

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Speaking is an important part of learning process in teaching English as foreign language (Hardiyanto,2018).Speaking is an interactive process of constructing meaning that involves receiving, processing, and delivering information. According to Harmer (2007:284) 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. In English speaking skill, students need to learn new words and phrases. It can be useful for them to improve their knowledge of speaking. Like watching videos in English then writing new words or phrases from the movie and then practice it through sounding the dialogues even speak to themselves in front of the mirror or listening to English song by singing along with the words so that the students can be more confident to speak English. This aspect is really important for students to increase their ability to communicate with others.

Speaking can give the students ability to communicate effectively. This skill allows them to convey their message in a passionate, thoughtful, and convincing manner. A good experience in speaking can lead the students to become speakers and more confident speakers in front of a larger group. A more frequent English speaking experience also can make the students control their feeling and reach great performance. Griffin and Tyrrell (2007:5) argue that if the experience in speaking English is one of the important learning processes that make the students more expressive to communicate with others. More experience in speaking English can make students capable to express what they want to say it will be influential for students to speak in front of the class. The students are capable of thinking positively because they can control their anxiety through the experience. The more experience the students talk in English in front of the play and in a crowd, the more confident the students will get can lessen their anxiety about it. the abilities, which can lessen their anxiety about their experience.

Speaking is the biggest cause of anxiety followed by worries about grammatical mistakes, pronunciation, and inability to talk spontaneously. It means the students' anxiety is caused by many factors, such as fear of making mistakes, lack in vocabulary, and lack of pronunciation. They are afraid of making mistakes. Finally, most students do not have opportunity to engage in English communication activities. It has a correlation to affect each other in speaking English. Only the more intelligent students are active in communicating in English and dominating English learning in class.

According to Brown (2000: 150) Anxiety is an affective factor that influences speaking ability. One of the main obstacles that students must overcome in learning to speak is anxiety. Anxiety is a feeling of restlessness, frustration, doubt, worry or worry. According to Harold (1998: 4) Anxiety is an overreaction in the first stage of the body's stress response, the alarm reaction ("fight or flight"). Mild to moderate anxiety, in particular, may be a more exaggerated and intense stress response. According to Pekrun (1992: 23) Anxiety is broadly defined as a socio-psycho-biological phenomenon that is experienced as a premonition of fear or threat resulting from an individual's assessment of a situation and their capacity to deal with it. Based on that statement, it means that anxiety is one of the factors that influences students' ability to speak English. Students are afraid of making mistakes and embarrassed to speak English. They are afraid of being asked to speak English, especially in front of the class. It's all caused by anxiety.

Based on observations of students at SMP PGRI 2 Denpasar, the author found several signs of anxiety in students. Not a few students become nervous, want to avoid the teacher's call and as a result reduce the number of students who actively participate in class. Students also find it difficult to speak in class activities because of low self-confidence and many students become more passive. and less enthusiastic about learning how to speak English fluently. When anxious students are called on, they are afraid and embarrassed to speak English, because they are afraid of making mistakes and are afraid of being bullied by their classmates.

So, the writer was kind of interested in learning deeply about the correlation between anxiety and speaking ability. Also helps students not feel anxious about speaking, and to influence the students Speaking Skill improve a lot.

1.2 Research Problem

Based on the explanation above, the formulation of the problem in this research is there any significant correlation between speaking skill and anxiety at the seventh grade students of SMP PGRI 2 Denpasar in the academic year 2024/2025?

1.3 Objective of the Study

The objective of the study aims to solve and answer the research problem that is formulated for the study. The objective of the study is to find out whether or not positive correlation between anxiety and English speaking skill of the seventh-grade students of SMP PGRI 2 Denpasar in the academic year 2024/2025.

1.4 Limitation of the Study

The limitation of the study is very important to make a discussion about the research problem more specific and avoid a broad discussion. In the research study, the researcher focuses on finding out the correlation of students' anxiety and speaking skill of the seven-grade students of SMP PGRI 2 Denpasar in Academic year 2024/2025 by giving them six pictures about some places. Then, the students have to choose one of the pictures that they want to describe through video. In the video, students describe the place according to the picture they chose.

1.5 Significance of the Study

The results of this study are essentially expected to be advantageous in both theoretical as well as practical issues in the teaching and learning process especially in learning English. Theoretically, this research is expected to contribute further to support the findings of subsequent research, that the speaking skill is an important role in communicating. Practically, the finding of this present

study is expected as feedback to English language teachers or as alternative way of teaching speaking of the seventh-grade students of SMP PGRI 2 Denpasar to take the effectiveness of category anxiety in speaking.

