

CHAPTER I

INTRODUCTION

The aim of this research is to find out the correlation between student's social anxiety disorder and their speaking ability at MA Ma'arif Bakung Udanawu Blitar. This chapter includes background of the study, problem identification, scope and limitation, research problem, objective of research, research hypothesis, significance of the study and definition of the key terms.

A. Background of the study

This study will build two variables which are student's social anxiety disorder (SAD) and students' speaking ability. According to the Diagnostic and Statistical Manual of Mental Disorders, fifth edition (DSM-5), anxiety disorders include disorders that share features of excessive fear and anxiety and related behavioral disturbances. These disorders include separation anxiety disorder, selective mutism, specific phobia, panic disorder, agoraphobia, generalized anxiety disorder, substance/medication-induced anxiety disorder, anxiety disorder due to another medical condition and the last is social anxiety disorder that researcher will discuss here.

There are so many definitions of speaking that have been proposed by some expert. Speaking is a productive language ability, according to (Siahaan, 2008). It means that speaking is someone's ability to create/produce sounds of meaning that can be interpreted by others, resulting in effective

communication. According to (Bailey, 2000), speaking is a process of interaction where speakers intend to build meaning through producing, receiving, and processing information. From those theories, it can be concluded that speaking ability is someone's skills to create or produce meaningful sounds which would be create a great communication.

Students' skill in communication is core aspect in speaking. As According to (Nunan, 1991), progress in speaking is determined by someone's ability to carry on a conversation in the target language. There are numerous proponent factors that affect teaching speaking performance, as well as numerous obstacles that cause it to fail. Speaking is characterized by Ladouse (in Nunan,1991) as the ability to express oneself in a situation, or the practice of reporting actions or circumstances in specific words, or the ability to converse or express a sequence of ideas fluently.

However, speaking in a foreign language, such as English, is difficult for everyone, particularly students who lack self-confidence. Speaking anxiety, fear, and tension may be easily controlled, reduced, or integrated into someone's speaking activities. If students are unable to speak up or speak what they have learned, it can become a problem or even cause them to fail in their proficiencies and one of the problem that might influence is social anxiety disorder.

(Marks & Gelder, 1965) states that social anxiety disorder (previously termed 'social phobia') was officially identified as a separate phobic disorder in the mid-1960s. As set out in the International Classification of Diseases,

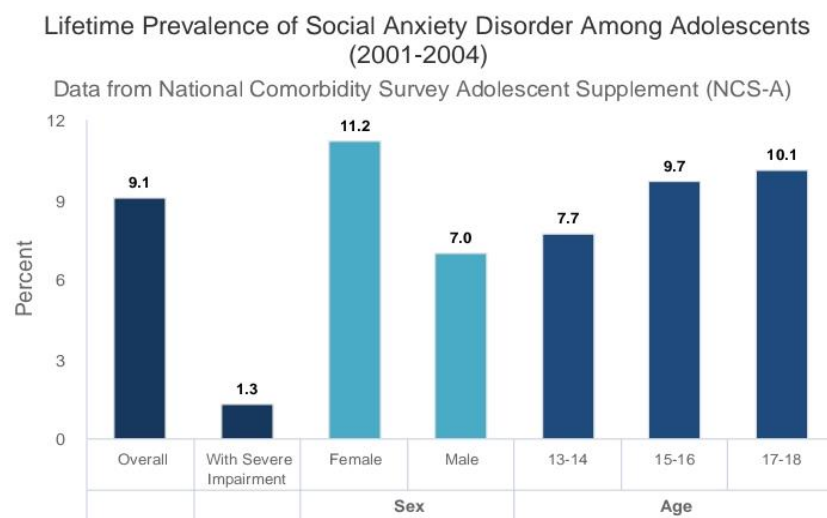
10th Revision (ICD-10) (World Health Organization, 1992) and in the Diagnostic and Statistical Manual of Mental Disorders, 4th Edition Text Revision (DSM-IV-TR) (American Psychiatric Association, 2000) social anxiety disorder is a recurrent fear of one or more social situations where embarrassment could occur and the fear or anxiety is out of proportion to the actual threat posed by the social situation as determined by the someone's cultural norms.

