are some kinds of anxiety that the students had unconfident,

fear of mistake, shyness, worry, scared, and panic when having sign of anxiety are heart breathing.¹⁰

The similarity between previous study above and the present study is both of them is focuses on speaking subject. The differences of this reseacrh is the previous study chosen from English Department of UIN Raden Intan Lampung. While in the present study researcher conducted research by eight graders of MTs. Az- Zubair Larangan Tokol Pamekasan. Another differences are the previous study used quantitative approach and the present study used qualitative approach.

While the research that conduct by Mustachim entitled “Students Anxiety in Learning English” it discusses factors do students believe to contribute to their anxiety in learning English. The results of the research is she found there are factors which are found in his study, they are speaking in front of class, incomprehensible input, students beliefs, etc.¹¹ Both researchers focuses on students of eight graders. While his research is conduct in SMPN 9 Tangerang Selatan and this research is conduct in MTs. Az- Zubair Larangan Tokol Pamekasan.

The similarity between the previous study above and the present study is both of researchers focuses on students of eight grade. The differences between the previous study and the present study are the previous study is conduct in SMPN 9 Tangerang and the present study is conduct in MTs. Az- Zubair Larangan Tokol Pamekasan.

¹⁰ Nur Isnaini, “An Analysis of Students Speaking Anxiety of Foreign Language (EFL) at The Fifth Semester English Department of UIN Raden Intan Lampung Academic Year of 2018/2019” (Raden Intan State Islamic University Lampung,2018), 64

¹¹ Anggiyana Mustachim, “Students Anxiety in Learning English”(UIN Syarif Hidayatullah, 2014), p.34

Table 1.1
Similarities and differences in previous study

No	Name	Title	Similarities	Differences
1	Siti Rasiya	The Students Anxiety during Presentation in Teaching Media Class at Fifth Semester in STAIN Pamekasan	Both researchers focuses on speaking subject and used qualitative approach.	The population of the previous study chosen from Tadris Bahasa Inggris in STAIN Pamekasan. While in this study conducted research on eight grade students of MTs. Az- Zubair Larangan Tokol Pamekasan.
2	Nur Isnaini	An Analysis of Students Speaking Anxiety of Foreign	The similarity between previous study above and the present study is both of them is	The previous study chosen from English Department of UIN Raden

		Language (EFL) at The Fifth Semester English Department of UIN Raden Intan Lampung Academic Year of 2018/2019	focuses on speaking subject and used qualitative approach	Intan Lampung. While in the present study researcher conducted research by eight graders of MTs. Az-Zubair Larangan Tokol Pamekasan and the previous study used quantitative approach while the present study used qualitative approach.
3	Mustachim	Students Anxiety in Learning English	The similarity between the previous study above and the present study is	The differences between the previous study and the present study are the

			both of researchers focuses on students of eight grade	previous study is conduct in SMPN 9 Tangerang and the present study is conduct in MTs. Az- Zubair Larangan Tokol Pamekasan
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