

CHAPTER I

INTRODUCTION

A. Background of the Study

Speaking becomes one of the most important things in daily life, because speaking is tool to express the mind, idea, and feeling to other people orally. Speaking is one of skill should be learned by the students in learning English as a foreign language at Junior High School level.

Based on researcher's observation at Junior High School 4 Gunung Talang, English is one of a lesson that difficult for the students. Some problems which were found by the students, it can be seen that most of students were anxious in speaking. Most of students were fear perform in front of the class, thus they lack of self confidence in English classroom.

Based on fact in the field, the most of students were anxious. According to Oxford Dictionary anxiety is a feeling of worry, nervousness about something with an uncertain outcome. Anxiety is quite possibly the affective factor that most pervasively obstructs the learning process. It is associated with negative feelings such as uneasiness, frustration, self-doubt, Apprehension and tension.

According to Brown in book of Principle of Language (2002) Anxiety is one of affective domain, it means that the affective domains are the emotional side of human behavior and it may be juxtaposed to the cognitive

side for example: two students are in the same subject of English. The first student likes this material and also prepare before he/ she learns. Another student does not like it very much. When they come to the class, the first student is more interactive and active in the class but another one is passive in the class. He is only silent and becomes a good listener. From this, it seems that the first student wants to learn English and wants to master it. When they finish the learning, the first student becomes fluent and he can practice it, different with the other one, he does not understand what the teacher teaches because he does not like the material.

According to Horwitz (1986) Anxiety is the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of specific anxiety reaction. Psychologists use the term specific anxiety reaction to differentiate people who are generally anxious in a variety of situations from those who are anxious only in specific situations. Researchers have identified several specific anxieties associated with school tasks such as test-taking and with academic subjects such as mathematics or science

The researcher had interesting experiences related to students' anxiety in speaking at grade VIII of Junior High School 4 Gunung Talang. The English teacher explained the material by using textbook and wrote main points of material on the whiteboard. While the teacher was explaining the material, less five students were active in the class and enthusiasm to answer the teacher's questions. On the contrast, most of students ignored the teacher's explanation, be passive in class, be shy to answer's the teacher

question, feel bored and just be silent. In performing a dialogue, they did not memory the text well and be serious. In the end, they had low midterm test score, it can be seen in the following table:

Table 1.1
Students' Midterm Test Score at Grade VIII in Junior High School 4
Gunung Talang

No	Classes	Number of students	Mean score	MAC
1	VIII.A	31	48.56	75
2	VIII.B	30	42.33	
3	VIII.C	30	39.63	
4	VIII.D	30	36.60	
5	VIII.E	31	34.28	

*Source: English teacher at Grade VIII of State Junior High School 4
Gunung Talang*

Based on the table, it can be seen that students got low score in English. The highest mean score is 48.56 by VIII.A and the lowest is 34.28 by VIII.E. Those scores are low and there were no classes could pass the minimum achievement criteria.

There are several studies about anxiety by previous researchers likes Kleinmann found that ESL students with high levels of debilitating anxiety attempted different types of grammatical constructions than did less anxious ESL students; and Steinberg and Horwitz (1986) found that students experiencing an anxiety producing condition attempted less interpretive (more concrete) messages than those experiencing a relaxed condition. These studies indicate that anxiety can affect the communication strategies students employ in language class.

The next of the research studies was conducted by Endler and Kocovski (2001) in journal Klaus Wiedemann he states that when investigating human anxiety, the distinction between state and trait anxiety is most important and still expanding. States anxiety can be defined as a transitory emotional state consisting of feelings of apprehension, and nervousness, and physiological sequel such as an increased heart rate or respiration. And trait anxiety represents a fairly stable characteristic related to personality. And according to Nutt and Lawson (1992) the profound interest in state anxiety and especially panic attack and panic attack experimentally

The next of the research studies was conducted by Mustaffa (2014) state that the phenomenon of anxiety has been widely acknowledged as one of the most important psychological phenomena that is experiences in many social or learning context and relates to fear, unpleasant and worries. Mustaffa carried study about exploring the factors of classroom anxiety in the context Arab students. There are five factors were found in that research, test anxiety, fear of failing course, instructor learner interaction, vocabulary, negative evaluation, and self-confidence

Based on the explanation above and fact in the field, the researcher was interested to do a descriptive study entitled “Factors Affecting Students’ Anxiety in Asking and Giving Opinion at Grade VIII of State Junior High School 4 Gunung Talang”

B. Identification of the Problem

Based on the background above, most of students at Second Grade Junior High School 4 Gunung Talang still had difficulties in speaking. The researcher found that the students faced problem in speaking because they had to consider many aspect: *first*, most of students were anxious in speaking *Second*, the students wanted to speak, but they lack of confident.

According to Horwitz (1986) Anxiety is the subjective feeling of tension, apprehension, nervousness, and worry associated with and worry associated with an arousal of specific anxiety reaction. There are some students who are anxious to ask and give their ideas. Some students feel anxious in expressing their ideas due to several factors.

In addition, According to Horwitz (1986) there are factors of language anxiety that have been identified in order down the construct into researchable issues: communication apprehension, test anxiety, and fear of negative evaluation. From this explanation the researcher describe what dominant factors affecting students' anxiety

C. Focus of the Problem

In general, most of students at Second Grade Junior High School 4 Gunung Talang still had difficulties in speaking. There are several factors that students cannot speak well likes English is a foreign language, the students were anxious in speaking. This research focuses on describing factors affecting students' anxiety in asking and giving opinion at grade VIII of State Junior High School 4 Gunung Talang .

According to Horwitz (1986) there are components of language anxiety such as communication apprehension, test anxiety, and fear of negative evaluation. The researcher focuses on describing what dominant factors that make the students are anxious to ask and give their opinion and why the students are anxious in asking and giving opinion.

D. Formulation of the Study

Based on background and focus of the study above, the researcher formulated the problem of the research as:

1. What dominant factors affect students' anxiety in speaking English at grade VIII of State Junior High School 4 Gunung Talang?
2. Why are students anxious in asking and giving opinion at grade VIII of state Junior High School 4 Gunung Talang?

E. Purpose of the Study

Considering to the background and formulation, this study has purposes :

1. To describe dominant factors affecting students' anxiety in Speaking English at grade VIII of State Junior High 4 Gunung Talang.
2. To find out the reason are students anxious in asking and giving opinion at grade VII of state Junior High School 4 Gunung Talang

3. Significance of the Study

By this research, researcher hopes that it can give positive impact in English, especially for teacher to know students' anxiety in speaking English and factors affecting it. Researcher also expects that students can get information about anxiety. The last, the researcher hopes this research will be good experience to develop her knowledge about students' anxiety in speaking and factors affecting it.

4. Definition of the Key-Terms

Anxiety : According Oxford Dictionary a feeling of worry, nervousness, unease about something with an uncertain outcome

Speaking : The productive aural/oral skill. Speaking is the action of conveying information or expressing one's thoughts and feelings in spoken language. Nunan (2003:48)

Opinion : Opinion is including the words of opinion and argument/reasons.