

CHAPTER I

INTRODUCTION

This chapter discusses about the background of the research, the reasons for choosing the topic, the research question, the objective of the study, the hypotheses, the limitation of the study, the significance of the study, the definition of key terms, and the outline of the study.

1.1 Background of the Study

Nowadays the need of good communication skills in English becomes a huge global demand for achieving its capability among non-native speakers in the whole world. Since English is one of the international languages which is used by a lot of people in generally, as a means of communication in the international relationship.

English is the only language which has been spoken nor is used in many areas throughout for centuries, as asserted by Hossain and Bar (2015). While by the changing of time competition in some aspects are getting raise in around the world and it becomes a chance for people and youth generation to keep upgrading English communication skills and other competences to give contribution and also to compete among many countries around the world in this millennium era. Moreover, learning English is an attempt to keep connecting to the world.

Mastering English is not as easy as people who use it as mother tongue did. In an English learning, there will be four skills in English which have to be known, they are listening, speaking, reading and writing skills. Those are the basic language skills that are learned by students to master English as a foreign or second language.

While they are learning English in schools, courses, or another places. Among those skills, speaking is considered as an important condition for acquisition to take place. Speaking is an important part in communication process, which people can convey their ideas to others. In foreign language classroom, teacher is accustomed to elaborate the materials by speaking in a target language and tries to engage learners in practicing their speaking directly while the process of teaching and learning is ongoing.

Consequently, it is important that students are involved in speaking tasks in the foreign language classroom. This should be one of the basic concerns for the teachers in conducting teaching learning process. However, foreign language learners often get over stress, nervousness or anxiety while learning to speak the target language and they tend to have 'mental block' against learning. Many factors influence the learners' speaking capability. One of them is dealing with pronunciation. The way the learners pronounce the words correctly may become an important point. Since the highest causes of speaking apprehension is about pronunciation and foreign language student' accent.

As a part of speaking, pronunciation takes an important role within. Pronunciation, plays a significant role in intelligibility, is therefore generally neglected (Atli & Bergil, 2006). A good pronunciation may give impact to learner self-confident of speaking. How great speaking skill in English is defined if the speaker does it effectively. Therefore, the effectiveness of second language speaking is related to the way the learners pronounce the words correctly.

Some of the foreign language learners may experience an anxiety in a speaking task, they tend to feel embarrass when they make a mistake while practicing in the front of the classroom. They attempt to avoid foreign language class, some of them may look for some reasons to skip the class, such like pretending to get sick, having another business, and so on. In language classes, learners who feel too much anxiousness about their pronunciation may take only a little bit part in the class discussion, they may tend to keep in silent and do not have any willingness to speak out and convey ideas since the anxiousness interferes the process of loading information inside of their mind. Naturally, if the words or phrases do not enter the system, they cannot be processed or used later.

Those anxious feelings may cause many reasons which can drive learners to be passive learners in the classroom. They may tend to feel too much worries of making mistake and do not have any willingness in trying to speak up in speaking task. It becomes a common problem for foreign language learners in the classroom.

Based on the common phenomena which commonly occurs for foreign language learners, the researcher is interested in investigating more about the correlation of pronunciation anxiety and willingness to speak in English classroom. The researcher wants to try in finding out whether there is significant correlation between students' pronunciation anxiety and willingness to speak in foreign English. Therefore, this research will obtain the result about how the correlation of pronunciation anxiety and willingness to speak in English

classroom, whether it exists any significant correlation of both or not, in order to support teaching learning process to be better.

1.2 Reasons for Choosing the Topic

This research involves some considerations for choosing the topic as below:

1. English is an international language which is used to communicate many people around the world. Being able to connect the world, it is necessary to have a language which can be used to convey and to share a lot of different ideas from different people who have different cultures as well. By learning English, it becomes totally demanding by the changing of time.
2. Students' difficulties in learning speaking English. In learning English as a foreign language, students may less to practice their productive skills particularly in speaking skill. They may tend to spend their most of learning time to learn about receptive skills. Hence, it may cause several problems in learning speaking. For instance, students may get anxiousness when the teacher asks them to speak up into the front their friends while they do not have any preparation at all for their speaking. It may turn into a serious problem for them while in teaching learning process.
3. Based on the researcher's experience while having teaching practice in one of senior high schools in Semarang, some of the students in English classroom had a pronunciation problem and they may become passive students in the teaching learning process. Some students remained to keep silent and did not give any response to the teachers' instruction. Another example showed that while they were having presentation, their pronunciation was getting lack.

