CHAPTER I
INTRODUCTION

1.1 Background of Study

Speaking is considered one of the most demanding of the four skills in English. The researcher should listen directly as the students talk, such as their speech performance, and their conversation. Speaking skill is an important part of the language learning curriculum. Speaking skill is also an important assessment object (Anderson & Bachman, 2009). Anyone who wants to improve his/her speaking skill must have self-awareness, self-motivation, and positive behavior patterns, and must make efforts to avoid communication errors (Turk, 2003).

Speaking skill is one's important skill to improve English proficiency from the very beginning of language learning. Speaking is one of the most important language skills. This skill can be developed and enhanced as an effective means of communication (Morozova, 2013). Speaking skill is very important for students in communicating effectively through spoken language. The inability of students in speaking a foreign language can cause them difficulties in expressing their ideas even in simple conversations. One of the main objectives of a language learning program is to develop speaking skills and integrate spoken and written language. Language learning means using language in both spoken and written communication, and being able to express feelings, thoughts, and experiences in various contexts (Burn & Joyce, 2001). The following illustration will present some significance of speaking for our life.

First, speaking is important because when people go to another place, of course must use language and people must communicate with one another. So, if they can speak all the languages, they will be easy to communicate with other people. Second, speaking is important because speaking is very useful for studying and that used in many places around the world. With Speaking, humans can

communicate one another to express their ideas, feeling, thoughts, and desires. The last, speaking is important because they can also share with other people. When they have a problem, they can find a solution from another who can be believed. In a smaller environment, it is often important to have feedback for the conversation to progress in a satisfactory manner. So, if someone has any problem, it is easy to find a resolution from other people, someone can believe and share with other people and have much information.

Speaking has a difficult level, for example speaking English. Speaking English usually use for communication. In learning speaking students often encountered problems, such as a lack of vocabulary, less motivation, and conditions that didn't support them. The obstacles can cause less than the maximum ability of students to master speaking. In their research, Megawati and Mandarani (2016) found that the difficulties that are often faced by students when speaking English are the lack of vocabulary of the English word.

In Indonesia, there are some problems with speaking skill learning. First, students feel bored speaking English learning because they have difficulty remembering words and pronouncing English (Astuti, 2018). Second, students rarely use English to communicate both in the classroom and outside the classroom. This makes them unaccustomed to speaking English well. Third, students only remember the words when they have to practice speaking in front of the class. They usually speak by imitating the words and phrases in the book. They do not understand the content being spoken and they do not speak spontaneously using their own words.

To meet the target of learning English, speaking skill has several problems, both internal and external. Internally, speaking skill learning makes them feel anxious. They may be reluctant to use the target language because they may be afraid of making a mistake. Students may feel uncomfortable speaking English

because they do not use the means of communication that they usually do (Nascente, 2001). In the early stages of learning English, students usually face many difficulties, especially in understanding grammar, pronunciation, and others. Students find it difficult, feel uncomfortable, and make mistakes. Students become anxious in speaking.

One of the factors affecting students' ability to speak English is anxiety. Rumiyati & Seftika (2018) said that anxiety is one of the most important affective factors which affect the student's academic performance in second language learning. It is a self-perceptions, beliefs, feelings, and behavior related to classroom language learning arising from the uniqueness of the language learning process. Those anxiety factors block students to express their opinion, the students are afraid of making mistakes when they speak up. Students prefer to keep silent than to speak.

Dewi et.al (2018) stated that in learning speaking skills, affective factors greatly influence students'' performance. One of the importance of affective factors is anxiety. Moreover, when the teaching and learning process ignores the importance of affective factors, it will create a negative impact such as; feeling nervous, stressed, and anxious. There are a lot of students who have been in situations where language learners asked a question and suddenly their minds mysteriously go blank, or perhaps the students often feel nervous awaiting their turn to speak. There is some factor why the students avoid talking because they are unprepared, uninterested, or unwilling to express themselves, most anxiety stems from feelings of alienation in class, from a lack of confidence, or because the students fear communication itself as cited by Khusnia (2016).

Many students lack of understanding the subject also one factor of students' speaking ability is low. If the teacher asks their opinion about the subject but they do not understand it. So, make they seldom speak English inside or outside the class. Students lack motivation. It is found that students are rarely speaking English inside

or outside the class. For example, many students usually are silent in class when they are studying English subject. Sometimes, they used their mother language to communicate. So, English is used in their daily communication. Students also are high in anxiety, because it can be seen from the daily activities in the class. Many students seldom speak English when speaking about subjects. They are afraid to speak English because they don't have high confidence.

