

# 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 others if it is not in accordance with our opinion, as well as the ability to ask and answer questions. Speaking is important because it is used in daily communication with each other. Its mean that speaking is the interaction activities done by two or more people to convey certain information, experience, idea etc, which is consist of the speaker and listener. Speaking is one of the four major skills that must be learned by the students since it is very important for them. Moreover, it would be impossible for them to have a good communication skill without mastering speaking, however most of people especially students have anxiety while they are speaking English with friends or in front of the class.

Speaking is kind of productive skill that has an important role in communication. Students can enhance their English input through speaking. Speaking is the way to communicate with other people by conveying the ideas, feeling, create and build the information. Speaking English also becomes the important because it is very helpful for facing the globalization era. However, for foreign language learners, speaking English is not easy to be practiced. Students go through many processes and kinds of learning in the target language The average person produces tens of thousands of words a day, although some people – like auctioneers and politicians – may produce even more than that. So natural and integral is speaking that we forget how we once struggled to achieve this ability – until, that is, we have to learn how to do it all over again in a foreign language.

Matthew (1994:45) said, "Speaking is any process in which people share information, ideas and feeling". It means, it is a way for students to express their knowledge, to share their feelings and to show their performance. When students express their knowledge and share their feelings to other people, they should speak clearly, fluently and accurately, so that people can understand what they mean. It means that students need ability or skill to become a good in speaking. In addition, based on Richard (2001:45), in speaking activities should focus on the function to use English well, so they can communicate in English.

Sometimes students are confused by the teacher's teaching material in the process of teaching and learning, but they are worried if they ask their teacher. They feel embarrassed to say if you do not even know what the teacher says because they are worried if they have to speak to the teacher, while other learners are paying attention to those students. Thereby, when the teacher explains the material, they choose to listen to the teacher silently. Students need to be courageous when they want to speak out their ideas or when they want to ask something that they do not yet comprehend with other English students, because if they have a good grammar and language skill, then it's useless because they do not want to speak by using English. They are certainly very anxious to speak in English with many people or even with a friend. They are too terrified of speaking English because if they fail in pronunciation and voice, the other students are laughing or teasing that student, so their anxiety is more evident than ever before.

Anxiety is an uncomfortable feeling of nervousness or worry about something. Anxiety is one of factor of hindrance in speaking that should be avoided or decreased by students. It has some level, moreover they are high, middle, and low.

Scovel (1991) stated that anxiety is a complex affective concept associated with feelings of uneasiness, frustration, self-doubt, apprehension, or worry. Students who has anxiety in speaking they have to do preparation to prevent speaking anxiety. In fact, most of the students have high anxiety when they have to speak in English. They feel so difficult to express their ideas even in a simple form of conversation to their friends. Therefore, they do not speak in the classroom. Hence, anxiety can give negative impact to their personality if they cannot manage it. Griffin and Tyrrell (2007: 5) argue that if the students can control their anxiety into positive feeling instead of being controlled by it, they will reach optimal performance. It means that anxiety is closely related to the student's achievement on acquiring English. Furthermore, the students will be more difficult acquire English if they have anxiety.

However, for most English as a Foreign Language (EFL) learners in Indonesia, the classroom is almost the only environment to learn and practice speaking in English. According to Nevid (2005:125), anxiety is a common feeling experienced by everyone in everyday life. Anyone can experience anxiety: men, women, young, and old. Foreign language anxiety is a feeling of an emotional reaction and worry that arise during the foreign language learning process (MacIntyre (1999:27). Anxiety exists in academic can cause serious effect on students' performance in foreign language learning especially in speaking ability. Hashempour & Mehrad (2014:119) state that academic anxiety can negatively impact on schools' activity success and activities as anxious children is self-preoccupying, most of their energy which can be used in their learning process and help to raise their academic succession are wasted and leads to undesirable consequences. Thus, students will

show lack of interest and passion in learning process and as consequence may result in poor performance especially in language learning.

Regarding to the point of the existing of anxiety in speaking, investigating the correlation between anxiety and speaking ability of the seventh grade students' in junior high school can be useful and positive indicators of the important of reducing anxiety in foreign language learning to make language learning relaxed, smooth, easy and interesting that resulted in better speaking ability. Therefore, the research aims at investigating the correlation between students' anxiety and their learning speaking ability of seventh grade students of SMP Negeri 5 Kediri.

## **1.2 Research Problem**

Based on what has been described in the background of the study above, the researcher held research on the correlation between anxiety and speaking ability of the seventh grade students' of SMP Negeri 5 Kediri in Academic Year 2021/2022. Moreover, the researcher interested to finding out the significant correlation of anxiety and speaking ability of the students in junior high school. Therefore, the researcher problem in this study can be formulated in the form of question as follows: is there any significant on the correlation between anxiety and speaking ability of the seventh grade students' of SMP Negeri 5 Kediri in academic year 2021/2022?

