

CHAPTER I

INTRODUCTION

This chapter discussed the background of the study, research problems, objectives of the study, significances of the study, scope and limitation, hypothesis, definition of key terms and theoretical framework.

A. Background of The Research

Each university has superiority in field certainty to make a good quality. The superiority conducts to learning objective in the learning process. One of learning objective is the students have good attitude. The other hand, especially in English learning process is the students able four skills in English. a considerable number of studies have explored the aspects that make up “good university” in order to decipher what can be done in order to improve university outcomes.¹ In some studies, the term “good school or university” has been used sparingly to refer to the ability or capability of a school to realize desired outcomes.²

Sekolah Tinggi Agama Islam Badrus Sholeh or Badrus Sholeh State college for Islamic Studies (STAIBA) is one of university in Kediri. It located in Purwoasri village. It has six departments, namely Arabic department, Islamic elementary school department, Syariah economic department, Ahwalusyahsiyah or law department, Hadist interpretation department and early childhood education. Some aspects in this university were fulfill to be a good university. STAIBA has good outcome for their students, in religious aspect, the students can memorize Munziyat Surah, beside that the students also can develop their talent and the students has good characteristic. Requisite before memorize Munziyat Surah, each student of STAIBA must able to read Hijaiyah letters correctly. Its similar with the research conducted by Irfan, M. Alvin Wahid, Rohmani Nur Indah Irfan, M. Alvin Wahid and Rohmani Nur Indah that found the constraints are context specific, In adult learners, the issue is related to the

¹Bollen, A., Creemers, B., Hopkins, D., Lagerweij, N., Reynolds, D. & Stoll, L 2012, making good schools;

²Feng, D. 2007. School effectiveness and improvement in Mainland China, In Avalos, B. & Townsend, International handbook of school effectiveness and improvement, Springer, New York. (pp. 207-306)

absence of habituation to pronouncing hijaiyyah letters. More specifically for beginners who want to learn makhoriju al- huruf find a challenge in pronouncing the phoneme and subletters.³

Each department certainty English lessons in the learning process there, so this research in English lessons. The students get English course in first semester to fourth semester. As a language, English has four aspects inside. There are speaking, listening, writing, and reading. Speaking seems to be the most important skills among all the four skills because people who know a language are usually referred to as speakers of that language.⁴Then, speaking achievement is trigger's teacher to know the speaking student's ability. However, not all language students after many years studying English can communicate fluently and accurately because they lack necessary knowledge. Speaking goals is to communicate to each other so the teachers of STAIBA made habitual speak to the students, such as Getting students to talks or peer speak and talking with native speaker. The teacher's goals are to have huge courage and confidence in conveying message to the listener. It is crucial for everyone to build good communication among them.⁵

As a language learner, each student needs to able to speak well, to communicate with the lecturer or teacher during the learning process. In Indonesia, English-speaking is a foreign language that should be mastered by every learner from junior high school up to university level. It is because the main goal of mastering the target language is mastering speaking skills. Therefore, foreign language learners tend to perceive that speaking is a success criterion in mastering a language. However, anxiety became a problem to the foreign language learner who contributes himself in conveying a message and building communication in their environment. According to Young, speaking is probably considered the most stressful skill among the four (listening, speaking, reading and writing) from the perspective of both FL teachers and learners.⁶

According to Chastain (cited in Arnold), Speaking is defined as the process of combining background and linguistic knowledge in order to build an oral message to be

³ Irfan, M. Alvin Wahid, Rohmani Nur Indah. 2018. *Constraints in Phoneme Learning of Hijaiyyah for Ghairu al-Natiq in Indonesian Context*. DOI: 10.5220/0009916800810086 In Proceedings of the 1st International Conference on Recent Innovations (ICRI 2018), pages 81-86 ISBN: 978-989-758-458-9

⁴ Ur, Penny. 1996. *A Course in Language Teaching: Practice of Theory*. Cambridge University Press

