

CHAPTER I

INTRODUCTION

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

A. Background of the Study

In terms of language is the tool to communicate to one another, so we must know and understand what language someone has told. English, as lingua franca used in some countries as L1, such as United States, United Kingdom, Australia, etc. It is used as L2 in Malaysia, India, the Philippines, etc. And it is used also as a foreign language in Indonesia, Korea, etc. which is taught at school as an acquaintance.

English has three language components which are vocabulary, grammar, and pronunciation and it has four skills which are listening, speaking, reading, and writing. Nowadays, people in the world mostly can speak English, also the Indonesian. In Indonesia, English subject has taught from elementary school, even some kindergarten has. Because, the earlier the students learn something, the earlier they know and understand it.

Speaking is an activity between two or more people in which listeners and speakers have to react to what they hear and make their contributions to convey or receive the meaning, (Morrow, 1981: 70). Matthew (1994: 45) stated speaking is any process in which people share information, ideas and feeling. It

involves all of body language mannerism and styles anything that adds meaning to a message. So that, speaking as the one of language skills is the important thing to be learned by the language learners. It has also done by the students in MI Nidhomiyah, Kencong, Pare, Kediri. The teacher has taught them speaking skill in English subject.

As the foreign language learners, the students faced the problem on speaking. They sometimes feel anxious, unconfident, shy and nervous. What causes the most anxiety among learners is speaking, moreover for the students who learn a second or foreign language. Most of students who learn English as a foreign language like the Indonesian, sometimes feel anxious to speak English. Suleimenova (2012) said that anxiety is distress or uneasiness of mind caused by fear of danger or misfortune. According to Ellis (1994), anxiety is divided into three types, which are; trait anxiety, state anxiety and situation-specific anxiety. English language learners often express a feeling of stress, nervousness or anxiety while learning to speak English and claiming to have a mental block against learning English (Tanver 2007:5). Foreign language speaking anxiety has been a phenomenon that almost all foreign language learners experience.

Those are some previous studies conducted to find out the correlation between students' speaking anxiety and their speaking performance. The study which conducted by Nurhakiki (2019) from UIN Sulthan Thaha Saifuddin, Jambi investigates the correlation study among students' speaking anxiety, motivation, and speaking performance of Islamic Senior High School Al-

Jauharen Jambi. He found that either the correlation study among students' speaking anxiety and their speaking performance, between students' motivation and speaking performance, or among those three variables are very low.

The other study conducted by Fauzia (2019) from Islamic University of Indonesia Yogyakarta which investigates the correlation of students' anxiety to their speaking performance in public speaking class at English Language Education Department of Islamic University of Indonesia. She found the strength of correlation coefficient between two variables is in low correlation. Students with high anxiety would have low speaking score and vice versa.

Also a study conducted by Pratama, Suarnajaya, and Saputra (2021) from University of Ganesha Education, Bali investigating the correlation between anxiety in speaking performance in Sekolah Menengah Atas Negeri 1 Mengwi. They found that there is a significant correlation between the students' anxiety and their speaking performance. The result indicated highly negative relationship, which means if the students' anxiety was high, then their speaking performance was poor.

Related to the previous studies above, the researcher intended to conduct a research entitled **“Correlation between Students' Speaking Anxiety and Their Speaking Performance”**.

B. Problem of the Study

Based on the background of the study above, the researcher formulated a research question as follow: “Is there any correlation between students’ speaking anxiety and their speaking performance?”

C. Objective of the Study

Based on the problem which stated above, the objectives of this study is: “To investigate the relationship between students’ speaking anxiety and their speaking performance.”

D. Hypothesis

Based on the background, the problem, and the objective of the study, the researcher takes the hypothesis as follow:

H₀: “There is no relationship between students’ speaking anxiety and their performance.”

H₁: “There is a relationship between students’ speaking anxiety and their performance.”

E. Significance of the Study

Hopefully this study can be a reference the next researchers who want to analyze students’ speaking anxiety and students’ speaking performance.

F. Scope and Limitation of the Study

To make the research becomes more specific, the researcher decides a scope and limitation of the study. The researcher focuses on investigating the relationship between students' speaking anxiety in MI Nidhomiyah Kencong, Pare, Kediri and their speaking performance. The limitations of this study are the sixth grade students of MI Nidhomiyah Kencong, Pare, Kediri. Those are two classes of sixth grade, 6A and 6B which is consist of 20 students in each class. Speaking test and questionnaire will be given to the students.

G. Definition of Key Terms

Those are key terms in this study, as follow:

1. Speaking

Speaking is any process in which people share information, ideas and feeling. It involves all of body language mannerism and styles anything which adds meaning to a message (Matthew, 1994: 45). Johnson and Morrow (1981: 70) stated that speaking which is popular with term of oral communication is an activity between two or more people who have to react to what they hear and make their contributions to convey or receive the meaning. According to Thornbury (2005), the students' speaking ability will automatically increase if they practice speaking the English language intensively in their environment. So that, speaking skill is related to communication and interaction by expressing the ideas, feeling and emotion between two or more people in order to convey and receive the information.

2. Speaking Performance

Speaking performance in orally presentation is used to assess the students speaking skill to help teachers to see the students' speaking skill level. Merriam-Webster Dictionary (2018) indicates that students can express their feelings, ideas, and thought orally through speaking. Oral presentation is the one of language learning strategies to improve students' self-confidence.

3. Anxiety

Anxiety is described by psychologists as a subjective feeling of tension, apprehension, nervousness, and wrong associated with an arousal of the autonomic nervous system Horwitz et al. (1986). Diao Zhiping and Shamala Paramasivan (2013) states that anxiety as an obvious factor that can hinder students' performance and achievement and decrease their willingness to participate in learning activities.

According to Suleimenova (2012), anxiety is distress or uneasiness of mind caused by fear of danger or misfortune. So, anxiety is the factor which makes students being afraid and shy to speak English.

4. Speaking Anxiety

Melouah (2013, p. 65) stated that foreign language speaking anxiety is one of several factors which affect students oral production in foreign

language that they are required to use. Lightbown and Spada (2003) stated that speaking anxiety is more likely to depend on special situations and circumstances that can make one feel uncomfortable.

5. English for Young Learners

Young learners are learners in primary school aging 7 to 12 year old. English for Young Learners which is known as EYL is English subject which learned by students who are learning English as foreign language as acquaintance. Pratama and Awaliyah stated to make the learning meaningful teaching speaking English for young learners should rely on children characteristics.