### **1.3 Objective of the Study**

Objectives of the Research Based on the statement of the problem above, the objective of the study here is to describe whether there is a correlation or not between anxiety and speaking ability of the seventh grade students' of SMP Negeri 5 Kediri in Academic Year 2021/2022.

### **1.4 Limitation of the Study**

This research is limited to the investigation of speaking class improve the students' anxiety and speak ability. This study focusses on student's speaking ability. Students' ability is used as supported result.

### **1.5 Significance of the Study**

The study was only focused on figuring out whether there was significant about the correlation between anxiety and speaking ability of the seventh grade students' of SMP Negeri 5 Kediri in academic year 2021/2022. The result of the present study was highly expected and recommended to provide significant research findings related to anxiety and its correlation with speaking ability. In conclusion, the findings of the present study were expected to give both theoretical and practical significance on the correlation between anxiety and speaking ability.

### **1.6 Definition of Key Term**

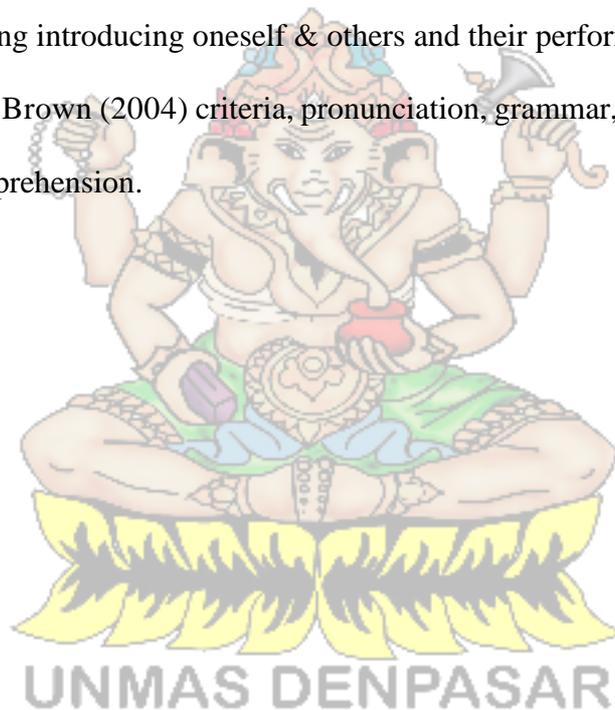
The definition of key term is use to make it clear in comprehending this study. The definition of the terms use in this research are as follow:

## 1. Anxiety

Anxiety is operationally defined as a learning characteristic of the seventh grade students of SMP Negeri 5 Kediri in academic year 2021/2022 that can be seen from two aspects based on Morris (2017), worry and emotionally.

## 2. Speaking Ability

Speaking Ability is operationally defined as a learning characteristic of the seventh grade students of SMP Negeri 5 Kediri in academic year 2021/2022 in performing introducing oneself & others and their performance will be scored based on Brown (2004) criteria, pronunciation, grammar, vocabulary, fluency, and comprehension.



## **CHAPTER II**

### **THEORETICAL AND EMPIRICAL REVIEW**

#### **2.1 Theoretical Review**

The theoretical review is a review of the theories that are related to the conducted study. The purpose is to provide information or knowledge towards variables. The theoretical review consists of a theoretical framework which allows the research to present the research in light of a summary of the literature from expert point of view. The present study was undertaken based on the following reviews of related theoretical frameworks: anxiety and speaking ability.

##### **2.1.1 Anxiety**

Anxiety is an uncomfortable feeling of nervousness or worry about something. As it has been known that anxiety is a term that describes psychological disorders in the form of fear, concern about the future, prolonged worry, and nervousness. Anxiety can be faced by everyone. Furthermore, anxiety is a feeling where someone having low-confidence, so that they can't get maximal achievement of their life. Someone with high anxiety can create a negative effect, so they can't get the maximum achievement of their life. This worried or anxiety to speak English can make the students get not maximal score in English subject.

Anxiety has different meaning with worry and nervous. Anxiety, associated with feelings of being uneasy, frustrated, apprehensive, or worried, plays an important affective role in language learning Brown (2000:143). Rholes, Riskind, and Neville (1985:33) submit that anxiety may arise following a loss, anxiety on its own appears when a loss is anticipated. According to Carlson and Buskist

(1997: 570), anxiety is “a sense of apprehension or doom that is accompanied by certain physiological reactions, such as accelerated heart rate, sweaty palms, and tightness in the stomach.” Furthermore, anxiety arises as a response to a particular situation. Passer and Smith define anxiety as a state of tension and apprehension as a natural response to perceived threat. It means that people are naturally feels anxious when they are threatened. While according to Ormrod anxiety is a feeling of uneasiness and apprehension concerning a situation with an uncertain outcome. Although anxiety and fear sound similar, both are actually different. Halgin and Whitbourne (2007) describe the difference between fear and anxiety, fear is a natural alarm response to a dangerous situation while anxiety is more future-oriented, a feeling of apprehension and uneasiness about the possibility of something terrible might happen.

