CHAPTER I

INTRODUCTION

A. Background of The Research

The one important skill that people have to have in communication with others is speaking. But speaking is not as simple as people think because certain abilities are needed when people want to practice their speaking to communicate with others. They have to be able to integrate words that are meaningful and they need to have access quickly to certain knowledge that are needed to produce language appropriately in a brief time. Speaking is not easy as people think, people also should talk language or information comprehension (Shabani, 2013). According to Richard (2008), speaking is divided into three parts; (1) talk as interaction which refers to a general conversation among people in daily life, (2) talk as transaction which refers to a certain situation that is wanted to be done and it focuses on people understand the speaker obviously and properly, (3) talk as performance which refers to a condition of people when they have to talk publicly.

Notwithstanding, when students are speaking foreign language, they often have experience with an anxious feeling when they want to produce language. This anxious feeling can lead fear of speaking. Students' fear of speaking can humper students' achievement and also their speaking performance. It also can affect their learning process since it can decrease

students' willingness to learn the language (Zhiping, & Paramasiva,. 2013). Fear of speaking experienced by students when learning foreign language can be categorized as anxiety, especially foreign language anxiety.

Feelings of anxiety, apprehension, and stressfulness have been recognized as one of the most important factors that influence Foreign Language (FL) leaners emotionally (Horwitz E. K., 2001). Anxiety is a condition where student feels very weak and feels a concern that something undesirable will occur, thus it can make teaching-learning process becomes ineffective and not optimal (Aydin, 2016; Damian Farrow, Joseph Baker, 2015). Foreign Language Anxiety is leaners' feeling of tense, feeling afraid of something that will happen, nervous, and worry in certain situation (Al-Shboul et al.,2013). Anxiety which the learners feel in communication can decrease and can influence the learners' adjustment for learners' environmental target and can influence the accomplishment of their learning objectives (Woodrow. 2006). Allwrightand Bailey (1991) stated that the more anxious learners are, the less they are doing well at speaking performances. Speaking in a foreign language has been considered most difficult skill to develop among learners since it triggers anxiety more than the other skills (Dakowska, 2005; Öztürk & Gürbüz, 2014).

Living in the ELF environment makes these learners face some limitations in using foreign language, such as the lack of exposure and the shortage of opportunities in speaking using English. As a result, learners might be vulnerable to anxiety if asked to speak using the TL in the

classroom which is English (Oxford R., 2002). Speaking also involves many processes such as the pronunciation of the word, word meaning, word comprehension, word recognition and grammar rules that might complicate the understanding of the EFL learners (Fielding, 2007). Besides speaking processes that could overwhelm EFL learners, Horwitz, Horwitz and Cope (1986) explain that there are three components of foreign language anxiety: communication apprehension, fear of negative evaluation, and test anxiety, which are known to have a major effect on the self-confidence of the learners. Communication apprehension is a condition when someone feels afraid to communicate with other people (Alrabai, 2015). Communication apprehension is one of critical factor of learners' success of failure in foreign language anxiety (Asif, 2017). It is called critical factor since communication apprehension is appeared from a genetic disposition (Toubot et al., 2017). Test anxiety refers to a performance anxiety component which comes up when someone feels afraid of being fail (Alrabai, 2015). In the text anxiety, students have the inclination to see evaluation state of affairs as a whole and test situation, mainly, an intimidation of their personalities (Toubot et al., 2017). Fear of negative evaluation is students' fear of being evaluated negatively by other friends or teacher when they make mistake (Nonterah et al., 2015; Toubot et al., 2017). Fear of negative evaluation might be also they feel afraid of being laughed by other friends (Toubot et al., 2017). Fear negative evaluation refers to interception regarding students' feeling when they fail of making good

impression when using foreign language in front of other people (Liu & Chen, 2014).

