

CHAPTER I

INTRODUCTION

1.1 Background of Study

Learning an English language as a second or foreign language is very important for all of human in every element, because every people exactly uses the language to make a communication with others people. It means that language has a big influence towards human activity, especially in expressing the feeling. Abood and Melhim (2015: 749) said that language is a very crucial component of any culture. Members of any society attempt to prove themselves primarily through their language at the level of intercultural dialogue and exchange of knowledge among different society but every people have different individual characteristics that make them different in choosing the way they learn it.

Anxiety is one of the individual characteristics of the people. Anxiety is described as an uncontrollable state that can make the language learning situation problematic and stressful. It is true that learners bring many individual characteristics to the learning process (Sener, 2015: 875). Still in the same study, in Williams and Bureden, Anxiety, as one of the learner characteristics, has been subject to a considerable amount of investigation. According to Tianjin (2010: 95) said that Learner differences in second or foreign language learning can be interpreted not only in terms of cognitive factors such as language aptitude and learning style, but also affective factors, such as motivation and anxiety.

Moreover, Amiri and Ghonsooly (2015: 855) explain that learning a foreign language can be regarded as a complicated process which is affected not only by linguistic factors, but also by some other non-linguistic ones which may be

considered as cognitive, metacognitive, and affective. One of the most important affective factors which influence the students' academic performance in second language learning is anxiety.

Anxiety occur on every people in normal life every times and everywhere and every conditions of the people. Anxiety has been regarded as one of the most important negative factors influencing second language acquisition. Learners who lack confidence and have low learning motivation tend to perform poorly in the language learning process. However, sometimes anxiety can become a positive factors influencing second language acquisition. Woodrow (2006: 309) said that anxiety experienced in communication in English can be debilitating and can influence students' adaptation to the target environment and ultimately the achievement of their educational goals.

One of the language skills that has to be mastered by student in learning a foreign language is speaking. It is a productive skill among four language skills. English speaking skill, as an international means of communication, is necessary for effective interactions amongst people across the world. Where two peoples or more use language to represent their purposes. According to Scrivener (2005) in Asakereh and Dehghannezhad (2015: 345-346), these are highly demanding, complicated and multi-faceted skills, as one cannot communicate effectively unless he or she is equipped with sufficient knowledge of vocabulary, grammar, culture, genre, speech acts, register, discourse, and phonology. Still in the same study, Mak (2011: 203) said that language instructors should consider students' linguistic and pragmatic competence, and also need to take their psychological

needs into account, and attempt to meet such psychological needs, identifying and countering affective factors that can impact upon students' learning.

Moreover, several research studies also have been explained about speaking skills. In their study, Patiung et al. (2015: 1093) stated that there are no communities wherever they live, who have no language. Whatever the form of language is every community must have language as a communication tool. Even there are among us who can imagine writing while listening to a discussion about the language, but the language is actually the speech or utterance.

In English Department students of Muhammadiyah University of Ponorogo, some students comes from different background. It means that each student has different individual characteristic. In their speaking class, they have tried to speak in English language well. In fact, when students try to speak with English language in front of class or in front of their friends, they feel difficulty or getting a sense of anxiety. This is become a serious problem that must be solved by all of the students. As the same way with Tanveer (2007: 1) explains that:

In today's language classrooms, students try to improve this productive skill in many ways. They perform orally in front of a group, and they make oral presentations or participate in group discussion. They are sometimes called on to speak by their teacher in the target language. All these challenging speaking tasks may sometimes influence the learners and cause such sentences uttered by the learners: (1) I always feel nervous when speaking English, (2) I feel bad in my mind because I wonder why I can't speak English very well. (3) My English appear is not good enough; I can't express very well. (4) Sometimes I feel stupid, some people look at me, a strange man, cannot speak well.

Several research studies have been carried out related to students' foreign language speaking anxiety. In their study, Öztürk and Gürbüz (2014: 3) found that speaking in front of their peers is a very anxiety provoking activity for the foreign language learners because the learners were concerned about making mistakes in pronunciation and being laughed.

There are four skills in learning process; listening, reading, writing, and speaking. In this research, the writer will focus on speaking skill, because the students at English Department students of Muhammadiyah University of Ponorogo have a different in speaking skills. It caused by the differences of the level of anxiety of the students in speaking skills. However, these differences are not make the one of the students become more dominant in speaking skill than the other students. This differences just bringing influent in the level of understanding about speaking skill of the students.

Based on the background of the study above, the researcher is interested in conducting a research with title “The Correlation Between Student’s Anxiety and Student’s Speaking Skill at English Department Students of Muhammadiyah University of Ponorogo”.

1.2 Statement of Problem

Based on the background of study above, the researcher states statement of problem as follow, “Is there any correlation between student’s anxiety and student’s speaking Skill at English Department Students of Muhammadiyah University of Ponorogo?”

1.3 Purpose of the study

According to the statement of the problem, the purpose of the study is to know the correlation between student’s anxiety and student’s speaking skill at English Department Students of Muhammadiyah University of Ponorogo”.

1.4 Significance of Study

The researcher hopes that the result of this research will give some significance for:

a. The Students

Students can realize that every people have a different culture that give influent in speaking skill. So, as a student, the best way to face the differences are not take far away, but receive it as a motivation to study together and to do the best as a student.

b. The Lecturer

The result of this research can help the lecturer to know and understand that every students has a different ability in speaking skill because the differences of their level of anxiety. So, the lecturer can easy to teaching speaking to the student well.

c. The Researcher

The researcher get a new experience to do research the relationship between Student's anxiety and language that focused in speaking skill for communication that before never to do by researcher. Where, the hope is researcher can be motivated to do something useful for everyone in every time and everywhere.

1.5 Scope and Limitation

The scope of this research is just to measure “The Correlation Between Student's Anxiety and Student's Speaking Skill at English Department Students of Muhammadiyah University of Ponorogo”.

1.6 Hypotheses

To make easier in to do this research, the researcher defines the hypothesis of this research as follows:

Ha: there is any correlation between Student's anxiety and student's speaking skill at English Department Students of Muhammadiyah University of Ponorogo”.

1.7 Definition of Key Terms

To make easier in understanding this research, the researcher defines the definition of key terms as follows:

Anxiety : The tense, unsettling anticipation of a threatening but vague event; a feeling of uneasy suspense (Rachman, 2004: 3)

Speaking skill : Is a common mean of communication within the community (Patiung et al., 2015: 1093).

