# CHAPTER I
# INTRODUCTION

## 1.1 Background of the Study

Speaking is one of the skills in English to express opinions, comment, and reject the opinions of other if it is not accordance with our opinion, as well as ability to ask and answer question. Izumi and Setiyadi (2017: 3) suggest that speaking skill plays an important role, as it is used in communication. It becomes important because humans need to interact with each other and build relationships. In the same sense, Sudarmo (2021: 115) also suggests that as speaking is an inseparable part of human communication, it becomes something that cannot be underestimated. Rao (2019: 7) also states that speaking is the most important skill to acquire in learning a second or foreign language, as the students will be mostly judged upon their speaking skill in real life situations. Furthermore, relating to the globalization demand, a good, fluent communication skill will be very beneficial for students in order to perform well in real life interactions (Rao, 2019: 7).

However, studies revealed that students in Indonesia often face challenges in their speaking skill, which eventually affect their speaking performance. A study by Farhani et al. (2020: 440) revealed that students have problems with their speaking performance due to little knowledge of English vocabulary and grammar. Similarly, study by Fitriani et al. (2015: 5) also found that psychological problems were the dominant factors that affected students' speaking performance as they had low self-confidence and high anxiety.

The findings of the previous studies indicate that there is a correlation between students' speaking performance with their psychological condition, which mainly includes anxiety. Anxiety is a psychological state that manifests as a sensation of anguish that is characterized by worry, self-doubt, fear, frustration, and unease (Adwas et al., 2019: 586). In the context of English as a foreign language (EFL) acquisition, foreign language anxiety refers to the emotion pupils experience when they are concerned about their performance, resulting in fear, worry, and low self-confidence. When studying a foreign language, the greatest obstacle that students must overcome is their fear of public speaking. Anxiety is one of factor hindrance in speaking performance that should be avoided or decreased by student. It has seme level, moreover they are high, middle, and low. Tran (2012: 72) stated that this anxiety is a direct outcome of the dread of being evaluated orally, since students worry about their fluency, pronunciation, grammar, intonation, negative responses, content, and knowledge of the target language.

Several studies prove that anxiety and speaking performance are correlated. Putri (2020: 772) found that the anxiety that students feel when it comes to speaking in English is the results of lack of self-confidence in linguistic knowledge and also fear of making mistakes and receiving negative responses, which mostly happen when they feel unprepared for speaking performance. Studies by Pahargyan (2021: 7) and Putri and Marlina (2019: 463) found that the anxiety includes fear of speaking test and feedback by peers and teachers. Siagian and Adam (2017: 4) found more elements that contribute to the anxiety, which include lack of task familiarity, fear of making mistakes, low motivation, incomprehensible input, low English proficiency, and lack of confidence.

These findings indicate that it is interesting and worth investigating to find out the correlation between anxiety and speaking performance. Several studies had been conducted to investigate the issue. The study by Putri (2020: 772) indirectly indicated that there is a correlation between students' anxiety and their speaking performance as their anxiety hinders them from performing well. Studies by Susanto et al., (2017: 84) and Plantika and Adnan (2021: 127) also indicated negative correlation between students' anxiety and speaking performance. A study by Amaliah (2019: 85), however, found that there was no significant relationship between speaking anxiety and speaking performance.

The previous studies indicated a discrepancy on the results of the study which puts the correlation of anxiety and speaking performance into question. Therefore, this study is conducted in order to investigate the correlation between anxiety and speaking performance of the eighth grade students of SMPN 3 Ubud. The setting was chosen as there is no previous studies conducted relating to the present study at the setting. Moreover, all of the previous studies were either conducted at senior high schools or universities level while it is actually important to address students' learning difficulties at early stage, as Halle et al., (2013: 67) suggest that early acquisition of English proficiency is associated with better cognitive and behavioral results. Therefore, the selection of the setting brings novelty to the study. Moreover, as there is a discrepancy among the results of the previous studies, this study becomes important to be conducted.

