

CHAPTER I

INTRODUCTION

This chapter presents background of the research, problem of the research, objective of the research, purpose of the research, significance of the research, scope of the research and operational definition of the research.

1.1 Background of the Research

In this modern era, English speaking skills has becoming a very important part, especially for EFL students. Thornbury (2005, p. 1) stated that speaking is a part of daily life which we take it for granted. Generally, human produces tens of thousands of word a day. In addition, speaking seems to be the most important because people who know that language are referred to as “speakers” of that language. That is why speaking becomes something which is essential and natural in daily life.

According to Zhang (2009), speaking is still the most difficult skill for the majority of English learners to master, and they are still unable to communicate orally in English. Moreover, this is also happening to Indonesian students especially at university level because of some reasons such as lack of vocabulary and grammar knowledge, difficulty in memorizing and pronouncing words, anxiety etc. In addition, Wilson (2006) states speaking is one of the sources of anxiety in language learning that for many learners. It also happens to the EFL (English Foreign Language), especially at the university level. According to Tanveer (2007, p. 3) Feelings of anxiety, apprehension, and nervousness are

commonly expressed by second/foreign language learners in learning to speak a second/foreign language. He added that it considered exerting a potentially negative and detrimental effect on communication in the target language. They are confused as to why they are unable to communicate effectively in English in certain situations, both inside and outside of the classroom. It occurs because their obsessive efforts do not produce the desired results.

Speaking anxiety is one of the many factors that affect EFL speakers' ability to communicate. Speaking is an activity that causes anxiety in foreign language learners. It is because they were pronouncing the words incorrectly. Price's (1991) study showed that another study conducted by Gregersen and Horwitz found that perfectionist learners had a tendency to be anxious (2002). They discovered that highly anxious students are more perfectionist and critical of their own and others' proficiency. Furthermore, the language anxiety test was only a poor predictor of English speaking proficiency. In contrast, how fluently the learner speaks; it will give the first impression of speaking proficiency. It is the ability to perform the linguistics knowledge in actual communication. The ability functions of speaking proficiency are to express our ideas, feeling, thoughts, and need orally. In conclude, speaking proficiency has a function to measure their English language skills.

There are some previous studies which are relevant to correlation between speaking anxiety and speaking proficiency. Horwitz, (1995), (2001); Horwitz et al (1986); Horwitz and Young, (1991) developed the Foreign Language Classroom Anxiety Scale (FLCAS), which has become widely used in subsequent research on anxiety in language learning situations (Aida, 1994; Chen, 2002; Cheng et al.,

1999; Kitano, 2001; Phillips, 1992; Saito et al., 1999; Wang and Ding, 2001; Worde, 2003). Horwitz et al. (1986) used 75 English learners of Spanish at an American university to answer the FLCAS during their scheduled language class to test their theory. Many students in foreign language learning experienced significant foreign language anxiety, which negatively affected their performance in that language, according to the study. The findings revealed that students with high levels of anxiety were afraid to speak in the target language and became nervous when doing so.

Batumlu & Erden, (2007); Dalkç, (2001); Liu, (2006); Woodrow, (2006) investigated the relationship between foreign language anxiety and proficiency level, achievement, or performance. Batumlu (2007) et al. states that learners with a lower proficiency level tended to show a higher level of foreign language anxiety. In an ESL context, Woodrow (2006) investigated the relationship between learners' oral performances and their speaking anxiety. The findings revealed that learners with higher second language speaking anxiety were less successful in oral communication; it was indicating a pattern similar. The pattern similar is the higher language anxiety was linked to lower levels of success. In contrast, only a few studies have looked into the relationship between foreign language speaking anxiety and general language proficiency level, which would provide insight into how speaking anxiety manifests it at different levels of general language proficiency.

In this research, the researcher focused on correlate between speaking anxiety and speaking proficiency for EFL students. Speaking anxiety was measured through a questionnaire containing their anxious feelings when doing

the speaking test. Besides that, several aspects were added, such as personality. The aim is to make it easier to retrieve data and also quite effective. On the other hand, speaking proficiency is measured through the speaking test, which is explaining two different images but having the same aspects. This is done because the speaking test is thought to be more valid and simple than the TOEFL score, which has an expiration date and is complicated because it includes listening, structure, and reading, among other things. Finally, the researcher would correlate the result of speaking anxiety and speaking proficiency.

The researcher observed and discovered that the 5th and 7th semester students Faculty of Teacher Training and Education, English Language Education Program at Universitas Muhammadiyah Jember had speaking issues, specifically speaking anxiety. These issues will have an indirect impact on their ability to speak when they take the speaking test or converse with people with whom they are unfamiliar. Furthermore, many courses require them to speak English due to their field of English. As a result, the researcher believes that it is critical to improve the dare speaking proficiency of the 5th and 7th semester students of Faculty of Teacher Training and Education, English Language Education Program at Universitas Muhammadiyah Jember.

1.2 Problem of the Research

Based on the definition above, the problem of the research is formulated as follows:

Is there any correlation between Speaking Anxiety and Speaking Proficiency?

1.3 Objectives of the Research

In relation to the research problem, the objectives of this research are as follow:

To describe a significant correlation between speaking anxiety and speaking proficiency.

1.4 The Purpose of the Research

The purpose of this research is to expect to be useful for Indonesian EFL Students to find out whether there is a correlation between speaking anxiety and speaking proficiency. In addition, hopefully the result of this study would anticipate the readers of speaking' obstacles, motivate them to enhance their speaking.

1.5 Significances of the Research

1. Theoretical Benefit

- a. The result of the research can be used as an input in English teaching learning process especially in teaching speaking.
- b. The result of this research can be used as the reference for those who want to conduct a research in English teaching-learning process.

2. Practical Benefit

The result of this research will be helpful both for the students and the teacher to correlate the speaking proficiency and speaking anxiety so that they can use this method to teach their students.

1.6 Scope of the Research

This research is dealing with 30 respondents from the 5th and 7th semester

students of Faculty of Teacher Training and Education, English Language Education Program at Universitas Muhammadiyah Jember. In this study researcher focuses on correlation between speaking anxiety and speaking proficiency. Speaking anxiety is influenced by factors such as personality.

1.7 Operational Definition of the Research

1.7.1 Speaking Anxiety

In the present study speaking anxiety is operationally defined as participants' feelings of fear and apprehension of using the language orally. It manifested by the participants' questionnaires through Google Form application. It describes how participants feel while completing certain tasks, such as tense, scared, uneasy, nervous, and so on.

1.7.2 Speaking Proficiency

In the present study, speaking proficiency was operationally defined as the progress participants achieved in their speaking fluency, accuracy, purpose, clarity, tone, volume, complete thoughts, formal, eye contact, gestures, and timing. It is manifested by the participants' test of speaking through explaining the content of article and recorded in video form in Zoom.