CHAPTER I

INTRODUCTION

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

1.1   Background of the Research

Wilson (2006) stated that speaking is a source of anxiety in learning the language for many students. Of course, speaking is still one of the most difficult skills for most English students, resulting in difficulties in communicating orally, such as not memorizing a lot of vocabulary, grammar is still messy, anxiety and so on. Based on (Tanveer, 2008) when learning to speak a second or foreign language, learners frequently report sensations of anxiety, dread, and apprehension. It is believed to have potentially harmful impacts on communication in the target language, he continued. Most people get confused because they can not communicate well or effectively in certain situations. Anxiety in speaking is the root of the existing problem, which is a factor in the formation of influences on EFL speakers where in their communication skills, foreign language learners always experience nervousness when speaking because they frequently pronounce words incorrectly. Students with a high level of anxiety, according to study, are hesitant to speak the target language and experience anxiety while doing so. Woodrow (2006) looked into the connection between speaking anxiety and verbal performance in the setting of ESL. The results show that second language learners experience poorer success in oral communication when their second language anxiety is higher.

1

Being aware of speaking anxiety is important because it is one of the factors of failure in speaking English that occurs in students. In this case, the solution to dealing with speaking anxiety has been studied by many researchers, one of which is by (Chou, 2018) produced a solution for dealing with students' speaking anxiety, namely by using full English Medium Instruction (EMI). EMI is a way of teaching to teach subjects in non-native English speakers, in the context of students and the results show that students who receive full EMI experience speech anxiety decrease. In summary, several studies investigating its relation to speaking anxiety generally talk about solutions to minimize students' speaking anxiety namely to EFL students in class. Previous research was conducted by (Woodrow 2006) concerns about the anxiety faced by non-native students in English in the speaking country (first language). Researchers reported that the second language anxiety as measured by a second language speaking scale anxiety is relevant to English students studying at the tertiary level.

Most of us when it comes to speaking skills, they focus more on fluency, not accuracy. Even though accuracy in speaking is very important to pay attention to, because with the right pronunciation the listener will better understand what the speaker is saying, if the pronunciation is not correct, of course it will change the meaning of the word intended by the speaker. A person is said to be literate when he is able to participate in any discursive practice intelligently in the sense that he does not cause others to misunderstand his message (Giroir, 2014). If it is widely observed foreign language learners may make various types of errors in their communication. In this regard researchers have attempted to identify sources of interlanguage (IL) pronunciation errors, which may contribute greatly to pronunciation improvement Stockman and Pluut (1992). In this case the role of pronunciation in the speaking ability test is still not clear.

According to Ma (2015), "no consensus has been reached regarding the extent to which different pronunciation features contribute to the overall ranking of speaking assessments". Because many students have to be assessed on proficiency alone but little on the assessment of pronunciation accuracy for most speaking tests, the only resource researchers and students have for measuring accuracy of pronunciation using a rubric.

Pronunciation important role in oral communication, but not a few are reluctant to teach it, because they feel they are not ready to determine students' needs. Although some students learn a second language for reading purposes only, most ESL and many students of English as an international language intend to listen to and speak their second language. Because understandable pronunciation is just as important to successful communication as proper vocabulary and grammar. Some second language learners have no difficulty understanding the other person in their target language or making themselves understood without explicit pronunciation instructions. However, for speakers of a second language who consistently experience clarity problems (both receptive and productive), teaching proper pronunciation can relieve their frustration while at the same time helping them to become more easily understood by their interlocutors, and to increase their confidence and awareness learners in their own rights (Munro & Derwing, 2011).

One of the biggest indicators of success in learning a foreign language is speaking nervousness. The four primary language skills—speaking (e.g., Azizifar & Faryadian, 2015; Chen et al., 2022), listening (e.g., Hamzavi & Afshar, 2014), reading (e.g., Vendor, 2000), and writing (e.g., Güvendir & Uzun, 2023)—have a significant negative correlation with language anxiety. Additionally, speaking in front of professors and peers might make kids anxious and impair their ability to communicate verbally,

according to Guo (2018). The results of earlier studies show a significant correlation between speaking anxiety and speaking abilities. Few studies, however, have looked into the connection between pronunciation accuracy and speaking anxiety. There is a similar trend of success in this area that is inversely connected to language anxiety. On the other hand, very few studies have looked into the connection between EFL students' pronunciation accuracy and speaking anxiety.

The researchers in this study concentrated on the relationship between perceived pronunciation accuracy and the speaking anxiety of EFL students. To evaluate the pronunciation to answer this question, this study includes a rubric for the perceived pronunciation accuracy which can be seen from the quality of students' pronunciation ranging from excellent, good, fair, poor, and bad.

1.2   Problem of the Research

Based on the definitions above, the research problem is formulated as follows: Is there asignificant correlation between Indonesian EFL students' speaking anxiety and perceived pronunciation accuracy?

1.3   Object of the Research

The aim of this research is to find out whether there is a significant correlation relationship between Indonesian EFL students' speaking anxiety and perceived pronunciation accuracy. In addition, it is hoped that the results of this study can help EFL students in facing obstacles related to perceived pronunciation accuracy.

1.4   Definition of Operational Research

1.4.1   Speaking Anxiety

In this study, speaking anxiety was operationally defined as the participants' expressed feelings of fear and fear in using language orally as indicated by their responses on questionnaires used to measure speaking anxiety.

1.4.2   Pronunciation Accuracy

In this study, perceived pronunciation accuracy is defined as learners' abilities in pronouncing particular English words accurately as measured by a relevant rubric commonly used to assess pronunciation accuracy in speaking tests.

1.5   Significance of the Research

1.5.1   Theoretical Significance

This study will provide empirical evidence that can be used to verify the validity of relevant theories on the relationship between speaking anxiety and pronunciation accuracy.

1.5.2   Practical Benefits

The result of this study can provide useful insight for teachers about a relevant factor that might affect pronunciation accuracy in the context of English as a foreign language instruction.

1.6   Scope of the Research

This research involved 30 respondents from 6th and 8th semester students of the Teaching and Education Faculty of the English Language Education Program at the Muhammadiyah University of Jember. In this study the researchers focused on the correlation between speaking anxiety and pronunciation accuracy.