

CHAPTER I

INTRODUCTION

1.1 Background of the Study

When learning English, there are four basic skills that we must learn, they are speaking, reading, and writing. Speaking is very crucial in the learning process to build good communication and live interaction. There is much information were given through oral interaction by using the communicative speaking skill. Speaking is the way people communicate and express their feeling using suitable words and conviction. Communication will go well when the speaker and the partner can understand and get what is the point of their conversation. During the learning process, the teacher must pay attention to important aspects that must be met to assess speaking ability such as fluency, accuracy, and oral communicative strategies.

Developing English speaking ability, takes, time, practice, and learning consistently. Students usually face any obstacle when they are using English as a daily language especially when they are trying to communicate with each other. Most of them feel anxious about their speaking ability when having conversations in English. Therefore, appropriate training and teaching are needed to reduce the anxious feeling in children when they try to carry out conversations in the school environment or in daily life. According to Zuhriyah (2017:122), speaking is the way of people to express something and for communicating to other people orally. Speaking is the first way to interact with others in the social community because in daily activities people cannot be separated from interaction and communication.

Students frequently feel apprehensive when speaking a foreign language and wish to manufacture language. This uneasy sensation can cause speech anxiety. Speaking anxiety in students can impair both their performance and academic progress. Additionally, it may have an impact on how well they learn because it may make kids less eager to learn the language (Zhiping, & Paramasivam, 2013). Anxiety is particularly related to foreign languages that can be defined as the fear of speaking that pupils suffer when learning a foreign language. When a student has anxiety, they may feel highly vulnerable and worry that something unfavorable may happen, which can make the teaching-learning process less effective and less efficient (Aydin, 2016). In addition, Harmer (2007:284) states speaking is the ability to speak fluently. Presupposes not only knowledge of language features, but also the ability. To process information and language on the spot.

In the world of education, students' speaking ability is sometimes hampered because most of the students have high anxiety about this. Anxiety will cause doubt and fear in students to try to express what they want to say so that thoughts and arguments will be held back without being conveyed. While according to Ormrod (2011), anxiety is a feeling of uneasiness and apprehension concerning a situation with an uncertain outcome. This clearly illustrates that anxiety is something that must be considered. Muhammad (2007) also states that the factors that cause language anxiety for English foreign language learners in learning speaking ability and the influence it casts on communication in the target language found difficulties in language learning, differences in learners' and target language cultures, the differences in the social status of the speakers are the factors that affect to the

students' weakness of language learning. When anxiety affects students' willingness to speak, this must be proven through the latest studies outlined in this study.

On the obvious hypothesis that any anxiety will fuel behavior and make the person talk quicker, Turk (2003:106) claims that speech rate has also been linked to anxiety. In the meantime, student worry when speaking in front of the class has an effect on other students because it can induce them to make a speaking mistake. Students' nervousness affects their ability to convey concepts and makes them disengage from the learning process. Speaking practice in the target language is required of all foreign language students. Speaking is crucial in this situation since it will connect social aspects in the future.

In this research, speaking ability meant the students' ability to communicate with each other and to express their ideas concern with pronunciation, accuracy, and fluency. While Sagita (2019) has done similar research with the title "The Correlation between Students' Anxiety Level and Their Speaking Skill of the Eighth-Grade Students of SMP Negeri 1 Kuta Utara in Academic Year 2019/2020". The objective of her research is to find out whether there is or not any correlation between student anxiety and students' speaking skill in the second-year students of SMP Negeri 1 Kuta. According to the result of her research, the correlation was very low. It means that there is no correlation between student anxiety and students speaking ability of second-year students of SMP Negeri 1 Kuta.

Based on the explanation above, a high level of student anxiety is taking an important impact on students to be active in the class in order to practice their speaking ability. Probably, that students' level of anxiety seems to give a lot of effect on their speaking ability. The researcher wants to find out whether there is a

significant correlation between student anxiety and the speaking ability of the eighth-grade students of SMP Dwijendra Denpasar in the academic year 2022/2023.

