CHAPTER I
INTRODUCTION

This chapter is intended to present the research background, problem identification, research objectives, research significance, and research scope.

1.1 Research Background

English is one of the languages that are learned by learners worldwide because these days it is known as the international language and it requires that everyone is able to use English. This fact makes English be one of the important subjects in school. In English, speaking is one of four basic skill that are learned by the learners. Speaking skill is used to express learners' ideas and knowledge to others (Hosni, 2014). According to Harmer (2007), speaking processes are complex, in which a person communicates when he/she wants to say something and send information. Therefore, learners need to speak clearly and accurately in conveying their ideas or knowledge to make other learners understand what they want to convey. Harmer (2007) also states that Language is used by speakers in accordance with their objectives. As a result, in order to communicate effectively, a speaker must be both a listener and a speaker at the same time. and it makes the speaking skill more difficult than other skill.

Speaking is important because it is a process of making meaning interactively that includes the creation, receipt, and processing of information. (Brown, 1994). According to Nunan (1995), when learning a second or foreign language, the capacity to communicate effectively is the most essential element

to focus on. The success of a language learning program is determined by the ability to have a conversation in the language being studied. However, because of a number of obstacles, language learners find it difficult to develop their speaking abilities. The obstacles can be the problems that students face in class.

Unfortunately, even after years of study, not all Indonesian students can speak fluently and accurately in English because they lack the requisite skill such as fluency, grammar, and pronunciation (Pratolo, 2017). This may be attributed to students' poor interest in the learning process. Pratolo (2017) also mentions, despite the fact that English became a more important topic, students did not seem to use it outside of the classroom. Their poor results and lack of desire to participate lead to this. Juniati *et al.* (2018) express the same issues, stating that most students choose not to talk in the EFL class due to a lack of trust, fear of being judged by others, a lack of comprehension or unfamiliarity with the subject, a lack of vocabulary mastery, a lack of motivation to speak, and opportunities to speak. Because of their anxiety, when they have anything to say in class, they are concerned that they will make a mistake and are fearful of being criticized by their classmates.

Previous researches showed that anxiety had a negative correlation with students' speaking skill. Asysyifa et. al. (2019) studied the students' speaking anxiety in the EFL Classroom. They investigated the factors that made students feel anxious and this would impact their speaking skill. The sample of the study were 30 students of the first-grade of vocational school students as the respondents of the research. The data were collected through questionnaires developed by Horwitz, Horwitz, & Cope (1986) and interview adapted from

Price (1991:103). The result showed that many factors contributed to the students' anxiety such as lack of preparation, being laughed at by other students, being afraid of making mistakes, and feeling unconfident to spell, pronounce and select English words.

Sutarsyah (2017) studied the effect of students' anxiety on speaking skill. The goal of the research was to find out that anxiety could impact students' speaking skill. Another goal of the study was to determine if there were any variations in speaking ability between students who had high levels of anxiety and students who had low levels of anxiety, as well as to determine the main variables that produced anxiety. The results showed that the lower anxiety level students have higher speaking skill scores than those who have higher level anxiety. Another result showed that anxiety give a negative contribution to students' speaking skill.

The phenomena happened showed that the students' anxiety affected the students' speaking skill, especially those in *Sekolah Menengah Atas Negeri 1 Mengwi*. Anxiety could be the subjective feelings of tension, fear, nervousness, and worry related to classroom language learning arising from the uniqueness of the language learning process (Horwitz et al., 1986),. The result of the prior observation with some students showing the same characteristics. It was found out that they were not only worried too much about the assessment and their friends' reaction but also they were afraid of making mistakes. Other results showed that the students were unprepared, nervous, and stressful. Furthermore these phenomena affect the students' speaking skill. As the previous study from Asysyifa et. al. (2019) and Sutarsyah (2017) showed that anxiety gave negative

contribution to the students, this research try to analyze the same topic in *Sekolah Menengah Atas Negeri 1 Mengwi*.

1.2 Problem Identification

Prior observation conducted there were problems related to the students' speaking skill and their anxiety level in *Sekolah Menengah Atas Negeri 1 Mengwi*.

Firstly, when the students learned how to speak English, the problems they encountered varied from pronunciation, fluency, grammar, content and vocabulary. Some students were not pronouncing the words correctly in English. Someothers were not very fluent in expressing their ideas. Moreover, they often misconstructed expressions grammatically. The speaking contents were not corresponding to the text genres like descriptive, narrative and recount texts. Were in speaking.The words were often misused by the studebts when they. Those problems were certainly affecting their speaking skill as their speaking skill score was on below average or categorically low.

Secondly, the students' anxiety was categorically high when they were tested using Horwitz's Foreign Language Classroom Anxiety Scale. Their anxiety in speaking was related to 1) communication apprehension or a type of shame marked by fear or anxiety about communicating with other students, 2) test anxiety or a type of performance anxiety stemmed from fear of failure, and 3) fear of negative evaluation or fear of an evaluative situation by other students who might evaluate himself or herself negatively.

1.3 Research Questions

Referring to the problems identified above, the research questions were stated as follows.

1. What is the eleventh grade students' speaking skill in *Sekolah Menengah Negeri 1 Mengwi*?

2. What is the eleventh grade students' anxiety in speaking in *Sekolah Menengah Negeri 1 Mengwi*?

3. Is there any significant correlation between the eleventh grade students' speaking skill and anxiety in *Sekolah Menengah Negeri 1 Mengwi*?

1.4 Research Objectives

Based on the research questions above, the objectives of the research can be stated as follows:

1.4.1 General Objectives.

The general research objective was to describe the eleventh grade students' speaking skill and anxiety as well as the correlation between them in *Sekolah Menengah Negeri 1 Mengwi*

1.4.2 Specific Objectives.

1) To describe the eleventh grade students' speaking skill in *Sekolah Menengah Negeri 1 Mengwi;*

2) To describe the students' anxiety in speaking skill of the eleventh grade students of *Sekolah Menengah Negeri 1 Mengwi;*

3) To analyze the correlation between the eleventh grade students' speaking skill and anxiety in *Sekolah Menengah Negeri 1 Mengwi*.

1.5 Research Significance

1. Theoretical Significance

Theoretically, the research findings could be used to improve the speaking learning processes in order to improve the eleventh grade students' speaking skill and minimize their anxiety level in speaking.

2. Practical Significance

Practically, the research findings could be used to improve the speaking learning processes and outcomes as follows.

2.1 For the students.

The students could improve their speaking skill through creative, productive, and interesting learning processes and practicing the speaking skill intensively during or outside speaking classes.

2.2 For the teachers.

The EFL teachers could develop creative, productive, and interesting learning models so as to improve the students' learning outcomes and work performance in teaching.

2.3 For future researchers.

Future researchers could refine, and improve the present research design, instruments and analysis for better research findings.

1.6 Research Scope

This research was limited on 106 eleventh grade students in *Sekolah Menengah Atas Negeri 1 Mengwi* in the school academic year 2020/2021