**1.2 Research Problem**

Speaking is one of the basic skill in English, speaking plays an important role as it is used in communication. Students will be mostly judged upon their speaking skill in real life situations. Therefore, having proficiency in speaking English is considered very important, especially in today's era. However, studies indicated that students in Indonesia often face challenges in speaking English, as it is viewed as a foreign language, which makes exposure towards the language limited.

Based on the background of the study, the researcher interested to know about the correlation between anxiety and speaking performance. There is one research question that can be formulated for this study. The research question is as follows: Is there any significant correlation between anxiety and speaking performance at SMPN 3 Ubud in academic year 2022/2023?

**1.3 Objective of the Study**

The objective of the study is to have a clear direction of what the research tries to achieve, at least an objective of the study is needed. The objective is related to the research question, which in this case was the correlation between anxiety and speaking performance. Therefore, based on the research problem, the research objective of this study can be presented as follows to investigate the correlation between anxiety and speaking performance at SMPN 3 Ubud in academic year 2022/2023.

**1.4 Limitation of the Study**

The problem that aims to be solved must be limited in scope so that the discussion can be more detailed. Moreover, it is also conducted in order to avoid bias and unfocused discussion. Therefore, the focus of this study was limited to the investigation and discussion of the correlation between anxiety and speaking performance of the eighth grade student at SMPN 3 Ubud. It focused on the anxiety that the students had when they were aware that they were expected to speak English or would be assessed in speaking English. The participants were also limited in which it involved only students from the population, which were 37 eighth grade students at SMPN 3 Ubud. Lastly, the speaking performance that was investigated was based on the syllabus used for this study, which was related to descriptive monologue, in which the students performed a monologue describing a person, place, or thing based on the selected topic.

**1.5 Significance of the Study**

The result of this study is expected to give advantageous in both theoretical as well as practical that are related to the topic under study. Theoretical, this research is expected to contribute futher to support the findings of subsequent research, that speaking performance is an important role in learning cnglish. Practical, this study is expected to give positive significance to English teachers and students at SMPN 3 Ubud, and also other researchers.

As the results of the study can reveal the correlation between students' anxiety and speaking performance, it is expected that the English teachers can take them to design learning activities, particularly to teach speaking, that can improve

students' performance while also lower their anxiety. From the study results, the students will know how anxiety affects their speaking performance. Thus, if they want to have good speaking performance they know how to deal with their anxiety. Other researchers can use this study as a reference in conducting research or further research that is still related to the topic under discussion.

## 1.6 Definition of Key Terms

In order to avoid confusion and clarify the key terms that are used in this study, some definitions of the key terms are provided as follows.

1. Anxiety

   Anxiety is a feeling of doubtful or hesitant with ability or certain activities, which in this case is speaking performance faced by the eighth grade students of SMPN 3 Ubud in academic year 2022/2023.

2. English Speaking Performance

   Speaking performance is the act of conveying messages from a paragraph in English from the speaker to the listener in front of public which is delivered either through descriptive monologue, with correct grammar, vocabulary mastery, fluency, pronunciation, and comprehension. In this study the English speaking performance is done by the eighth grade students of SMPN 3 Ubud in the form of descriptive monologue.

# CHAPTER II
# THEORETICAL AND EMPIRICAL REVIEW

## 2.1 Theoretical Review

The present study was conducted based on the following theoretical frameworks which were taken from the experts. There were some important point in this study that related to the relevant theoretical reviews that the researcher takes. The present study was focused on discussing the following theoretical framework: speaking performance and anxiety.

## 2.1.1 Definition of Speaking

Speaking is an interactive process of delivering meaning or ideas by producing, receiving, and processing information (Mega & Sugiarto, 2020: 173). In line with the statement, Husna (2021: 232) also define speaking as an interactive process of constructing meaning, which requires the people who are involved to produce, receive, and process information during speaking. Furthermore, Dionar and Adnan (2018: 369) suggest that speaking can also be defined as the ability to deliver ideas orally, coherently, fluently, and appropriately with regards to the context, in order to serve both transactional and interactional purposes.

