CHAPTER 1

INTRODUCTION

This chapter presents the background of the study, research problem, the objective of the study, the significance of the study, scope and limitation of the study, definition of the key terms, and hypothesis.

A. Background of the Study

Speaking is one of the important skills that students should master in English Language Learning because people who know a language are usually referred to as those speakers of that language (Ur, 1996). Bailey said that speaking is verbal communication which is used by individuals in their social life. We can express our opinion, thoughts, and our emotion to other people. We can also call speaking as an instrumental act as a very basic level of communication for people (cited by (Damayanti & Listyani (2020).

Speaking is the first manner in which the students gain language. It is part of the daily complicity of most students with language activities. Brown and Yule stated that speaking is different from reading or writing, speaking occurs in real-time; normally the listener that the students are talking to is waiting for the students to speak at the time. When the students are speaking English, they cannot revise what they want to say directly. It can be concluded that the first manner is that the students understand the language by speaking to make a communication (cited by Surya (2017).

According to Sulistyorini (2018), speaking is important for the students, because it is a way for the students to express their emotions, knowledge, and show their performance to other people. If the students want to express their knowledge and emotions to other people, they should speak fluently, and accurately therefore other people can understand what they mean. It means that students need the ability or skill to become good at speaking.

(Handayani & Rizkiani, 2019) stated that if the students' speaking is fluent, it can be said that they get good proficiency in learning the foreign language. Normally students feel nervous, not confident, and anxious. Anxiety, a noun of anxious, is a feeling uncertain and doubtful with their ability. Commonly anxiety can be described that someone who has low-confidence, thus they feel difficult to do ability. Anxiety can give a negative effect on their speaking ability particularly in learning a foreign language (Pebriyana, 2017).

Arnold said stated that anxiety is regarded as a negative factor that has to do with feelings like fear, frustration, tension, and insecurity. Anxiety is one of the most well-known and controversial concepts in psychology. Anxiety has various forms which include excessive worrying, a sense of fear, restlessness, overly emotional responses, and negative thinking. Usually, anxious people may also experience some physiological discomforts which occur unexpectedly with or without being aware of it, such as an increase in

heart rate and blood pressure, dizziness, stomach discomfort, perspiration, and other physiological manifestations (cited by Khotimah (2016)).

Handayani & Rizkiani (2019) argue that speaking has a big influence on students' self-confidence because it often makes them experience failure when unable to speak and express themselves. It is can decrease students' confidence to speak in front of other people and make them feel difficult to understand the explanation of their teacher in the class. Horwitz and Cope said that not only cognitive factors such as language aptitude and learning style, but also affective factors such as motivation and anxiety can be interpreted as the cause of learners' differences in the second foreign language (cited by Susanto, Palupi, Mustikawati, & Mustikawati (2017).

Rumiyati & Seftika (2018) said that anxiety is one of the most important affective factors which affect the students' academic performance in second language learning. Anxiety can ensue on every people in their normal life every time and everywhere and every condition of the people. Anxiety has been considered as one of the most important negative factors affecting second language acquisition. If the learners have lack confidence and have low learning motivation tend to perform poorly in the language learning process.

Dewi, N.A.K., Marhaeni, A.A.I.N, Suprianti, (2018) stated that in learning speaking skills, affective factors greatly influence students'' performance. One of the importance of affective factors is anxiety. Moreover, when the teaching and learning process ignoring the importance of affective factors, it will create a negative impact such as; feel nervous, stress, and

anxious. There a lot of students have been in situations as language learners asked a question and suddenly our minds mysteriously go blank, or perhaps the students often feel nervously await their turn to speak. There is some factor why the students avoid to talk because they are unprepared, uninterested, or unwilling to express themselves, most anxiety stems from feelings of alienation in class, from a lack of confidence, or because the students fear communication itself as cited by Khusnia (2016).

When the researcher do intership 3 at SMK Pawyatan Daha 1 Kediri, the researcher found that there are a lot of students' fell afraid to speak English. In learning to speak, anxiety is one of the primary obstacles that students need to avoid. Students who gets anxiety will demonstrate stable anxiety, but only in a certain situation. Anxiety is a natural feeling that occurs in those in a certain situation. When someone has a problem in their life, they feel nervous to deal with it. It will be easier if the students can manage their anxiety into a positive feeling if they are scared or nervous to solve their problem.

Based on the description above, the researcher was interested to find out whether or not the correlation of students' anxiety toward their speaking ability at Senior High School in Kediri. The researcher is interested to find the aspects of anxiety that affect students' language learning anxiety toward their speaking ability in the second-grade students of Senior High School.

There are several previous studies related to foreign language anxiety have been conducted. As the research by Harirotul Mahmudiyah

(2019), it has conducted research focusing on the students' anxiety and its consequences to their speaking achievement. Also, she found that the students who had a lower score in speaking ability mean they have a higher level of anxiety. Finally, the correlation between two variables: the level of anxiety and students' speaking ability was a negative low correlation. The second study held by (Surya, 2017). His research focused on the correlation between students' speaking anxiety and fluency. The finding said that there was no significant relationship between students' speaking anxiety and their speaking fluency. The higher students' anxiety does not guarantee lower students' speaking anxiety.

B. Research Problem

Based on the background of the study, the research problem can be formulated as following "Is there any significant correlation between students' anxiety level and their speaking ability at Senior High School in Kediri?"

C. Objective of the Study

Based on the problem of the study, the main objective of this study is the researcher's attempt to know the correlation between students' anxiety level and their speaking ability at Senior High School in Kediri.

D. Hypothesis

Hypothesis is smart guess based on knowledge, but instant guess is not hypothesis. The hypothesis which is formulated in this study as follow:

a. H_0: There is no significant relationship between X (students' speaking anxiety) and Y (students' speaking fluency) variable. The hypothesis can be accepted if r value is lower than r table.

b. H_a : There is significant relationship between X (students' speaking anxiety) and Y (students' speaking fluency) variable. The hypothesis can be accepted if r_{value} is higher than $r_{table..}$

E. Significance of the Study

By conducting this research, the researcher hopes that the research can give benefit to those who reads this research paper. The researcher also hopes that the teachers will give more attention toward student's anxiety and the best way on how to overcome students' anxiety to speak fluently. The researcher expects that this study could be useful for both practically and theoretically.

F. Scope and Limitation

To avoid a general discussion, the scope must be limited in order can get focus and easy to understand the study. Here the study attempts to know the correlation between students' anxiety and their speaking ability at Senior High School in Kediri. The subject of this study is the 2nd grade of SMK Pawyatan Dhaha. The researcher chose this school because this school is the location to do internship 3. The topic is Opinion and Thoughts. The limitation of this study is the researcher Could not do the speaking test face to face to assess the student's speaking ability because of this pandemic condition, the researcher did the test through online test.

G. Definition of Key terms

About the title of this research, the researcher shows the definition of some key terms to avoid misunderstanding and make the reader understand what the researcher writes.

1. Anxiety

   According to (Khusnia, 2016) anxiety is appertain to self- focused, negative and nervous cognition during interaction. The student who has high anxious often have relatively negative self- concepts, underestimating the quality of their speaking ability when compared with others.

2. Speaking Ability

   According to (Brown, 1994) "Speaking is an interactive action of building meaning that implicate producing, receiving and also processing information. We conclude that there are three processes in speaking those are producing, receiving and processing information.