

CHAPTER I

INTRODUCTION

In this chapter the writer presents the Background of Study, Reasons for Choosing the Topic, Statement of the Study, the Objectives of the Study, Hypothesis, Limitation of the Study, Significance of the Study, Definition of Key Terms, and Outline of the Study.

1.1 The Background of Study

Gaining knowledge of English as a foreign language in Indonesia has not been a hit until now. There are numerous college students studied English for a long time however still speak impecunious English. School children in Indonesia start learning English from the very basic level of education as play group (in a very simple way) to college level, but they have not been able to demonstrate a good language skills.

So far, generally, learners are not able to master the expected English language proficiency. Many previous research shown that the quality of English learning in Indonesia was low. This was based on Madya (2002) finding that students' competency of the English macro skills; listening, speaking, reading, writing, was generally so far from being able to reach the proclaimed goals. Sulistiyo (2016) also found that students' achievement levels in learning English for non-English department students is inadequate too. Therefore, it gives bad impact for students in reaching their goal of learning foreign language.

Learning an overseas language, English language, mainly speaking is not simple but complicated (Alharbi, 2015). In truth, there are many problems that students face in getting to know English specifically speaking, such as grammar, pronunciation, learning strategy, environment that do not support students to speak English frequently, personal factors etc. Hence, to master it well, learners need to meet several conditions, as: knowledge of language along with basic science, and speaking skills in various situations and conditions, where learners must have self-confidence, self-respect and motivation (Belegdair, 2015). Therefore, it can be said that to master the ability of speaking requires learners' affective factors not only cognitive factors.

Belegdair (2015) additionally referred to that affective elements could be very influential for students' achievement in learning English. It may assist students or sluggish the manner of gaining knowledge of activity. Moreover, he states that there are three styles of affective factors that affect learners within mastering English speaking, they are: motivation, self-confidence and anxiety.

Anxiety is considered to be one of the things that need to be taken into consideration in foreign language learning because from some observation, many English language learners who suffered from anxiety, in the middle of learning process, develop misperception such as; English is a difficult language to master etc. This was in accordance to Raja (2017) statement, that anxiety is one of the maximum influential affective elements for learners in

English speaking activities within the classroom. Consequently, it hampers students' learning process.

According to Raja (2017), anxiety is defined as uneasiness, fear and stress of negative prediction about what to come in the future which is commonly cause difficulties for learners to respond something appropriately in English speaking class. It certainly can hamper the students' speaking ability and affect their speaking competence to communicate either in classroom or outside the classroom (Ghania, 2013). Therefore, anxiety has strong relation to students learning outcome.

Based on the fundamental reasons elaborated above, it is important to behavior studies observe on the correlation of speaking anxiety and their speaking performance to students of the IX grade of Multazam Islamic Boarding School Pudukpayung, Semarang academic year 2019/2020.

1.2 Reasons for Choosing the Topic

The topic entitled “The Relationship between Students’ Speaking Anxiety and Their Speaking Performance of the IX Grade Students at Multazam Islamic Boarding School” has been chosen by the writer based on the following subsequent reasons:

1. Speaking become one of the vital competencis that has to be mastered due to it could enhance the ability in learning language. Moreover Someone’s speaking skill proficiency becomes a measurement of language learners’ success of target language.

2. Speaking is a means for getting communication to others. By speaking someone could transfer or share and express feelings, ideas to others directly.
3. Nowadays, students nonetheless face difficulties in learning English speaking. Moreover, learning speaking involves learners' cognitive and affective factors.
4. Anxiety is one factor that is very influential for students to master the target language.

1.3 Statement of the Study

Based on the background of this study and the reasons for choosing the topic, this study tries to answer the following question; Is there any relationship between speaking anxiety and students' speaking performance of the IX grade students at Multazam Islamic Boarding school Pudakpayung, Semarang Academic Year 2019/2020?

1.4 The Objectives of the Study

The goal of this inquiry is to analyze the correlation between anxiety and speaking performance of IX grade students at Multazam Islamic Boarding School Pudakpayung, Semarang academic year 2019/2020

1.5 Hypothesis

In line with Arikunto (2013) there are two varieties of hypotheses, namely H₀ and H₁ wherein H₀ is a hypothesis that does not have a distinction or 0 distinction with the actual hypothesis, at the same times as

H1 is a statement that contradicts the null hypothesis. In this examine, the speculation became formulated as follows:

1. Null Hypothesis (H_0)

There is no significant relationship between speaking anxiety and speaking performance of the IX grade students at Multazam Islamic Boarding School Pudukpayung, Semarang Academic Year 2019/2020.

2. Alternative hypothesis (H_1)

There is a significant relationship between speaking anxiety and speaking performance of the IX grade students at Multazam Islamic Boarding School Pudukpayung, Semarang Academic Year 2019/2020.

1.6 Limitation of the Study

The writer delimit the study to the subsequent aspects:

1. The writer only analyzed the relationship between speaking anxiety and speaking performance.
2. This research is only conducted to the IX grade students at Multazam Islamic Boarding School in Pudukpayung, Semarang academic year 2019/2020

1.7 Significance of the study

The final result of this study hopefully may offer some contributions to;

1. Practical Significance
 - a. To the Teacher

The finding of the research may enrich English teachers understanding about one of students' problems in speaking classes.

b. To the students

This finding may facilitate the students in understanding elements of speaking anxiety so that they can deal with it.

c. To the Readers

Hopefully by reading this study, the reader will receive greater sights and facts mainly about anxiety. They also can use this study as a references for those who want to set up the similar observation.

2. Pedagogical Significance

This research is expected to discover the relationship between students' speaking anxiety and their speaking performance in English learning process. Hopefully, it can be used for teachers as references in their effective learning strategies.

1.8 Definition of Key Terms

1. Speaking Anxiety

Speaking anxiety known as a subjective feeling of tension and apprehension in conveying ideas orally (Basic, 2011). A person who experiences speaking anxiety will not be able to be focus on what they are speaking (Öztürk & Gürbüz, 2014)

2. Speaking Performance

As stated by Brown (2004), speaking performance is a capability to construct the meaning of word constructing the meaning tah entails producing, receiveing and delivering information clearly to convey idea and message.

1.9 Outline of the Study

This study comprises of three chapter which detai of each items are presented as follow :

Chapter I is about the Background of Study, Reason for Choosing the Topic, Statement of the Study, the Objectives of the Study, Hypotheses, Limitation of the Study, Significance of the Study, Definition of Key Terms, and Outline of the Study.

Chapter II presents Review of Related Literature. This chapter discuss about Foreign Language Learning, English Learning in Islamic Boarding School, Factors of Foreign Language Learning, Individual Differencess in Language Learning, Anxiety in Language Learning, The Mastery of English Speaking Skill, Personality Features in English Speaking Mastery, and the las is about Review of Previous Study.

Chapter III is about Research Method. It consisit of Research Design, Subject of the Study, Instrument of the Study, Variable of the Study, Validity and Reliability, Data Collection, Technique of Analyzing the Data.

Chapter IV deals with analysis and interpretation of the data. This chapter is consisting about the Profile of Multazam Islamic Boarding School

Pudakpayung Semarang, the Instruments Analysis, the Analysis of Data Collection, and the Correlation Analysis and Discussion.

Chapter V describes about Conclusion and Suggestion which both data are derived from the research finding and the data discussion in the previous chapter. The first sub chapter is conclusion and the next is suggestion.