CHAPTER I

INTRODUCTION

This research presented and discussing about background of the research, problem of the research, focus of the research, purpose of the research, significance of the research, assumption of the research, scope of the research, definition of key terms.

1.1 Background of the research

Speaking is the ability to talk at every time and in any situation. When it comes to speaking skills part from who are you? What is your job? With whom do you speak? Then they need to use their language to produce the information. According to Nunan (2003, p.48) states that speaking is the productive skill which consists of producing systematic verbal utterances to express meaning. The product of the activity of speaking is verbal utterances in which people usually have communicative purposes by producing it. The ability to speak in a foreign

language is being able to use it fluently and appropriately. Hymes in Richard (2002, p.206) says that learners of English need to know not only the linguistic knowledge but also the culturally acceptable ways of interacting with others in different situations and relationships. Accuracy involves the correct of vocabulary, grammar and pronunciation. While fluency can be thought of the ability to keep going when speaking spontaneously. Brown (1994, p.254) has his clear definition on accuracy and fluency. Accurate means clear, articulate, grammatically and phonologically correct.

The researcher conducts interview on Wednesday December, 2020 with the English teacher in twelve grade TKJ of SMK Al-Furqon Bondowoso in academic year 2020/2021 to find the problem that faced by students in speaking class. The English teacher explains the problem faced by students such as: the students are afraid of making mistake to say in English word, feeling nervous, feeling worried, have no confidence. They are inhibiting when they speak English or making conversation to their classmate. Because, in their habit they speak Javanese all the time. Thus, they only have a little chance to speak English. Based on the explanation, it can be concluded that culture is able to affect their achievement in speaking. Speaking anxiety is ones doubt to speak English. Sometimes people want to express their idea, but they do not know how to explain and also they are not familiar.

According to Dordinejad and Ahmad (2014) cited in Eleldi (2016) foreign language anxiety is an important factor that influence one's level of achievement in foreign language learning especially in speaking class. Sometimes, the students are hampered because in their habit do not use English language all daylong for their communication between teachers and students.

The similar study about students' anxiety in learning English conducts by Musthachim in 2013. The research is a qualitative method study by using case study method. This study investigates foreign language anxiety of EFL junior high school students at the 8th grade of SMPN 9 South Tangerang. The result is speaking in front of the class, being laughed at by others, incomprehensible input, students' belief about language learning, teacher personality, and the lack of preparation are the factors which cause students feel anxious in learning English.

Another pervious research is conducted by Santriza in 2018. The research is about An Analysis of Students' Anxiety in Speaking Performance at XI IPA I in SMAN 5 Banda Aceh. The research uses descriptive qualitative research. The result is the percentage of students' response was also categorized into three typesof anxiety. 72% of the students experiences the anxiety of test, 73% of the students feel anxious in communicative apprehension, and 55% of them were getting anxious in fear of negative evaluation.

Hence, the researcher wants to focus on finding the kind of speaking anxiety and knowing dominant factors students' speaking anxiety at twelve grade of SMK Al-Furqon Bondowoso. For this reason, the research title is an analysis of students' speaking anxiety at twelve grade of SMK Al-Furqon Bondowoso in the 2020/2021 Academic Year

1.2 Problem of the research

The researcher formulates the problems of the research as follows:

1. What kind of speaking anxieties faced by students at twelve grade of SMK Al-Furqon Bondowoso in the 2020/2021 academic year?

2. What are the dominant factors that lead the students speaking anxieties at twelve grades of SMK Al-Furqon Bondowoso in the 2020/2021 academic year?

1.3 Focus of the research

This research is focused on finding what kind of speaking anxieties that faced by students and knowing how many dominant factors will lead the students speaking anxieties at twelve grade of SMK Al-Furqon Bondowoso in the 2020/2021 academic year.

1.4 Purpose of the research

1. To find kind of speaking anxieties faced by students at twelve grade of SMK Al-Furqon Bondowoso in the 2020/2021 academic year.

2. To know the dominant factors that lead the students speaking anxieties at twelve grade of SMK Al-Furqon Bondowoso in the 2020/2021 academic year.

1.5 Significance of the research

The results of the research were expected to give both theoretical and practical significances:

1. Theoretical

   The findings of the research are expected to be a reference for the English teacher, the students and the other researchers.to improve an understanding of anxiety in speaking.

2. Practical

   a. For the teacher

   This research could help the English teacher to analyze students' speaking anxiety at twelve grade of SMK Al-Furqon Bondowoso in the 2020/2021 Academic Year. So the teacher can solve the students speaking anxiety.

   b. For the students

   This research could provide some information about their speaking anxiety. So they can reduce their anxiety in speaking by knowing the factors that they face in speaking.

   c. For the researcher

   This research gives information, experience and knowledge about students' speaking anxiety in learning process. Thus, the future researcher can use this research as a reference to conduct another research.

1.6 Assumption of the research

1. The kind of speaking anxieties faced by students at twelve grade of SMK Al-Furqon Bondowoso in the 2020/2021 academic year are:

   a) The anxious students fear that they did not understand all language input. It is also consistent with communication apprehension.

   b) The anxious students also fear being less competent than other students or being negatively evaluated by them.

   c) The anxious students are afraid to make mistakes in the foreign language.

2. The dominant factors that lead the students speaking anxieties at twelve grade of SMK Al-Furqon Bondowoso in the 2020/2021 academic year are:

   a) Negative experience

   b) Irrational thinking.

1.7 Scope of the research

In this research, the researcher analyzes the students' speaking anxiety at twelve grade of SMK Al-Furqon Bondowoso in the 2020/2021 Academic Year. The researcher took one English teacher for interviewing to know the students' speaking anxiety as comparation to the students answer. For the second interview the researcher took elevern students or 50% of population as a sample. For the questionnaire took 22 students or all populations of Computer and Network Engineering class. This research only focused on speaking anxiety and dominant factors caused by students speaking anxiety.

1.8 Definition of key terms

      To avoid misunderstanding, the researcher explained the key term of the research. The key term is speaking anxiety. It meant a worry of feeling to speak. Then, they could not be confident to perform the language that the learner got in English language class.