⁵Fitriah & Hayatul Muna. 2019. *Foreign Language Speaking Anxiety: A Case Study At English Department Students Of Iain Lhokseumawe And Al Muslim University*. *JurnalIlmiahDidaktika* Vol. 19, No. 2

⁶Young, D. J. (1992). *Language anxiety from the foreign language specialist's perspective: Interviews with Krashen, Omaggio Hadley, Terrell and Rardin*. *Foreign Language Annals*, 25(2), 157-172.

conveyed to the intended.⁷In addition, speaking is the core of learning languages since speaking a language means knowing that language. On the other hand, anxiety is also identified to be limited to the situations where the language is learned in classrooms; specific-situation anxiety. Consequently, speaking is a language component that provokes anxiety sentiments in the foreign language processes that are applied in the EFL classrooms.

Similarly, the production of speech has passive correlations with anxiety in the foreign language classrooms. So, as many learners indicate that they are interested in developing their communicative competence, foreign language classroom anxiety is recognized by many researchers and instructors as a hindrance for those learners to achieve good speaking abilities. The basics of the communicative language approach indicate that language is built on the communicative functions such as dialogues. Besides, effective communication, comprehensible pronunciation, fluency, and the communicative competence are also main goals which demand a sense of good speaking abilities.

However, students involved in speaking activities are generally prone to experience constant anxiety, especially in the classroom where the learners have little control of the communicative situation and their performance is constantly monitored by both their teacher and peers.⁸In Christina Lhaksmita Anandari conducted research in a Public Speaking course at Sanata Dharma University. Finding showed that was evident that foreign language anxiety appeared among the students and that self-reflection activities helped the students to realize their strengths, weaknesses and helped them to do problem solving in order to enhance their public speaking performance and increase their confidence. Self-reflections, for these students, supported their effort to experience a meaningful learning in speaking class. Self-reflection enabled the students to have a good comprehension of themselves as individuals. The researcher could also conclude that based on the self-reflections, the students were able to increase their confidence. They could have a concrete evidence of their achievements which they did not realize beforehand.⁹

⁷ Arnold, Jane (2000). *Speak Easy: How to Ease Students into Oral Production*. Pilgrims Ltd. Retrieved September 12, 2008, from <http://www.hltnmag.co.uk/mar03/martmar035.rtf>.

⁸ Hortwitz, E. K., Horwitz, M.B and Cope J (1986) *Foreign language classroom anxiety*. *The modern language Journal* 70, 125-132

⁹ Christina Lhaksmita Anandari. 2015. *Indonesian EFL Students' Anxiety In Speech Production: Possible Causes And Remedy*. *TEFLIN Journal, Volume 26, Number 1*,

One other hand, as a productive skill, speaking is strongly affected by psychological factors such as anxiety. Therefore, numerous researchers have concentrated on speaking anxiety as the main component.¹⁰ At the time of speaking, a student tries to articulate language elements correctly and master the emphasis, intonation and rhythm in the language. However, there are some other critical factors that are assumed to affect language proficiency. One of those factors is speaking anxiety. The student thinks that he will make a mistake when talking to her/his teacher in the target language and he has a certain level of anxiety.

Another factor that affects the speaking process is shyness. Shyness is regarded as a feeling of anxiety and restraint in places where others.¹¹ Shy students hesitate to speak, try to give short answers to questions asked in the target language and prefer generally to be alone. Additionally these students have difficulty in short conversations, do not want to participate in classroom activities and often avoid crowded environments. Although the students' speaking skills are advanced, they may not be able to show them in class because of shyness. Shyness can block a student like a barrier in the language learning process. Shy people often do not like being in the crowd, and have difficulty in meeting with someone new. They believe sometimes that everyone in social settings is looking at them, and thus they are worried. In Mayerly Ariza Beltrán conducted research, she said that findings have generally shown that anxiety affected participants' oral communication in several ways. For example when being in front of others; they were concerned about "forgetting things" due to the fear of speaking in front an audience, and not being able to convey a clear message. Likewise anxiety seemed to determine the level of participants' self-confidence in two specific aspects, the teacher's attitude toward participants' speaking mistakes and the teacher's manner of correcting their mistakes, in other words the feelings of being judged.¹²

As suggested by MacIntyre and Gardner, anxiety causes many potential problems for the foreign language students because it can interfere with the "acquisition, retention and production of the new language".¹³ It negatively affects language learning and production,

¹⁰ Phillips, E. M. (1992). *The effects of language anxiety on students' oral test performance and attitudes*. The Modern Language Journal, 76(1), 14-26.

