

CHAPTER I

INTRODUCTION

1.1 Background of the Study

In English language teaching (ELT), the four basic language skills that should be mastered by the students are listening, speaking, reading, and writing. Speaking is one of the important skills that the student should be acquired because it involves oral communication and several elements; such as grammar, vocabulary, pronunciation fluency, and comprehension. The ability to speak can measure the success of language learning. Speaking helps many people to communicate with other people. In this learning oral speaking ability is a big part due to in language class. Meanwhile, speaking has important part at school as a subject and the student learn grammar, fluency and comprehension.

According to Brown (2004:140), speaking is a productive skill that can be directly and empirically observed; these observations are always affected by the accuracy and effectiveness of a test-taker's listening skill, which necessarily compromises the reliability and validity of an oral productive test. Thus, speaking is considered to be the most difficult skill because most of the students usually obtain some difficulties and they have problems when they interest to express their ideas even in a simple form of conversation.

Speaking is the biggest cause of anxiety followed by worries about grammatical mistakes, pronunciation, and inability to talk spontaneously. According to Brown, (2007), anxiety comes from feelings of discomfort, frustration, self-doubt, fear or worry. It means the students anxiety is caused by

many factors, such as fear of making mistakes, lack of vocabulary, and pronunciation. Tuan and Mai (2015) state that their research shows that the way students feel stressed, anxious or tense can affect their ability to learn and even affect their performance. It has a correlation to affect each other in other speaking English. Anxiety harms students' performance by way of worry, self-doubt, and reducing participation. In addition, according to Krashen, debilitating anxiety can raise the affective filter and form a 'mental block' that prevents comprehensibly input from being used for language acquisition. From some of the above explanation above, about language learning, language anxiety can be defined as a specific set of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning due to the uniqueness of the language learning process. Speaking creates anxiety, and students are often reluctant to express themselves because they not only have to state themselves, but also have to think about pronunciation. Anxious student will have difficulties in following lessons and speaking. Even worse, student may have more experiences in speaking, which in turn escalate their anxiety.

Based on the survey in SMAN 1 Abiansemal, the researcher found that the students had low motivation to study because they had anxiety to speak in English. According to Harmer (2007:284), speaking is the ability to speak fluently and presuppose knowledge of language features and the ability to process information and language on the spot. In the other hand, when the teacher gave the students opportunities to speak in front of the class, mostly the students had anxiety to do that. Meanwhile, some of students had poor ability such as grammar, fluency and comprehension. Besides, the effect of anxiety can make students afraid to practice

in speaking and the students can get maximal score in English subject. In this case they did not have good opportunities to involve or participate in their progress in learning English.

Feeling incompetence related to speaking is a key contributor to speaking anxiety (Bodie, 2010). It can be said that incompetence to express ideas has a high contribution in speaking skill of the students. When student feeling incompetence to speak English, the student hard to find out what kinds of words and sentences students have trouble with it and it will become anxiety for them. Based on the interview and observation in SMAN 1 Abiansemal, it was found that one thing that makes students unable to speak well enough is because they have no confidence and enough bravery to speak in front of the class. Even though, they have many ideas in their mind. Furthermore, when doing online classes, some students have good grammar in written form but they are incapable of speaking not as well as the written form because they feel anxiety in class. As a result, it is important to change the anxiety into positive feelings and emotions to reach a master of speaking skill. Considering those notions, the researcher is interested in investigating “The Correlation Between Students’ Anxiety and Their Speaking Ability of the Tenth Grade Students of SMAN 1 Abiansemal in Academic year 2022/2023”.

1.2 Research Problem

Based on the research problem on the background, research problem in doing investigation is important and useful for the researcher before doing the research. The research of the presents study can be formulated as follows; is there any significant correlation between students' anxiety and speaking ability of the Tenth grade students of SMAN 1 Abiansemal in academic year 2022/2023.

1.3 Objective of the Study

Based on the research problem on the background. A particular investigation is expected to provide a scientific solution to the research problem the objective of the study is to know and the purpose of this research is to investigate the correlation between students' anxiety and speaking ability of the tenth grade students of SMAN 1 Abiansemai in academic year 2022/2023.

1.4 Limitation of the Study

The discussion of speaking skill is considered very broad and complex to deal in a single coverage of the study. In order to avoid an overlap discussion of the study, the variables have limit. In this case, the researcher limits the investigation on the correlation between students' anxiety and speaking skill of SMAN 1 Abiansemai. The researcher focuses on analyzing the correlation between student anxiety and their speaking skill. In this research, the researcher tries to find out the score from each aspect which shows how significant their correlation is. The speaking materials that are chosen in this study focus on constructing and describing a picture about place. They should perform their monologue in front of the class. Furthermore, there are many aspects of anxiety that are focused in this study are low self-confidence, affect emotions, cognition, and behavior.

