

CHAPTER I

INTRODUCTION

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

Background of the Study

English becomes the most essential language in the world in global era. It is used in various situation in international relationship. Due to the many opportunities that we can get if we can communicate in English, such as the opportunity to get a good job, chance to communicate almost everywhere we travel, access variety of information which are generated in English, and being accepted in colleges in English-speaking countries and other countries where English is used as academic language increases the number of English speakers in the world. Ability in speaking English can make communication easier. Based on the data of statistics portal in www.statista.Com, 1500 million people worldwide speak English, of whom 375 million are

native speakers. This reality makes teachers and parents think that English should be mastered by their students and children.

Language learning is not a simple process. It is not only concerned with acquiring knowledge about grammar and pronunciation systems, it is a set of skills, something we learn to do, so the students need meaningful, interactive practice in the skill in order to learn to use the language (Gower et.al., 2005:85). Many people experience mental block against learning foreign language, although they are good learners in other situations (Horwitz, 1986:125). Learning a foreign language sometimes put the learner in uncomfortable situations because they have to learn a language which is completely different from their native language. This reality is also happened among the eleventh graders in Petra one Senior High School. Based on the writer observation, between all of language skills, speaking consider the most difficult skill to be mastered by the students. Most of them rarely use English to communicate with others, mostly they use Indonesian as a tool to communicate with others because it is an official language in this school. All the subjects are delivered in Indonesian. English is used as a foreign language in this school. In speaking class, they use English only in speaking test. The students rarely use English to communicate with

another person. during discussion to prepare their performance, most of them also use their official language. Although the teacher has already told them to speak in English but they keep using their official language because most of the students are not used to speak in English.

The target to be able to use English in communication is not a simple case. Learning a foreign language involved many variables in the acquisition process. Brown (2007) classified some factors involved in language learning, such as age factor, psychological factor, sociocultural factors, and linguistic factors. Anxiety, one of affective factors as a part of psychology factors plays a major affective role in second language acquisition (p. 161).

Nazir et.al. (2014:1) found that among four language skills, speaking has always been a critical skill for ESL/ EFL learner. It is the most challenging of the four skills because it is a productive skill that involve a complex process of constructing meaning (Celce-Murcia & Olshtain, 2000) cited by Ahmed (2014). The learner may be good at reading, writing, and listening, but they seem to be poor at speaking skill. Savasci (2014) found that during speaking class, the students are reluctant and behave unwillingly to speak English. Juhana

(2012:100) found there are some psychology factors such as fear of making mistakes, shyness, anxiety, and lack of motivation that hinder students from speaking in English class. Anxiety is one of factors influence reluctance problem among speakers. Almost all of EFL learners experience it in speaking.

Suleimenova (2013:1) defined anxiety as distress or uneasiness of the mind caused by fear of danger or misfortune. It is an unrealistic, or out of proportion constant worry that dominates and interferes with daily function like work, school, relationships, and social activities. one of the top emotional encounters a person could have. In harmony, Cui (2011:875) said that speaking anxiety is a kind of troubled feeling in the mind. Gaibani (2014:1) said that anxiety is a state of uncomfortable emotion where danger is perceived, and the victim has a powerless feeling with the expression of tension in anticipation of danger. Performance anxiety involved communication apprehension, test anxiety, and afraid of negative evaluation (Horwitz, 1986:127). In line with the result of Suleimenova and Gaibani's study, Cui (2011:875) found that most of student experience anxiety in the classroom, especially the fear of negative evaluation, male students have higher anxiety of English classes than females. In addition, Nazir et.al.

(2014:216) found that the learners are not only experienced high level of fear of negative evaluation, but also communication apprehension, while related to test anxiety, Horwitz (p.126) found that language anxiety frequently shows up in testing situations which make the learners forget something that they had known and it also causes them to produce errors during a test.

