

CHAPTER I

INTRODUCTION

A. Background of the study

Speaking is one of the four fundamental language abilities that may be used to express one's thoughts and feelings. Ahmad (2019), along with all other language skills, mentioned in the context of English as a Foreign Language (EFL). Listening, Speaking, Reading, Writing (LSRW), Speaking are not only considered important but are the most urgently required of all sections. Speaking is, as we all know, the most frequent and practical manner of delivering information to others, as is the capacity to communicate effectively.

The process of expressing words via the instruments of speech, such as the mouth, vocal tract, vocal cords, tongue, teeth, and lips, is frequently referred to as speaking. Speaking necessitates the use of both productive and receptive abilities. The encoding process occurs when a person generates and uses language as a way of communicating ideas as well as attempting to get ideas or messages in productive skills.

One form of the sentence-making process is speaking. The four key stages involved in the production process are conceptualization, formulation, articulation, and self-monitoring. Background information concerning discourse patterns is referred to as conceptualization. The notion is sent into a "monitor," which guarantees that everything happens as planned during the engagement. This enables the speaker to fix his or her pronunciation, grammar,

and emotion. Finding words and phrases to communicate meaning, organizing them, and putting proper grammatical markers are all part of the formulation process. The formula prepares the word's sound pattern for use. The next step is articulation, which involves motor control of articulatory organs such as the tongue, teeth, lips, oral cavity, and roof of the mouth, among others. Finally, self-monitoring refers to the user's ability to recognize and remedy his faults.

One of the most common ways for people to interact with one another in their daily lives is through speech. In order for their interlocutors to understand what they mean, speakers convey their views, feelings, and intentions through words. Given that the speakers are not just uttering meaningless words but are trying to convey their intentions, the process looks to be quite complicated in this instance. A language is a vital tool that enables individuals to express themselves, ask questions, express agreement, and express dissatisfaction. As a result, oral language, or speaking, is viewed as fundamental.

Speaking activities in the teaching of English must put a special emphasis on how to help students use and communicate in English as one of the productive abilities (Richards, 2008). The use of English is highly widespread in today's world. In today's age of globalization, being fluent in English is becoming a vital necessity for everyone (Medjahdi, 2015). It is essential to be able to communicate in English because it is an international language. Strengthening Indonesia's human resources will enable them to communicate with people from across the world by equipping them with the necessary knowledge, expertise, and language, including English. Speaking English, on

the other hand, is a difficult skill to master for foreign language learners. In the target language, students go through a variety of processes and styles of learning.

As they progress through the stages of speaking English, students are presented with internal and external factors that have positive and bad effects on the process. A variety of variables contribute to students' difficulty in speaking English. When it comes to speaking, one of the issues that students confront is a lack of self-confidence. They may experience sentiments like insecurity, shyness, nervousness, worry, and anxiety, which might influence their English speaking.

As a factor that may affect language learning success, anxiety becomes intriguing. Several previous studies of language anxiety have shown that anxiety can interfere with student conversation (Sadiq, 2017). Anxiety is the subjective feeling of pressure, apprehension, nervousness, and stress related with an excitement of the autonomic nervous framework (Horwitz, Horwitz & Cope, 1986). Anxiety is defined as distress or uneasiness of the mind caused by fear of danger or misfortune.

Gumartifa and Syahri (2021), state that emotions expressed by humans can cause communication difficulties. They speak better when people are confident and happy. This is the most important indicator of how to deal with people who have difficulty speaking. It is important to establish strategies for overcoming language problems so that students can speak English well (Winstanley et al., 2018).

Many students are put in positions where they must reply to teacher questions. Some students might avoid making eye contact with the teacher in order to avoid being assigned to the next question. They have trouble speaking in a foreign language, especially in English class. Common issues students have with speaking English include having trouble recalling words or responding to someone, as well as feeling anxious when the teacher asks them to speak in English. Even in front of their classmates, speaking English causes them to become suddenly nervous. Whether taking a spoken test or replying to a teacher's question, they still feel anxiety. They have some idea of what they want to say, but they are too nervous to express it. Therefore, the issue must be recognized in order to develop solutions that will inspire students to speak English more confidently.

This study aims to identify the anxiety factors experienced by students when speaking English based on the difficulties mentioned above. The purpose of this study is to learn the strategies that students use to deal with their fear of speaking in English. So researchers are interested in conducting research under the title "Students' Strategies in Reducing English Speaking Anxiety".

B. Identification of the problem

The following problem identification is based on the previously mentioned background:

1. Students' anxiety when speaking English
2. Factors influencing students' anxiety English
3. Students' anxiety-reduction tactics for speaking English

4. The teacher's responsibility in assisting students in overcoming their anxiety in Speaking English

C. Delimitation of the problem

Speaking anxiety has several aspects that may be learned. They are the type of anxiety, the intensity of the anxiety, the origins of language anxiety, the reasons of worry, and the solutions for dealing with anxiety while speaking English. In this study, the researcher's exclusive focus was on the factors and reasons why students become anxious when speaking English in class interactions, as well as strategies for reducing students' anxiety.

D. Formulation of the problem

The problem can be formulated as follows:

1. What is the reason behind students' anxiety in speaking English?
2. How the students ways to dealing with their anxiety when speaking English?

E. Objective of the Study

1. To determine the causes of anxiety experienced by students in speaking English.
2. To identify ways to overcome anxiety experienced by students in speaking English.

F. Significance of the study

There are several significance to the students, teachers, and the researcher from applying this research. The researcher separates into two categories below:

1. Theoretical Significance

The final results of this research are anticipated to be helpful in practice and learning processes, particularly for students who experience anxiety when speaking English, as well as to provide readers, particularly students and lecturers in the English Department who read this paper, with additional information and knowledge.

2. Practical Significance

a. The teachers

Teachers would have a better knowledge of what causes anxiety while speaking English as a result of the study, according to the researcher. The teachers may then assess how they can teach and inspire their students to speak in English without fear.

b. The students

This research can assist students in reducing their nervousness when speaking English.

c. The researcher

The researcher expects that this study will give knowledge to the researcher itself about the students' anxiety in speaking English.

G. Operational Definition

1. Anxiety

Anxiety is a condition where a person feels restless, afraid, panicked, and can't do anything when faced with something.

2. Speaking

Speaking is one way of communicating with fellow human beings to convey the intent and purpose.

3. Strategy

Strategy is a plan or way to find or find out something so that a problem can be avoided or reduced.