

CHAPTER I

INTRODUCTION

This chapter presents: (1) background, (2) research problem, (3) research objective, and (4) significance of the study.

1.1 Background

English is very important language to be learned all over the world and in Indonesia. According to Grabe and Stoller (2002), English is one of the important languages that affect international communication activities. Learners use English language in different areas such as listening, reading, and writing for their communication purposes. In addition, Harmer (2007) proposed that English was not only the language with the largest number of native or first language speaker, but also a lingua franca. English was widely distributed and currently the primary language of number countries. For this reason, many countries have begun to introduce English even from the early level of education. Furthermore, Hamra and Syatriyana (2010) stated that English was the first foreign Language learned in Indonesia. English becomes one of the subjects in the curriculum of education in Indonesia and taught formally from elementary school up to the university level.

In learning English, one of the skills required to be mastered is speaking. According to Nunan (2003), speaking is a productive skill and it consists of producing systematic verbal utterances to convey meaning. Therefore, speaking is not just pronouncing words but it is an interactive process of delivering ideas and opinion and wish to the other person orally as a part of communication for building and sharing meaning which has interpersonal and transactional purposes.

Furthermore, Bashir et al. (2011) argued that speaking seems to be an important skill that a learner should acquire. It is very important in order to enable students to communicate effectively through oral language because the disability of the students to speak may lead them to be unable to express their ideas even in a simple form of conversation. Speaking perhaps the most fundamental of human skills, because the human do constantly, they do not often stop to examine the processes involved. Speaking has been known as a productive skill which includes ability to construct meaning in order to get an understanding from the listeners.

Despite its importance, speaking is a difficult skill to be mastered. Nunan (2003) proposed some difficulties in speaking, such as: grammar, vocabulary, pronunciation, or any combination of problems that affect the learners' ability to communicate by speaking. In addition, Paaki (2013) stated that there were some difficulties in speaking, such as: remembering words and the fact that one cannot express oneself fully in English. Furthermore, Raba'ah (2005) pointed out that there were many factors that cause difficulties in speaking English, which are related to the learners themselves, the teaching strategies, the curriculum, and the environment. For example, many learners lack the necessary vocabulary to get their meaning across, and consequently, they cannot keep the interaction going. Inadequate strategic competence and communication competence can be another reason as well for not being able to keep interaction going.

Speaking anxiety is one of the factors that effect speaking achievement. In learning speaking, every student must have felt fear and shame in speaking classes which is commonly referred to anxiety. In the context of English speaking

learning, one type of affective element in language learning is known as anxiety, and as a result, it is seen as a factor in academic achievement. In general, Ansari (2015) defined that anxiety was negative way to present human feelings. When human are anxious, feel nervous, worried, and fearful, they struggle, tremble, perspire, and their hearts beat quickly. In addition, Horwitz (2001) stated that it was not only intuitive to many people that anxiety influences language learning but also logical because anxiety has been one of the most highly examined variables in all psychology and education. Moreover, Rector et al. (2005) claimed that anxiety even be essential to the human survival. Anxiety is normal feeling of human of being unease, worry nervous, afraid in unpleasant situation that can give good impact if they can manage their anxiety into positive feeling instead being controlled by that feeling and anxiety is an unpleasant situation, which characterized by fears, concerns and afraid that sometimes they have experienced in different levels.

Afterwards, a preliminary study was conducted by interviewing one of the teachers of MA Al-Fatah Palembang who teach English lesson. Based on the interview, the teacher said that the students had numerous difficulties during the teaching and learning speaking process in class. Students were unsure how to start describing orally about a given topic, which they were tended to say nothing when asked to describe something. In addition, they had less motivation to speak English since they thought English was difficult and they were uninterested in speaking English. Furthermore, the students were also frightened and anxious when the teacher asked them to speak in front of the class, and they were

sometimes embarrassed when their classmates laugh at the students who speak English and make mistakes in vocabulary, grammar, and pronunciation. Moreover, the students also find it difficult to speak English because they were anxious and afraid before speaking, they were afraid of speaking English because they were afraid of making a mistake, and they were afraid if they made grammatical errors, pronunciation errors, and spelling errors, which would have an impact on their speaking achievement. Which were most of them categorized in fair and poor category of speaking achievement (S.S. personal communication, January 17th, 2022).