1.2 Research Problem

Concerning the description above, student anxiety and speaking ability are important, especially in learning English. Therefore, it is important to formulate the research question. The research problem is important to make the discussion clear and specific. Furthermore, the researcher was interested in finding out the significant correlation between anxiety and speaking ability in junior high school students. Thus, the research question of the present study can be formulated as follows: is there any significant correlation between student anxiety and the speaking ability of the eighth-grade students of SMP Dwijendra Denpasar in the academic year 2022/2023?

1.3 Objective of the Study

The objective of the study is the goal that the researcher plans to do or achieve after the study is carried out. Knowing the objective of the study will help the researcher to be concerned with the process of collecting the data in this research. The undertaking of any scientific investigation is certain to answer the research question and find out the scientific solution to the research problem. This present study was intended to answer the research problem that had been previously formulated and determined. Based on the research problem on the background, the objective of the study was to figure out whether there is any correlation between

student anxiety and speaking ability of the eighth-grade student of SMP Dwijendra Denpasar 2022/2023?

1.4 Limitation of the Study

The limitation of the study is important in making a discussion of the research problem clearer and more specific. It is crucial to clarify the problem in order to avoid misunderstandings. In the present study, the research is focus on investigating the correlation between anxiety and speaking ability of the eighth-grade students of SMP Dwijendra Denpasar in academic year 2022/2023. Anxiety in this study is limited to two kind of anxiety based on Speilbeierger (1996) that is trait anxiety and state anxiety. Besides, speaking ability in this study is limited on the students' ability to construct and perform a descriptive monologue which describing picture about animals. They are asked to record their monologue and send it via WhatsApp, and their performance is scored based on five aspects of speaking adapted from Brown (2004): pronunciation, vocabulary, fluency, comprehension, and grammar.

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1.5 Significance of the Study

This research focuses on figuring out whether there was a correlation between anxiety and student speaking ability especially for eighth-grade students of SMP Dwijendra Denpasar in academic year 2022/2023.

Theoretically, on the present study the researcher focused on the students' anxiety and speaking ability. The study was focused on the correlation between

anxiety and speaking ability of the eighth-grade students of SMP Dwijendra Denpasar in academic year 2022/2023.

Practically, the findings are designed to provide useful feedback to English teachers, students, and other researchers. The results of this study will provide further information to teachers about the relationship between anxiety and speaking skill. Further, the finding of the present study can be used as a beneficial reference in teaching speaking while paying attention to anxiety level of the student. For students, through understanding the aspects that influence their English speaking ability (anxiety level), student can have better speaking performance by controlling their anxiety level. For the other researchers, instead of giving the reference, it could also be used for the empirical review for future research if they want to conduct the same research

1.6 Definition of Key Term

In interpreting the meaning of the terms of this research, the researcher also provides an understanding that explains the term used in this study. The definitions of the key terms are defined as follows:

1. Speaking ability

Speaking skill is defined as the skill of the eighth-grade students of SMP Dwijendra Denpasar in the academic year 2022/2023 especially performing a short descriptive monologue that describes one of the five pictures of animals and their performance is scored based on pronunciation, vocabulary, fluency, comprehension, and grammar.

2. Anxiety

Anxiety in this study is operationally defined as the feeling of students when they want to express something verbally affects the quality of the resulting speaking performance in English based on two types of anxiety that is trait anxiety and state anxiety.



CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

Theoretical review is a review some theories related to the study. To ensure that the research is well-founded, the researcher will require some supporting theory. Therefore, it is use to support and this part will explain the review of relevant theories used in this study. The theory refers to the theoretical review that will be included in this research. This chapter will include a review of certain theoretical studies from many experts. This research was carried out using certain important theoretical reviews that are useful and required for the research.

2.1.1 Speaking Ability.

The definitions of speaking have been put forth by numerous experts. Speaking is a means of conveying thoughts, information, and emotions to other individuals. It is the most crucial way for the narrator to express himself in language. ability to speak well and spontaneously while utilizing their knowledge and information. Speaking, according to Harmer (2007:284), is the capacity to talk clearly and implies not only knowledge of linguistic qualities but also the capacity to comprehend language and information "on the spot". The major objective of learning a foreign language is to be able to communicate in it in everyday situations, hence speaking is thought to be the most important part of language acquisition. The ability of students to practice speaking after learning has become a problem, though. They frequently find themselves unable to communicate on a daily basis.