Based on research conducted by Ni Luh Nik Pentawati (2022) entitled "The Correlation between Anxiety and Speaking Ability of the Tenth Grade Students", the results of her research show that there is a negative relationship between the two variables X and Y and the second based on research from Maulidiah (2014) about "The Correlation between Students' Anxiety and Their Ability in Speaking class" in her research showed that there is a positive relationship between X and Y variables with a very low correlation. If the students had high anxiety it may impact or influence their speaking acquisition or their test. The student can be failed in their test when they have high anxiety. Horwitz and Cope in Dewaele (2011) pointed out that, since speaking in the target language seems to be the most threatening aspect of foreign language learning, the current emphasis on the development of communicative competence poses particularly great difficulties for the anxious student.

By the explanations above, the previous theories about Anxiety and speaking ability have convinced the researcher that Anxiety can give a negative impact on the learning process. Moreover, based on the background above the significant correlation between students` anxiety and their speaking ability is performing a descriptive monologue about describing a famous person. Therefore, the researcher was interested to conduct research entitled "The Correlation between anxiety and speaking ability of the eighth-grade students of SMP PGRI 7 Denpasar in academic year 2022/2023".

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1.2 Research Problem

Based on what has been explained in the background of the study above, the researcher held research on the correlation between anxiety and speaking ability of the eighth-grade students` of SMP PGRI 7 Denpasar in Academic Year 2022/2023. Moreover, the researcher was interested in finding out the significant correlation between students` anxiety achievement and the speaking ability of the students in junior high school. Therefore, the research problem in this present study could be formulated in the form of a question as follows: is there any significant correlation between anxiety and speaking ability of the eighth-grade students of SMP PGRI 7 Denpasar in academic year 2022/2023?

1.3 Objective of the Study

The objective of the study should be in line with the background and research problem that has already been formulated for the study. Moreover, the aims of the many activities related to scientific investigation always intended to find out a scientific solution to the research problem that has been previously formulated and determined. Thus, in line with the background of the study and the research problem above, the primary objective of the study in this present study is to figure out whether there is a significant correlation between anxiety and speaking ability of the eighth-grade students of SMP PGRI 7 Denpasar in academic year 2022/2023.

1.4 Limitation of the Study

The limitations of the study are to make this study deeper and more specific, it is focused on investigating the significant correlation between anxiety and speaking ability of the eighth-grade students of SMP PGRI 7 Denpasar in academic year 2022/2023. The focus of this study was on students` anxiety in the cognitive

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aspect, affective aspect, somatic aspect, and behavioral aspect and students`
speaking ability in describing a famous person.

1.5 Signification of the Study

The significant of the study as follow: first is theoretically, the findings of this research can enrich the knowledge of English-speaking ability regarding the correlation between anxiety towards the speaking ability of the students. Second is practically, for teachers the researcher hopes this study can give some suggestions for the teachers in teaching English in Junior High schools to decrease anxiety in speaking English. For students, this observation was expected to give advantages to the learner about the usual problem faced in speaking and they became aware to practice more. For the researcher, the researcher hopes this study will give new knowledge to the researcher itself about the correlation between students' anxiety and speaking ability.
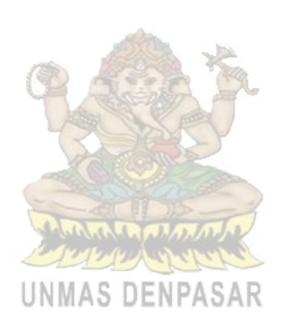
1.6 Definition of Key Term

Key terms are critical to be defined to provide a clear understanding of the topic being discussed. Furthermore, to avoid ambiguous and confusion for the readers in understanding this research. The researcher must provide an obvious operational definition of the key term used in the present study. The definition of key terms that are used in the present study is Anxiety and speaking ability.

1. Anxiety

   Anxiety is operationally defined as a learning characteristic of the eighth-grade students of SMP PGRI 7 Denpasar in academic year 2022/2023 that can be seen from two aspects based on Morris (2017), worry and emotionally.

2. Speaking Ability

   Speaking Ability is operationally defined as the ability of the eighth-grade students of SMP PGRI 7 Denpasar in academic year 2022/2023 to perform a brief descriptive monologue describing famous persons. Based on Brown criteria: fluency, comprehension, and grammar.

CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

A theoretical review is a review of theories related to the theories studied by researchers. The theoretical review consists of a theoretical framework that allows researchers to present research results based on a literature review from an expert perspective. In line with the issue, the present study reviews the theory of anxiety and speaking ability.