Liu (2007:132) found that anxiety which was provoked by multiple variables such as lack of practice and low English proficiency, was prevalent among students in different classroom activities, even when they got prepared, there are ample number of students seem to be helpless about being anxious when speaking English in class. Although the students are facilitated with various method and ample teaching strategies, they become reluctant to participate if it comes to speaking class. The students in EFL speaking classroom are passive and prefer to keep silent during English speaking class.

Cui (2011:875) in her study on high school students found that most of students experienced anxiety in the classroom, especially the fear of negative evaluation. In Harmony with the result of Cui's study, Nazir (2014:1) in his study on intermediate students in Pakistan found that the participant experienced a

high level of communication apprehension, and fear of negative evaluation. Mahmoodzadeh (2012:472) found that upper intermediate EFL learners seem to perceive more foreign language speaking anxiety with respect to their interlanguage grammar and meaning system as compared with the lower intermediate learners. Gaining more Foreign language knowledge may not necessarily guarantee against foreign language speaking anxiety in the classroom. Zipping (2013:8) found the language learners among International students suffer from anxiety mainly in relation to communication apprehension and fear of negative evaluation. They share similar reasons for anxiety such as a fear of being in public, shyness, and inaccuracy when speaking. They just keeping silent and avoiding eye contact. In harmony with the result of Zipping's study, Horwitz (1986:129-130) found that students with high degree of anxiety report that they are afraid to speak in the foreign language, afraid to make mistakes in the foreign language, and unable to deal with the task of language learning.

Anxiety is a common problem in learning second or a foreign language. It also happened among senior high school learners in Petra 1 Senior High School students. It is one of Christian schools in Surabaya. The official language used in this school is

Indonesia. All of subjects but English is delivered by teachers in Indonesia. English is used as one of foreign languages. Sometimes the English teacher also switch into Indonesia, when the students get difficulties in comprehending English materials. Most of the students in this school are good in all language skills but speaking. Anxiety is the most problem faces by the students in Petra 1 Senior High School.

Research on the area of correlation between speaking anxiety and speaking achievement are already done by some researchers in the world, but they got different result. Lian (2014:73) found there is a positive significant relationship between language anxiety and language achievement. It means that as the level of anxiety increases, the English language achievement may also increase. In contrast, a study by Awan (2010:37) found that language anxiety and achievement are negatively related to each other. The students with higher level of English Language perform poorly compared to less anxious students. High anxiety can make the learners get discouraged, lose faith in their abilities, escape from participating in classroom activities, and even give up the effort to learn the language well, and finally they get low achievement. In line, Al-Shboul et.al. (2013:43) found that language anxiety affects the students' learning

process and outcomes. There is significant negative relationship between foreign language anxiety and achievement mainly range from moderate to strong.

Elaine and Jean (2012) in their study entitled “Foreign Language Anxiety and Oral Exam Performance: A Replication of Phillips’s MLJ study” found that there is moderate negative relationship between the participants’ language anxiety and their achievement on the oral exam. This result is in line with the result of Phillips’ study (1992) which also found there is moderate negative correlation between foreign language anxiety and performance. The subject of the study are 40 students who are enrolled in a university level elective English course.

Speaking anxiety is a common problem faces by EFL learners. Almost all EFL learners get anxious in speaking performance. Based on the previous studies, it is found there is a relationship between speaking anxiety and speaking achievement, then it triggers the writer to do a deeper research on speaking anxiety. In the present study, the writer specifies the study on finding the correlation between speaking anxiety and presentational English speaking ability of EFL learners among high school students. This major problem is classified into three minor problems which cover correlation between speaking

anxiety and speaking accuracy, speaking anxiety and speaking fluency, and correlation between speaking anxiety and speaking comprehensibility.

Problem Statement

The target of language learning is the ability to use both oral and written communication. Learning a certain target language will be useless if we cannot apply it to communicate in our daily life because through communication we can share idea, find information about anything, and maintain social relationship. This ability needs the mastery of four language skills, they are listening, speaking, reading, and writing. Horwitz (1986:132) found that speaking in the target language is the most threatening factors in language learning. Speaking anxiety is a common problem faced by EFL learner since they have to speak a language which is different from their native language. This reality also happened among the eleven graders in one of Christian school in Surabaya.

