CHAPTER 1

INTRODUCTION

1.1 Background

English is a global language widely used by more than 1.5 billion people (Crystal, 2003:6). Nowadays, as stated by Graddol (1996), it is expected that English has achieved its position as an elementary educational skill to be mastered beside the other important skills such as literacy, numeracy and information and communication technology (ICT). Furthermore, English regularly becomes the main language in international events. In Asia, English is renowned as the official language of the ASEAN trading association. Accordingly, Indonesian government and society also acknowledge English as both a global and local lingua franca. House (2003) states that English will alter its function from a 'language for identification' toward a 'language for communication'. This phenomenon will profoundly affect the whole aspects of English language use and learning throughout the world.

In the social perspectives, all kinds of learning can be viewed as the construction of a new identity in relation to a certain community (Lave & Wenger, 1991). Kramsch (2010) emphasizes the transformative potential of English language learning in her writing. She argues that language learners are likely "seduced by the foreign sounds, rhythms and meanings, and by the coolness of native speakers" (p.16). Furthermore, she points out that "many adolescent learners strive to enter new, exotic worlds where they can be, or at least pretend to be, someone else, where they too can become cool" (p.16). Besides, Arnett (2002) also asserts that globalization gives insightful consequence on youth especially those who live in the urban segment. It may well influence students 'identity explorations' and, indeed, the 'identity confusion' since one part of their identity is rooted in local culture while another part is rooted in global culture. This shows their awareness of their relation to the global culture.

English is an important and compulsory part of the school curriculum in Indonesia. Accordingly, in vocational schools, students are required to gain

communicative competence, as it has also been required by the job markets.

Therefore, it can be concluded that the issue of the importance of English as language for communication is indisputable. Thus, the concerns of students' motivation to learn English should have been old-fashioned since they have increasing exposure to English in the media and their physical environment.

However, the simple logic previously mentioned doesn't hold in Indonesia (Lamb, 2011). The majority of the students is uncomfortable expressing themselves in the foreign language and seems reluctant to be part of the language and the culture. It is indicated by the students' weaknesses in communicating in the target language, both in oral and written production, and their low interest and attitude toward learning English.

Furthermore, in Indonesia, Lamb (2011) points out that motivation is the critical factor of students' learning. He argues that Indonesian students may acknowledge the important value of English but are reluctant to invest effort in learning it. In addition, they rarely have opportunities to interact with English native speakers and the merely available opportunities to use English in communication are with the teachers and classmates in their English classrooms. Moreover, the individual opportunities to speak are very limited because the classrooms activities do not merely focus on speaking but also includes other skills such as Reading, Grammar, Listening and Writing. Additionally, the classrooms is conducted by low-paid and often overworked teachers using locally written textbooks in a big class size of around 35 students with mixed abilities, which add more problems for a good learning to occur. Therefore, many students are reluctance to speak within the classroom or beyond the classroom. Likewise, in such a situation mentioned above, Block (2007) asserts that the common use of first language may obstruct student openness to the foreign languages and culture. Besides, he argues that they will be concerned to free themselves from the constraints of the one (monolingual) mother tongue. The explanation above supports the notion that motivation is influenced by the social context, and it has still become a critical issue to be considered in Indonesia.

 In the classrooms situation, students' failure in communicating in English can be caused by linguistic factors such as lack of vocabulary or using the wrong

tense, or to non-linguistic features such as hesitation or fear (Brown, 2007).

Therefore, anxiety may play a role in this respect. Teachers often fail to acknowledge the existence of affective factors such as foreign language anxiety, and the way it can influence learner's motivation and performance. Although the amount and strictness may vary for each student within the classroom, it cannot be stated that the influence of these affective factors does not exist at all.

This research is conducted based upon the assumption that both anxiety and motivation can predict language-learning success, especially in speaking. MacIntyre & Gardner (1991) argues that the two variables mentioned have an inverse relationship where higher-level anxiety caused the student to be less motivated, which resulted in lower speaking performance. Various studies have also investigated the correlation between anxiety and language achievement. In some cases, it is believed that anxiety causes the student to work harder and lead to a better speaking performance (Horwitz, Horwitz & Cope, 1986; Phillips, 1992). Those affective factors became debilitating factor that prevents learners from showing their full potential.

This research aims to investigate how these two affective factors interact with each other and what influence they would have conjointly on students' speaking performance. The implication of the study will give English teachers a thorough understanding of these affective factors of language learners if they are to help their students better in coping with the learning process more carefully, supportively and effectively.

1.2 Statement of Problem

Foreign language learning anxiety is predicted to be a debilitating   factor that inhibits   learners from showing their great potential and gaining success in their learning. Thus, the learners may not be fully successful in their language learning. On the contrary, motivation is an important factor that becomes the key success of the students' learning. Since anxiety and motivation are some factors that can influence learner's performance and achievement, further investigation about it is reasonable. However, language learner's anxiety and motivation and its direct relationship to speaking performance in Indonesian academic settings have not

been put into much consideration. Most teachers are not aware of the fact that

their students are not able to fully exhibit their potential because of the stressful situation they are in, or even if they recognize the students' anxiety, they pay little, if any, attention to it. Mostly teachers are reluctant to find ways to make the learning process as enjoyable and anxiety-free as possible. Hence, they are unable to respond to the learning needs of the students.

1.3 Purpose of the Study

Individual differences such as language anxiety and language motivation have been studied extensively by experts in foreign language (FL) learning. Both of these affective factors have been found to be highly correlated to FL achievement. However, there are only little studies have scrutinized the role of motivation and anxiety simultaneously toward speaking performance in the context of English as a foreign language (EFL). Exploring the relationship between language motivation and language anxiety and their combined effects on the EFL achievement will help language teachers and researchers to clarify the role of these two variables in language pedagogy. The purpose of the present study is to accomplish such a task and examine the relationship between language anxiety and language motivation, and their effects on language achievement within a foreign context.

1.4 Research Questions

This research employs quantitative data. Accordingly, the research questions are:

1. What is the students' level of affective factors?
2. What is the correlation among students' level of affective factors and speaking performance?
3. What affective factor is a better predictor of the students' speaking performance?

1.5 Definition of Terms

Affective Factors

Affective factors investigated in this research are students' foreign language

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anxiety and motivation

Anxiety

Anxiety in this research refers to students' foreign language anxiety, which consists of students' communication apprehension, test anxiety, fear of negative evaluation, and anxiety of English classes

Motivation

Motivation in this research refers to attitudes toward learning English, desire to learn English, motivation intensity, integrative orientation, and instrumental orientation.

1.6 The Scope of the Study

The overarching aims of the research are to examine the extent to which the participants are anxious and motivated, to explore the correlation between these affective factors and speaking performance, and to find out whether there is any contribution of these factors to students' speaking performance. The research is conducted in SMK (Vocational High School) in Bandung West Java, one of Vocational School in Bandung, Indonesia, majoring in business and management.

1.7 Hypotheses

Three hypotheses are made in order to answer the research questions. The hypotheses are formulated as follow:

H1: Students' motivation has a significant positive correlation with students' speaking performance

H2: Students' anxiety has a significant negative correlation with students' speaking performance

H4: Motivation and Anxiety would all significantly influence students' speaking performance