1.5 Significance of the Study

The study is concerned on the correlation between students' anxiety and speaking skill. The find of the present study are expected to bear and contribute both theoretical and practical important to the teaching and learning English. Theoretically, the results of present study are expected to support and contribute

relevant theories with existing research findings, especially about students' anxiety. The findings of this present are expected to be used as empirical evidence that there is a correlation between student's anxiety and speaking skill.

Practically, the results of present study will be useful for English teacher, students, and another researcher. For English teachers, these findings will help to rate as feedback successfully they are in understanding about student's anxiety. The teacher can use this study as bases to prepare good plan in teaching speaking. For students, the findings of study of students' anxiety in speaking skill and hopefully increase their skill to build up their confidence. For other researchers, the present of study is hoped to be used as a reference in conducting future research related to the correlation between student's anxiety and speaking skill.

1.6 Definition of Key Term

The definition of key term is describing some particular term will be used in present study because the readers are not familiar with all of the terms, especially for the uncommon ones, the terms in scientific research sounds complicated to them. It is important to define all terms that exist in the title briefly and clearly to avoid misunderstanding and confusion about the study.

1 Student anxiety

Anxiety is operationally defined as a learning characteristic of the tenth grade student of SMAN 1 Abiansema in Academic year 2022/2023 that will be seen from several aspect such as : low self-confidence, affect emotions, cognition, and behavior.

2 Speaking skill

Speaking skill is the skill of the SMAN 1 Abiansema in the speaking

skill is used to talk about certain topic orally using various language expressions, such as language expression of giving opinion. The speaking activity is carried out of making monologue related to English speaking class.



CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1. Theoretical Review

Theoretical review is a review of the theories that are related to the conducted study. Furthermore, it was used to support and build this study. In this chapter, some important relevant points of view are quoted from the experts or linguists who had arguments and opinion about the relation of literature under investigation that supports the study that is conducted by the researcher. This study dealt with the correlation between anxiety and speaking ability. Therefore, the present study was conducted based on the following theoretical frameworks that were taken from the experts. Moreover, there were some important points to be explained and discussed based on relevant theoretical reviews that were taken by the researcher. The theoretical reviews included anxiety and speaking ability.

2.1.1 Anxiety

Anxiety is the subjective feeling of tension, apprehension, nervousness, and worry associated with arousal of the autonomic nervous system. As we know anxiety is a negative feeling that someone have in certain time. Anxiety is a feeling where the people uncertain or hesitant with their ability or what they want to do (Wardana, et.al 2022). This anxiety can be described that someone having low self-confidence, so that they cannot get maximal of their life. Someone with high anxiety can create a negative effect especially in foreign language class. It was because we have to practice the language in order to show the ability that we have in learning a foreign language. If the anxiety had by students, it maybe they will get low

understand. Not only is it intuitive to many people that anxiety negatively influences language learning, it is logical because anxiety has been found to interfere with many types of learning and has been one of the most highly examined variables in all of anxiety. There are three reasons for the motivation of fear and anxiety from the cognitive perspective; loss of control, inability to make a coping response, and state anxiety versus trait anxiety. Loss of control refers to a situation when there are unpredictable or uncontrollable events in one's life which lead to anxiety and/or depression. According to Macintyre (1999), anxiety had an effect on emotions, cognition, and behavior. In terms of the effect on emotions, persons with state anxiety have higher levels of arousal and more sensitive automotive nervous system. They tend to perceive an unpleasant feeling even above a minimal level of anxiety.

2.1.2 Speaking Skill

Speaking plays an important role in communication, especially in oral communication because human being needs to conduct their life in order to build some relationship with others. Johnson and Morrow (1981:70) say that speaking which is popular with term of oral communication is an activity between two or more people in which listeners and speakers have to react to what they hear and make their contributions to convey or receive the meaning. It is required to express what the speaker's purpose to say as effectively as possible in order to convey the message for the hearers but if someone intends to say something, they should be aware to construct the meaning in order to get an understanding from the listener and to avoid misunderstanding between the speaker and the listener. According to Thonbury (2005:1) who stated that speaking is a part of daily life that students take

it for granted. He also stated that speaking was a speech production that becomes a part of the students' daily activities.

Moreover, Matthew (1994:45) says speaking is any process in which people share information, ideas and feeling. It involves all of body language mannerism and styles anything that adds meaning to a message. It can be said that, when the students talk about their ideas or opinion, there is an interaction between the speaker and the listener to clarify the information intended. In other words, the speaker has to be able to convey the ideas clearly in process of speaking, as the result, the listener can receive and understand what the speaker means.