Most of the students are good at reading, writing, and listening, but anxious during speaking performance. The students lack opportunities to practice speaking. Although they have 6 meetings in a week for English subject, four meetings for

learning general English and two meetings for English conversation, because of The official language in this school is Indonesia, the students rarely used English to communicate with each other. English is only used in speaking class, but only some of the students use it because they are not used to speaking in English. They only speak in English during speaking test and when the teacher asks them to practice speaking. There are limited number of students who use English to speak with others. These students mostly come from a family which English is used to communicate. It means the member of their family are familiar with English so they use English to communicate beside Indonesia.

The limited use of English with other person make most of the students feel anxious during speaking performance. some of them afraid of mispronounce the English words, afraid of making mistakes, afraid if their friend laugh at their performance, etc. This reality trigger the writer to do research on speaking anxiety. Most of the previous studies are focused on investigating correlation between speaking anxiety and speaking achievement. based on the previous study they found different result. Some of the previous studies found there is a negative correlation between anxiety and speaking achievement (Awan

et.al., 2010; Philips, 1992; Kamridah, 2015; Azizifar et.al., 2014). It means that the higher level of anxiety the lower the speaking achievement, while study by Lian (2014) found there was a positive correlation between anxiety and speaking achievement. The writer specifies the study on investigating correlation between speaking anxiety and presentational English speaking ability. To accomplish these purposes, the problem under this study is formulated “Is there a correlation between speaking anxiety and presentational English speaking ability of EFL learners?”. Speaking is the way to communicate and deliver a message, an opinion, and a thought to listeners orally. To make a conversation run well, a spoken must be accurate, fluent, and comprehensible. Heaton (1990:100) classified speaking ability into three subskills which covers speaking accuracy, speaking fluency, and speaking comprehensibility. Based on this classification, the major problem of this study is classified into three minor problems:

- (1) Is there a correlation between speaking anxiety and speaking accuracy of EFL learners?
- (2) Is there a correlation between speaking anxiety and speaking fluency of EFL learners?

- (3) Is there a correlation between speaking anxiety and speaking comprehensibility of EFL learners?

Objectives of The Study

Derived from the above major research problem, the objective of the study is to know the correlation between speaking anxiety and presentational English speaking ability of EFL learners. While based on the minor problems, the objectives of the study are:

- (1) To know the correlation between speaking anxiety and speaking accuracy.
- (2) To know the correlation between speaking anxiety and speaking fluency.
- (3) To know the correlation between speaking anxiety and speaking comprehensibility.

Theoretical Framework

The theoretical framework used in this study is proposed by Brown (2007). There are some psychological factors in language learning. Speaking anxiety as a part of personality factors plays a major affective role in language acquisition (Brown, 2007: 161).

Horwitz (1986: 125-132) found that language anxiety frequently shows up in testing situation and since speaking in the target language seems to be the most threatening factors in language learning, the current emphasis on the development of communicative competence poses particularly great difficulties for the anxious students. There are two types of anxiety: (1) trait anxiety which refers to more permanent predisposition to be anxious. Some people are anxious about many things. (2) State anxiety which refers to situation, event or act. There are three major factors of foreign language anxiety. They are communication apprehension, test anxiety, and fear of negative evaluation. Communication apprehension refers to type of shyness characterized by fear of or anxiety about communicating with people. Test anxiety refers to a type of performance anxiety stemming from a fear of failure. While fear of negative evaluation refers to apprehension about other's evaluation and the expectation that others would evaluate oneself negatively (Horwitz, 1986: 128). This study attempts to investigate correlation between speaking anxiety and presentational English speaking ability. Heaton (1990:100) classified speaking ability into three subskills which cover speaking accuracy, speaking fluency, and speaking

comprehensibility. speaking accuracy refers to the ability to speak in English with correct pronunciation, grammatically, and lexically correct, while speaking fluency covers the ability to speak in English fluently, and speaking comprehensibility covers the ability to speak and deliver the message to the listener. Speaking comprehensibility score is based on the easiness of the spoken to be comprehended by the listener. Based on the above classification, the writer also attempts to investigate correlation between speaking anxiety and each of speaking ability subskills of EFL learners in senior high school.