1.3 Research Question

Based on the topic, this research tries to answer the question

Is there any significant correlation between students' pronunciation anxiety and willingness to speak in English classroom at MAN 1 Pematang in the academic year of 2018/2019.

1.4 Objective of the Study

The aim of this research is to find out whether there is a significant correlation between students' pronunciation anxiety and willingness to speak in English classroom or not.

1.5 Hypotheses

The hypotheses of the study are as follows:

- a. Null hypothesis (H₀): there is no significant correlation between students' pronunciation anxiety and willingness to speak in English classroom in MAN 1 Pematang.

Alternative hypothesis (H₁): there is a significant correlation between students' pronunciation anxiety and willingness to speak in English classroom in MAN 1 Pematang.

1.6 Limitation of the Study

The research focuses on finding out the correlation between students' pronunciation anxiety and their willingness to speak in English classroom. It tries to investigate deeper whether students' pronunciation anxiety gives significant impact to their willingness to speak in English classroom or not. Then, the willingness to speak in English classroom is defined as students' willingness to speak up and communicate with particular interlocutors in an English classroom. The pronunciation anxiety in this case refers to the learner's feeling of anxiousness in pronouncing some words correctly and effectively while they are speaking. This research will be applied for the tenth-grade students of MAN 1 Pematang.

1.7 Significance of the Study

The result of this research is expected to give contribution as the following points:

a. Pedagogical Significance

This research is expected to find out about the correlation of students' pronunciation anxiety and their willingness to speak in English classroom. Hopefully, it can be used for teachers as reference in their effective teaching strategies.

b. Practical Significance

1. For Teachers

The finding of the research may inform English teachers about correlation between students' pronunciation anxiety and their willingness to speak in English classroom and hopefully the result of this study will become an input for teachers to remind them in keeping students' encouragement in every teaching learning activity to develop the students' willingness to speak English by the time.

2. For Students

This research is expected to give more understanding about the correlation of students' pronunciation anxiety and their willingness to speak in English classroom to student who learn English as a foreign language.

3. For Readers

After reading this research, the readers may obtain more information about the correlation of students' pronunciation anxiety and their willingness to speak in English classroom.

1.8 Definition of Key Terms

This sub-chapter will discuss about the Pronunciation anxiety and Willingness to speak.

a. Pronunciation Anxiety

Pronunciation anxiety is a feeling of apprehension experienced by Foreign Language learners either in the foreign language classroom or natural setting, deriving from negative FL pronunciation self-perceptions, fear of negative evaluation, and beliefs about the importance of pronunciation, difficulty of learning and the sound of the foreign language pronunciation, evidenced by typical cognitive, physiological/somatic and behavioural symptoms of being anxious. (Baran and Łucarz, 2014)

b. Willingness to Speak

Willingness to speak in foreign language classroom refers to willingness to communicate which is defined as a readiness to enter into discourse at a particular time with a specific person or people, using a second language. (MacIntyre & Noels, 1998). Willingness to communicate plays an important role in learning a second or a foreign language (MacIntyre & Noels, 1998 in Baran Lucaz 2014). Some researchers have argued that an essential goal of second language education should be the encouragement of willingness to communicate in language learning, because willingness to communicate is expected to support the process of language learning, so that higher willingness to communicate among students' leads to increase students' opportunity for practice more in second language and authentic language use. Willingness to communicate has been emphasized a lot in the literature as an important factor in speaking (McCroskey & Richmond, 1990).

1.9 Outline of the Study

The research consists of five chapters that will be discussed by the researcher.

Chapter I discusses about the background of the research, the reasons for choosing the topic, the research question, the objective of the study, the hypotheses, the limitation of the study, the significance of the study, the definition of key terms, and the outline of the study.

Then in the Chapter II is review of related literature. In this chapter will talk about EFL (English as Foreign Language), teaching learning process in senior high school, definition of pronunciation anxiety, willingness to speak in foreign language classroom, and the review of previous studies.

Chapter III contains of research method of the research. It will discuss about the Research Design, Subject of the Study, Population and Sample, Variable, Instrument, and Data Analysis.

Chapter IV will discuss about the result of the data analysis. It consisted of the description of the school, the respondents, validity of the questionnaire, reliability of the questionnaire, analysis of data collection and discussion.

Chapter V contains of conclusion of the study and suggestion. The conclusion provides the main finding of this study, and the suggestion provides the further research.