There are five components of speaking skill that are important to consider as follows: pronunciation, grammar, vocabulary, fluency and comprehension. To be a good speaker, the English learners have to master the entire components. However, beside those linguistic components above, there were many factors that influence speaking ability. Turk (2003:5) states that if the learners want to improve speaking skills, first the student must be aware of themselves, their motivation, behavior pattern, and likely mistakes. Moreover, the environment was the next important factor that influences learners' speaking skill because if people around the learners were able to speak well, the students will be motivated to use English in their daily life as well and by time the student will be fluent to speak English.

Speaking can be said successful if the speakers have fulfilled the elements which affect speaking ability Therefore, students have to master vocabulary for basic daily conversation in order to help them expressing their thoughts. Moreover, the student should have good fluency so that their speaking runs smoothly. In addition, grammar should be mastered well in order to compose comprehensible

expressions. In learning speaking, students have to master the components of speaking as those influence students' speaking abilities. Additionally, according to Brown (2004:172), the elements of speaking are divided into five parts: fluency, comprehension, grammar, pronunciation and vocabulary. Furthermore, those three of five parts used as an aspect of the rubric that can be briefly elaborated as follows.

Fluency

Fluency refers to the ability how to speak fluently and accurately. Smoothness or flow the sounds, syllabus, words and phrases can be indicated the quality of her or his fluency whether it is logically smooth or not. The aim was to help students to be fluent easily. Moreover, teacher shall not correct the students immediately. Fluency developed by creating classroom activities in which students should negotiate the meaning, the use of communication strategies, correct understanding, and work to avoid misunderstanding. Luoma (2004:89) stated that one central part of fluency was related to temporal aspects of speech, such as speaking rate, speech-pause relationship, and frequency of fluency markers such as situation, repetition and self correction.

Comprehension

According to Brassell and Rasinski (2008:16), comprehension is the ability to get with mind. Moreover, comprehension refers to understanding about something that they are saying. It meant that the students not only think about what they were talking about but also what they were learning. Therefore, this aspect was related to the students' preparation to understand the topic and they can make descriptive monologue based on the topic given.

Grammar

According to Heaton (1991:5) defines grammar as the student ability to manipulate structure and to distinguish appropriate grammatical form in appropriate ones.

2.2. Empirical Review

Empirical review is the review of the relevant researcher that had been conducted; in which it reviews the previous research that relevant with the present research. Empirical evidence can help the researcher avoid unintentional replication of the previous study results and clarify as well as define the concept of the study.

According Santriza (2018:12) to the students who have high level anxiety will reach low achievement in practices if they cannot perform well in classroom and it will affect their speaking ability. In speaking ability, English is more difficult for the student who have anxiety to speak in English fluently, confidently, and regularly because they are afraid to speak in English. They can speak in English but they cannot understand about the meaning or purpose because they have anxiety to practice on front of the class. Whereas, if student anxiety is high, their speaking skill will be low. The researcher found out the aspect of students' anxiety and speaking ability of the tenth grade students of SMAN 1 Abiansemal. The researcher used those studies as a basic consideration to conduct the present study. This study, the researcher used anxiety questionnaire and short monologue text about descriptive test to investigate the correlation between students' anxiety and speaking ability.

Ghita Calvina Izumi (2017) in her correlation research entitled "The study between students' anxiety and speaking ability at the first grade students of SMA Negeri I Kabupaten Tangerang". This study, she wanted to investigate whether or not there was correlation between student anxiety and speaking ability. The result

showed that there was a correlation between students' anxiety and speaking ability. The second study is from Santriza (2018) in his correlation entitled "An analysis of students' anxiety in speaking performance a study at second grade at SMA Negeri 1 Banda Aceh". This study focused on identifying the factors of students' anxiety in speaking performance. The result of the research was a clear specification of the questionnaire. In addition, the result showed that most of the students admitted that they were getting anxious in speaking English. It was seen from the percentage of students' response in every statement in the questionnaire.

2.3. Hypothesis

Based on the theoretical and empirical above, the writer formulated the hypothesis of this research. Hypothesis that will be tested is names work alternative hypothesis (H_a) whereas, the opposite is null hypothesis (H_o). the researcher would like to formulate the hypothesis as follow:

1. Alternative Hypothesis (H_a): There is significant correlation between students' anxiety and speaking ability
2. Null Hypothesis (H_o)
students' anxiety and speaking ability of the eleventh grade students of SMAN 1 Abiansema in academic year 2022/2023.: There is no significant correlation between students' anxiety and speaking ability of the tenth grade students of SMAN 1 Abiansema in academic year 2022/2023.