Speaking is used as a way to conduct communication orally, whereas the speaker needs to produce clear utterances in order for the listener to receive and respond (Leong & Ahmadi, 2017: 37). It is the act of prosducing words to make a conversation that can generate direct respond from the interlocutor (Harmer, 2007:

7). Response can be generated from the listener since the speaker sends message and the listener responds to the information given by the speaker (Dionar & Adnan, 2018: 369). Therefore, speaking can also be seen as a media of transaction between the speaker and the listener, which can be used to share information and opinion, as well as to build good social relationship.

Speaking is one of the four basic skills in English alongside reading, listening, and writing. Since speaking requires the speakers to produce sound in the form of utterances, which needs practice and understanding of the grammar, vocabulary, and sentence structure, speaking is considered as an active or productive skill (Rao, 2019: 7). As one of the four basic skills in English, speaking is noted as the most important skill to be mastered, since it is used to communicate ideas orally, which is crucial in student's daily life. This is supported by Qureshi (2017: 4) and Sudarmo (2021: 115) who state that having the ability to speak skillfully allows oneself to have several advantages, including having a better understanding of their own selves and others, communicating ideas effectively, reflecting clear thinking, and gaining attention of the audience. Similarly, Dionar and Adnan (2018: 369) also define speaking as one of the ways to express ideas, thoughts, feeling, to share information, and to build social relationship, which makes it important to be mastered in order to effectively communicate orally in real life.

The importance of speaking skill is further emphasized in the current globalization era, since it is the skill that the students will be judged upon most in of their real life situations (Rao, 2019: 7). Moreover, speaking is a direct way to communicate, in which people could only clarify what they have spoken as they could not revise or edit what they have spoken. This makes the ability to speak well

and effectively becomes important (Dionar & Adnan, 2018: 369). Therefore, students need to understand the correct use of the pronunciation, grammar, and vocabulary. Besides that, students also need to adopt the pragmatic and discourse rules of the language in order to perform well when speaking.

**2.1.2 The Elements of Speaking**

As stated previously, having the ability to speak English fluently, coherently, effectively, and appropriately is crucial, especially in this globalization era. To have the ability, students need to be taught the competence to articulate phonemes, use proper stress and intonation, and speak in coherent speech. Moreover, there are also some elements of speaking that come together as the overall competence of speaking. According to Leong and Ahmadi (2017: 37) there are five main elements of speaking that need to be mastered by students, which are pronunciation, vocabulary, grammar, fluency, and comprehension. The elements are explained as follows.

1. Pronunciation

Ramasari (2017: 40) defines pronunciation as the way in which a particular word or sound is spoken in a language. Similarly, Desrizon and Narius (2017: 120) also suggest that pronunciation is the act of the way in which language or words are spoken in communication, the way in which words are pronounced, or the way a person speaks the words of a language. As the act or manner of pronouncing words, pronunciation includes vowels and consonants that are able to be differentiated based on the sounds, stress, intonations, and context to create meaning (Sudarmo, 2021: 115). Therefore, differentiating the sounds being uttered in speaking is important in order to make the conversation meaningful and understandable. It is

because mispronunciation can lead to misunderstanding, since the meaning of the word become ambiguous. This further makes pronunciation important in speaking, since it affects the understanding of the content being delivered (Harmer, 2007: 7).

Pronunciation is one of the important aspects in speaking, as it determines the clarity of the sound or words being uttered (Siregar, 2017: 29; Yudar et al., 2020: 17). The way someone pronounces a word can affect the listener's understanding of the content being spoken, which makes it important to pronounce the word correctly (Syaifullah, 2016: 60). Therefore, in order to communicate in English effectively, students need to have good pronunciation of the English words so that the listener can understand what they mean and there is no misunderstanding between the speaker and the listener (Siregar, 2017: 29). Moreover, pronouncing the correct pronunciation can reflect the speaker understanding and mastering of the language rules.

