CHAPTER I

A. Background of the Study

In these modern times, communication skills are important and those skills must be mastered by a person in order to achieve success in his or her own field. Therefore, speaking is the most crucial of the four language skills for effective communication in the global world (Rao, 2019). Based on the real situation, the activity of speaking, especially foreign languages, presents problems for students. For various reasons. The Department of English Education also has the vision and purpose to guide students into professional graduates providing students with facilities or opportunities to improve their English skills in the process of learning to teach and training students' ability to improve their English skills called Saturday English Gathering (SEGA). Saturday English Gathering (SEGA) is a special program conducted by the English Education Department at Muhammadiyah University of Surakarta for showing students' English skills outside the classroom and practicing teaching skills, learning activities and improving public speaking and in front of many people. The purpose of this activity is to give students in particular 1-4 opportunities to practice their English skills.

Psychological factors like confidence and fear might affect one's ability to communicate in a foreign language. In foreign language classes, individuals who experience significant levels of anxiety, concern, fear, and poor self-confidence may find it difficult to improve their speaking abilities (Tridinanti, 2018). Anxiety makes the student anxious and scared, which can cause the speaking performance to become poor. One factor closely related to anxiety is self-confidence. Self-confidence includes judging and evaluating correlation with the student's own academic achievements. Major causes of speech difficulty are shame, lack of vocabulary and learning environment; Fault management and teacher reactions during English lessons (Syahfutra & Wibowo, 2021). Foreign Language Speaking Anxiety (FLSA) is known to

have negative effects on the academic achievements of foreign language learners (Bashori et al., 2022). Students who are anxious at the thought of giving a speech in front of an audience are affected by public speaking anxiety (Hussain et al., 2021).

In this section the researcher conveys that in this research emphasize public speaking anxiety while in previous research discuss mostly about speaking anxiety. Speaking and public speaking are two different things. Speaking is part of four language skills while public speaking is the capacity to talk before individuals, in arrange to convey messages that can be caught on and trusted by the open gathering of people (Yusmiati, 2021).

The researcher is interested in identifying students' anxiety about their public speaking abilities, particularly those in the first semester of the Saturday English Gathering at Muhammadiyah University of Surakarta. In this study, the researchers will provide guidance on how to identify and collect data. According to the previous study, the researcher used a questionnaire to identify factors contributing to public speaking anxiety. Subsequently, the analyst conducted interviews with understudies experiencing public speaking anxiety to ascertain their genuine feelings of uneasiness, identify the underlying causes of their uneasiness, and devise a methodology to address this issue.

B. Limitation of The Study

Based on the background and problem identification, this study focuses on the specific issues discussed. With the limitations of the respondents in terms of students and not teachers, this research was limited to a few students to provide their respective perceptions regarding public speaking anxiety at the Saturday English Gathering (SEGA).

C. Research question

Based on the background of study, then the researcher formulated the research question as follows:

1. What type of anxiety do students have in their public speaking?
2. What are the causes of anxiety that occurred in students' public

speaking?

  3. What are the strategies of the students to overcome their anxiety in public speaking?

D. Objective of the Study

Based on the research question, the objective of this research as follows:

  1. To describe type of anxiety that students have in their public speaking.

  2. To analyze causes of anxiety that occurred in students' public speaking.

  3. To identify the strategies of the students to overcome their anxiety in public speaking.

    a) Benefit of the Study

      1. Theoretical Benefit

This result of the investigate was anticipated to be valuable data for the information of English consider, particularly in public speaking skills.

      2. Practical Benefit

This result of the inquiry was anticipated to be valuable data to the instructor, particularly the English instructor, as a direct way to create students' open talking, and for the understudies, it will be valuable for diminishing self-anxiety in open talking aptitude and giving inspirationto consider English. The following is anticipated to be valuable data for the following researcher.

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