There have been numerous studies conducted by researchers related to this issue. First, a study conducted by Widia et al. (2021) the purpose of this study was to investigate the correlation between students' speaking anxiety and their speaking achievement. This study revealed that there was no significant correlation between two variables, students' speaking anxiety and their speaking achievement of 27 students of the second semester of English Department students of UNISMA. The result showed that the significance (2 tailed) was 0,245. This study suggested for the researcher with similar topic to use different research design such as using experimental studies with more class meetings and how to solve problems related to the second language.

Second, a study conducted by Yuliana (2014) the purpose of this study was to investigate the correlation between students' anxiety and their speaking ability. This study revealed that there was no significant correlation between students' anxiety and their ability of 20 participant in speaking class of fourth

semester of English Department at IAIN Tulungagung. This study suggested for the researcher with similar topic to use different research design such as using experimental studies with more class meetings and how to solve problems related to the second language.

Third, a study conducted by Gaya (2018) the purpose of this study was to know the correlation between anxiety and self-confidence with students' speaking achievement. This study revealed that speaking anxiety has no significant correlation with speaking achievement of 28 participants of undergraduate EFL students of a private university in Palembang. Findings from this study indicated that EFL instructors need to encourage students to contribute better to speaking achievement. EFL instructors also need to help students cultivate their confidence, to help them handle demanding speaking task in the context of real life and class.

Fourth, a study conducted by Fitri (2019) the purpose of this study was to find out students' anxiety and speaking ability of tenth grade of Darel Hikmah Vocational High School Pekanbaru. This study revealed that students' anxiety has significant correlation with their speaking ability of 25 participant at Darel Hikmah Vocational High School Pekanbaru. This study suggested to be able to understand and differentiate more specific about speaking anxiety and language anxiety because it would affect the overall research.

Fifth, a study conducted by Fella (2019) the purpose of this study was to investigate the significant correlation between students' speaking anxiety and their speaking performance. This study revealed that students' anxiety has significant correlation with their speaking performance of 51 students at English

Language Education Department of Islamic University of Indonesia. This study only use questionnaire of anxiety and results of students' public speaking class to get the data. In order word, there was no interview in order to get more information related students' anxiety in public speaking class.

In accordance with the above descriptions, the correlation between speaking anxiety and speaking achievement of the the eleventh grade students of MA Al-fatah Palembang was investigated to find out the contribution of students' speaking anxiety and their speaking achievement with the total population were 76 students and taken as sample were 36 students.

1.2 Reseach Problems

Based on the background above, the problems of this study are formulated in the following questions:

1. Was there any significant correlation between speaking anxiety and English speaking achievement of the eleventh grade students of MA Al-Fatah Palembang ?
2. Did speaking anxiety significantly contribute to English speaking achievement of the eleventh grade students of MA Al-Fatah Palembang ?

1.3 Research Objectives

Based on the mentioned problems above, the objectives of the study are:

1. To find out if there is a significant correlation between speaking anxiety and English speaking achievement of the eleventh grade students of MA Al-Fatah Palembang.
2. To find out if speaking anxiety significantly contributed to English speaking achievement of the eleventh grade students of MA Al-Fatah Palembang.

1.4 Significance of the Study

From this study, the researcher hopes that this study gives some information in the development of language teaching and learning process. Firstly for the students, the process of identifying students' speaking anxiety gives the students opportunities to make reflections on their learning. They may develop clues and ideas on how to learn to speak English effectively and successfully. Secondly for the teachers, after knowing the students' problem in speaking anxiety, this study is expected to be used as a consideration in the teaching and learning process. Thirdly for the researcher, this study is expected to gain experience in educational research. And the last for the other researchers, this study provides information for other researchers about how anxious feeling affects language learning, especially learning English. It is also hoped that this study may be useful for further research as an enhancer of inspiration in research and can help add a source or references for the researcher.