2.  Vocabulary

Vocabulary is a part of a language that gathers all of the information about meaning (Susanto, 2017: 182). It is a base for language learning, as it consists of a set of lexemes that include words, compound words, and idioms. Alqahtani (2015: 24) agrees with the importance of vocabulary, as he states that a good mastery of vocabulary is needed in order to conduct an effective communication, whereas ideas and feelings can be expressed clearly to portray the intended purpose. In addition, vocabulary also allows students to improve their English skills, since they have better understanding of the lexemes. This allows them to read, listen, write, and speak better, which further enables them to express themselves more effectively for communicative purposes (Nin, 2019: 8).

3. Grammar

According to Effendi et al. (2017: 44), grammar is a description of the structure of a language, which rules how language units like words and phrases are formed into sentences to make meaning. Similarly, Harmer (2007: 7) also defines grammar as the description of language which contains rules of how words are ordered and put together to make a meaningful sentence. In line with it, Kusumawardani and Mardiyani (2018: 726) also state that grammar is an important part of a language, as it provides rules that govern the order of sentences, phrases, and words in order to deliver meaning. In addition to the definitions, Effendi et al. in Weaver (2017: 32), divides grammar into two; first is grammar as a description of the syntax of the language, and the second is grammar as the set of rules of how to use language.

Having an understanding of English grammar will allow students to improve their overall English skills, particularly speaking skill as they will be able to communicate more effectively (Kusumawardani & Mardiyani, 2018: 726). The vocabulary used in sentences can only be meaningful to convey ideas when grammar is used to structured them (Suseno, 2020: 136). Therefore, grammar becomes essentially important to help people arrange sentences to be meaningful contextually. Students who comprehend grammar will be able to form good sentences with the correct tense and sentence structure. Therefore, it is crucial for students to have good understanding of English grammar.

4. Fluency

According to Lopez et al. (2021: 40), fluency refers to the ability to speak and keep a conversation effective naturally, in a constant speech rate, without many fillers and pauses. Lopez et al. in Segalowitz (2021: 32), differs three aspects of

fluency, including cognitive fluency, utterance fluency, and perceived fluency. Cognitive fluency refers to the mental processes that allows the speaker to have the ability to communicate. Utterance fluency is the observable characteristics that reflect fluency, such as speed (the mean of syllables pronounced), breakdown (the silent and the filled pauses), and repair (the number of repetitions and corrections). Finally, perceived fluency, as the name suggests, relates to the listener's reaction to the speaker's speech linguistic and nonlinguistic features.

Based on the definitions above, Rerung (2016: 147) suggests that speaking fluency can be assessed in EFL learning context by looking at (1) the speed of speech, (2) the flow of language production and the degree of control, and (3) the way language and content interact. Having good speaking fluency makes one's perceived as a proficient English speaker that sounds slicker, natural, and impressive (Mairi, 2017: 161). Besides reflecting good language proficiency, speaking fluently also reflects confidence in speaking (Ayunda, 2015: 45). Fluent speaker is also able to keep the conversation effective as there is an absence of speaking disturbances, such as pauses, repetitions, and corrections.

5. Comprehension

Comprehension refers to the capability of understanding the content or topic being spoken and discussed (Saputra, 2020: 89). Having a comprehension in speaking is needed in order to avoid misunderstanding between the speaker and the listener. Besides that, Leong and Ahmadi (2017: 37) further suggest that speaking comprehension includes the ability, knowledge, and experiences that allow the speaker to understand the topic and bring related information to the speech, which makes the interaction more meaningful.

### 2.1.3 Speaking Performance

Speaking performance reflects the degree of one's speaking skill, as it shows the ability of the person to perform an effective conversation or discussion in the language (Leong & Ahmadi, 2017: 37). As explained beforehand, speaking is an interactive process of delivering meaning or ideas by producing, receiving, and processing information (Mega & Sugiarto, 2020: 173). On the other hand, performance is the act of producing or presenting the actual utterances to carry out or accomplish certain task, action, or function. Speaking performance is the act of expressing and communicating ideas orally in public in order for the ideas to be transmitted to the audience, which can be in the form of classroom presentation, speech, and public announcement (Richard, 2008: 4).

