CHAPTER I

INTRODUCTION

In this chapter consist of some discussions which divided into six sub topics. They are background of the research, research problem, objectives of the research, significance of the research, scope and limmitation and the definition of key terms.

A. Background of the Study

Nowadays, the effect of globalization era is is sorely having a big impact for Indonesia. One of them is the use of English as the communication tools in every aspects of life. The need of mastery speaking in Indonesia is very useful today and also in the future for having an International relationship. According to Joseph Stilgitz (2004) states that there is no single part of country be able to elude themselves from the globalization. As the new genereations, the students should cares many issues about economics as the Industrial Revolution 4.0 which means the expansion of digital world and industrial internet sector also the economics and also AFTA (ASEAN Free Trade Area). It is very importance for all of the students to know and preparing every kinds of aspects to face that issues. The keys to get the successness is being connected or having a contact among the citizens and also the other countries. Meanwhile, creating or establishing a connectivity with the other citizens or contries are through a speaking in a foreign language (English).

Speaking is one of the important skills that needed to be mastery by the students, because when they want to express their feeling or sharing information they have to speak. Brown (1994) defines speaking as an interactive process of constructing meaning that involves producing and receiving meaning, and processing information. In addition O'Malley (1990) states that speaking is an example of a complex cognitive skill that can be differentiated into various hierarchical sub skills, some of which might require controlled processing while others could be processed automatically. Speaking plays an important role in communication, especially in oral correlation because human being needs to conduct their life in order to build some relationship with the other. But, learning speaking is not easy because it is a complex skill.

In learning speaking, it is necessary for teacher as a figure out which can affect the students' speaking performance. Beside that the one that can affect the students' speaking performance is coming from the performance conditions such as motivation, confidence and anxiety. According to Nation & Newton (2009) states that there are some factors which can affect the students' speaking performance including the time pressure, planning, the standard of performance and amount of support.

The factors that can influence the students speak-up is anxiety. The one is the subjective feeling of tension, apprehension, nevousness, an worry about something with an arrousal of the autonomic nervous system, which can occur in some situations. Beside that Brown (1978) states that anxiety is

feelings of uneasiness, frustration, self-doubt, apprehension or worry. It means that anxiety is a factor of hindrance in speaking that should be avoided or decreased by students. Anxiety become a problem such an interfere in some types of learning process because it can affect the students phsychology and education. According to Horwitz and Cope (2009) conceptualize a foreign language as a sense of self-preceptions, belief, feelings and complex behaviors relaed to language class learning. Students' anxiety in speaking English was one of the factors that cause their problem in speaking English. They became not active in the class when the teaching and learning process were ongoing. They were too worried to speak what they wanted to say. They felt that they would always make mistakes when they were saying something in English.

Anxiety is clearness problems in the proccess of language learning. According to research that conducted by Lindy Woodrow (2006) Her study concluded that a dual conceptualizations of the students speaking anxiety on the second language is measured by the anxiety scale which interrelated to the students English learning in Australia. Anxiety is one of the interfere in the students learning language. Means, it has an unnerving effect on the students speaking ability. So, it is important for the teacher to be sensitive in the classroom interaction and the teacher should minimizing the students by providing help for them. Her study also provided a suport on the construct of phases of anxiety. Therefore, the students may have an anxiety experience because of they are worry about due to skills deficit or retrieval inteference.

Anxiety has an interrelation with speaking ability. According to Dewa Ayu and Putu Ayu (2016) conducted a research about anxiety and speaking in the first grade (X-IA) students of SMAN 1 Blahbatuh year 2015/2016. There are 79% contributions that produced between the students' anxiety and their speaking ability. It belongs to strong effect. Besides, there are some factors that influence their anxiety level such as feeling anxious when they are speaking, facing the examination and self-awareness about the negative judgement from the others. In contrary, thoose factors can be minimized by giving the students comfortable feelings in the learning proccess. In this case, the teachers can place themselves as friends, there is no barier between the teachers and the students. In addition, the teachers can be more friendly and they have to give the students positive reinforcement. On the other hand, Doyon in Dewa Ayu and Putu Ayu (2009) stated that it is very important to keep the peoples' judgement about the students who learn English as foreign language (EFL). So that, the students are prefer to be silent because they are affraid in making mistakes which can make the others giving a negative judgement about themselves. This anxious feeling that gives a big impact on the students' qualms in speaking English.

The American Council on the Theaching of Foreign Languages (ACTFL) has developed an oral test as the Oral Proviency Interview (OPI) which may became the new ways to testing the performance of designate teacher's foreign language in Texas. In accordance with OPI, Dolly J. Young (1986) conducted a study about the relsationship between anxiety and foreign

language oral performance which represented by OPI ratings. The results stated that there is a significant negative correlations between those two variables. But, anxiety did not exert much on influence as ability on getting scores of the foreign language oral proficiency in the unofficial administration of OPI. In contrary, while the test result is indicated that anxiety increases under some situations such evaluative perceive as threatening and difficult when the OPI is administered as the official test. It is possible that anxiety will increase.