¹¹ Jones, W.H., Briggs, S.R., & Smith, T.G. (1986). *Shyness: conceptualization and measurement*. Journal of Personality and Social Psychology, 51(3), 629- 639. doi: 10.1037//0022-3514.51.3.629

¹² Mayerly Ariza Beltrán. 2017. *Anxiety Effects on EFL Learners When Communicating Orally*. University of Pamplona

¹³ MacIntyre, P. D. & Gardner, R. "Methods and results in the study of anxiety and language learning: A review of literature." *Language Learning*, 41, 1991, 85-117.

which finally causes a disadvantage for the anxious students in the language classroom when compared to their more relaxed classmates. However, the FLCA has only recently been identified as distinguished from other forms of anxiety by Horwitz et al., who developed the Foreign Language Classroom Anxiety Scale (FLCAS), a standard instrument for the purpose of testing an individual's response to the specific stimulus of language learning.

FLCA may have different causes such as conspicuousness, lack of knowledge, lack of self-confidence, shyness or high expectations of others.¹⁴ However, the beliefs and behaviors of language teachers and peers can also be direct causes of students' anxiety. Brandl (cited in Yan) has found that the majority of the teachers believed that teachers should keep a distance from their students.¹⁵ In her study in 1990, Young investigated the students' perspectives on anxiety and speaking. The results of her study revealed that, in a language class, the students feel most anxious when they have to speak in front of their peers.¹⁶ Horwitz suggest that language classrooms are threatening in part because students are often required to communicate in front of their peers in an unfamiliar language and are often publicly evaluated while doing so.

Besides that, attitude also influence the student's speaking ability. Attitude towards speaking English is one of the chief predictors of success in English communication. Attitudes are crucial in language growth or decay, restoration or destruction. Attitudes are internal states that influence what the learners likely to do. The internal state is some degree of positive or negative or favorable or unfavorable reaction towards an object. According to Gardner, Lanlone and Moorcroft, attitude is a factor that has an impact on foreign language learning since how much effort learners put on language learning relies partly on attitude.¹⁷ As supported by Dörnyei,

“My personal experience is that 99 per cent of language learners who really want to learn a foreign language (i.e. who are really motivated) will be able to master a reasonable working knowledge of it as a minimum, regardless of their language aptitude.”¹⁸

¹⁴Bekleyen (Dalkılıç), N. 2001 *The role of foreign language classroom anxiety in English speaking courses*. Çukurova University. *Sosyal Bilimler Dergisi*, 8, 70-82.

¹⁵Yan, X. 1998. *An examination of foreign language classroom anxiety: its sources and effects in a college English program in China*. (Doctoral Dissertation, The University of Texas at Austin). UMI Dissertation Services, 17, 9838168.

¹⁶Young, D. J. 1990. “An investigation of students' perspectives on anxiety and speaking.” *Foreign Language Annals*, 23, 539-553.

¹⁷ Gardner, R. C. 1985. *Social psychology and second language learning: The role of attitudes and motivation*. London: Edward Arnold.

¹⁸Dörnyei, Z. 1995. *On teachability of communication strategies*. *TESOL Quarterly*, 29(1), 55-85.