Speaking performance is usually assessed in language classes, including EFL classrooms in order to evaluate students' speaking skills (Wardhani, 2017: 49). It is also conducted in order to practice students' speaking ability and improve their self-confidence to speak in English (Elisa, 2021: 63). It can improve students' self-confidence, as it is usually conducted by assigning students to deliver speech of certain topic in frnt of their friends or the public, such as through classroom presentation, speech, and announcement. Harmer (2007: 7) suggests that there are some aspects that are usually assessed or seen in speaking performance. They are the correct use of grammar, vocabulary mastery, fluency, pronunciation, and comprehension, which are the elements in speaking.

### 2.1.4 The Understanding of Anxiety

Anxiety is a psychological state that creates a feeling of distress that is characterized by worry, self-doubt, fear, frustration, and disquiet that appears as the results of something (Adwas et al., 2019: 586). This state can appear when someone finds something not enjoyable and starts to feel anxious about it, which lowers the person's confidence and creates more negative suggestions in the person's mind (Bystritsky et al., 2013: 35). Based on the statements, it can be seen that anxiety is rather an abstract feeling as it occurs from the state of mind that is faced with difficult, awful, or even threatening situation that leads to apprehension or worry. In EFL learning context, foreign language anxiety is the term that is used to refer to the feeling when students feel worried about their performance, resulting in fear, worry, and low self-confidence (Oteir & Al-Otaibi, 2019: 8).

### 2.1.5 Speaking Anxiety in EFL Learning Context

As the name suggests, speaking anxiety in EFL learning context is the sensitive feeling of apprehension or fear that comes when students are asked to speak or communicate in English as the target language (Fitriah & Muna, 2019: 13; Putri, 2020: 772). This type of anxiety is often referred to as foreign language anxiety and is specifically associated with the skills of the language, which include speaking (Pahargyan, 2021: 7; Oteir & Al-Otaibi, 2019: 8). Speaking anxiety in foreign language classrooms has been a phenomenon that is reported to happen to almost all foreign language students (Putri & Marlina, 2019: 463). Similarly, Putri (2020: 772) also states that this anxiety often happens in EFL classrooms, especially

when the students are asked to perform and they feel like they are not prepared to do so.

According to Horwitz and Cope in Pahargyan (2021: 7) speaking anxiety is the major problem that students need to overcome when learning foreign language. Tran (2012: 72) explains that this anxiety comes as the immediate result of fear of being assessed orally as students become worry about their fluency, pronunciation, grammar, intonation, negative responses, content, and their knowledge of the target language itself. According to Horwitz and Cope in Pahargyan (2021: 7), there are three primary types of anxiety that are related to speaking performance in EFL context. They are (1) communication apprehension, (2) fear of negative evaluation, and (3) test anxiety.

**2.1.6 Types of Speaking Anxiety in EFL Learning Context**

As stated by Horwitz and Cope in Pahargyan (2021: 7), there are three primary types of anxiety that are related to speaking performance in EFL context. They are (1) communication apprehension, (2) fear of negative evaluation, and (3) test anxiety. Communication apprehension is the feeling of shyness that is accompanied by fear of interacting in the foreign language (Oteir & Al-Otaibi, 2019: 8). This type of anxiety often occurs in classrooms where students are less likely to participate in speaking performance, since they are aware of their limited vocabulary or English mastery, leading them to the fear that they will not be able to deliver their message effectively and it will not be received well in Pahargyan (2021: 7). Communication apprehension will even increase when students are asked

to communicate with native speakers, as they become more aware and anxious of their English speaking competence.

The anxiety that occurs from negative evaluation, as the name suggests, come as the students are afraid and worry of receiving negative feedback towards their speaking performance (in Pahargyan, 2021: 8). Fear of negative evaluation is the apprehension about others' evaluations by avoiding situations that can lead them to being evaluated (Gumartifa, 2020: 52). Therefore, students with this anxiety tend to avoid situations where they might be negatively assessed or when they feel like they would not meet the expectations of others (Alamer et al., 2021: 4). With this anxiety, students will also tend to avoid participating in speaking performance.

