

CHAPTER I

INTRODUCTION

1.1. Background of the Study.

Speaking is one of the major skills in language learning that requires a high awareness of difficulties, as it holds the importance of global relationships, such as in social, academic, and professional functions. In a social context, speaking allows the speakers to articulate their thoughts clearly and fluently in a social interaction. Then, for academic purposes, speaking is an essential skill that is used for performing academic speaking, sharing ideas and thoughts successfully, and scholarly demonstration in order to understand the information. In the professional section, speaking becomes a necessary skill that is used to perform someone's public speaking and for formal events, like formal communication or formal conferences.

Speaking is one of the language skills, which becomes the first one that is learned in language learning. There are 2 experts who stated that speaking has an important role in language learning. Nunan (2020) defined speaking as an ability to communicate or articulate a series of thoughts fluently, or also an ability that is used to express the individual itself in precise words. Another definition stated by Richards et al. (2022) stated that speaking is an ability to express an individual thought, essential to a person for expressing their feelings, thoughts, emotions, and ideas. From that definition, it can be concluded that speaking is a skill to communicate by

expressing the ideas in order to perform an interaction and the way for oneself to deliver thought to another person through communication.

At the university level, speaking becomes the important skill that is required to be mastered by the students. The importance of mastering speaking skills is not only about how a person utters the words but also about the ability to deliver ideas, thoughts, and information to others by maintaining rules of grammar, semantics, and pragmatics properly without ambiguity. Speaking skills help students to understand the ideas that are shared by other students and also help them to be able to deliver the same ideas to others, and they help to develop students' language comprehension. There are various strategies that can be used to achieve success in speaking, such as choosing the words, fluency, pronunciation, and language comprehension.

Mastering speaking can be challenging for students in understanding and knowing the benefits of mastering that language skill. According to Mahmoodzadeh (2023), students are facing various difficulties in performing speaking. Anxiety becomes the most difficult thing that students face. In addition, Damayanti et al. (2020) mentioned that students who are facing anxiety often show symptoms like shyness while performing speaking, fear, and anxiety when they communicate. The causes of this problem come from two factors: from themselves (internal factors) and from the environment (external factors), such as the learning procedures and people who get involved in the learning (teachers and other students). Even though all students can perform their speaking, there are some students who may face the problems before they start their performance in speaking. The symptoms of students'

anxiety in speaking occurred as the response to their unpleasant feelings for some reason, such as their fear of being judged while performing, their lack of vocabulary, their lack of preparation, etc. On the other hand, anxiety occurred as the response of an uneasy situation from the nervous system.

From an observation that was conducted at Jambi University on October 16, 2024, the researcher observed an English classroom's activities that became the participants in this research. The problems that became the main topic in this research are experienced by the first semester of English Education students at Jambi University. The researcher found several cases of students' lack of speaking performance; the cases refer to some symptoms, such as the feeling of shyness, fear of being judged, and anxiety while performing their speaking. The other problems also caused by the anxiety of tests are feeling nervous during public speaking and forgetting what they want to deliver (words or sentences). The phenomenon causes the students to be unable to speak properly, or they may also not be able to speak at all, which interferes with their ability to utter their ideas and arguments in speaking.

The purpose of this study is to find out the kind of anxiety that is faced and experienced by the students with the factors and the effects on their language learning, especially in speaking learning. Anxiety has bigger impacts on students' language learning and becomes the commonly noticed problem that influences students during their performance and causes them to be anxious about their language learning process. Anxiety is recognized as an affective element in language acquisition and frequently occurs in speaking modules of English as a Foreign

Language (EFL) because students are required to think and talk at the same time (Abrar et al., 2017).

Based on the description above, the researcher is interested in exploring what are the causes of Speaking anxiety and what strategies are used and implemented by students in learning Speaking for General Purposes in Universitas Jambi, so the research will be carried out with the title “Analyzing factors affecting Students’ Speaking Anxiety in English Education Study Program at Universitas Jambi”.

1.2. Research Questions.

Based on the description of the problem above, the research questions can be formulated as follows:

1. What kind of Anxiety have Students experienced in Speaking faced by 2024/2025 academic year students of English Education Study program?
2. What Factors that cause Students’ anxiety in Speaking to occur faced by 2024/2025 academic year students of English Education Study program?
3. How do students deal the Anxiety during Speaking in general purposes course in Classroom ?

1.3. Objective of the Research.

Based on the formulated questions, the objective of the research can be stated as follow:

1. To find what kind of anxiety faced by 2024/2025 academic year students of English Education Study Program while performing speaking.

2. To identify what factors affected student speaking anxiety to occur faced by 2024/2025 academic year students of English Education Study Program.
3. To see possible strategies used by students to cope the anxiety during speaking for general course classroom.

1.4. Limitation of the Research.

The limitations in this research are related to the place, the participants, and the objectives of the research. This research was conducted at Jambi University with the participants being students from the English Education Study Program of the 2024/2025 academic year. The objectives are to find out the kind of anxiety that is experienced by the students, find out the factors that become the causes, and find out their strategies to face the anxiety.

1.5. Significance of the Research.

- a. For the students.

The researcher hopefully that the students can recognize and aware about their speaking problems while learning English as a Foreign Language. The researcher also hope that students could improve their speaking ability based on the identified problems and improve their academic achievement during their learning process.

- b. For the lecturers.

The researcher hope that Lecturers be aware and could address students' learning problems and try to help students to solve their speaking in Classroom activities.

c. For the future researches.

The researcher hopes that the result of the study will be useful for future researchers as references related to future study, so that future researchers could pay more attention to students' speaking anxiety and how to overcome the problem.

1.6. The Definition of the Key Terms.

1.6.1 Speaking skills.

Speaking is an ability to communicate or to articulate a series of thoughts fluently, and the ability to express the individual itself with precise words. Speaking also a defined as productive ability that is constructed using syntax, vocabulary, and phonetic patterns. Speaking skill are utilied to communicate verbally as it become a way to measure the ideas are delivered well (Nunan, 1995). Burnkart (1998), stated that speaking skill has some aspects need to be concerned, such as proper words, pronunciation, grammar, vocabulary, fluency, and comprehension.

1.6.2 Anxiety.

Anxiety refers to an abstract feeling of preasure, apprenhension, worriness, and nervousness that related to humans' nervous system which can be exposed through some stimuli (Aatif, 2022). Angelila, et. al. (2019) explained that anxiety is not a disease, rather, it is a temporary response of unpredicted situation which has a negative impact to human activities by triggering negative emotions.

1.6.3 Foreign language anxiety.

Foreign language Anxiety is a complex construct of self-opinions, self-perspectives, and behaviors that arised from certain learning process. (Richmond,

2015). Foreign Language anxiety also defined as perceptions on oneself, individual beliefs, emotions, and behavior that related to classrooms learning, procedures, and activities (Cope, 1986).