2.1.1 Anxiety

Anxiety is a feeling of fear and worries about someone about something. Sanders and Wills (2003) described anxiety in general as "a complex, multifaceted experience, a feeling which comes flooding into our whole selves, affecting many different aspects of our being". Anxiety is a feeling where people are uncertain or reluctant about their capability or what they want to do. This anxiety can be described that someone having low-tone confidence so that they can`t get minimal of their life. For people who learn a foreign language, anxiety may impact their accession to the language. Someone with high anxiety can produce a negative effect, especially in foreign language classes. It's because, as we know, to learn a foreign language we've to exercise or perform the language to show the capability that we have. However, it maybe they will get a low understanding of the anxiety is had by scholars

To know the nature of anxiety, the research refers to several definitions of anxiety from the expert. According to Ormrod in Juwitawati (2018: 600), Anxiety is a feeling of nervousness and restlessness about a certain situation. It is supported by Mayer in Sari (2017: 56) anxiety is a feeling of intense agitation, foreboding,

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tension, and dread, occurring from a real or perceived threat of impending danger. Susilowati (2019: 14) stated that anxiety is a feeling of nervousness, uneasiness, and fear of something. Anxiety is something that can affect almost everyone at a certain time in their lives. That is because anxiety is a normal reaction experienced by someone to a very tense situation in life. Students who have high anxiety level felt difficult to focus or concentrate on the learning process and they are also afraid and avoid the subject, especially speaking subject.

Anxiety has a different meaning from worry and nervous. Anxiety, associated with feelings of being uneasy, frustrated, apprehensive, or worried, plays an important affective role in language learning (Brown, 2000). Anxiety that often appears before, during, and after learning activities take place is the discomfort experienced by students. These are usually negative and have an unpleasant impact when the level of anxiety is high (Vitasari, et al, 2010).

Anxiety is the private feeling of pressure, apprehension, unease, and solicitude associated with the thrill of the autonomic nervous system. According to Ewald in Pamuji (2019) that states anxiety experienced in learning the English language can be debilitated and may influence students' achievement of their goals. Not only is it intuitive to numerous people that anxiety negatively influences language literacy, but it is also logical because anxiety has been planted to intrude with numerous types of literacy and has been one of the most largely examined variables in all of the anxiety. There's an overall introductory distinction between fear and anxiety. Anxiety is a vague unwelcome emotional state with rates of apprehension, dread, torture, and uneasiness. Fear is analogous to anxiety except that fear has a specific object. When some optimal position of stimulation or thrill is exceeded, one gets anxious.

Anxiety is manifested in three ways in a person's studies (cognitively), in a person's conduct (behaviorally), and in physiological responses. Halgin and

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Whitbourne (2007) describe the differences 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.

Liebert and Morris in Szyszka (2017) state there are two components of anxiety; moreover, those are worry and emotionally. Therefore, to describe the relationship, these two aspects can be clarified briefly as follows.

1. Worry Aspect

   The former is cognitive its nature and defined as" cognitive concern about the consequences of failure. An anxious person may witness illogical studies and induce word possible images and scripts when facing a situation perceived as alive. For case, an existent may anticipate his or her pronunciation performance in front of others with a high position of apprehension. Also, he or she creates an illogical vision of total failure in communicating the intended communication due to his or her poor intelligibility.

2. Emotionally aspect

   Emotional aspects are the effective aspect of anxiety and refer to the individualities mindfulness of being anxious about fleshly stimulants or pressures. Anxiety as a state of emotional thrill requires physical or physiological changes the body reacts in a visible and resolvable way to the situation that causes the anxiety. For illustration, Briefness of breath, hyperventilation, dry mouth, hands, and muscle pressure may be observed although they are veritably among those who witness anxiety while searching.

Based on the definition above the writer conclude that anxiety is a natural psychological reaction towards what is sorry or fear about something particular situation or something that might happen in the future. It may affect positively, such as motivation for us when doing something like; studying, or sports, as motivation before the exam. Nevertheless, it can cause negative effects, such as becoming careless and absent-minded when doing the exam. Hence, it depends on how we can handle this reaction and prevent the reaction from give a bad effect on our daily life.

2.1.2 Speaking Ability

Speaking is a productive skill in the oral mode. According to Bailey in Ditya et.al (2022), stated speaking as a process of interaction where speakers intend to build meaning through producing, receiving, and processing information. This skill is one of the skills that give students the ability to communicate effectively with each other. It is an important part of language learning. According to Joni et.al (2016), speaking ability is the ability to process information received and respond with language verbal. For to master it, there are several ways namely through formal learning at school or self-taught. With formal learning at school, students are guided, taught, and directed on how to speak English with correct pronunciation, fluency, and improvisation. It needs the speaker to produce the target language in the spoken form. In this skill the students have to increase their ability in speaking through some structures of language there are grammar, pronunciation, fluency, comprehension, and vocabulary.

