

Chapter One

Introduction

This chapter presents the introduction of the research. Several important points are explained in this chapter. First, this chapter contains a background study, identification of the problems, and the delimitation of the problem. Second, this chapter also provides the research questions and objectives of the study. Last, this chapter provides significance of the research.

Background of the Research

English is the international language. What is meant by international language is how English is used in its entirety as a means of intercultural communication on the world stage. Halliday (2020), states that as an international language, English has undergone considerable changes because of cultural, political, and economic influences. The fact that English is one of the most essential international languages for communication has been acknowledged by the Indonesian government since its independence (Songbatumis, 2017, p. 55). For this reason, a qualified ability in English is needed so that Indonesia can actively participate in communication between nations.

English proficiency is crucial for academic pursuits, especially in public speaking competency. Public speaking skills in English enable students to deliver presentations, participate in debates, and engage in academic discussions. Effective English public speaking enhances academic performance and contributes to success in educational endeavors (Bell, 2016). The ability to speak

is the main tool in communicating with the other person, and education plays an important role in the development of speaking skills. Then, education must be able to produce a generation that is reliable in communicating using international languages (Taslim, Asrifan, Chen, and NR, 2019, p. 66).

Public speaking fluency is influenced by many factors, and anxiety is the most influential factor. Among the several affective factors which affect foreign language learning especially speaking, anxiety appears to be the crucial factor that has a debilitating effect on the oral performance of students (Hanifa, 2018, p. 231). Language anxiety is the unease feeling, nervousness or a kind of fear due to individual's perception in learning or using a second language (Rajhita, Alamelu, 2020, p.1054).

Public speaking anxiety is a common challenge that experienced by many people, including senior high school students. The skill of public speaking is very importance because it is critical for academic competence and career development. The fear of speaking in front of public can prevent the acquisition and development of thus skill. This phenomenon can cause to negative effect such as lack of academic performance, reducing self-confidence, and limited career opportunity (Toglia & Battig, 1978). According to Lazarus and Folkman (1984), Anxiety in public speaking can also result in physiological reactions such as trembling, sweating, and increased heart rate, further exacerbating the anxiety experienced by the speaker.

K and Alamelu (2020), conduct research entitled “A Study of Factors Affecting and Causing Speaking Anxiety” in 2020. This study used 50 art and science students as subjects. This study resulted in various causes of anxiety in students' speaking abilities, including language factors, lack of grammar knowledge, pronunciation factors, stage fear, lack of confidence, shyness, and peer factors. The conclusion of this study is that teachers are required to identify the needs of their students, then they must design activities carefully and if needed a teaching model that suits the needs of the hour can also be applied.

Another study was done by Tsiplakides and Keramida (2009). This article provides teachers with strategies for reducing foreign language speaking anxiety in students, stemming from their fear of negative evaluation from their peers and perception of low ability. This research found that before using strategies to help students overcome foreign language speaking anxiety, teachers should understand their students, their attitudes towards oral production, and the reasons for their low performance.

Öztürk & Gürbüz (2013), focused on how gender can affect the English speaking anxiety. The results of the quantitative data showed that female students are more motivated to learn a foreign language than male students. The study found that female students are more anxious than male students when speaking in English in a classroom setting.

Although there are various studies that have been carried out, the research focuses on speaking skills in general. Despite the significant research on speaking

anxiety, a studies by K and Alamelu (2020), have focused only on students of art science perceptions of the causes of anxiety in English public speaking.

Meanwhile, the ability to speaking in public can be seen in several activities. As methods are used by Sundari and Dasmo (2014) in their research, speaking activities are interview, storytelling, discussion, and dialogue. and in this study, researchers will focus on speaking anxiety about public speaking activities.

In educational institutions where researchers conduct studies, the mastery of public speaking stands as a crucial competency for students. Exposure to the English language is provided throughout various segments of the school curriculum, including general English lessons as per the prescribed syllabus. Furthermore, within the confines of the dormitory, students engage in activities focused on enhancing vocabulary and facilitating daily conversations. Additionally, a designated language event takes place wherein senior students impart specialized training in English public speaking. Although certain students exhibit proficiency in this skill, others encounter challenges and experience feelings of anxiety during its execution.