Finally, the last type of speaking anxiety in EFL learning context is test anxiety. This type of anxiety, just as what the name suggests, is coming as the result of fear of failure in tests or academic evaluation (Alamer et al., 2021: 4). As they are most likely cannot avoid being tested, students with this anxiety always feel pressured, anxious, worry, and not confident whenever the tests are approaching (Gumartifa, 2020: 52). This hinders them from performing maximally in their speaking performance tests. When they receive low scores in their tests, students even become less motivated to improve their speaking performance, which further hinders them from achieving the learsning objectives and academic success (in Pahargyan, 2021: 7).

**2.2 Empirical Review**

There are several studies that had been conducted previously which are related to the topic of this study. The first study was conducted by Susanto et al., (2017: 84) that investigated the correlation between students' anxiety and their speaking skill at one of the universities in Ponorogo. It was a quantitative study that took 52 students as the sample. In collecting the data, a questionnaire to test the anxiety and students' achievement records were used. The results indicated that there was a significant correlation between the students' anxiety with their speaking skill. The anxiety came as the results of worries, nervousness, self-doubt, and low self-confidence. The study further suggested that if students' anxiety was high, their speaking skill would be low.

The second study was conducted by Amaliah (2019: 85) which also aimed at analyzing the correlation between students' anxiety and their speaking performance in EFL context. Moreover, this study also investigated the major stressor of the anxiety that was perceived by the samples. This study used mixed-method as the design of the study and used three instruments to collect the data, including an FLCAS (Foreign Language Classroom Anxiety Scale) questionnaire and interview. The results indicated that the major stressor of anxiety felt by the students came from communication fear and negative evaluation. The results of this study, however, revealed that there was no significant relationship between the variables. It was because the anxiety was found to have no effect on the students' learning performance as they kept on studying and speaking despite being anxious. The results of this study creates discrepancy among the results of other studies on the list.

With the aim of investigating the correlation between students' anxiety and speaking skill at a university in Jakarta, Megawati (2019: 121) conducted the next study on the list. It was a quantitative correlational study that consisted of 25 students. The data were collected through questionnaire and a speaking test. The data were than analyzed using SPSS program. The results revealed that there was a significant correlation between the variables as the correlation coefficient was -0.629<0.05, meaning that there was a negative correlation between the variables. It further suggested that high students' anxiety would result in low students' speaking skill.

Finally, the last study was by Oktavia and Syahrul (2021: 342) which also aimed at analyzing the correlation of the two variables that are also discussed in the present study. It was a quantitative study with correlation design. It took less than a hundred sample at one of the senior high schools in Pantai Cermin. The data were collected through a questionnaire and documentation which were then analyzed using SPSS program. In the same line with the results of the studies conducted by Megawati (2019: 121) and Susanto et al., (2017: 84), the study also found that there was a correlation between the two variables.

It can be seen that the previous studies indicated a discrepancy on the results of the study which puts the correlation of anxiety and speaking performance into question. Therefore, this study is conducted in order to investigate the correlation between anxiety and speaking performance of the eighth grade students of SMPN 3 Ubud. Moreover, all of the previous studies were either conducted at senior high school or university levels, while this study was conducted at a junior

high school in Ubud, Bali. Thus, this study could give additional perspective from different level of students.

## 2.3 Hypotheses

Studies indicated that anxiety can be one of the influencing factor that comes from students' psychological condition that can affect their speaking performance negatively. Anxiety comes comes as the immediate result of fear of being assessed orally as students become worry about their fluency, pronunciation, grammar, intonation, negative responses, content, and their knowledge of the target language itself. Moreover, even though there is a discrepancy among the results of previous related studies, some showed that there is a correlation between students' speaking anxiety and their speaking performance. Based on the theories that have been put forward in the theoretical study and the results of previous studies, the hypotheses can be formulated and then tested in this study. The hypothesis are as follows:

1. Alternative Hypothesis ($H_a$): There is a significant correlation between anxiety and their speaking performance.

2. Null Hypothesis ($H_0$): There is no significant correlation between anxiety and their speaking performance.