With regard to state anxiety, Morris in Szyszka (2017:11-14) note that state anxiety had two components of anxiety moreover those are worry and emotionality. Thus, to better identify the relationship. Those 2 aspects can briefly elaborated as follows:

1. Worry aspect.

Aspect of Worry This is defined as concern about the consequences of failure. Anxious people may experience frantic thoughts, producing worst-case images and scenarios when facing a situation. Thus, anxiety is fixated on worry. The construct of speaking anxiety is related to cognition because students may be aware of the limitations of their competence in speaking a foreign language.

## 2. Emotionality aspect.

Emotional Aspect is the affective aspect of anxiety and refers to the individual's awareness of being anxious about bodily stimuli or tensions. Anxiety as a state of emotional arousal requires physical or physiological changes as the body reacts in a visible and explainable way to the situation that causes their anxiety. For example, shortness of breath, hyperventilation, dry mouth, palpitations, sweating, dizziness, digestive problems, chills or chills, clammy hands and muscle tension may be observed although they vary among those who experience anxiety while searching.

### 2.1.2 Speaking Ability

Speaking is one of the skills or skills in English to express opinions, comment, and reject the opinions of others if it is not in accordance with our opinion, as well as the ability to ask and answer questions. Speaking English as international language has four common skills to learn, they are listening, speaking, reading, and writing. For students in language class speaking is the important skill for English language learning. When we speak, we produce the text and it should be meaningful. In the nature of communication, we can find the speaker, the listener, the message and the feedback

Students' skill in conversation is core aspect in teaching speaking, it becomes vitally aspect in language teaching learning success if language function as a system for expression meaning, as Nunan (1991:39) states that the successful in speaking is measured through someone ability to carry out a conversation in the language.

We confess that there are many proponent factors that influence teaching speaking success and there are many obstacle factors why it is not running well.

According to Ladouse (in Nunan, 1991: 23), speaking is described as the activity as the ability to express oneself in the situation, or the activity to report acts, or situation in precise words or the ability to converse or to express a sequence of ideas fluently

Speaking ability is the students' ability in expressing their ideas orally which is represented by the scores of speaking. Speaking is only an oral trail of abilities that it got from structure and vocabulary, Freeman (in Risnadedi, 2001: 56-57) stated that speaking ability more complex and difficult than people assume, and speaking study like study other cases in study of language, naturalize many cases to language teachers.

For the reason, to measure how far students' ability in foreign language the teacher should have the criteria or scoring rubric about students' speaking performance. Each student may have different level criteria in speaking English. Brown (2004) provides some simple aspects to be measured for the assessment of speaking skill as follows:

#### 1. Pronunciation

Pronunciation is one of the important aspects in English, especially in oral communication. Every sound, stress pattern, and intonation may convey meaning. The non-native speakers of English who speak English have to be very careful in pronouncing some utterances or he may create misunderstanding. Gilakjani (2012:119) assumes that pronunciation is a set of habits of producing sounds. A

word can be spoken in different ways by various individuals or groups, depending on many factors, such as: the area in which they grew up, the area in which they now live, if they have a speech or voice disorder, their ethnic group, their social class, or their education.

## 2. Grammar

According to Thornburry (1999:15), grammar is the fundamental discourse machine generator in every language in general. Without good grammar competence, learners will never be certain of what to speak and how to speak which in the end it'll result in a very halting speech. In addition, de Jong et al (2008) also points out good grammar ability may lead to higher articulation rate and better fluency. The function of grammar in speaking to arrange the meaning of sentences and it is used to avoid misunderstanding among the speakers.

## 3. Vocabulary

Without vocabulary people cannot say anything, without vocabulary people cannot response what they listen. Wilkins in Thornbury (2004: 13) states that without grammar very little can be conveyed, without vocabulary nothing can be conveyed. Vocabulary also can be defined as knowledge of words and word meanings in both oral and print language and in productive and receptive forms. Vocabulary is need in speaking from improving in oral, without words communication cannot run well.

## 4. Fluency

Fluency is the flow and efficiency with which you express your ideas, particularly when speaking. Fluency which is defined as the ability to use the

language quickly and confidently without too much hesitations or too many unnatural pauses to cause barriers in communication (Bailey 2003; Byrne, 1986). According to Hornby, fluency is able to speak or write a language or performs an action smoothly or expressed in a smooth and fluently in order to makes someone easy to understand what he or she said

## 5. Comprehension

Comprehension is discussed by both speakers because comprehension can make people getting the information that they want. Comprehension is defined as the ability to understand something by reasonable comprehension of the subject or the knowledge of what a situation is really like.