The instructor does not seem to expose the class to the target language very frequently.

Meanwhile Leong and Ahmadi (2017:34) state that speaking not only just saying words through mouth (utterance) but it means conveying message through the words. By speaking the people can convey information and ideas, express opinion and feeling, share experiences, and mention social relationship by communicating with others. Speaking is an important part of learning and teaching a foreign language. On the other hand, speaking should be taught with the goal of improving students' ability to communicate in foreign languages, as this is the only way they will be able to express themselves and learn in any communicative situation. Speaking is the most crucial of the four language abilities, according to Ur (2009:120), because people who acquire a language are considered to as its speakers. Learners need to grasp when, why, and how to produce language or use sociolinguistic competence. Speaking goes beyond simply knowing how to produce certain language points like syntax, vocabulary, pronunciation, and other that are in linguistic competence. Students must also understand to use the correct intonation and stress to avoid misunderstandings when speaking. Therefore, it is important to provide students with as many opportunities as possible to speak in a supportive speaking skill environment where they can practice their talents.

According to Nuraini (2016:13), there are external factors as well as student issues that contribute to the difficulties in teaching speaking English. Native language, age, exposure, intrinsic phonetic aptitude, identity and linguistic ego, motivation, and concern for effective speaking are issues that are related to internal factors. According to Burns (2003:5), pronunciation is the meaningful perception

and production of a language's sounds and how they affect the listener. Pronunciation involves features at the segmental (micro) level and the supra-segmental (macro) level.

To accurately and genuinely express meaning, choose the right word and use the appropriate language. In this present study the researcher focused on the theory of Harmer (2007:284) who states that speaking is the ability to speak fluently and presupposes not only knowledge of language features, but also the ability to process information and language 'on the spot'. Speaking seems the most important in learning a foreign language, the focus target is to be able to use that language in real communication.

From the foregoing description, it can be seen that speaking refers to the act of verbally expressing one's thoughts and feelings. Speaking involves a variety of skills, including vocabulary development, appropriateness, fluency, and accuracy, thus students must become proficient in all of the aforementioned skills. Speaking is a crucial ability in learning a foreign language since it allows us to communicate with others and learn information from them. Everyone must focus on linguistic intricacies since they must

2.1.1 Anxiety

Spielberger (1996) states that anxiety is a subjective feeling of tension, apprehension, nervousness and worry associated with arousal of the nervous system. According to Tylor tension and anxiety are characterized by a lack of coping skills or a sense of insecurity. This chaotic sensation is often unpleasant and alters both the body and the mind. One of a person's unique traits is their level of anxiety. Anxiety is defined as an uncontrollable emotion that can complicate and

stress out language learning situations. It is true that each learner brings a variety of unique qualities to the learning process. In examining English-speaking students on how they learn a foreign language, Cohen and Norst (1999) found that students have expressed their fears and anxiety when they are put in situations where they have to perform before their peers and their teacher.

Anxiety is one of the most significant affective elements that have an impact on how well children perform academically when learning a second language. Every person has anxiety at some point in their everyday lives, regardless of location or circumstance. One of the most significant detriments to learning a second language has been identified as anxiety. Lack of self-assurance and a lack of learning desire are two characteristics of poor language learners. However, anxiety can occasionally have a beneficial impact on learning a second language. According to Woodrow (2006: 309), students' ability to adapt to the target environment and, ultimately, fulfill their academic goals can be negatively impacted by the anxiety they experience when communicating in English.

Effiong (2016) states that the reduction of both anxiety and depression is likely to contribute to positive attitudes and more effective speaking presentations. Moreover, according to Witt et al. (2006: 223) explain that negative affect can distract speakers from performing at their best and thereby diminish the effectiveness of the speech performance. Based on Oxford (1999: 60) and Nimat (2013: 16), anxiety lowers language learners' accomplishment "directly by lowering involvement and producing overt avoidance of the language as well as indirectly through worry and self-doubt.

