CHAPTER I

INTRODUCTION

This chapter presents the background of the study, identification of the problem, limitation of the problem, formulation of the problem, objective of the research, and significance of the research.

1.1. Background

Speaking skill can be found in every English language class. According to Nunan (1991) speaking is an activity to express themselves, or activities to report an action, in the right words or ability to communicate or to express the sequence of current ideas. In order to speak English in class, students need to have good self-confidence. A lot of English language students still have a problem in their speaking skill especially in speaking performance, they often have difficulty to control anxiety in speaking performance. There are many variables that can influence students' speaking performance. One of those variables that effects speaking performance is language anxiety (Sutarsyah, 2017). Students need enough self-confident before showing their knowledge or opinion in front of the class or public. Then, before the

students have activities to perform, they must prepare both of material and their self-confidence.

When students express their knowledge and share their feelings with other people, they should speak clearly, fluently and accurately, so that people can understand what they mean. To express knowledge or idea, students need to prepare their confidence from the beginning. Commonly, speaking in the public area leads to anxiety for students. Whatever the cause, whatever the level of anxiety, we can be sure of one thing anxiety will affect students' performance (Saito & Samimy, 1996). When some students do speaking performance they have a nervous feeling even though they have already prepared the material for the speech. They still do not have enough confidence to convey their opinion during speech. Moreover, if they do not have enough preparation, they will become anxious because student anxiety occurs when they are requested to do speaking performance without any preparation in advance (Ay, 2010).

Considering the phenomena above, worried to speak English can make the students get a minimum score in English subject. They started anxious and having less self-confidence, eventually, it turns to give an impact in their speaking performance score. Most of the students got anxious in the situations where proficiency was a pivotal factor, and speaking anxiety appeared when students had low proficiency (Suleimenova, 2013). Anxiety becomes an interesting variable that can influence language learning achievement in language teaching. This is because anxiety affects students in speaking performance undeniably not only the academic

ability that students should be possessed but they also concern their skills to set up their confidence and skills to perform in public. Meanwhile, the requirement for fluency in speaking skills is not only based on knowledge of language characteristics but also the skills to process the language characteristics and information (Harmer, 2001). Then, students do not only need the knowledge or material to performances, but they also need to know the rules of showing their opinion in speaking performance.

In addition, anxiety makes students difficult to improve their knowledge in English language. According to MacIntyre and Gardener (1991) anxiety creates a potential problem for language learners, and it can interfere with the acquisition, retention, of new language production. The purpose of MacIntyre and Gardener research is to investigate the correlation between students' self-confidence to their speaking performance, to make a successful education in learning a foreign language, ignoring anxiety is not a good way to choose. Learners' anxiety to perform in front of the classroom could have an impact on the material to be conveyed for the audience and inhibit the development of their ability in mastering foreign languages. Foreign language anxiety is caused by the apprehension of communicating with others in the second language context (Horwitz, Horwitz, & Cope, 1986).

Moreover, identifying the causes that make students have problems in speaking performance is a thing that should be noted by a teacher or lecturer. Before performing, students must prepare the physical conditions, materials, and strategies in speech. Preparing the perfect material before speech will make it easier for students

to speak (Kline, 1989). After students have finished conducting in speaking performance, the teacher must provide feedback to students, and provide to give a reword for students. Students' speaking performance can be affected by the factors that come from performance conditions such as time pressure, planning, the standard of performance and amount of support. The affective factors are like motivation, confidence, and anxiety. Students do listening ability and feedback during speaking activities (Tuan & Mai, 2015).

Based on the initial report in a class of third semester students at English education department in Islamic University of Indonesia, some of the students who take Public Speaking subject have limited confidence to speak or desire to express opinions. It means that the students still difficult to control their courage to show their opinion in speaking performance. In different cases, some of the students have enough confidence to perform in Public Speaking class before preparing the material. The significance of this study is to control students' self-confidence for speaking performance. Students become aware of the importance of communication inside or outside the classroom and they may habituate themselves to control the anxiety if speaking performance. Speaking anxiety creates a low self-confidence which makes students remain quiet in all situations, even if they have the capacity to express themselves and knowledge that is worth hearing (Lanerfeldt, 1992).

1.2. Identification of the problem

Referring to the background, there are three factors that cause students difficult to speak in front of the class or the public. The first problem is students' anxiety and self-confidence. Students feel inhibit when they try to speak in a foreign language in the class. They are inhibiting because of their less self-confidence. They felt worried about the error; they are embarrassed to continue their speech until the end when they make mistake. The second problem is the students often complain about the idea. They cannot think of anything to say in front of many people. They have no motivation to express themselves as the further consequence. Then, another problem is related to bilingual language. The use of mother-tongue is still dominant. Students do not know many vocabularies of the speech topic.

1.3. Limitation of the Problem

The limitation of this study focuses on oral skill which is speaking performance. The researchers do not focus on another skill and component (reading, writing, or vocabulary). In speaking performance, there are three problems, and the researcher will investigate only one of them. The problem of speaking performance is very common. The majority of people ever feel this problem before having a speaking performance. The problem of this study is student's anxiety in the third semester of

English education department. This study is aimed to know students anxiety in practicing speaking performance.

1.4. Formulation of the Problem

The researcher formulates the previous problem into this following research question: Is there any correlation of students' anxiety and their speaking performance?

1.5. Object of the Study

This research aims to clarify the correlation between students' anxiety in speaking performance with scores in their Public Speaking subjects in English Education Department, Islamic University of Indonesia.

1.6. Significance of the Study

This study is expected to be useful for:

1. Students of Public Speaking

Students need to eliminate their anxiety in studying Public Speaking subject. When they are talking about foreign it means they start to learn. In the beginning, students' started from very common word to the difficult one. In addition, they need to select suitable language to speak at Public Speaking class because in Public

Speaking class students have to control the formal and informal language in speaking performance.

2. Institution

This study can help to develop student skill and understanding characteristic of the student. The institution also needs to make the students of English department more active in speaking, whether they cannot speak English carefully. It is for making students confidence to speak in the class.

3. Lectures of Public Speaking

The lectures of Public Speaking subject can be more creative to motivate the students in English speaking performance, without a worried feeling to perform, and the lectures need to be creative to teach Public Speaking subject.