

CHAPTER I

INTRODUCTION

A. Research Background

Speaking is the act of expressing one's thoughts, ideas, and feelings via the use of articulation sounds or words. Sending and receiving messages or news between two or more persons with the intention of making the intended message apparent is referred to as communication. As a result, in order to communicate successfully, the speaker must comprehend what is being shared or communicated. Students can speak aloud to offer comments, ask questions, and share their ideas. Speaking is a useful and necessary skill for communication. Speaking in English while interacting with others allows students to better convey their thoughts, feelings, creations, and knowledge. In this age of globalization, English is tremendously essential, but speaking abilities are becoming even more crucial. People who are only learning a foreign language may believe that it is challenging for students to practice speaking English through various procedures and instructional techniques in the target language.

Students are urged to practice speaking English in public, especially in class, as speaking is a crucial skill that must be taught. Pupils who speak more often will be able to speak English more fluently, therefore speaking can help pupils become better communicators. Nevertheless, a lot of pupils believe that speaking English is quite challenging. This weakens students' confidence because of their poor grammar and vocabulary skills. Students are afraid to talk because they fear their friends' mockery and judgment. Many students are therefore concerned about experiencing anxiety when speaking English in class.

Anxiety symptoms include fear, trepidation, or difficulty speaking. Many students find it challenging to express their ideas, respond to inquiries, and communicate when learning English during the teaching and

learning process. One example of this is when students are required to speak in front of their peers but, despite consistent and rigorous practice, are unable to faithfully imitate the true meaning, tone, or intonation of the target language. It seems that all you want contributed would be gone once they are speaking in front of the class. The prepared words they had prior were forgotten. For pupils who worry that speaking in front of others will be difficult, it can be damaging. Students who are anxious will find it difficult to listen to lectures and participate in class. They might not work very hard in school and might not even use what they have learnt.

English debate is an excellent option for kids since it enables them to enhance their critical thinking skills while also enhancing their communication and English skills (Tiasadi, 2020). The internal and environmental elements that affect learning to speak English will be looked at in this study. One of the contributing aspects is the feeling of worry, which occasionally arises in response to particular circumstances or occurrences that might be regarded the major character. For speaking practice, students can take part in English debate classes. Debate is generally hailed as an excellent technique to develop critical thinking and boost communication skills. Some pupils, however, claim that they feel anxious when doing this practice. Anxiety can be a motivating factor, but for some people, it can also be life-threatening. This study makes an effort to determine how anxious fourth-semester students are about taking part in a debate in class.

Based on the results of previous studies in Izumi et al (2017) with the research entitled “The study between students’ anxiety and speaking ability” found that students' anxiety levels and the clarity of their speech when speaking are related, with greater anxiety levels resulting in less clarity of speech. Additionally, the aspect of worry that has the most effect on pupils' communication is the dread of criticism. Because they are afraid of making a poor impression in front of a large group of people, the students are reluctant to express their ideas in English. According to

Suparmi (2018) with the research entitled “An analysis of students’ anxiety in speaking class of english department, Universitas Putra Indonesia YPTK, Padang” found that the biggest factor affecting speaking class was the students' lack of preparedness. Meanwhile, Juni Bayu Saputra (2018) with the research entitled “An analysis of students’ speaking anxiety toward their speaking skill” found that students with high levels of anxiety are more insecure and silent during class than pupils with low levels. They fear making mistakes, facing judgment from their teachers or peers, and getting a bad score.

The research about speaking anxiety was also conducted by Siagian and Adam (2017) with the research entitled “An analysis of students’ anxiety in speaking” a lack of experience a lack of motivation, fear of making mistakes on the job, unclear inputs, and a lack of confidence were also discovered. In addition, Putri and Marlina (2019) with the research entitled “An analysis of students’ speaking anxiety faced by the EFL freshman students” found that the kids' worry about what would happen if they failed the speaking test was one of the things that unnerved them. That occurred as a result of their communication anxiety, which calls for extra preparation for every aspect of their performance in order to feel confident and at ease throughout the performance and not concerned with the instructor's or classmates' critical comments.