According to the definitions given above, anxiousness is one of the elements that affect pupils' English-speaking abilities. Anxiety can make students timid to speak English and fearful of making mistakes. According to Brown, three elements of language anxiety have been established in order to deconstruct the concept into study problems solver. Tsiplakides (2009) stated that speaking anxiety is a person's reluctance to participate in conversations using a particular language. It is due to lack of motivation and low performance. Speaking anxiety is a common phenomenon in learning English as a foreign language. English learners are more anxious in speaking foreign language because they have no ability and less practice in speaking English in class.

According to Spielberger (1966 in Slameto), anxiety is divided into two parts, they are trait anxiety and state anxiety. First, trait anxiety is emotional response toward external dangerous. This anxiety is almost same as fear and it can make ability of people to overcome the resources is lost. Second, state anxiety is experienced in relation to some particular event or act. It is an emotional anxiety toward unawareness dangerous. On the other hand, Ellisstate that in Sasson (1994), added one kind of anxiety that is situational anxiety this is aroused by specific type of situation or event-examinations, public speaking, or classroom participation. In this research, the researcher chose the kinds of anxiety is based on Spielberger (1966 in Slameto), those are trait anxiety and state anxiety.

2.2 Empirical Review

The empirical review examines prior studies that are relevant to the current study. The goal of the empirical review is to develop a thorough understanding of

the preceding hypotheses. It means that an empirical review examines the findings of previous studies conducted by other researchers. Many researchers have looked into anxiety in language acquisition, given the importance of speaking ability in the language teaching process. Furthermore, understanding empirical evidence aids the researcher in interpreting a meaningful result. However, in this section, the researcher focused on addressing the reviews of two researches.

The first research was conducted by Sagita (2019) has done similar research with the title “The Correlation between Students’ Anxiety Level and Their Speaking Skill of the Eighth-Grade Students of SMP Negeri 1 Kuta Utara in Academic Year 2019/2020”. The objective of her research is to find out whether there is or not any correlation between student anxiety and students' speaking skill in the second-year students of SMP Negeri 1 Kuta. According to the result of her research, the correlation was very low. It means that there is no correlation between student anxiety and students speaking ability of second-year students of SMP Negeri 1 Kuta. The result of the correlation between students’ anxiety level and their speaking skill was -0.888. It indicated that there was a high correlation between students’ anxiety level and their speaking skill. It was included the scale of interpretation score between 0.800 1.00. With degree of significance 5%, the score of t-counted obtained 12.054. Based on the result of this study, it could be stated that the hypothesis was accepted.

The second research was conducted by Utari (2021) did the research with the title “The correlation between students’ Speaking Anxiety and Students’ Speaking ability at 8th-grade students of SMP N 2 Sungai Limau in the academic year 2021/2023 The data were collected through a questionnaire and speaking test they

have to show in front of the class and the researcher will record the performance. The results of the study show that speaking anxiety and speaking ability there is a negative correlation but are not significant. (2-tailed) is 0.595 which indicates that there is a negative correlation but not significant. When students in a high level of speaking anxiety it is no guarantee that they cannot perform speaking tests. And when students have high speaking anxiety, it is not guaranteed that they have low speaking ability.

2.3 Hypothesis

Hypothesis is a temporary prediction that can be proved. It can also give some direction in conducting research and how to solve the problems. In this research the writer assumes that there is a significant correlation between anxiety and speaking skill of eighth-grade students of SMP Dwijendra Denpasar in academic year 2022/2023. Based on the research question above, the writer proposes two hypotheses as follows:

1. Null hypothesis (H_0)

Null hypothesis is a statement which shows a negative correlation (no correlation) among variables. There is no correlation between anxiety and speaking skill of eighth-grade students of SMP Dwijendra Denpasar in academic year 2022/2023.

2. Alternative hypothesis (H_a)

Alternative hypothesis is a statement that shows a positive correlation among variables. There is a significant correlation between anxiety and

speaking skill of eighth-grade students of SMP Dwijendra Denpasar in academic year 2022/2023.