Moreover, Elyidirim and Ashton found that negative attitudes toward the foreign language can obstruct the learning. On the other hand, learners who have positive attitudes toward language learning are likely to use strategies more frequently than those learners with negative attitudes. That is to say, a positive and negative attitude to speaking English is one of the factors that may be associated with learners' speaking activities. Another research, in Tayebeh Zeinivand, Akbar Azizifar, and Habib Gowhary, The present study investigates the correlation between attitude and speaking proficiency in the Iranian EFL context. Their finding showed that attitude of EFL learners in the city of Darrehshahr to learning English is positive and there is a significant relationship between attitude and speaking proficiency.¹⁹

One other side, one possibility is that such variability stems, at least partly, from gendered differences in communication. Dörnyei discusses that gender is such a variable which has been shown to play a significant role in the success of learners in the process of language learning and there is a considerable amount of literature on all dimensions of SLA affected by gender.²⁰ In support of this idea, The findings of Shehadeh's study support those reported by Gass and Varonis in that:

“Men appeared to take greater advantage in the group activity (a mixed-sex task) to use the conversation in a way that allowed them to retain the turn, enjoy a greater amount of talk, and thus produce a greater amount of comprehensible output than women. But Shehadeh's study also revealed that same-sex dyads offered women comparatively greater opportunities to produce comprehensible output than men. It is not yet clear whether these differences in gender are innately/biologically determined, or psychologically and/or socio-culturally bound”. (P. 257)²¹

In the fact, on Nihal Shaker Irzeqat conducted research in Taffouh, the result showed that both male and female students revealed similar levels of anxiety. Also, their teachers viewed that both gender of students showed the same values of apprehension.²²

¹⁹TayebehZeinivand, Akbar Azizifar, and HabibGowhary. 2015. *The relationship between attitude and speaking proficiency of Iranian EFL learners: The case of Darrehshahr city*. *Procedia - Social and Behavioral Sciences* 199 (2015) 240 – 247

²⁰Dörnyei, Z. 2005. *The psychology of the language learner: Individual differences in second language acquisition*. New Jersey: Lawrence Erlbaum Associates.

²¹Shehadeh, A. 1999. *Gender differences and equal opportunities in the ESL classroom*. *ELT Journal* Volume, 53(4), 256-261

²²Nihal Shaker Irzeqat .2010. *The Effect of Anxiety on the Oral Performance of Palestinian Students of English from the Perspectives of Teachers and Students*. Hebron University Faculty of Graduate Studies and Academic Research English Department

In her book *Women, men and language* Jennifer Coates, for instance, argues that women and men seem to differ in terms of their communicative competence in so far as they ‘have different sets of norms for conversational interaction’. Therefore, she concludes ‘women and men may constitute distinct speech communities’. Such claims may have serious implications for language testing since they imply that the construct of communicative competence is not gender neutral. Is it reasonable, for instance, to assess female and male speakers against the same set of norms? Equally, we might ask, is it fair for test-takers, especially females, to be interviewed and rated by members of the opposite gender if they belong to different speech communities? On the other hand, it could be argued that a language test need not respect all aspects of ‘real-life’ communication (including gendered differences) in order to still be valid.²³

More recently research from Yongyan Song also conducted that the oral anxiety degree is higher compared with other anxiety dimensions, but there is no significant difference between oral anxiety and oral performance; although the average scores of boy students’ oral anxiety and girl students’ are different, there is no significant difference between oral anxiety and gender; there is very significant difference between oral performance and gender, or the oral performance of girl students is significantly higher than that of boy students.²⁴

Based on the explanation and the previous study above, the purpose of this research is to identify some aspects and investigate the correlation among students language anxiety, speaking attitude, speaking performance, and gender. So this research about “The Correlation among Students’ Language Anxiety, Speaking Attitude, Speaking Performance, across Gender at STAIBA Purwoasri Kediri”.

B. Problem of the Research

Based on the title and background of the research, the researcher formulates the following questions;

²³Coates, J.1993: *Women, men and language*. 2nd edition. London: Longman.

²⁴Yongyan Song. 2016. Research on Correlation between Foreign Language Oral Anxiety, Oral Performance and Gender. Atlantis Press.Advances in Intelligent Systems Research, volume 130.

