

Chapter One

Introduction

The first chapter of this research discusses the research problem related to the student's anxiety about speaking. This chapter includes the background of the research, identification of the problems, delimitation of the problems, research questions, objectives of the research, the significance of the research, and the last one is organization of the study. Hence, the researcher collected the information from the literature and used the research tools.

Background of the Research

The researcher realizes that students struggle to learn many things, especially when learning a language. For example, they face multiple disciplinary subjects, and besides that, they also face another problem; one example of the problem is that they have to face their anxiety. According to Anwar and Louis (2017), anxiety is nervousness, fear, and tension that happen to a person. This anxiety is a problem for the students because it slows them down or even stops them from learning, especially to learn the English language. In line with that, Ali (2021) stated that students who suffer from anxiety tend to feel that learning is a less fun activity and that they understand how it affects their performance. One of the performances that is affected is speaking skills. The students who feel anxious about learning to speak would have poor performance in the class. From that explanation, it can be concluded that students who have anxiety could also have problems with their speaking skills performance.

There are several effects of anxiety on student's performance in learning English speaking. For example, there has been a decrease in English proficiency levels among students in the Faculty of Education at one of the private universities in Saudi Arabia (Mohammed, 2015). Even though the students have learned English for about seven years, from primary school until secondary school, the chart still shows decreasing English proficiency because the students face nervousness, anxiety, or feelings of stress. On the other hand, Liu (2010), who had researched 547 universities in China, revealed in his journal that if students have greater anxiety, then the students would have problems practicing English skills. The students' anxiety could affect their learning activity (Dobson, 2012). They could not show their best performance in learning English because it was blocked by their nervousness or feelings of stress, especially when learning English. There is another previous study from Ali (2021) who has found that the students' anxieties negatively affect the students in the English language class.

Based on the previous research, the researcher decided to do the research related with anxiety in one of private junior high school in Yogyakarta

Identification of the Problem

Currently the students in the school were having problem that makes the students find it hard to study, and it is their anxiety. Anxiety makes the students afraid to try new things because they already think about the bad things that could happen after they try. Anxiety also makes the students nervous when learning English, and they become blank when they are having a task because they are afraid of what will happen before, while, or after they finish the task. This anxiety

interferes with the student's mental to become unstable. Slowly, it also causes the student's learning performance to decrease daily, or the worst thing that could happen is the student would feel a 'mental block.'

Another thing that happened in student's daily life because of their anxiety is that they tend to have low self-esteem, so they do not want to try to learn new things. From all of the explanations, the researcher concludes that several things could be researched from anxiety; the first thing is that the researcher can learn what are the factors of anxiety that make the students feel anxious and then how the students face their anxiety so that they can continue their day without feel anxious. Also, the researcher has researched to understand what are the levels of anxiety that the students have or what are the things that can trigger their anxiety. On the other hand, the students also studied speaking and found some difficulties acquiring the skills, such as low vocabulary and fear of mispronouncing or judging from their friends. Some of the problems in speaking are related to anxiety, which makes the students afraid of speaking English.

Delimitation of the Problem

In order to have specific findings, the researcher eliminated some research objectives, so the research focused only on determining the level of students' anxiety in speaking English and investigated the causes of students' anxiety among junior high school students at a private junior high school in Yogyakarta. The research participants are 163 students of eight graders from one of private junior high school in Yogyakarta and the respondents are 3 eight graders students in a private junior high school in Yogyakarta, the reason for involving 163

participants is that because the researcher wanted to minimize the error and 3 students were chosen as the respondent is because the limitation of time. After discovering the anxiety level, the researcher found the causes preventing the students from learning in the class.

Research Questions

1. What is **the anxiety level** among eighth graders at a private junior high school in Yogyakarta when speaking English?
2. What are **the factors causing anxieties** in Speaking English among eighth graders at a private junior high school in Yogyakarta?

Objectives of the Research

1. To determine the level of students' speaking anxiety among eighth graders.
2. To investigate the factors causing students' speaking anxiety among eighth graders.

Significance of the Research

This research gives advantages to the teacher, the students, and other researchers.

The Teachers

The teachers can comprehend the factors that trigger the students to feel afraid to learn English speaking in class. After they understand, they will make the class more friendly and create a better teaching method that will not trigger the students' speaking anxiety. Nevertheless, the teacher can also find a way to make the students face their anxiety and then make them naturally counter their anxiety by speaking English.

The Students

The students can try to understand more about themselves by reconciling their situation with the condition explained in the study and then try to counter their anxiety based on what is written in the article. Therefore, based on the study, the students would have more options or conduct a new way of countering their anxiety.

The Researchers

The researcher can use this study as a reference, foundation, or source for other studies. The data in this study could be used to make a hypothesis for their study or research. Therefore, this study could become an advantage for another researcher who wants to make a new study journal for educational purposes.

Organization of the study

In the first chapter of this study, the researcher explains the introduction or the background of the research. The content of the introduction consists of the reasons or the background of this title. On the other hand, the researcher explains the study's limitations, which explains the problem being focused on in this research. Then, the research questions are answered in the part of the 'objective of the research.' The last part of chapter one explains the parties that would gain an advantage by reading this research after it is done. The next chapter discusses the past research that correlates with the study's title. Then, the third chapter focuses on the research method or how the researcher gains information and knowledge about this study. The fourth chapter shows the results and discusses the data that

has been collected. In the last chapter, the researcher reveals the conclusion and recommendations for future research.

