

CHAPTER I

INTRODUCTION

A. Research Background

In the current era of globalization speaking English is very important because almost all countries use English, including Indonesia as an international language. The development of the times in the current era of globalization makes us have to be ready to master international languages because this is very much needed as a way of communicating. As we know that English has become an international language, so many people study English for various purposes, such as for economic purposes, English teachers, tourism and others. So, English is very important in the process of international communication. It is difficult to learn English not only in junior high school but also in high school and even in university. Because the process of learning English as a foreign language is the same as the process of how children learn to speak for the first time. Every school in Indonesia must provide the best service to students with qualified teachers/teachers to teach students, facilities and others. Many people recognize the need for change in schools. This is sole to improve or enhance students' abilities in various fields, especially in English because English is always needed to fulfill the field of work, for example: sas tourism, commerce, teacher, entrepreneur, writer, interpreter and others. This research was conducted on IKIP PGRI Pontianak students, especially fourth semester students.

Speaking is the ability to pronounce articulation sounds or words to express and convey thoughts, ideas, and feelings. The purpose of speaking is to communicate. Communication is the sending and receiving of messages or news between two or more people so that the intended message can be understood. Therefore, in order to convey the message effectively, the speaker must understand what will be conveyed or communicated. Through speaking students can give opinions, suggestions, and ask questions to someone or listeners orally. In addition, speaking is a very important skill that must be

learned by students, students are asked to practice speaking English in everyday life, especially in class. Learning to speak will help students to get habits and fluency so that they can improve their speaking skills, because getting used to speaking will make a big contribution in improving students' ability to speak English. Even so, there are still many students who feel that speaking English is very difficult. This is caused by the anxiety that most students feel when they have to speak English. Students feel uncomfortable in speaking because they are afraid of making mistakes in speaking English so that their friends will laugh and criticize. Therefore, one of the problems experienced by many students in speaking English in class is feeling anxious.

Anxiety is a feeling of fear, anxiety or hesitation in speaking. In the teaching and learning process, many students experience anxiety when giving opinions, answering questions and speaking in learning English. This can be seen from students when asked to speak in front of their friends, they are not able to reproduce the true meaning, sound, or intonation in the target language even though they have practiced continuously and regularly. But when they were at the front, everything seemed lost. They forgot the words they had prepared beforehand. The cause of all this is none other than the feelings of anxiety experienced by students. There are several definitions of anxiety found by the authors. Based on the results of previous research by Mustachim (2014) showed that the anxiety of students speaking English in class greatly interferes with student performance in presentations, especially in learning to speak English. There are at least six factors found in this study, namely speaking in front of the class, being laughed at by others, incomprehensible input, teachers, student confidence, lack of preparation. The purpose of this study was to determine the anxiety that often occurs and is experienced by students in speaking English, and to find out what factors become obstacles to students when learning English itself. As we know English is a language that is often considered scary to learn, due to initial views that make them or students feel afraid to learn English and always feel that they can't actually be an obstacle for them in learning. Especially in speaking, students often feel insecure and a

negative view of being afraid of making mistakes in speaking English has become a problem that students often experience. The similarity of the previous research with the current research both aims to find the factors experienced by students in speaking English class. And for the difference with previous research conducted specifically for junior high and high school levels. Meanwhile, current research is more focused on higher levels such as on campus. In the lecture environment, students' anxiety problems in EFL are very much experienced by students, especially in the fourth semester. As students at IKIP PGRI Pontianak, the researcher saw that many of the students at IKIP PGRI Pontianak still felt anxious and uncomfortable when they tried to speak in English in class. This can be seen when the lecturer asks students to formulate questions, speak performances and give opinions in English, but students just remain silent. Their anxiety can interfere with their explanation and performance and also prevent them from successfully mastering spoken English. With regard to the statement above, the researcher is interested in investigating the factors that cause anxiety in speaking English in the class at IKIP PGRI Pontianak students in the fourth semester.

B. Research Question

Based on the research background above, the research question in this study is "What are the factors that cause students' anxiety in speaking English in class B. Morning students in the fourth semester of IKIP PGRI Pontianak in the academic year of 2021/2022?"

C. Research Purpose

Based on the research problem that the researcher formulated, the research purposes in this research aims to find out The factors cause the students' anxiety of English speaking to the fourth semester students of IKIP PGRI Pontianak in the academic year of 2021/2022.

D. Scope of Research

1. Research Variable

A research variable is anything in the form of anything determined by a researcher to be studied so that information about it is obtained and a conclusion is drawn. Kaur (2013: 36) stated that a variable is a property that takes on different values. The variables in this study used a single variable. The variable is an analysis of students' anxiety in speaking.

2. Research Terminology

The following definitions are provided to ensure compatibility and understanding of these terms during the study.

a. Anxiety

Anxiety is a physiological, behavioral, and psychological reaction in one. In physiological cases, anxiety can include bodily reactions such as a fast heartbeat, muscle tension, nausea, dry mouth, or sweating. In the case of behavior, it can sabotage the ability to act. Psychologically, anxiety is a subjective state of fear and anxiety. In its most extreme form, it can cause people to feel detached from themselves and even fear death or go crazy. Anxiety is a feeling of worry about fear or the perception of something threatening, anxious and accompanied by increased changes in the body's tissue system in the autonomic nervous system and digestive disorders. Anxiety is a feeling of worry, anxiety, worry about a certain condition.

b. Speaking

Speaking is oral communication, that really helpful to deliver arguments and comments. Speaking is a part of English practice that use to communication every day. Speaking is a person's ability or ability to say words to express, state, and convey ideas and feelings verbally to others. Speaking is a complex activity and is different from the other three aspects of language skills. This is because during speaking activities a person not only expresses, expresses ideas/ideas and feelings

to others, but furthermore speaking is a form of human behavior that utilizes physical, psychological, semantic, and linguistic factors.

c. IKIP PGRI Pontianak

IKIP PGRI Pontianak is the Institute of Teacher Training and Education at PGRI Pontianak which is located on Jl. Ampera No. 88, Sungai Jawi, Kec. Pontianak City, Pontianak City, West Kalimantan 78116. Researchers will conduct teaching practices, especially for fourth semester students and researchers will conduct research entitled “An Analysis Of Students’ Anxiety In Speaking To The Fourth Semester Students”.

E. Significance of the Research

1. Practical Significance

a. For a lecturer

The researcher hopes that this can provide information related to how students learn to speak English and find out the anxiety that each student feels and whatever results obtained can be used by lecturer to make teaching students easier, understand the condition of students and lecturers more effectively in teaching. As well as being able to find out what are the anxiety factors experienced by students when speaking English.

b. For a student

The researcher hopes that this research can be used by students to be more effective in learning English in the classroom. And also can improve students' speaking ability in English. And even more can increase learning and learn how to handle anxiety itself.

c. For other researchers

The researcher hopes that this research can be used to conduct further research related to student anxiety in speaking English. And can find out more about what are the anxiety factors that often occur to every student in speaking English.

2. Theoretical Significance

In theory, this research is expected to know what is the students anxiety in English speaking classroom.