When the students show their ability in speaking the foreign language, the teacher cannot do scoring in one aspect, so this rubric will help the teacher to measure them.

## 2.2 Empirical Review

The empirical review is the review of relevant research result which has a function to review the previous researches that are relevant to the present study. The researcher used two previous studies which would be used as a basic consideration to conduct the present study. According to Kothari (2004:31), a researcher design is a sequence of collecting and analysing data in order to combine relevant to the researcher's purpose. Moreover, Kothari emphasizes that the function of the researcher design is to provide for the collection of relevant evidence with minimal expenses of effort, time and money. It was the conceptual structure in which the researcher did the data collection, and the students' ability,

measurement and data analysis. In the present, the researcher described the overall structure of present investigation by using ex-post facto research design.

Giuffre (1997:171) states the research design is the overall plan or structure of the study. The goal of a good research design is to insured internal validity and answer the question being asked. The only clear rule in selecting a design is that the question dictates the design. Over the next few issues this column will cover types of research designs and their inherent strengths and weaknesses.

Kerlinger (1970:54) has defined ex post facto research more formally as that in which the independent variable or variables have already occurred and in which the researcher starts with the observation of a dependent variable or variables. She then studies the independent variable or variables in retrospect for their possible relationship to, and effects on, the dependent variable or variables. In conducting this study, the researcher wanted to know about the correlation between anxiety and speaking ability. Other researchers showed the correlation between anxiety and their speaking ability.

The first study was conducted by Mauludiyah (2017) in her correlational research entitled “The Correlationn between Student’s Anxiety and Their Ability in Speaking Class”. Furthermore, the objective of this study was to investigate the correlation between student’s anxiety and their speaking ability. Moreover, based on the research results using the instruments of speaking test and questionnaires, the result showed that there was a correlation between anxiety and student’s speaking ability, especially about their apprehension and achievement to students.

Additionally, students with low anxiety had been good at speaking scores. In contrast, students with high anxiety would have low speaking scores.

Additionally, the strength of the previous study was in its research findings, the findings of the previous research showed that there is correlation between two variables; those are students' anxiety and speaking achievement. However, there was no specification of the questionnaire used by the previous researcher. In the present study, the researcher would like to provide a clear aspect and indicator in a questionnaire based on statement stated by Schunk et al (2008). The researcher provided a clear blue print of the questionnaire that made the readers easy to identify each item of the questionnaire. The questionnaire is in the form with Bahasa Indonesia to make students easy to filling it.

The second study was conducted by Rustini (2017) in her correlational research entitled "The Correlation Between Foreign Language Anxiety and Speaking Achievement of the Eighth Grade Students of Madrasah Tsanawiyah Paradigma Palembang". The objective of this study was to find out if there is a significant correlation between foreign language anxiety and speaking achievement of the eighth grade students of MTs. Paradigma Palembang. In addition, the research has been already composed based on good test components which emphasized the purposes of giving more important points. The research findings showed that there is no correlation between students' foreign language anxiety and speaking achievement of the eighth grade students of MTs. Paradigma Palembang.

In addition, the strength of the research was a clear specification of the questionnaire. The researcher also explained the aspects in detail. However, the

criteria of the scoring rubric were not completed because it was just focused on fluency, comprehension and grammar. There was also no specific aspect explained in the theoretical review related to the aspect of the rubric that made the students unable to know about what was assessed. The researcher of the present study adapted the scoring rubric from Brown (2004:172) that the aspects were focused pronunciation, vocabulary, fluency, grammar, and comprehension. Besides, the criteria have already been justified with the student's level. To avoid the same issues, the researcher in the present study explained the aspects and descriptors used in the rubric clearly.

The researchers above gained same results in which findings showed that there was the correlation between anxiety and speaking ability. Both of researchers provide scoring rubric without any detail specification in content criteria. In present study, the researcher adapted the scoring rubric Brown (2004:172). Therefore, the students knew criteria that was used the score their speaking ability and the criteria that have been previously determined.

### **2.3 Hypothesis**

A hypothesis is a prediction of what was found as the outcome of a research project and it is typically focused on the relationship between two different variables studied in the research. It is usually based on both theoretical review expectations about how things work and already existing scientific evidence. To answer the research problem in this study, the researcher assumed that there is correlation research namely the directional hypothesis. It defines as a hypothesis

that there is a relationship between the two variables being studied. It stated that the results were not due to chance and that they were significant in terms of supporting the theory being investigated. In this present study, the hypothesis is stated as follows : there is a significant correlation between anxiety and speaking ability of the seventh grade students of SMP Negeri 5 Kediri in academic year 2021/2022.