(William A. Frosch, M.D. 2005) stated that social anxiety disorder differed from other anxiety in terms of clinical features such as age of onset and course, specific diagnostic criteria for social phobia were established. DSM-III criteria emphasized fear of performance situations such as speaking, writing, or eating in public or using public restrooms. As a result, it is possible to infer that speaking can trigger a generalized extreme fear of, or anxiety against, social or performance situations. They are concerned that their anxiety-related behaviour or attitudes will be negatively judged by others, causing them embarrassment. People with social anxiety often avoid social interactions as a result of this anxiety.

To make a success education in learning the foreign language, we can not ignore about social anxiety because when someone or especially students speaks, it means that they produce a language to communicate with other people in their society properly and the society can catch the information well. Since social anxiety disorders also happened to teenagers at school ages, World Health Organization(WHO) estimate 20% of the world's

population suffer from anxiety and as much 48% of adolescents often feel anxious (Kaplan, Sadock,& Grabb, 2010). Based on diagnostic interview data from National Comorbidity Survey Adolescent Supplement (NCS-A), figure 1 below shows lifetime prevalence of social anxiety disorder among U.S. adolescents aged 13-18.

Picture 1.1 Lifetime Prevalence of Social Anxiety Disorder Among Adolescents



In Indonesia itself, based on (Elфина Putri N.H, et.al) conducting a research using Liebowitz Social Anxiety Scale (LSAS) on late adolescents in one of Universities in Bandung with age 17-20 years. The measurements result showed that there is 31,2% of late adolescents with high social anxiety. From research data above, the researcher want to find out if there any correlation between social anxiety disorder and student's speaking ability

since social anxiety disorder is one of disorder that mostly hit adolescents in school ages which might influence their school activities especially in speaking class because that activity force them interact using foreign language as English. This problem also will predispose their proficiency and scores. In doing this study, researcher will use correlational research design through surveys and questionnaires. According to (Marguerite G. Lodico et al. 2006) corelational research is a quantitative method designed to show the relationships between two or more variable to determine, through application of a quantitative statistical analysis, whether a relationship exist between the variables under investigation. Based on this statement, researcher believe that this theory is appropriate with the focus of analysis.

Before the analysis of this study is initiated, several studies conserning the similiar issues have been administered. Yuliana Mauludiyah (2014) with her thesis entitled *The Correlation Between Student's Anxiety and Their Ability in Speaking Class*, mainly discuss about the correlation between student's anxiety and their speaking ability by distribute a questionnaire form introduced by Horwitz. From the thesis, researcher got better understanding about the definition and the theory application of the study. Tri Listiyaningsih (2018) entitled "*Students' Anxiety in Speaking English Class at The Eleventh Grade of MAN 4 Bantul in Academic Year of 2017/2018*". In this study the researcher found that more than half of the students in open questionnaire answered, they feel anxious when they have to speak in front of the class. Mulyani (2011) entitled "*The Correlation Between Students'*

Anxiety Level And Their Speaking Ability at The Second Year of Senior High School 1 Enok Indargiri Regency” from this study, researcher can conclude that there is a significant negative correlation between students’ anxiety level and their speaking ability at the second year students of SMAN 1 Enok. And also an article from (Heri Susanto et. al) entitled “*The Correlation Between Student Anxiety and Student Speaking Skill at English Department Students of Muhammadiyah University of Ponorogo*” from this article, the researcher found that the result from Karl Pearson Product Moment and SPSS showed that there was a correlation between students’ anxiety and students’ speaking achievement. For more the researcher also put others previous study in the next chapter.

B. Scope and Limitation

Scope of this study is to investigate and to know the correlation between student’s with social anxiety disorder and their score in English speaking performance for students in MA Ma’arif Bakung Udanawu Blitar. Since English language is a foreign language and students mostly not used to speak using this language, it might caused some problems to them. The problems itself may come from internal factors which correlated with psychological aspect that students has which is social anxiety disorder. Some experts and theories states, students anxiety in second language acquisition can influence their ability to understand the language. (Horwitz et al. 1986) states foreign language anxiety as a distinct complex of self-perception,

beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process. By this research, researcher will find out the result (score) for each point (social anxiety test, speaking test). The result of the research will show how student's social anxiety disorder gives effect or relevance with their speaking score.