1. Is there any significant correlation between students' language anxiety and speaking attitude at STAIBA Purwoasri Kediri?
2. Is there any significant correlation between students' language anxiety and speaking Performance at STAIBA Purwoasri Kediri?
3. Is there any significant correlation between students' language attitude and speaking performance at STAIBA Purwoasri Kediri?
4. Is there any significant simultaneous correlation among Students' Language Anxiety and Speaking Attitude with Speaking Performance across Gender at STAIBA Purwoasri Kediri?

C. Objective of the Research

By formulating the problem of research stated above, it will lead the researcher to find out the objective of the research, they are;

1. The researcher wants to know the significant of the correlation between students' language anxiety and speaking attitude at STAIBA Purwoasri Kediri.
2. The researcher wants to know the significant of the correlation between students' language anxiety and speaking performance at STAIBA Purwoasri Kediri.
3. The researcher wants to know the significant of the correlation between students' language attitude and speaking performance at STAIBA Purwoasri Kediri
4. The researcher wants to know the significant of the multiple correlation among students' language anxiety and speaking attitude with Speaking Performance across Gender at STAIBA Purwoasri Kediri

D. Hypothesis

There are two types of hypothesis that stated in this study, these are Null Hypothesis (Ho) and Alternative Hypothesis (Ha). The descriptions of the hypothesis in this study are:

1. Students' language anxiety and speaking attitude

Male Students;

Ho : There is no correlation between students' language anxiety and speaking attitude at STAIBA

Ha : There is correlation between students' language anxiety and speaking attitude at STAIBA

Female Students;

Ho : There is no correlation between students' language anxiety and speaking attitude at STAIBA

Ha : There is correlation between students' language anxiety and speaking attitude at STAIBA

2. Students' language anxiety and speaking performance

Male Students;

Ho : There is no correlation between students' language anxiety and speaking performance at STAIBA

Ha : There is correlation between students' language anxiety and speaking attitude at STAIBA

Female Students;

Ho : There is no correlation between students' language anxiety and speaking performance at STAIBA

Ha : There is correlation between students' language anxiety and speaking performance at STAIBA

3. Students' language attitude and speaking performance

Male Students;

Ho : There is no correlation between students' language attitude and speaking performance at STAIBA

Ha : There is correlation between students' language attitude and speaking performance at STAIBA

Female Students;

Ho : There is no correlation between students' language attitude and speaking performance at STAIBA

Ha : There is correlation between students' language attitude and speaking performance at STAIBA

4. Multiple correlation among students' language anxiety and speaking attitude with Speaking Performance across Gender at STAIBA Purwoasri Kediri

Male Students;

Ho : There is no correlation among students' language anxiety and speaking attitude with Speaking Performance across Gender at STAIBA Purwoasri Kediri

Ha : There is correlation among students' language anxiety and speaking attitude with Speaking Performance across Gender at STAIBA Purwoasri Kediri

Female Students;

Ho : There is no correlation among students' language anxiety and speaking attitude with Speaking Performance across Gender at STAIBA Purwoasri Kediri

Ha : There is correlation among students' language anxiety and speaking attitude with Speaking Performance across Gender at STAIBA Purwoasri Kediri

E. Significance of the Research

Every research must carry significant things given to readers and researcher. The significance of this research can be given as follows:

1. For the students

In this research useful for students to find out many aspects which influence their speaking performance. And also the students can get knowledge about the factors of their speaking attitude. Beside that, the correlation between those variables will be known.

2. For the teachers

As teachers, it can add knowledge of reason about the student's speaking performance. And the teacher also can may be changes or add the strategies to teaching and learning process in the classroom, especially in speaking skill for reduced the student's anxiety in speaking performance and attitude. The result can be tools for the teachers or lecturers to determine the strategies to avoid anxiety and attitude during learning process, especially in the speaking classroom.

3. For next researcher

The next researcher can improve and add this research to be better. The researcher knows that the research is still less and not complete. The researcher hopes that the next researcher can develop this research.

