

CHAPTER I

INTRODUCTION

This chapter discuss about background of the research, limitation of the study, formulation of the study, the objective of the study, and significances of the study.

A. Background of the Study

In learning English, there are bunch of skills that must be mastered. But the most important thing is speaking skill. Because speaking is a product in the form of performance or in the other words a person's language progress can be measured from their speaking skills. This is supported by the opinion of Tarigan (2015) which states that someone who master a language intuitively they able to speak in that language. Intuitively means that knowing a lot of vocabulary can make it easier for someone to communicate and express opinions that they want to say to someone. According to McDonough (2013), people may often form judgements about our language competence from our speaking rather than from any of the other language skills. As a skill which enables us to produced utterances, when involve expressing ideas, feeling and opinions, expressing a wish or a desire to do something, etc. Therefore, speaking is one of the most important skills of any language classes because through speaking, students practice the international language orally. It is important for the students to learn, so that they can control speaking quickly.

However, in mastering speaking skill, students find many problems when speaking. It supported by Namaziandost et. al., (2019) said "people who want to be able to communicate through speaking for all languages, they should learn it seriously". Speaking in foreign language is much difficult, people should not only know a certain amount of knowledge of grammar and vocabulary in English, but also practice communicating through socialization in their social environment continuously.

According to The National Institute of Mental Health there is another problem for students that make difficult in learning English especially speaking skill that is anxiety, public speaking anxiety is a common form of anxiety that can manifest in various psychological and physical symptoms. Some common symptoms of public speaking anxiety include nausea, increased heart rate, headaches, lack of concentration, avoidant behaviors, shortness of breath, panic attacks, intrusive thoughts, shaky hands and legs, dilated pupils, acute hearing, sweaty hands, sleep loss, shaking or body tremors, and reddening of the face or neck. The National Institute of Mental Health also reports that public speaking anxiety, or glossophobia affects about 40% of the population. The underlying judgment or negative evaluation by others, public speaking anxiety also consider as anxiety problem. According to Tseng (2012) mentioned the causes of speaking anxiety are gender, negative self-perception or self-esteem,

competitiveness, fear of making mistakes, social status, cultural differences, social environment and limited experience to the target language, In addition, students felt shy to speak English and to express opinions and ideas because they were afraid of making mistakes in pronouncing to words. However, the anxiety became the main problem to the foreign language learner who contributed themselves in conveying a message and building communication in their environment. Therefore, that students became not confident. The students' problem in the speaking skill must to be identified so we as the teacher can solve the problem, because speaking English ability is very useful for students to prepare their future.

This is the same as study that has been done by several previous researchers, students of SMKN 01 OKU also have problems in learning English, especially in speaking skills. Based on the curriculum SMKN 01 OKU, they adapting curriculum of independency learning. In this learning they ordered to be fit in the mastering subject but in their own learning styles. Therefore, the teacher needs more effort to make sure their students can be master the English. According to Nita (2023) her experience during teaching practice (PPLK) start from August to November 2022 and the interview of English teacher before at SMKN 01 OKU, she said that some students had problem with their anxiety when it comes to speaking in English. The researcher also found that some students get anxious when it comes to showing their capability in English during the English class that the researcher handled during her teaching practice (PPLK) from August to November 2023.

Based on the explanation above, speaking is the one of the most important from the four skills in English and based on problems found by previous researchers, the researcher interested in revealing many things about speaking, especially the anxiety faced by students in learning to speak English. Speaking English well also helps students to access the latest information in various fields. So by looking such thing as the references, the researcher attempt to analyze under the title **“An Analysis of Speaking Anxiety of The Tenth Grade Students at SMKN 01 OKU”**, the researcher expected the result of this research can provide insights into the anxiety faced by tenth grade students at SMKN 01 OKU in learning to speak English. Therefore, these findings can inspires them to improve their performance in speaking skill and also can effect for the students' career in the future, for English teachers, school administrators, and policymakers in improving the quality of English language education in SMK N 01 OKU.

B. Problem of the Study

1. Limitation of The Study

There are many students' problem in learning English. In this research, the researcher limited the study only focus on students' anxiety in learning speaking English of the Tenth Grade at SMKN 01 OKU.

2. Formulation of the Study

Based on the research background, the formulation of the problem in this research are

1. "What are the level of anxiety that tenth grade students at SMKN 01 OKU have when learning to speak in English?"
2. "what are the causes of anxiety that tenth grade students at SMKN 01 OKU faced in learning to speak in English?"

C. Objective of The Study

Based on the formulation of the research, the objective of this study stated the specific objective, are :

1. To find out the anxiety level encounter that students faced in learning speaking skill
2. To find out the causes of anxiety that students faced in learning speaking skill.

D. Significances of The Study

The result of this research may be benefits the following parts:

1. For the Researcher

The findings can be used as a reference and other consideration to investigate the problem in further research therefore the researcher can provide the better way.

2. For the English Teacher

The findings also can be useful for the English teachers to overcome students' problems when learning speaking in the tenth grade.

3. For the Students

The findings can be used to help students evaluate themselves to the anxiety they faced when learning to speak in English.

4. For the TEFL

The findings could gave a good contribution to the development of teaching and learning English as foreign language.