To answer all the questions that cause students' speaking anxiety in English debate class, the researcher was analyze how the fourth semester students' speaking anxiety, after that the researcher was found out what are the factors that cause students' speaking anxiety. The difference with previous research is in the research location and research subjects. Previous research examined speaking anxiety in junior and senior high school students, but in this study researcher was analyze the speaking anxiety of fourth semester students of English education study programs in the context of English debate.

Based on the background above, the researcher decided to give expression how is the students' speaking anxiety in English debate class and the factors that cause students' speaking anxiety of Fourth Semester Students to answer the research entitled "An Analysis of Students' Speaking Anxiety in English Debate Class" (A Descriptive Qualitative Research to the Fourth Semester Students at IKIP PGRI Pontianak in the Academic Year of 2022/2023).

B. Research Questions

According to the background of the research, the questions of this research are:

1. How is the students' speaking anxiety?
2. What are the factors that cause students' speaking anxiety in English debate class of fourth semester students at IKIP PGRI Pontianak?

C. Research Purposes

Related to the research questions above, the purposes of this research are:

1. To find out the students' speaking anxiety.
2. To find out the factors that cause of students' speaking anxiety in English debate class of fourth semester students at IKIP PGRI Pontianak.

D. Significances of the Research

The following are some research significances that are meant to be relevant for particular academic communities:

1. Theoretical Benefits

This research will be used as a guide to understand how students' speaking anxiety and the factors that cause speaking anxiety to it in English debate class.

2. Practical Benefits

a. For the lecturers

This research is crucial for lecturers since the results can be used as a resource to understand the students' speaking fear in English debate class.

b. For the students

The researcher expects that this study may help students understand the causes of their speaking nervousness.

c. For the other researcher

The researcher really hopes that other researchers will be able to use this research to explore further theories and deepen their comprehension of the plan.

E. Scope of the Research

1. Research Variable

A variable in a research study is any individual, location, thing, or phenomenon that we are aiming to measure in a particular, organized, and guided manner. According to Abiodun-Oyebanji (2017), the variance we attempted to explain was designated as the "research 6 variable," which is significant in the context of research given how this researcher uses or manages it throughout the research process and has the potential to affect the scope and direction of the study. This research is an single variable. Single variable is a variable that does not effect other variables (Cresswell, 2014 : 116). A single variable that is not tied to any variable. Based on the definition above, the single variable of this research is students' speaking anxiety.

2. Research Terminology

Researcher need to offer confirmation so that this research can be described effectively and without leading to misunderstandings of interpretation. The terms listed below are those that appear in the study's title:

a. Speaking

Speaking is a communication tool. When two or more individuals share news or messages with the intention of making the other person's message understandable, this is referred to as communication. People can communicate and transmit ideas, thoughts, and feelings through speech by using articulation sounds or words. According to Izumi et al (2017), speaking is an interactive strategy employed when two or more people are communicating to expound upon or communicate knowledge in order to produce meaning.

b. Anxiety

Anxiety is a typical feeling of fear or anxiety that a person has in circumstances they see as frightening, such as at job interviews, class presentations, public speaking, and taking on tasks they believe they are unable to perform. This kind of situation might make people feel quite uneasy. Bourne (2010) stated Anxiety is a combined physiological, behavioral, and psychological reaction. Sweating, an accelerated heartbeat, tense muscles, nausea, and a parched mouth are a few examples of the physical signs of anxiety. One's capacity for appropriate behavior might be compromised.

c. English Debate

English debate is a form of material that solicits and offers opinion. Every student has a different set of difficulties when taking part in an English debate, despite the fact that there are numerous ways to convey viewpoints and pose questions.

The government team and the opposition team must debate a topic (motion) during the debate (opposition team). The government team will argue in favor of the proposed motion, and the opposition team will argue against it. According to Tiasadi (2020), English debate is a great activity for students since it allows them to improve their communication and English abilities while also developing their critical thinking.