Limitation of this study where researcher only focus on one of anxiety disorder types which is social anxiety disorder and also oral skill, that is speaking. Researcher does not focus on another types of anxiety disorder (selective mustim, panic disorder, agoraphobia, etc.) and also another types of skill and component (reading, writing, or listening). This study possible to have different acquisition with previous or future study because the subject and instrument used is also different.

C. Research Problem

In this research, researcher will have a problem become main study which is "is there any significant correlation between students' social anxiety disorder and their speaking ability?"

D. Objective of Research

The purpose of this research is to investigate the correlation between student's social anxiety disorder and their speaking ability.

E. Research Hypothesis

To answer the research problem in this study, researcher will have two hypothesis:

1. Null Hypothesis (Ho): there is no significant correlation between students' social anxiety disorder and their speaking ability.
2. Alternative Hypothesis (Ha): there is a significant correlation between students' social anxiety disorder and their speaking ability.

F. Significance of Research

Theoretically, this research findings are expected to support the existence of the theories regarding with the psychology aspect or also regarding with foreign language teaching and learning. Practically, these research findings are expected to give the positive information and contributions to the researcher in conducting and increasing her knowledge, especially in the concern of educational research is that on English language teaching and learning research. In the other hand, these research findings are also expected to provide the students and teachers of MA Ma'arif Bakung Udanawu Blitar. Finally, these research findings are expected to provide the readers or those who are involve to the process of English language teaching and learning with the information of both the theories and practices.

G. The Definition of Key Term

In order to avoid misinterpretation and misunderstanding in this research, the definition of the terms used in this research is given as follows:

1. Correlation

Correlation according (Creswell, 2012) is when investigators use the correlational statistic to describe and quantify the degree or association (or relationship) between two or sets of scores. Thus in this research, correlation is the relationship between Student's social interaction anxiety level and student's speaking ability at MA Ma'arif Bakung Udanawu Blitar. Student's social anxiety disorder level as variable X and MA Ma'arif Bakung Udanawu student's speaking ability as variable Y. Variable X is the independent variable and Y is dependent variable.

2. Anxiety Disorder

American Psychiatric Association states Anxiety is a common response to stress that can be beneficial in some circumstances. Anxiety is characterized by muscle tension and avoidance activity in expectation of a potential worry. Anxiety disorders may cause people to avoid situations that worsen or intensify their symptoms, impacting their job performance, personal relationships, and schoolwork. In this research, researcher focus on anxiety disorder that affected in school work especially in student's speaking ability.

3. Social Anxiety Disorder (SAD)

According to (Richards, Social Anxiety Association, 2019) social anxiety is the fear of social situations that involve interaction with other people. In this research, social anxiety disorder is one of the factors that influence student's ability in speaking English. The students are shy, unconfident, fear and anxiety of making mistakes and being negatively judged also evaluated by other people. In this research, social anxiety disorder means the internal factors of students' anxiety which influence student's speaking ability.

4. Speaking Nature

Speaking is using words in general. (Farlex, Thesaurus Legend; Synonyms Related Words Antonyms) explain that speaking is to utter words or articulate sound with the ordinary (talking) voice or act, utterances or discourse of one who speaks. In this research, speaking refers to students' capacity and willingness to talk and communicate in English with their teacher and peers. Thus, speaking ability refers to a student's ability to use oral language to convey ideas, exchange information, or express anything on their mind to others. Speaking language anxiety.

To master the speaking skill, learners need a lot of practice. According to (Pinter, 2005) speaking practice starts with practicing and drilling set phrases and repeating models. Foreign language anxiety (FLA) is an emotional factor that has a negative effect on students' expectations

of foreign language learning. This is attributable to their inexperience with the language and their monotonous learning style. Foreign language anxiety is defined by (MacIntyre and Gardner, 1994) as tension. Related to the fields of the second language, including speaking, listening. In this research, speaking language anxiety is characterized as a feeling of shyness, embarrassment, fear, and anxiety when speaking or communicating in front of others, especially friends and teachers.

5. Level of Anxiety

In this research, the researcher will investigate student's social anxiety in some categories and level. Social anxiety disorder level divided into four groups, they are students in none, mild, moderate, and severe. To know and measure student's level of anxiety the researcher takes from Dr. Michael R. Liebowitz about Liebowitz Social Anxiety Scale for Children and Adolescents, self-report version (LSAS-CA-SR).