Based on the result of the both previous study, the researcher is intersted to conduct the same research. They has a different finding about anxiety level and speaking. So that's, the researcher wants to make sure which one of the finding is related to the theory of the anxiety level and speaking. In sum, the level of anxiety is a very crucial condition. It is not easy for them to identify. It occurs when students feel anxious, nervous and afraid of expressing their feelings. In fact, many of students have a high anxiety when they have to speak in English. In some situation, they feel so difficult to express their ideas even in a simple conversation with their friends or teachers. Dealing with the phenomena above, the researcher is interested in conducting a research dealing with the students speaking performance entitled "THE CORRELATION BETWEEN ANXIETY LEVEL AND THE STUDENTS' SPEAKING PERFORMANCE OF THE TENTH GRADE STUDENTS AT MA MUJAHIDIN NGADILUWIH KEDIRI".

B. Formulation of Research Problem

Based on the discussions study above, the researcher formulated the questions as "Is there any significant correlation between anxiety level and students' speaking performance of tenth grade students at MA Mujahidin Ngadiluwih Kediri?"

C. Objective of the Research

The objectives of this study is to find out whether there is a significant correlation between anxiety level and students' speaking performance of the tenth grade students at MA Mujahidin Ngadiluwih Kediri.

D. Significance of the Research

This study is expected to be useful for the students, the teacher and also the future researcher. For the first, it is very important information for the students which they can control their anxiety that may have contribution on their speaking performance. Besides for the students this study also gives advantage for the teacher. The students' anxiety level becomes one of the aspect in teaching and learning process. So, the teacher needs to be considered in selecting method for teaching speaking to the students and also the media that used which appropriate with the students' characteristics. The last is for the future researcher who wants to do the same research or the similar research hopes that it can useful for them to get any information and also as the previous study or the references.

E. Research Hypothesis

In order to answer the research problem, the researcher has two hypothesis as follows :

1. Null hypothesis (Ho): there is no correlation between anxiety level and the students' speaking performance.

2. Alternative hypothesis (Ha): there is correlation between anxiety level and the students' speaking performance.

F. Scope and Limmitation of the Research

In order to avoid the uncontrolled discussion, so the writer giving the scope and limmitation as follows :

1. Scope

The scope of this research is focuses on learning the anxiety level and the students' speaking performance. On the other hand, the researcher specify the area on investigating correlation between anxiety level and students' speaking performance of the tenth grade students at MA Mujahidin Ngadiluwih Kediri.

2. Limitations

There were some limitations in this study. The first limitation was the questionnaire is translated in Indonesian, so the researcher are worry if the way how he translate it is not convinient with the origin questionnaire. It happen because the reseracher did not translated and consulted it to the translation expert. The second limitation was the speaking performance score which was directly

obtained from the teacher and one thing that make it weak is about the validity of the speaking performance's instrument. In other word, the speaking instrument was conducted by the teacher. It might be better if the speaking instrument was made by the writer so the data might be more accurate. Besides, many factors such as students' condition and situation when accomplishing both tests (anxiety questionnaire and speaking test) and the environment in which the tests took place also could become the limitation of this study. Those limitations and problems mentioned above might influence the reliability, validity and credibility of this research finding.

G. The Definition of Key Terms

In order to avoid misunderstanding and misinterpretation it is necessary to define the key terms:

1. Correlation

Correlation is the relationship between two or more variables, or mutual relationship between two or more things (Jack C. Richards, John Platt, and Heidi Platt.1992). It means that, both of two variables has correlated each other. So in this study, correlation is the relationship between students' anxiety level and students' speaking performance of the tenth grade students at MA Mujahidin Ngadiluwih Kediri.

2. Anxiety level

      In this study anxiety is one of factors that can influence the students' ability for speaking. According to Speilberger (1983) claims that anxiety is the subjectives feeling of tension, apprehension, nervousness, and worry associated woth an arousal of the autonomic nevous system. Mostly, students are affraid or shy even they have to speaks in front of the class, it is became complicated problems. In this study anxiety level means the level of anxiety which influence the speaking ability. In addition, there are three categorize of anxiety such as high, moderate and low. After conducting a research, based on what the researcher get in the field most of the students belongs to the moderate level of anxiety.

3. Speaking performance

      Speaking performance means the action of the students express their idea or opinion to the other people and they can understand about what the speaker said in their performances. According to Sheirer (2002) defines performance skills including presenting themselves to the audience in agreeable way as the performance in demonstrating or delivering speech. In addition the speaking performance's aim is to show how their ability in speaking is.