Therefore, this research aims to what caused anxiety in English public speaking based on senior high school student's point of view and how they solve it. There are several strong reasons why this research was conducted. First, the ability to speak English is obligatory for the students where the research is conducted. According to Oktaviani and Fauzan (2017) the Indonesian government has realized that English is important for the country's development, especially in

the effort of human resource development. however, a good command of the English language will provide broad benefits.

Secondly, research has identified several factors that contribute to public speaking anxiety, including lack of preparation, negative self-talk, and fear of evaluation (Friedrich & Scherer, 2011; Levy, 2019). However, it is unclear how these factors manifest in the perceptions of junior high school students and how they affect their experience of anxiety in English public speaking. The study findings contributed to the development of effective interventions to alleviate anxiety in English public speaking among junior high school students, thereby promoting the acquisition and development of this essential skill.

Despite the significant research on public speaking anxiety, few studies have focused specifically on senior high school students' perceptions of the causes of anxiety in English public speaking. This research gap presents an opportunity to investigate the factors that contribute to public speaking anxiety in this particular age group. Understanding the causes of anxiety in English public speaking among senior high school students is crucial in designing effective interventions to address this issue.

Identification of the Problem

Public speaking is a common fear among people of all ages, but it can be especially challenging for senior high school students who are just beginning to develop their communication skills. According to Kessler et al., (2017), public speaking anxiety can be a weakening situation that impacts someone's

professional and personal life. Many students experience anxiety when speaking in front of an audience, particularly when speaking in a second language like English.

Based on interviews with the researcher's students who stutter when doing public speaking, he said that he was nervous because he was worried that he had mispronounced the English vocabulary. Other students experienced the same thing, but he stated that he felt uneasy because he was afraid his friends would laugh at him when he said something in English. These instances illuminate the multifaceted nature of the anxiety that afflicts students when confronted with public speaking challenges, underscoring the complex interplay of linguistic insecurities and social anxieties in such situations.

Delimitations of the problems

The research study titled " Senior High School Student's Perceptions of the Causes of Anxiety in English Public Speaking " has several delimitations that form its borders and scope. These delimitations help to focus the research question, direct the methodology, and ensure that the research is realistic.

First, only senior high school students who were currently taking English and had experience in public speaking had been the subject of the study. This implies that participants in the study would not include students who had never taken an English class or had never given a public speech. This delimitation would ensure the accuracy and relevance of the data that was gathered.

Second, studies are conducted in private high schools located in specific locations. The results of this research may not be generalizable to students in other regions or countries. This delimitation is necessary to limit the scope of the study and to ensure that the study is decent.

Third, the study would utilize a qualitative research approach using interviews to collect data from participants. Quantitative research methods such as survey and experimental will not be included in this study. This delimitation helps to ensure that the data collected is reliable and can be analyzed using interviews result.

Fourth, this research would focus on two things. The first reason is that students experience anxiety in English public speaking. Second, what are students' strategies for dealing with the anxiety they experience.

In summary, the delimitations of the research study " Senior High School Student's Perceptions of the Causes of Anxiety in English Public Speaking " help to ensure that the research is reliable, and relevant. The delimitations limit the scope of the study and help to focus the research question, methodology, and analysis.

Research Questions

This research was conducted to answer the question below:

1. What factors contribute to anxiety among Senior High School students when speaking English in public?

2. How do Senior High School students employ strategies to effectively manage and overcome their anxiety when speaking English in public settings?

Objectives of the research

1. Based on the research questions above, there are two objectives in this research: To explore the factors contribute to anxiety among Senior High School students when speaking in public in English.
2. To investigate Senior High School Students strategies to effectively manage and overcome their anxiety when speaking English in public settings.

Significance of the Research

This study aims to help a variety of parties, including English language learners, and for another researcher.

For the school

Schools can get information about how students perceive their anxiety in speaking English from the findings. This can be an evaluation and reference on how to make the implementation of language day more effective.

For the student

Students get the understandings about public speaking anxiety. Students can also find out what factors can affect their anxiety on public speaking performance and how to overcome them.

For another researcher

This research can be a reference for further researchers with similar topics. They can see how the perspective of the participants in my research is about anxiety in English public speaking.