

CHAPTER I

INTRODUCTION

1.1. Background

Speaking is a basic thing needed in life to build communication. Therefore, it is really important to master speaking skills, especially the ability to speak English for international communication. “English is the Language franca, which means that English is the language used to bridge communication between users of different languages in the world”. previous study, speaking in the second language is the most anxiety for students and half is the use of speaking skills as confidence – building experience. This is also supported by own experience, some students admitted that actually, they had gotten ideas in their mind, however they felt to express them orally. Most of them mentioned that it was caused by being nervous, being confused because of lack vocabulary, shyness or other factors. It can be even more stressful when expected to speak in a second or foreign language before fluency is achieved. However, the theory of speaking anxiety in a second language has been further developed by later research. Woodrow (2006) expended the concept of speaking anxiety by explaining that foreign language anxiety can hinder students’ ability to participate in speaking activities in class. This anxiety may arise from various factors, such as fear negative evaluation and a sense of low-esteem when speaking in a second language. Additionally, Tsiplakides and Karamida (2009) showed the feeling of anxiety and fear of making mistakes often prevent students from speaking fluently, which ultimately reduces their motivation in language learning.

For some foreign language learners, speaking English will be a big problem for them because they have less of language pictures, vocabulary and lack self-confidence, in the previous study, Occhipinti (2009,p.7) showed that “ In-class speaking activities are fairly stressful for students surveyed in the present research. Reasons for this fear might be attributed to the anxiety about being “over-exposed” in front of others (communicative apprehension), fear of making mistakes which may threaten the students self-esteem or harsh methods of the instructor for correcting error”.

Previous studies show that , anxiety is one of the factors that influence the ability to speak English as a second language. Self-anxiety has been found hinder students’ speaking abilities. Therefore, the objective of this study is to investigate the factors that cause speaking anxiety when communicating in a foreign language.. However, most of the existing studies have focused on university students and higher academic settings. Speaking anxiety among senior high school students has not been explored in-depth.

Speaking anxiety deserves special attention because it can directly impact the learning process and students’ language acquisition. Many students may actually have the ability to speak, but are unable to express themselves due to the anxiety they experience. Unfortunately, this issue is rarely addressed openly in classrooms or by teachers. This is why the researcher is motivated to explore it further. In addition, the researcher chose the Senior High School in Tarus, Kupang Tengah as the research site because they had previously completed a Teaching Practicum (PPL) at the school. During that time, the researcher observed that many

students experienced anxiety when asked to speak in English. This experience provided a direct insight into the real challenges faced by the students and helped establish good communication with the school community. The researcher aims to analyze the types of factors that influence students' speaking anxiety in English at the senior high school level. Therefore, this study is entitled "AN ANALYSIS OF STUDENTS' SPEAKING ANXIETY FACTORS AT SENIOR HIGH SCHOOL AT TARUS KUPANG TENGAH".

1.2. Research Problems

1. What factors influencing first year of senior high school students' anxiety in speaking performance?
2. What are students' speaking anxiety levels?

1.3. Aims of Study

1. To find out factors that cause students' speaking anxiety
2. To identify the level of students' speaking anxiety

1.4. Significance of Study

This research is expected to provide a significant contribution both in terms of implications and implementation.

1.4.1. Implication

The implication of this study is expected to support some theories

Basri (2019) who states that factors come from individual it self such as lack of self-confidence, unworthy, guilty.

- a. Lack of self-confidence is one of the contributing factors to students anxiety, which focuses on internal source, one thing about job interviews that contributes greatly to students anxiety as lack of confidence. Lack of

confidence is an element to be considered. It can affect students ability to speak, so teacher should pay more attention to this problem. Almost all students lack confidence when speaking English.

- b. Unworthy is a condition when the students feel worthless. When students have feelings like this, it will make them feel hopeless, unworthy, and confidence that they can not do anything, especially in learning speaking English, they feel anxious, worried about what they will talk about later in front of teacher and classmates.
- c. Lack of Speaking Experience is Students' who have frequent opportunities to speak in front of others or lack experience speaking in public are more vulnerable to speaking anxiety. without enough practice, they feel unprepared and extremely nervous when asked to speak in front of a class or group.

1.4.2. Application

This application is designed to analyze and address speaking anxiety among students by assessing multiple anxiety factors. It helps students improve their speaking confidence, supports teachers in identifying and addressing students' challenges, and offers researchers tools to conduct in-depth studies on speaking anxiety.

- **For students**

this research is expected to enhance students' interest in the learning process, especially in reducing speaking anxiety.

- **For teacher**

- Teacher should understand the various factors that cause anxiety in student. By doing so, they can find effective strategies to overcome and prevent situations that trigger students' anxiety.
- In addition, teachers are expected to support students in reducing anxiety, help them develop self-confidence, and provide time and opportunities to practice their speaking skills. Creating a supportive and comfortable classroom atmosphere is also important so that students feel more relaxed and less tense when speaking.