Hypothesis

Based on the theoretical framework above, the problems of the present study could be tentatively answered. Therefore, the following hypotheses are formulated.

H0: there is no correlation between speaking anxiety and presentational English speaking ability of EFL learners.

H0: there is a correlation between speaking anxiety and speaking accuracy of EFL learners.

H0: there is no correlation between speaking anxiety and speaking fluency of EFL learners.

H0: there is no correlation between speaking anxiety and speaking comprehensibility of EFL learners.

H1: there is a correlation between speaking anxiety and presentational English speaking ability of EFL learners.

H1: there is a correlation between speaking anxiety and speaking accuracy of EFL learners.

H1: there is a correlation between speaking anxiety and speaking fluency of EFL learners.

H1: there is a correlation between speaking anxiety and speaking comprehensibility of EFL learners.

Assumptions

This study is based on the following assumptions

1. Higher degree of anxiety will make the subjects have a bad presentational English speaking score.
2. Lower degree of anxiety will make the subjects have a better presentational English speaking score.
3. Higher degree of anxiety will make the subjects have a bad speaking accuracy score.
4. Lower degree of anxiety will make the subjects have a good speaking accuracy score.

5. Higher degree of anxiety will make the subjects have a bad speaking fluency score.
6. Lower degree of anxiety will make the subjects have a good speaking fluency score.
7. Higher degree of anxiety will make the subjects have a bad speaking comprehensibility score.
8. Lower degree of anxiety will make the subjects have a good speaking comprehensibility score

Significance of the Study

Theoretically, the finding of the study will give some contribution to improve theory of affective factors in language learning, especially anxiety in speaking English as a foreign language and theory about correlation study, especially correlation between speaking anxiety and presentational English speaking ability and its subskills of EFL speaking class.

Practically, the researcher expects the finding of the study can be used English teachers as consideration in deciding strategy which can reduce anxiety in speaking activities especially in presentation activities in EFL speaking class.

Scope and Limitation of the Study

There are some affective factors which influence language learning. They are nothing to say because they feel that they have to speak the language which is strange for them (Ur, 1996: 121), low or uneven participation, problem of using mother tongue, self-esteem, self-efficacy, risk-taking, anxiety, empathy, and extroversion. The writer limits the study on speaking anxiety because anxiety is the most problem faces by the students in EFL speaking class. The researcher limits the study on investigating correlation between speaking anxiety and student's presentational English speaking ability. This major problem is classified into three minor problems which covers investigating correlation between speaking anxiety and speaking accuracy, correlation between speaking anxiety and speaking fluency, and correlation between speaking anxiety and speaking comprehensibility among XI graders in Petra 1 Senior High School.

Definition of Key Terms

To make clear and avoid misinterpretation, it is necessary to define the key terms used in this study:

1. Speaking

Speaking is the way to share our thought, idea, and opinion orally to the other person.

2. Speaking Anxiety

Speaking anxiety is feeling of nervousness and afraid of making mistakes during speaking performance.

3. Speaking Ability

The ability to use a language to communicate orally with other people (Luoma,2004)

4. Speaking Accuracy

The ability to speak with correct use of vocabulary, grammar, and pronunciation (Gower et.al., 2005:101)

5. Speaking Fluency

The ability to keep going when speaking spontaneously (Gower et.al., 2005:102)

6. Speaking Comprehensibility

The easiness of a spoken comprehended by the listener (Heaton, 1990:100)

7. Presentation

One of speaking activities to present certain kind of topics.

8. Presentational English Speaking Ability

The ability to present certain topic in English.