

## **CHAPTER ONE**

### **INTRODUCTION**

This chapter contains seven subsections. Specifically, the background of the study, problem identification, problem delimitation, research questions, research objective, significance of the research, and chapter organization. This research's background encompasses the reason for the researcher's interest in the topic. The identification and limitation of the problem identify and limit the issue. Then, the research questions and research objectives describe the objectives of the research being conducted. Lastly, the significance of the research and the chapter's organization.

#### **Background of the Study**

As is well-known, speaking English has become increasingly essential due to its utility in the current era. Speaking is the most important skill for English language learners who want to advance their careers, expand their businesses, gain self-confidence, find better employment opportunities, give public lectures, engage in interviews, debates, and group discussions, and give presentations, among other things (Rao, 2019). Speaking is one of the most difficult aspects of learning English for students. Students must have a high level of self-confidence when speaking a foreign language, making speaking difficult (Fauzi, Putri, & Rahman, 2021). People who are learning to speak confront difficulties when speaking, such as lack of confidence, anxiety, and discomfort. Students frequently experience anxiety, apprehension, and insecurity (Fauzi, Putri, & Rahman, 2021).

Speaking appears to be the most difficult of the four English language skills, given that speakers must generate sentences on the spot. Without mastery of grammatical structures and adequate vocabulary knowledge, it is difficult for learners of a second or foreign language to construct sentences (Rao, 2019).

Anxiety is one of the challenges associated with speaking English. Anxiety is a complex concept that is influenced not only by one's feelings of self-efficacy, but also by one's evaluations of the potential and perceived hazards present situations (Rumiyati & Seftika, 2018). Anxiety can be caused by a history of failure, a fear of making errors as a citizen, a fear of humiliation, or a lack of self-confidence. (Puspitasari, Rohmah, & Fitrianiingsih, 2021).

Speaking anxiety has a significant impact on students' confidence, as it frequently makes them feel unsuccessful when they are unable to speak and demonstrate their knowledge (Asysyfa, Handayani, & Rizkiani, 2019). Because of their routines, public speakers may experience apprehension. When speaking, anxious feelings manifest as trembling, paleness, profuse sweating, and dread (Fauzi, Putri, & Rahman, 2021). Even being in a classroom makes students anxious because speaking is such a demanding activity (Al Hakim & Syam, 2019).

Based on the previous explanation of speaking anxiety from previous research, speaking anxiety can occur anywhere and anytime. This can also happen in an English Course, a non-formal education. One of the English courses in Yogyakarta named Lit English Course has noticed this phenomenon occur in a program. This English course provides two programs for students and interns.

People probably know if Lit English Course provides for students to learn English especially, theory such as grammar. Besides, Lit English Course provides an internship program for people who want to try the working world. In general, the Lit English Course is an English area where all staff and all interns have to speak English. Lit English Course has one rule speaking English during working hours. Based on one of the activities at the Lit English Course, each staff and interns are required to perform something for 15 minutes. This program is known as Lit English Talk. Lit English Talk performance such as explaining materials in front of other staff and interns the topics can be about hobbies, experiences, and others. Everyone will get a turn to deliver the material in an informal way each day. Not only delivering the materials to the audience, but also using English every day such as when they are making conversations, communicating, and explaining the daily reports.

Unfortunately, based on the researcher's experience as a staff of the Lit English Course. The researcher discovered that some interns prefer silence because they fear speaking English and lack the confidence to do so. In addition, this issue has previously encountered the problem of classroom speaking anxiety. Thus, this study offers a fresh perspective on this related topic.

According to the explanation, the researcher's objective is to determine what causes interns' anxiety during English speaking practice, especially in Lit English Talk, and how they handle it.

### **Identification of the Problem**

In Lit English Course, there is one rule where the interns have to speak English in several parts of activities. For example, they have to speak English in daily reports, delivering Lit English Talk, and communicating with other people. The purpose of speaking English every day is to encourage the interns' confidence to speak. However, in the researcher's point of view, there is a problem when Lit English Talk, the interns speaking English feel nervous, trembling, and not focused. Based on the researcher's experience as a staff, speaking English makes the interns feel anxiety when they try to speak English. Therefore, the researcher focuses on interns' perception of the cause of their anxiety in speaking English practice in Lit English Talk and the strategies to handle their anxiety in speaking English practice.

### **Delimitation of the Problem**

The researcher delimits several points in this study. First, this study focuses on the cause of anxiety in speaking English practice and the ways to solve English speaking anxiety when Lit English Talk. Then, the participants of this study are interns at English Lit. Last, the methodology to get the data by using the qualitative method and by conducting interviews which focus on the cause of anxiety in speaking English and the strategies to solve it.

### **Research Questions**

The research question of this current study can be seen as follows:

1. What are the factors of interns' anxiety in speaking English practice at an English course in Yogyakarta.

2. How do interns handle their anxiety in speaking English practice at an English course in Yogyakarta?

### **Research Objectives**

Relate to the research question, this study gives objectives as:

1. To identify the factors of interns' anxiety in speaking English practice at an English course in Yogyakarta
2. To identify the interns' strategies to handle their anxiety in speaking English practice at an English course in Yogyakarta.

### **Significance of the Research**

This research provides some significance for the students, interns, teachers or tutors, institutions, and other researchers.

**The Students / Interns.** Every student will experience anxiety when speaking English, and there are numerous methods to overcome this anxiety. In this study, the researcher investigates the causes of apprehension when speaking English. Therefore, they will be able to anticipate the same situation, surmount their anxiety, and be encouraged to speak English.

**Teachers / Tutor.** In this research, the researcher provides information about the cause and strategies of anxiety in speaking English. Therefore, the teachers will be able to know what the cause that makes the students not want to try to speak English. So, the teachers are able to prepare what kind of strategies to solve anxiety in speaking English when the teachers faced that problem.

**Institution.** Within the scope of this study, the researcher presents information regarding the factors that contribute to students' anxiety when

speaking as well as the methods that can help alleviate that anxiety. Therefore, the institution can provide some strategies to make the interns feel comfortable and enjoy speaking English. Besides, it can help the institution's staff also to find out ways to sharpen their speaking skills.

**Other Researchers.** The researcher hopes that other researchers could continue the research to find other strategies to overcome anxiety in speaking English. This research can be used as a reference to get a wide range result when conducting research on speaking anxiety. Then, other researchers are able to use this result to do the same study.

### **The Organization of the Chapter**

This research consists of five chapters. The first chapter consists of the background, identification of the study, limitation of the problem, research questions, objectives, and significance. The second chapter includes a literature review, related analysis, and conceptual framework. This chapter explains the definition of anxiety, its characteristics, causes, and strategies. The third chapter consists of the methodology. This research demonstrated about the researcher already done, the participants, the place for this research, the technique to collect the data, the procedure to collect the data, and data analysis. The fourth chapter contains a discussion of the results and the data collected from this research, and further processed in the data analysis. The fifth chapter consists of conclusions and suggestions. In this chapter, all that has been collected and obtained through research concluded and suggestions are recommendations or contributions involved in the study.