

CHAPTER I INTRODUCTION

1.1 Background of the Problems

An unpleasant condition called anxiety results in worry, tension, concern that make it difficult for someone to speak coherently in front of a large group of people. According to Chaplin (2006, p. 26) anxiety is a complex emotion that includes feelings of both fear and worry about what will happen in the future. It is characterized by a sense of impending worry and anxiety about a situation that is not immediately apparent as the source of the feelings. Additionally, anxiety is an emotional state of apprehension, a nebulous fear that is only connected directly to an item. This emotion could influence students' ability in processing delivery of information and to accurately comprehend what they are exposed to. Anxiety stated could encourage or discourage learning process, but unfortunately when it comes to a foreign language, students' anxiety tends to be more discouraged rather than encouraged.

The biggest factors of anxiety when students in foreign language influence acquisition. Additionally, this incident might make it challenging for the students to respond appropriately in speaking activities. In addition, anxiety seems to be a key of determiner from students' achievement and success with foreign language study. According to Handayani and Rahmawati (2017 p. 220), the categories of low, medium and high anxiety were levels for students who learned to speak English as a foreign language. Furthermore, Joni, et.al., (2016, p.122) explained that the group of students with low anxiety they have high speaking level, the

group of students with moderate anxiety they also have moderate speaking level, and the group of students with high anxiety they have low speaking level. When students have high anxiety level, they cannot be focus or concentration on learning process, then as the result they failed. The students who have high anxiety, they are inclined to be pessimist in developing their ability, not only that the students are also afraid and avoid the subject, especially English speaking subject.

Moreover, four skills in English such as listening, speaking, reading, and writing must be acquired by students learning English as a foreign language. People used speaking as a tool to convey something. It could be information, thought, concept, opinion, doing conversation, even sharing knowledge, and also to communicate other people. Speaking is a crucial part of learning the English language. One of the reasons is that language-learners could be classified as successful students when they are able to produce the productive skills of the language they learn. Besides, speaking is a skill that is usually used as a parameter the language learner's competence. If the learners have good speaking skill, people can directly claim that they are competent in that language, and vice versa, if the learners have bad speaking skill, people can directly judge that they are not competent in that language. Therefore, mastering speaking skill is a must for those who learn this language.

Furthermore, English language proficiency is the most difficult and intricate skill which the students must learn as a foreign-language. The statement supported by Fitriah (2019, p. 141) which stated that speaking is a useful ability that calls for English language learners to have a great deal of courage and

confidence when talking with the listener.

Building strong relationships and effective communication among them is essential. Every student studying a foreign language in Indonesia, from junior high school on up to university level, should be fluent in English. It's because developing speaking abilities is the major objective of learning the target language. Actually, speaking is often thought of as a success factor in language acquisition by non-native speakers.

As known, to master English speaking skill, the students are influenced by two factors, namely cognitive factor and affective factor. Affective factor is factor which can help or retard students' speaking skill. Brown as cited in Joni, et.al., (2016, p. 123) stated achievement motivation, self-confidence, and anxiety are the three affective factors that have an impact on students' learning. As revealed formerly, anxiety could bring a negative impact in learning process. So, to avoid some of negative impacts from anxiety, English lecturer and his/her students must be able to establish a positive, comfortable environment and be able to manage their emotions in class. The feeling in the class could influence what happen before, during, and after the lesson. How the lecturer felt in the class was important as well as how the students were feeling. If the lecturer had bad emotion or anxious, it would be able to increase the students' anxiety. In addition, a pleasant learning atmosphere was very important for the lecturer to be relaxed, so this could help the students to be relaxed.

Whereas, as candidate of English teacher in the future, they are hoped to be able to transfer their knowledge well to their students by having good ability in all the four skills. Additionally, in this case the role of speaking skill seems to be

very essential for an English teacher. By having good speaking skill in English, a teacher would be able to motivate his/her students in learning English. Additionally, English Education Study Program students must improve their speaking abilities, by having good speaking skill it would make the students easier to convey ideas in English as well as built a good image as a good English teacher would be. Moreover, in order to improve students speaking skill, Muhammadiyah Kotabumi University provided subject that would support the students speaking skill of English Education Study Program like speaking subject.