F. Scope and Limitation of the Research

The scope in the research is investigates the correlation among students' language anxiety, speaking attitude, speaking performance, and gender at STAIBA Purwoasri Kediri. The limitation in this research is the students of STAIBA on second semester in English course of all departments.

The next, this study only focus on language Anxiety theory by Horwitz and Cope, then Language Attitude theory by Kreitner and Kinicki and speaking performance theory by Mazouzi. The next limitations of this research are this research also discuss gender of the students or participants.

G. Definition of The Key Terms

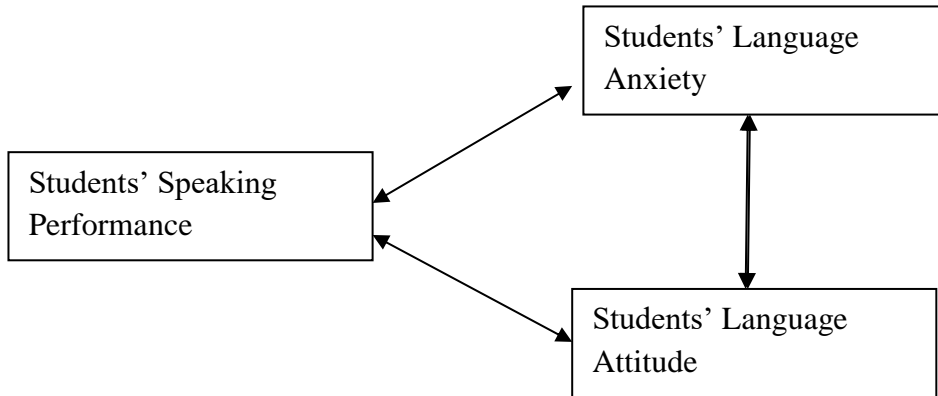
1. Correlation is defined as a relationship between two or more variables. The whole purpose of using correlations in research is to figure out which variables are connected. In this case, the correlation studies in this research are the relationship between all three variables, they are Students' language anxiety and speaking attitude , Students' language anxiety and speaking performance and Students' language attitude and speaking performance, and simultaneous correlation among Students' Language Anxiety and Speaking Attitude with Speaking Performance across Gender at STAIBA
2. Student' Language Anxiety is a normal part of life when it is occasional and temporary, but can become pathological or a dis-order when it is frequent or chronic and begins to interfere with daily activities such as work, school, and relationships” .²⁵ a specific anxiety which is related to speaking performance.
3. Speaking Attitude is Attitudes towards speaking English' refers to students' feelings, thoughts and emotions regarding spoken English.
4. Speaking Performance is the study of mental processes that a person uses in producing understanding and storing language and how humans learn their mother tongue and foreign languages.²⁶ In this case, speaking ability in english language.
5. Gender is male and females differ significantly in terms. Chastain talks of an unpublished study comparing achievement scores of boys and girls in each of four

²⁵Mah, L., Szabuniewicz, C., &Fiocco A. J. (2016).*Can anxiety damage the brain?*Current Opinion in Psychiatry, 29(1), 56–63. doi:10.1097/YCO.0000000000000223

²⁶Demirezen, M. (1981).*On The Psycholinguistic Concept of Foreign Language Vocabulary and Its Difficulty*. H.U BeseriBilimlerDergisi

language skills and found that girls' scores were higher in written skills while boys' scores were higher in oral skills.²⁷

H. Theoretical Framework



In this research focus on experiment to prove whether there is a significant correlation amongst students' language anxiety, speaking attitude, speaking performance, and gender at STAIBA Purwoasri Kediri". This research find out the significant correlation between students' language anxiety and students' language Attitude, significant correlation between Students' language anxiety and speaking Performance, significant correlation between Students' language Attitude and Speaking Performance. The researcher also wants to know correlation among Students' Language Anxiety, Speaking Attitude and Speaking Performance. Each correlation divides two kinds; they are male correlation and female correlation.

²⁷ Chastain, K. (1988). *Developing second language skills*. Florida: Harcourt Brace Jovanovich.