

CHAPTER 1

INTRODUCTION

A. Background of the Study

English in Indonesian is considered a foreign language. Most of the time, students can only develop their speaking skills in EFL class, but they usually do not use the opportunity to improve their speaking skills. The factors that make their speaking practice difficulties are can be from internal and external factors.

In learning English, there are four basic skills in learning English that students should master, there are writing, reading, listening, and speaking. Ur, (1996) supported by Parmawati (2018), says that speaking has been the most important skill of English language because speaking is the communication tool of daily life. Furthermore, Hornby (1995) in Sartika (2016) says that speaking as the skill, will be evaluated upon most in their real-life situations. It is an important part of everyday interaction and most often the first impression of a person is based on the students' ability to speak fluently and comprehensibly. It becomes the skill that mostly used in communication. In developing speaking skill, students not only have to learn about vocabulary, pronunciation, grammar, and other English knowledge but also have to build their confidence, their fluency in speaking and public speaking.

Astuti (2018), states that there are some problems in learning English speaking ability. First, students feel bored when learning English speaking because they have difficulty in memorizing words and pronouncing English. Second, students rarely use English to communicate in and out of the classroom. This does not makes them unaccustomed to speak English well. Third, students only remember words when they have to practice speaking in front of the class. They usually imitate words and phrases in books. They do not understand the content being spoken and they do not speak spontaneously using their own words.

Aulia, at al. (2020), argued that students are usually feel insecure and have difficulty communicating and expressing in their

target language. This shows the fact that not all students have the courage to speak in front of their classmates. Sometimes the student is just silent when the teacher asks a question. Some problems obstruct students to speak. The students face difficulties in speaking is the effect of anxiety in speaking. Every student has different anxiety in speaking English. Some students were shy while the teacher asked them to speak and they just broke their eye contact, then there were students who just kept silent when the teacher asked them, and also they were not responding to the teacher because they did not know what they should say. This phenomenon happens because of many factors and anxiety is one of the most influencing factors that anxiety occurs when students speak in front of the class and oral exam (Liu, 2018)

Based on previous studies that conducted by some researchers, there are still many students who show their anxiety when they are asked to speak in front of other students or their teacher. Mayangata (2013) as cited in Lia, I. (2021), argued that students feel uncomfortable to speak in front of other people and also categorizes anxiety as an effective filter that can prevent students from getting their full abilities in speaking performance. This research finding showed that students are influenced by the other students when they speak in front of class. Risma (2017), stated that signs of anxiety were found in the students. Many of them become restless, avoidance, and reduction of participation in the class. The students have difficulty to speak in class due to lack of self-confidence and many students who lack motivation and are passive to learn to speak, namely forcing an anxious person to speak. They are afraid to speak English for fear of mistakes and are embarrassed.

Brown (2001) in Handayani and Rahmawati (2017) stated that anxiety is a negative way of feeling human beings who appear when the speaker considers their verbal performance to be wrong, stupid or incomprehensible. This problem occurs in English language classes and also causes a negative achievement of their speaking abilities. Saito and Samimy (1996) in Sutarsyah, C. (2017) stated that students feel anxious regardless of their preparation of learning that language, like wondering about what others might think of them when they perform their English, the familiarity of the topic used in English learning, how low their achievement could be, and so on. This often makes them dislike trying to understand what they are not sure about.

People feel anxious when fear strikes. Anxiety can be facilitating or debilitating.

Under certain conditions, most students have difficulties in speaking. They are lack of confidence, lack of vocabulary, lack grammar in English knowledge, anxiety, and so on. In relation to language learning, language anxiety will be defined as a distinct complex of self-perceptions, beliefs, feeling, and behaviours associated with language learning in the classroom that arises from the uniqueness of the learning process. Anxiety is extremely detrimental to students because they feel anxious again when they speak in front of others people. Anxious students will have difficulties in following lesson and speaking. They learn less and may demonstrate what they have actually learned to practice.

In addition to the internal factors contributing to students' speaking anxiety, some studies have also highlighted the external factors of students that contribute to their speaking anxiety. External factors are being afraid of making mistake and focus attention. For example, some of the students think that if their friends will laugh if they make a mistake while speaking or practice in front of the class. So they prefer to keep quiet. This condition makes students feel anxious in the classroom and it will be influenced their ability to speak.

Based on the exploration that have been explained, the researcher can be taken a highlight that intensively function of explaining "The external factors of EFL student's speaking anxiety at junior high school: student's perspectives."

B. Scope and limitation

The scope of this research is any discussion about students speaking anxiety. The researcher limits this study to find out the external factors of EFL students' speaking anxiety at senior high school: students' perspectives.

C. Research Question

Based on the background, the scope, and the limitation of the research that have been exposed above, this research has a main question:

What are the external factors of EFL students' speaking anxiety at senior high school: students' perspectives?

D. The Purpose of the Study

The purpose of the study is to explore the external factors of EFL students' speaking anxiety at senior high school: students' perspectives.

E. Significance of the Study

Based on the objectives of the study that have been detailed above, this study has significances as follows:

1. For the teacher : The research is expecting to give advantages for students about the problems usually faced in speaking and they have the awareness to practice more.
2. For the student : It is expected that it can give a strategy for teacher in making English learning more interesting to increase student's confidence in speaking and reduce their anxiety.
3. For the researcher: This research are also expected to be able a reference for those who want to conduct a research in the field of teaching and learning English.

F. Definition of the key term

The definitions of key term developed in this research will function as a guide for the readers and make the readers understand about some definition of the key terms in this research. They are:.

1. Anxiety

Anxiety can be divided as a feeling of worry or fear. Anxiety can be defined such as feeling of tension and anxiety will impede students' ability to perform successfully in an English foreign language classroom.

2. Speaking Anxiety

As we know from the theories that the anxiety is defined as the

feeling of fear, worries, and nervous in facing a certain condition. Students' speaking anxiety can be affected by the factors that come from performance condition (time pressure, planning, the standard of performance and amount of support), affective factors (such as motivation, confidence, and anxiety), listening ability and feedback during speaking activities.

3. Students' Perspectives

The attitude or point of view of students about students' speaking anxiety.

4. External Factors

External factors are elements from outside that contribute to students' speaking anxiety.