



CHAPTER I

INTRODUCTION

A. Background of the Problem

English is the main language of international communication and is considered the main industrial medium. Speaking English as a second language opens up more options for study, internships, and service learning overseas. Additionally, hearing, speaking, reading, and writing are the four primary abilities or components that gauge pupils' proficiency in the English language. It is imperative that pupils acquire these four English language abilities. According to Sudarno et al., (2021:3) The brain engages with text interacting with learners; this is one of the three main characteristics of English language proficiency that encourages active language use by learners.

This is typically regarded as one of the last outcomes or takeaways from the process of learning a language. When studying a language, it is intended that pupils would be able to communicate in the target language. Since language acquisition makes it more difficult for kids to engage in writing activities, speaking is an essential skill (Amalia & Husna, 2020). Fitri claims that (2019:19). When asked to talk in English, students will become hesitant and frequently refuse; they would rather remain silent than speak. They will also get frightened, anxious, and panicked.

Teaching speaking skills at school is quite challenging for some teachers. Based on the researcher's experience during the implementation of PPL in teaching at SMK Negeri 2 Tembilahan, most students did not feel confident,



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embarrassed, limited vocabulary, and fear of mistake. This characteristic indicates that students experience a language anxiety. Every person experiences anxiety in their everyday life, no matter how, where, or in what condition (Heri et al., 2018). According to a researcher named Wu in Nadiatul (2022:4), anxiety is one of the biggest challenges facing language learners; they experience anxiety when learning the language. This can affect the learning process and results, especially the students' ability to work cooperatively. It states that anxiety has become a problem that is very significant in the context of language education since it is a significant obstacle in the study of foreign languages that teachers must address.

Tridinanti (2018) states that speaking is a language skill used for communication in everyday life. Fulcher (2003:23) defines it as "the verbal use of language to communicate with others." Speaking refers to the ability to write well, often carried out by two or more people, using the exchange of ideas and the formation of verbal and nonverbal symbols in various situations. In Sinaga et al. (2020), two types of anxiety are described. The most common types of anxiety are state anxiety and trait anxiety. Initially, there is state anxiety. A person might have state anxiety, or normal anxiety, is the most common form of anxiety. Anxiety is a momentary emotion of fear caused by a potentially dangerous event. It is a momentary state of anxiety of stress caused by an external stimulus. The second type of anxiety is trait anxiety, which is characterized by a tendency of responding with worry even in non-threatening situations. In this situation, a person with trait anxiety experiences anxiety on a consistent basis or anxiety that is more severe and lasts longer.



SMK Negeri 2 Tembilahan is one of the few schools that provides students with the necessary resources to continue their studies at a higher level of education . However, there are still some students who feel afraid and embarrassed when learning English, particularly in speaking lessons. Students are encouraged to speak in English and engage in discussions in English in front of the class to present the results of their English assignments. However, some students feel anxious, uncomfortable, and shy when trying to speak English in class. Disruptions in their explanations and performance also hinder their ability to comprehend spoken English. Therefore, the aim of this study is to identify the factors that influence students' speaking ability. Based on the problems that have been described, in this study the researcher is interested in conducting research with the title "**An Analysis of Students' Speaking Anxiety Factors at Grade X SMK Negeri 2 Tembilahan**"

B. Identification of the Problem

Based on the above background, the researcher identified a few issues that should be investigated in this study, specifically:

1. The Students` experience anxiety when they have to speak in front of the class which hinders their learning process.
2. The speaking anxiety experienced by students` the affects students' academic achievement, self-confidence and communication skills.



C. Limitation of the Problem

There are other issues that are discussed in this study based on the identification of the issues above. In order to determine the purpose of this study, the writer should limit the problem, therefore, the author tries to conclude that the problem is "Most of the students seem having speaking anxiety". Therefore, by conducting this research, it is hoped that it can answer this assumption; whether or not their problem speaking anxiety in a good or even bad level. If their problems anxiety speaking is categorized into good level, it is suggested to make another research to know why they still can not develop their speaking skill. Meanwhile, when they have bad Factors speaking anxiety, it means they have to learn how to have factors speaking anxiety, and it is also as information to the teacher that she has to guide her so that students are no longer anxious when speaking.

D. Research Questions

Based on the above problem statement, the problem that is discussed in this study is:

1. What are factors of speaking anxiety at students` X SMK Negeri 2 Tembilahan?
2. What is the most dominan factors of speaking anxiety at students` X SMK Negeri 2 Tembilahan?



E. Objective of the Research

Based on the research question above, the study's goal might be stated as follows:

1. To find out the factors of students' speaking anxiety at the X of SMK Negeri Tembilahan.
2. To find out the dominant factors of students' speaking anxiety at the X of SMK Negeri 2 Tembilahan.

F. Significances of the Research

The researcher hopes that her research get significant meaning for students and future researchers. They have the effects as follows:

1) For students:

This study aims to overcome the results of factors that affect speaking anxiety and students can overcome anxiety problems that make them afraid in speaking class. This also has a positive impact on students' focus when learning takes place and the grades students will get.

2) For teachers

This research aims to help teachers understand the factors influencing students' speaking anxiety in class. With this understanding, teachers can develop more effective teaching strategies, create a supportive learning environment, and assist students in overcoming their anxiety. This will also have a positive impact on the success of the learning process and the improvement of students' learning outcomes.

3) future researchers

This research is useful to assist future researchers in understanding and using this research as a reference material for further research. Besides that, future researchers will also benefit from this research regarding the factors that cause speaking anxiety.

G. Definition of the Key Terms

To clarify the key terms used in this research, some definitions are put forward.

1. Speaking

As stated By Zalukhu et al., (2023:2), Speaking is a language-based skill that aims to convey ideas and opinions in a clear and concise manner as a means of communicating with other people. Speaking is the process of interaction in a certain situation to build a meaning that includes information gathering, production, and processing

2. Speaking anxiety

speaking anxiety can exhibit symptoms similar to a specific phobia known as glassophobia. Some of the symptoms include trembling or cold hands, a shaky voice, a rapid heartbeat, excessive sweating, dizziness, and shortness of breath Ida Ayu Oka Purnami (2024:59-60).