There are many studies that have explored ELF students' anxiety levels in speaking performance. It can be concluded that there is an urgent need to investigate the issue of anxiety during ELF learners' speaking performance as it can lead to undeveloped speaking proficiency, affect the students' speaking performances, as well as the achievement in foreign language learning (Liu & Huang, 2011; Zhang & Liu, 2013; Öztürk & Gürbüz, 2014; Indrianty, 2016; Miskam & Saidalvi, 2019). In foreign language speaking, significant correlations have been noticed between the students' speaking scores and students' foreign language speaking anxiety (Zhang & Liu, 2013; Tridinanti 2018; Pamungkas, 2018). EFL leaners who experience higher levels of anxiety in foreign language speaking produce smaller amounts of continuous speech, have longer mid-cause pauses and make more false starts (Moni and Baldauf, 2012). In such a way, this can be inferred that speaking achievement and foreign language speaking anxiety are closely related. Therefore, this research examined **The Correlation Between Students' Speaking Anxiety and Their Speaking Achievement at SMK Sore Tulungagung.** anxiety levels in foreign language speaking, and the most anxiety-provoking source among students of the eleventh grade who are often exposed to the target language.

B. Formulation of Research Problem

Regarding to the background of the study above, the researcher has formulated research question as follows:

1. Is there a relationship between Students' Speaking Anxiety and their speaking achievement at SMK Sore Tulungagung?

C. Research Objective

Regarding the formulations of research question above, the researcher determines the objectives of study as follows:

1. To know the relationship between Students' Speaking Anxiety and their Speaking Achievement at SMK Sore Tulungagung.

D. Research Hypothesis

1. H^o : There is no significant correlation between Students' Speaking Anxiety and Their Speaking Achievement.

2. H^1 : There is significant correlation between Students' Speaking Anxiety and Their Speaking Achievement

For the purpose of finding out which hypothesis is accepted, the researcher follows the rules below (Pramesti 2018):

Sig > 0,05, H will be accepted

Sig < 0,05 H will be rejected

The level of significance that is used is hypothesis (H) will be accepted if the probability of error is below 5% ($p<0,05$).

E. Significance of the Research

The study of this research is expected to be useful and relevant in theoretically and practically to know the correlation between students' speaking anxiety and their speaking achievement. The study is also expected to provide people with useful information and relevant recommendation, which are:

1. For the teachers of SMK Sore Tulungagung, the results of this research are expected to be useful in teaching speaking especially in English teaching-learning. The results are also expected to be suggestion when teachers teach students in teaching speaking. In order to know how to handle the students when they get anxiety in speaking class.

2. For the students, the result of this research will help and provide the opportunities for students to learn and improve their speaking skill in English. Hopefully. The research also can help students to reduce their anxiety in speaking English.

3. For the researcher, this research expects to enrich her understanding of the correlation between speaking anxiety and students' achievement.

4. For the future researchers, the research can add new insights and knowledge to reader and can be a reference for the similar research.

F. Research Scope and Limitation

The limitation of the research is focusing the correlation between Students' Speaking Anxiety and Students' Achievement Scores of the eleventh grade at SMK Sore Tulungagung.

G. The Definition of Key Terms

In this section, there are several explanations regarding the title mentioned in previous section. The title is "The Correlation Between Students' Speaking Anxiety and Their Speaking Achievement at SMK Sore Tulungagung". To avoid misunderstandings from readers, it is important to define the following key terms:

1. Speaking Skill

Speaking is the skill that is very important for people to have communication with other. It is a social specific oral discourse that is used in certain purposes and context. It is a major skill in the English Foreign Language that is called as productive skill. It is very close with our daily life and it cannot be assessed credibly. Speaking has important role for learner when they are learning language. When learning language, speaking skill is needed to practice and it can make learner improve their language comprehension.

2. Anxiety

Anxiety refers to anticipation of a future concern and is more associated with muscle tension and avoidance behaviour. Fear is an emotional response to an immediate threat and is more associated with a fight or flight reaction, either staying to fight or leaving to escape danger. Anxiety can cause people to try to avoid situations that trigger or worsen their symptoms. Job performance, schoolwork, and personal relationships can be affected.

3. Speaking Anxiety

Speaking anxiety is a feeling that could causes decreased and ineffective levels of learning among students. Speaking anxiety belongs to situation-specific anxiety in which a person tends to be anxious in a certain type of situation. This anxiety may arise in public speaking, examination, or class participation.

4. Speaking Achievement

In teaching and learning process, especially in English, speaking is crucial part and as one of the skills that have to be mastered by the students in learning, The measure that, there are some indicators of speaking that have to achieve by the students in learning. They are pronunciation, grammar, vocabulary, function, and fluency.