Actually, many English Education Study Program participants struggled with their English. Based on the researcher observation in the speaking class, and the researcher record after that the video upload to YouTube, on May 13th 2022, the researcher found some symptoms of anxiety. For example the students looked stutter when they spoke up in front of class at Muhammadiyah Kotabumi University. The students also often say “aaa... aaa...” because they were confused what they wanted to say. In presenting material, they often to use gesture to explain vocabulary that they can not say. Besides, they are still shy when speaking in front of class. The students also often did wrong pronunciation. For example /change/ they pronounce /chance, /explain/ they pronounce /esplen/, will they pronounce /while/ and another problem when they were presenting their material in front of class, they spoke too fast but unclear pronunciation. Even, the worst anxiety when researcher conducted observation, when the students paused their presenting and lecturer commanded to continue speak English, they have grammatical error. On other case, based on interview with one of English lecturer at the same time, their lecturer say if the students appear uneasy and apprehensive

when speaking in front of the class.

Based on the statement above, to ensure and reveal the sources of students' anxiety in speaking, the researcher will choose the second year students of English Education Study Program in Muhammadiyah Kotabumi University Academic Year 2022/2023 which is located in Sindang Sari, precisely on Jalan Hasan Kepala Ratu No. 1052, Kotabumi, North Lampung as a place of research experimentally of anxiety factors of the most anxious students because it is the only University which provides English Education Study Program in North Lampung. Besides, this college has good accreditation in English study program.

English students in Muhammadiyah Kotabumi University would be prepared to be English teacher. Automatically, they used English to convey idea, sharing knowledge, and to communicate. As professional English teacher in the future, they must have and show their English skill, especially in speaking and make English look like first language. They have to use English well and correctly without any anxiety. English teachers who had high anxiety would get difficult to develop their foreign language acquisition. As consequently, the students who were taught by them would get high anxiety too. If the teacher was anxious it could increase the anxiety of the students, then if the students were anxious so learning process would be ineffective, and finally the learning process would fail. Because if the students were anxious it could make the teacher was anxious which this could not help the students. Therefore, student's anxiety becomes a crucial problem that should be investigated.

1.2 Focus of the Problem

Based on some explanations in background of the problem above, there are many problems that indicated. So, in this research the researcher wants to focus on Anxiety Factors of the Most Anxious Students on the Second Year of English Education Study Program in Muhammadiyah Kotabumi University.

1.3 Formulation of the Problem

As was explained and revealed in background of the problem, the essential problem that is described and investigated in this research can be expressed in the following question: What are Anxiety Factors of the Most Anxious Students on the Second Year of English Education Study Program in Muhammadiyah Kotabumi University?

1.4 Objectives of the Research

Based on formulations of the problem above, so this research is expected to find out Anxiety Factors of the Most Anxious Students on the Second Year of English Education Study Program in Muhammadiyah Kotabumi University.

1.5 Uses of the Research

The result of this research is expect to be useful both theoretically and practically.

1) Theoretically

The result of the research is expected to support and strengthen the

previous theories then researcher's hoped from the result of this research, the researcher can find out some case about anxiety factors of the most anxious students on the second year of English education study program in muhammadiyah kotabumi university.

2) Practically

a. Lecturer

This research result is also hoped to give information to the lecturers about anxiety factors of the most anxious students on the second year of English education study program in muhammadiyah kotabumi university. By knowing the factor, the lecturers are hope to be more careful in managing activity in the class and treating their students in order to improve their students' speaking skill. So, the lecturers are able to help the language learners to increase their ability in speaking without any anxiety, and the lecturers could also overcome or decrease students with high anxiety level by using some strategies that is reveal in the research.

b. Next researcher

This research could be used as an additional reference for other researchers who want to conduct the research with the similar problem especially about the factor causing students' speaking anxiety. Hopefully it would help them to explore and find more than the researcher got in this research. Since speaking is the most activities that human did which had important role toward language acquisition