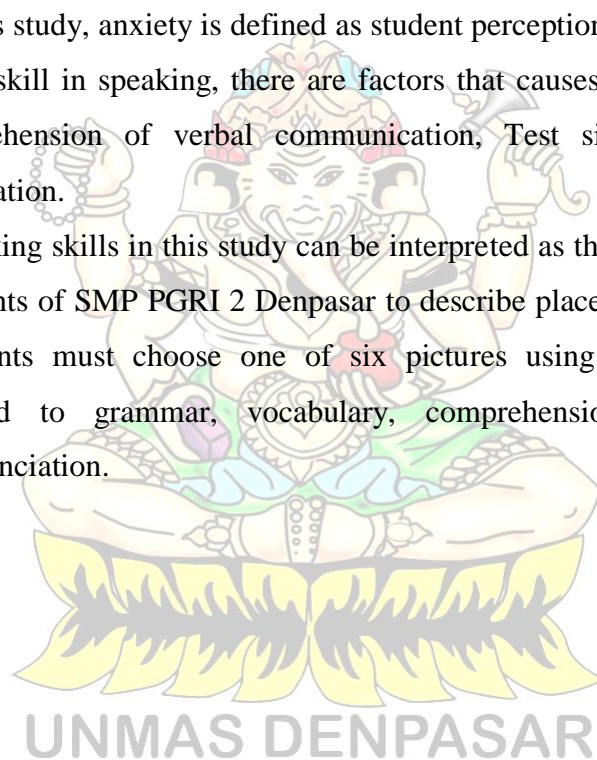
1.6 Definition of the key Terms

To avoid misunderstanding and confusion of the readers, the researcher then describes two operational definitions of the key terms in the present study as follows:

a) Anxiety

In this study, anxiety is defined as student perception and evaluation of their skill in speaking, there are factors that causes students anxious: Apprehension of verbal communication, Test situation, Negative evaluation.

b) Speaking skills in this study can be interpreted as the skill of class VII students of SMP PGRI 2 Denpasar to describe places in good English. Students must choose one of six pictures using spoken language related to grammar, vocabulary, comprehension, fluency, and pronunciation.



CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

Theoretical review is a review theory for the research study. Therefore, is used to support and build this study. In this review theory for the research study, it is used as references and frameworks to find out the phenomenon anxiety in English speaking skill. Scientific research should be conducted based on some relevant theoretical constructs and hope to give practical significance and empirical evidence. There are two areas that concerns and discusses in this chapter include: students' anxiety and speaking skill.

2.1.1 Anxiety

Anxiety is an emotion characterized by feelings of tension, worried thoughts, and physical changes. It can make someone may avoid certain situations out of worry. Dwyer (Dwyer, 1998) said that speech or oral communication anxiety is the feeling of nervousness, dread, and concern that people experience before, during, or after public speaking. Anxiety also makes someone have physical symptoms such as sweating, trembling, dizziness, or a rapid heartbeat. This character is an influence for students when they cannot control their emotion and feeling. Anxiety makes students feel unconfident and nervous when speaking in front of the class or in front of the larger group. If students can control their emotion, feeling, and thoughts, it will be easier for the students to express without feeling anxiety. It also can diminish their problem to speak well.

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. Anxiety can make student worries about some situations when they try as speaking in front of the class. If the students can control the situation well, they are able for performing and showing themselves confidently without being nervous and it directly makes a good performance. The students will get optimal performance if they want to try to think positively about their ability. It also students can show a great performance if they can diminish

insecurity and fears that arise. The students will not get nervous if they can avoid negative thinking in their minds.

Freud (2005-28) states that anxiety is a function of the ego to warn people about the possibility of a hazard that can put an appropriate adaptive response. Anxiety serves as a mechanism to protect the ego. Anxiety signal to us that there is a danger and if not done right then it would increase the danger to the ego defeated. If the students can defeating their ego, they would control their insecurity in their minds. It can make them reach optimal performance when they speak in front of the class or in front of the larger group. All of the fears that students feel will go if they can change the characteristic become students confident person. So, it can make them speak well without anxiety.

Sumadinata (2004) states that a person who is worried because of a situation that cannot give a clear answer, cannot expect anything for help, and no clear hope will get results. Anxiety and worry are lightweight that become motivation. While anxiety and worry that a strong and negative can cause physical and physiological disorders. Those aspects will make students get nervous and not confident when they speaking in front of the class. The students have to control the situation become positive energy to avoid all of the obstacle in speaking. It can avoid them in every negative strustion that make every problem in speaking in Ront of the class or the larger group

Language learners are faced with the problem of anxiety when they happen to speak in front of the classroom without preparation (Mak 2011). In this research, the researcher focuses on the theory of anxiety that is delivered by Mak. The important things that students de when they want to speak is preparation. The preparation can be more practice at home, school or anywhere. It can diminish student's fear in speaking if they want to try prepare themselves to practice it at home, school or anywhere. It can make them change their mindset about anxiety and brave to speak up in front of the class. The best option for mild anxiety for students to keep calm, think positively, and control every situations.