Speaking is one of four language skills crucial in generating interaction among its participants. To speak means to be able to use a particular language (Hornby, 2000:1239). Speaking is an active use of language to express meaning so that other people can make scenes of them (Cameron, 2001:40). In delivering

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meaning to others properly, there are some aspects needed to be taken into consideration. People have to know some knowledge such as linguistics knowledge itself, psychology, and sociolinguistics.

Brown (2004) states that speaking is a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of a test taker's listening skill, which necessarily compromises the reliability and the validity of an oral production test. Speaking in a classroom involves the interaction between teachers and students or among the students which depends on how classroom activities are organized. Compared with writing and reading skill (commonly assumed as written language, and receptive skills), speaking has some distinctive characteristics. In speaking, speakers do not typically speak complete sentences; use less specific vocabulary than in written language.

Brown (2004) further states that there are some basic types of speaking as in the following taxonomy:

1. Imitative.

   At one end of a continuum of types of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence. While this is a purely phonetic level of oral production, several prosodic, lexical, and grammatical properties of language may be included in the criterion performance.

2. Intensive.

   The production of short stretches of oral language is designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationships.

3. Responsive.

   Responsive includes interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and

small talk, simple requests, and comments. This is a kind of short reply to a teacher or student-initiated questions or comments, giving instructions and directions. Those replies are usually sufficient and meaningful.

4. Interactive.

The difference between responsive and interactive speaking is in the length and complexity of the interaction, which sometimes includes multiple exchanges and/or multiple participants. Interaction can take two forms transactional language, which has the purpose of exchanging specific information, and interpersonal exchanges which have the purpose of maintaining social relationships.

5. Extensive (monologue).

Extensive oral production tasks include speeches, oral representations, and storytelling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out together.

Speaking ability is the student's ability in expressing their ideas orally which is represented by the scores 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 is more complex and difficult than people assume, and speaking study like study other cases in the study of language, naturalize many cases to language teachers.

For this reason, to measure how far students' ability in a 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, such as fluency, performance, grammar, and vocabulary. There are five components of speaking skills according to Syakur (2007) cited in Husen (2012) such as comprehension, grammar, vocabulary, pronunciation, and fluency. When the

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students show their ability in speaking a foreign language, the teachers can do scoring in one aspect, so this rubric will help the teacher measure them.

2.2 Empirical Review

Empirical review is the review of the relevant research result which has the function to review the previous research that is relevant to the present study. In conducting this study, the research investigates a correlation between anxiety and speaking ability. Several research has been done related to this research study discussing the correlation between anxiety and speaking ability.

The first study was conducted by Ni Ketut Ayu Kusuma (2022) in her correlational research entitled "The Correlation Between Student's Anxiety and English Speaking Ability of The Seventh-Grade Students` of SMP Negeri 5 Kediri in Academic Year 2021/2022". Furthermore, based on the research result using the instrument of anxiety and their speaking ability. The results showed that there was a correlation between students' speaking anxiety.

In addition, the strength of this study lies in its findings and research. The findings of previous studies show that there is a correlation between two variables, anxiety, and students' speaking ability. However, this study only used 32 samples. In the present study, the researcher will use more samples from this study and the researcher would like to provide a clear aspect and indicator in a questionnaire based on a statement stated by Schunk et al (2006). In the present study, the items shown are in Indonesian so it is easier for students to understand the questions in filling them out.

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 paradigm Palembang". The objective of this study was to find out if there is a

significant correctional between foreign language anxiety and speaking achievement of the eighth-grade students of MTs. Paradigm Palembang. In addition, the research has been already compared based on good test components which emphasized the purpose of giving more important points. The research findings that there is no correlation between students of MTs. Paradigma Palembang.

In addition, the strength of the research was the clear specification of the questionnaire. The research 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 adopt the scoring rubric from brown (2004: 172) that the aspect was focused on pronunciation, vocabulary, fluency, grammar, and comprehension. Besides, the criteria have already been justified with the student's level. To avoid the same issues, the research in the present study explained the aspects and descriptors used in the rubric.

2.3 Hypothesis

The hypothesis is a prediction of what will be found as the outcome of the research project and it is typically focused on the relationship between two different variables studied in the research. According to Singh (2006:54), a hypothesis is defined as a tentative solution to a problem. Thus, the hypothesis is a guide for the research in exploring the desired data. To answer the research problem in this study, the researchers 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 the results were not due to change and 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 eighth-grade students of SMP PGRI 7 Denpasar in academic year 2022/2023.