

CHAPTER I

INTRODUCTION

A. Background of the Study

English is a language that is already used globally by the world community in general. Pakpahan (2022), stated that if English is one of the many international languages that are widely used to communicate with each other, English itself is the language used the most. However, even though it has become a commonly used language, it is not uncommon for English to be considered a language that is still difficult to understand and master, one of which is by students in school. The stigma arises among students due to the assumption that English is a language that has no place in their environment so it is very difficult to learn and develop their English skills.

There are a number of elements that affect students' proficiency in speaking English, as well as their learning challenges in the language. Not only seen from the laziness factor in learning and practice, cognitive factors such as environment and family also affect the learning process of students in English. In addition Sutarsyah (2017), declared that a number of factors, including anxiety, impact students' capacity to speak. Anxiety is the most common variable in influencing students' speaking ability.

In carrying out the role of a teacher, the application of learning is not easy. Some problems are always present in each student, which is why it is very important for teachers to determine techniques or methods as well as supporters such as media that can help in overcoming problems that suit the character of their students

(nuraeni & Syihabuddin, 2020). Anxiety is the root of the problem that hinders the smooth learning process for students. A person with anxiety suffers from a situation where they worry excessively, which disturbs their actions. Brown (2000, cited in Fitriani *et al.*, 2022), explains that students who feel worried will show discomfort when speaking in front of people in a foreign language caused by limited ability in terms of speaking and listening.

Antoro *et al.* (2015), in the learning process, anxiety is part of affective factors. Affective factor is an attitude in which a person shows their interest in something or even shows a feeling of dislike for something undesirable. Anxiety about foreign languages according to (Horwitz *et al.*, 1986) has three components, namely firstly concerns when communicating, secondly the existence of negative assessments and the last is test ability.

The existence of anxiety factors that have a major impact on mastering English speaking in students also occurs in students at MAN 2 Lombok Timur. MAN 2 Lombok Timur is one of the high schools located in East Lombok Regency, precisely located in Beririjarak Village, Wanasaba District. In MAN 2 Lombok Timur, there is a tendency for insecurity from students which has an impact on anxiety when speaking in a foreign language, namely English, this then becomes an obstacle for students in the high school to develop their English skills. The researcher is one of the students of MAN 2 Lombok Timur who once experienced anxiety when asked to practice speaking English in front of the class. The numerous distractions caused by classmates made the researcher afraid to practice speaking English. Despite the fear, the researcher still followed the teacher's instructions. So

from this, it then led researchers to conduct research related to anxiety factors that resulted in inhibition of students' mastery of abilities, especially in speaking English in students at MAN 2 Lombok Timur.

B. Formulation of the Problem

The Formulations of the problem from this study are :

1. What are the factors of anxiety when students at MAN 2 Lombok Timur speak in English ?
2. How do anxiety factors affect in the learning process at MAN 2 Lombok Timur?

C. Objective of the Study

The objective of this study This are:

1. To explain the factors of students anxiety in speaking English at MAN 2 Lombok Timur.
2. To describe how those factors affect the learning process at MAN 2 Lombok Timur.

D. Focus of the Study

The focus of this case study is to find out what factors can influence anxiety in speaking English. Furthermore, the focus of this study is to discover the affect of anxiety factors in learning process.

E. Significance of the Study

The benefits that can be obtained from this study are:

1. The results of this study are expected to help teachers in knowing what are the factors of anxiety from the student's point of view.

2. The results of this study are expected to help teachers in overcoming problems in the learning process caused by anxiety.
3. The results of this research are expected to be useful for teachers and students so that the desired learning and teaching process is achieved.

F. Operational Definition

The operational definition of a variable is an explanation of a trait that is easy to observe, has a clear and definite formulation and is not confusing. The definition of operational is an important element in a study, because through this it can help a researcher to compile and make precise and accurate data measuring instruments. Therefore, to facilitate the measurement of the variables of this study, the variables discussed are defined operationally as follows:

1. English Language

A language functions as a system, much like the intricacies of the human body. This system operates through sounds, words, and structures. English, being a global language, is widely utilized for international communication by Trahati (Amaliah, 2022). English is an international language widely taught and mastered by many developed countries worldwide. In Indonesia, it is considered a foreign language by Suyanto (Purwanti & Fathimah, 2019). English serves as the primary language officially utilized as the primary language officially utilized by international and professional organizations. Many countries adopt English as their second language, turning it into a necessary skill to acquire due to its status as an international language. In Indonesia, proficiency in English is

considered crucial in the professional realm and is mandatory subject for students to master (Maysari, 2020).

2. Speaking

Speaking is the main skill for effective communication. This implies that communication cannot take place without words (Leong & Ahmadi 2017). Mastering speaking is crucial for students to effectively communicate in English, providing a means to articulate ideas, thoughts, feelings, share information, and foster social connections. This underscores the significance of speaking in enhancing their oral communication skills and expressing ideas in real-life situations (Dionar & Adnan, 2018).

3. Anxiety

Anxiety is an unpleasant emotion characterized by terms such as worry, concern, and fear, which individuals sometimes experience to varying degrees by Atkinson (Suardana & Simarmata, 2013). According to Leonard's (2018 cited in Amaliah, 2022) anxiety refers to a state of concern and fear marked by tension and heightened worry encountered by students throughout the educational process. This condition result in individuals struggling with adaptation. Based on the given account, it can be inferred that anxiety represents a blend of emotions and is a response to threats, pressures, and concerns that impact both physical and psychological well being.

4. Speaking Anxiety

Speaking anxiety is the fear characterized by negative feelings that individuals experience during communication, typically manifesting as feelings of tension,

nervousness, or panic while engaging in communication (West & Turner cited in Muslim, 2014 ; (Khairunisa, 2019). Speaking anxiety is prevalent among high school and university students, as well as the general population. It involves a sense of panic accompanied by recognizable physical symptoms, including elevated heart and breathing rates, heightened adrenaline levels, overly quick reactions, and tension in the shoulder and neck region Amini *et al.* (Maysari, 2020).