

CHAPTER I

INTRODUCTION

1.1 Research Background

English has turned out to be a way of communication amongst people around the world in recent times. Every person can speak more effortlessly by using the usage of English even though they have exclusive history because it's far used as international language. In Indonesia, English is an obligatory subject in senior high faculties. Getting to know English commonly has 4 primary abilities and 3 parts. The 4 predominant skills are reading, listening, writing, and speaking, at the same time as the 3 parts are phonology, grammar, and vocabulary. Students ought to be capable of using simple formal and casual English expressions when asking questions and instructions in regular, work and professional existence. Commonplace issues in mastering English are difficulties in know-how and making use of grammar efficiently, as well as problems speaking fluently and with a bit of luck.

Based totally on concept and former studies, effective English learning combines venture-based gaining knowledge of with in depth speaking practice. So the researcher proposes to apply challenge primarily based mastering as a teaching medium to assist expand students' speaking skill. Students ought to be capable of communicate verbally, accomplishing numerous language elements inclusive of accent (pronunciation), grammar, vocabulary, fluency and information, that's a minimum graduation requirement of 70.0 (KTSP Spektrum, 2009, p.36-37). In accordance with the targets which have been set, speaking skills are genuinely

wished through college students. Speaking could be very critical in the studying procedure, specially in mastering English.

In overseas language lessons, students research numerous talents (listening, speaking, reading and writing) and elements inclusive of grammar, vocabulary and pronunciation. On this gaining knowledge of method, speaking skills are a completely vital part of language learning. Hammer (2001) and Gower et al (1995: 99-100) observe that from a communicative factor of view, talking has many components. From a communicative factor of view, speaking has many one of a kind aspects, the two predominant elements being accuracy which incorporates the right use of vocabulary, grammar and pronunciation practiced via controlled sports and training; and fluency, considered as the capacity to continue speaking certainly.

By showing his speaking performance, the teacher can provide feedback. However, for students who are not confident, speaking a new language, such as English, is not easy. Talking about fear, anxiety and stress can be well managed, or eliminated but does not require a process . Students may face problems if they do not want to speak or feel anxious while speaking the foreign language they are learning. Students can lose maximum scores in English subjects because of this fear or anxiety to speak English. Abu-Rubia and Argaman (2002) looked at how language anxiety affects writing ability in English. 70 junior high school EFL students, they found that students with higher language anxiety tended to have lower writing achievement. In fact, anxiety will have a negative impact on students' efforts to improve their language skills abroad. Students with higher language proficiency are

less likely to experience anxiety, and teachers can help reduce students' language anxiety by providing a supportive attitude. An examine on language tension observed tension to be unconscious. The problem for language freshmen is due to the fact it could intrude with acquisition keeping and generating new languages (MacIntyre & Gardner, 1991:86).

According to Horwitz, Horwitz, and Cope (1986) that fear of speaking with people in a situation where one is using a second language is the root cause of foreign language anxiety. It is not feasible to create an powerful training in getting to know a overseas language Please ignore the language barrier. Anxiety about the student's performance in speaking skills that you do in front of proficiency can affect several components, including language acquisition or to improve the ability to analyze a foreign language.

Researcher interested in conducting this research at SMAN 1 Punggur which is in Nunggal Rejo village, Central Lampung district, which is far from urban life. Students there still have difficulty learning because of limited access to learning and facilities. Background students often face some common problems in terms of speaking. The following are some of the problems that students at SMAN 1 Punggur often encounter in learning English, namely the students' lack of confidence in speaking, which causes students' anxiety in speaking English. To overcome this challenge, it is important for educators to provide targeted instruction in speaking strategies. According to this assumption Researcher want to find the

relationship between student anxiety and the speaking skills at eleventh grade students of SMAN 1 Punggur.

1.2 Research Question

Based on the research background above, the researcher wants investigate:

Is there any significant Correlation Between Students' Anxiety and Speaking Skill at Eleventh Grade Students of SMAN 1 Punggur Central Lampung?

1.3 Research Objective

From the above research problems, researchers can compile research objectives as follows:

The purpose of this research is to research the correlation between student's anxiety and their speaking skill

1.4 Uses of the Research

1.4.1 Theoretically

The result of this research is expected to explain anxiety has a relation to students' speaking skill.

1.4.2 Partically

This research is expected to contribute to foreign languages learning, especially in speaking class. This research is expected useful for the following parties:

To the students: This research is very useful for students, especially foreign language learners. This research provides an overview of the correlation between

students' anxiety and speaking skill at the eleventh grade students of SMAN 1 Punggur with speaking skill. This is useful because students know their level of speaking anxiety. In addition, the correlation between the two variables is known. Thus, students can reduce their anxiety if they have high anxiety about speaking and they have to improve their speaking comprehension achievement.

For Teachers: This research also found that lecturers and English teacher can be more creative in teaching their students and making them motivated to learn English, without feeling worried or anxious to perform their skills orally.

To the further researchers : Future researchers will be motivated to learn this research and look around. It discusses similarity problems and how to find solutions to each problem.

1.5 Scope of Research

The scope of this research is to determine and investigate the relationship between student anxiety with english speaking skill at SMAN 1 Punggur. According to some theories, students' anxiety can affect their ability to understand the language. Through this research, the author will look for results (scores) for each point (anxiety test and speaking test). The results of the research will show how students' anxiety has an effect or relationship with their grades in speaking. A limitation of this research is that the researcher focused only on Speaking skill. The researcher does not focus on other skills or factors (such as reading and writing or vocabulary). In this research, previous and subsequent studies may have yielded different results. This is because the themes used are different. Again, the

researchers did not administer a self-talk test to test students' speaking abilities, which was not possible in this research. and the researcher did not conduct the research alone because the researcher was accompanied by an English teacher in carrying out the speaking test.