2.1.2 Speaking Skill

Speaking is the productive skill in the oral mode. This skill is one of skill that give students the ability to communicate effectively with each other. It is really crucial part in language learning. It needs the speakers 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. If the students already try to increase all structures of speaking, the students will easier to express their thoughts, ideas, and capability in front of the larger group. The students also will brave to convey their ideas and know how to speak well if the students want to try and practice to speak appropriate the structure of speaking.

Siahaan (2008:95) states that speaking is a productive language skill it means that speaking is a person's skills to produce sounds that exists at the meaning and be understood by other people, so it can make the students be able to create a good communication. The students have to think the grammar, pronunciation, and vocabularies as structures of speaking that suitable with the topic to make a communication clearly. Those structures of speaking can make students fluently in speaking. It can make them enrich and enhance their pronunciation, grammar, and vocabularies. The students will able to speak many sentences directly without any worries if they are capable to increase it.

Harmer (2007:343) states that if the students want to speak fluently in English, they need to be able pronounce phonemes correctly by using appropriate stress and intonation patterns and speak in connected speech. Speaking is very useful for the students in daily life. If the students always speak during their activities such as at home, school, institution, market, and so on they become brave to speak in front of the class or larger group. In addition, if the students with less speaking skill are not able to convey and express their ideas and thoughts. It will be more difficult and challenging to deliver some information and knowledge to other people. The students will get some ideas if they are able to try it.

Speaking a language is especially difficult for foreign language learners because effective oral communication requires abilities to use the language appropriately in social interaction. Moreover, speaking is not only about how to speak well with a good structure of speaking. It also can show the students' ability in speaking. The elements of speech such as pitch, stress, and intonation that are important parts in speaking. The elements of speaking skill is needed for students and should be mastered by the speaker to make it easy to transfer the ideas and information to the listeners to make them understand about what the speaker say and the undervinding of the listener is needed when doing a communication make sure that the information is received well.

In this research, the researcher focuses on the theory of speaking that is delivered by Richard (2008:19) who states that in speaking the students tend to get something done, explore ideas, working out some aspects of the world, or simply being together. It is form and meaning depend on the context, including the participants themselves, their collective experiences, physical environment, and purposes of speaking. Therefore, the students in the different cases will produce different words, sentences, or even languages by doing direct communication through speaking in the form of conversation. In that point of view, the students who communicate with English define speaking as the way to carry out their feeling through word, conversation with others. This mean they will unable to convey their ideas and catch everybody's thought and they must be able to understand the pronunciation first before they are communicating to each other. Therefore, mastering speaking skill is really important to make a good conversation and relationship each other.

Brown (2007) states that the criteria used to evaluate students' performance. In English speaking skill, Brown (2007) suggests that there are six criteria to assess it. There are; pronunciation, fluency, grammar, vocabulary, discourse feature and task accomplishment. In this research study, the researcher use two kinds for assessing English speaking skill; scoring rubric and questionnaire. The researcher uses oral speaking test for the activity of assessing English speaking skill.

2.2 Empirical Review

The empirical review is the review of relevant research that conducted in which it reviews the previous research that are relevant to the research. Empirical evidence can help the researcher avoid unintentional replication of the previous findings of the studies, and to clarify as well as define the concepts of the study. In conducting this study, the researcher investigates a correlation between anxiety and speaking skill. Several research have been done related to this research study which discussed about correlation between anxiety and speaking skill.

Additionally for example the previous research entitled "The Correlation between Students' Anxiety and Speaking Skill at STKIP Kusuma Negara Jakarta in academic year 2018/2019" that has been conducted by Megawati (2019). The objective of study by Megawati (2019) was to get empirical evidence whether or not there was any relationship between students' anxiety and their speaking skill. The previous research by Megawati used quantitative method. It only emphasizes objective measurements and the statistical, mathematical, or numerical analysis of data collected through polls, questionnaires, and surveys, or by manipulating preexisting statistical data using computational techniques.

On the other previous research related to this research study is research entitled "The Correlation Between Anxiety and Speaking Ability of The Seventh-Grade student of SMPN 5 Kediri in academic year 2021/2022" that has been conducted by Kusumadeni(2022). The previous research by Kusumadeni sed quantitative method same with the first previous research. This method was only focused on to get data (numerical) and processed statically to predict students' anxiety in speak English without need to observe directly while in this merch study the researcher use scientific method. This method more raters in learning approach to students so that the researcher knows clearly whether or not the correlation between anxiety and English speaking skill.

2.3 Hypothesis

In this study, the researcher has decided to use the directed hypothesis that can be formulated that there is a significant correlation between Anxiety and

Speaking skill of the seven grade students of SMP PGRI 2Denpasar in academic year 2024/2025.

