

# **CHAPTER I**

## **INTRODUCTION**

This chapter is divided into nine parts. They are the Background of The Study, the Reasons for Choosing the Topic, the Research Question, the Objective of The Study, the Hypotheses of The Study, the Limitation of The Study, the Significance of The Study, the Definition of Key Terms, and the Organization of The Study:

### **1.1 Background of the Study**

Speaking is the productive human skill that is considered important as a link between one people to others in obtaining and receiving information in the same language. It is the way people express their feelings, thoughts, ideas, and emotion to the others. Communication is very necessary for the development, cultivation, and transmission of culture to the next generation. One of the ways that a person can develop their language skills is by creating an effective relationship among other people in everyday life (Dorgham, 2011: 1). Providing effective environment enables speakers to speak freely and fluently.

English is the most common language and it is often used in the entire world (Budin and Lian, 2014: 1). It has important role in the academic lives and it is learnt differently in each country. It is because in the different country also has different English usage. Some countries use English as the

Second Language (ESL) and some countries use English as the Foreign Language (EFL). For example, EFL in Indonesia. Indonesia is one of the developing countries using English as the foreign language. Moreover, it is not actively used in the daily live. Therefore, most of the Indonesian students get and learn English subject just at school when they are joining English class.

Speaking English is difficult for EFL learners. Especially if it is used to communicate or to interact with others, so they require the ability in using the language appropriately (Shumin, 2002). In order to be good English speakers, the students also should have sufficient knowledge about English basic elements. They are usually expected to become proficient in lexical, phonology, and grammar. Speaking English is an activity that needs more interaction with others. However, public's awareness about the English importance is simply underestimated. It make the learners worry to study and to practice in developing their English. They think that their effort would not be responded or even it neglected.

English learning anxiety, specifically foreign language learning anxiety. Brown (2007) in Al-Khasawneh (2016: 137) points out that anxiety is one of the most influential factors on learning second or foreign language. Language anxiety is a significant aspect in language learning, and since 2000s some of studies have been done to investigate language anxiety (Kamarulzaman, et al, 2013: 20-29). This anxiety can disturb and prevent learners' interest in performing English.

The EFL acquire English at different opportunities in the classroom. Therefore, their English performance is different. They are different in how fast they learn and practice it. The students who are dominant speaking Indonesia had a problem to practice their English around their circumstances. The reasons of those problems are considered as anxieties.

From the explanation above, English learning anxiety and speaking proficiency are rationally related. To prove this statement, the researcher conducted a detailed study about *The Correlation between English Learning Anxiety and Speaking Proficiency of EFL Learners (in the Correlational study of Eleventh Grade students of SMA N 2 Demak in the Academic Year 2017/2018)*.

## **1.2 Reasons for Choosing the Topic**

1. Speaking is one of the skills that must be mastered by the students to become qualified graduates who are professional.
2. As a foreign language, English should be comprehended because it lead the students become success in their life. Indonesia have participated in AEC (ASEAN Economic Community), so that English proficiency is useful to follow international certification of profession and to continue school abroad.
3. English learning anxiety is one of the problems that is supposed in affecting the speaking proficiency of the eleventh grade students of SMA N 2 Demak in the academic year 2017/2018.

### **1.3 Research Question**

Based on the purpose of the study, the research question is framed as:  
Is there any correlation between English learning anxiety and speaking proficiency of the eleventh grade students of SMA N 2 Demak in the academic year 2017/2018?

### **1.4 Objective of the Study**

The objective of this study is to find out whether or not there is a correlation between English learning anxiety and speaking proficiency of the eleventh grade students of SMA N 2 Demak in the academic year 2017/2018.

### **1.5. Hypotheses of the Study**

Hypothesis is the temporary answer of the formulation of the research problem (Sugiyono, 2015: 96). There are two hypotheses in this study, they are :

$H_0$  : There is no correlation between English learning anxiety and speaking proficiency of the eleventh grade students of SMA N 2 Demak in the academic year 2017/2018.

$H_1$  : There is a correlation between English learning anxiety and speaking proficiency of the eleventh grade students of SMA N 2 Demak in the academic year 2017/2018.

## **1.6 Limitation of the Study**

This study is limited by two aspects. First, this study focused on finding out the correlation between English learning anxiety and speaking proficiency of the eleventh grade students. Second, it was conducted to the eleventh grade students SMA N 2 Demak in the academic year 2017/2018.

## **1.7 Significance of the Study**

The researcher expects that this study can be beneficial for the following:

### **1. Pedagogical Significance**

Pedagogically, the researcher expects to share the students' knowledge and experience to reflect their speaking quality.

### **2. Practical Significance**

Practically, the study is expected to be useful for:

- a. The students: this study may give knowledge about the types of language anxiety. Therefore, they know and understand about how to overcome their language anxiety by doing self-improvement or even self-development, especially in speaking ability.
- b. The teachers: this study may give information about the correlation between language anxiety and students' speaking proficiency. Hopefully by this study, the teacher can be better to rehearse students in speaking.
- c. The future researcher: this study will give useful information about English learning anxiety.

## **1.8 Definition of Key Terms**

The technical terms that are used in this study are defined as follow.

1. English learning anxiety is a state of unease, a kind of trouble feeling in the mind marked by the excessive uneasiness (Melouah, 2013:66).
2. Speaking is a process of producing, responding, and processing the information to construct a certain meaning (Brown, 2001:9, in Salem and Al-Dyar, 2014).

## **1.9 Organization of the Study**

This research proposal is divided into three chapters. They are chapter I, chapter II, and chapter III. Below is the explanation about that chapters.

Chapter I provides information about the introduction of this research. It consists of the background of the study, the reasons for choosing the topic, the research question, the objective of the study, the hypotheses of the study, the limitation of the study, the significance of the study, the definition of key terms, and the organization of the study.

Chapter II gives information about reviews of related literature. It consists of English as Foreign Language, Foreign Language anxiety, English Learning Anxiety Survey, speaking proficiency and the review of previous studies.

Chapter III deals with method of the study. It explains about the research design, the subject of the study, the data for the study, the variables of the study, the instruments of the study, the validity and reliability, the techniques for collecting data, and the data analysis.

Chapter IV elaborates about the whole process of the research to the analysis of the data after conducting the research. This chapter consists of the School Profile, the Participants' Profile, the Instruments Validity, the Instruments Reliability, the Analysis of Data Collection and the Discussion.

Chapter V is the epilogue. It consists of conclusion and suggestion. The conclusion provides the main finding of this study, and suggestion provides the next action on what extended this study should go on.