CHAPTER I

INTRODUCTION

This chapter provides a brief description of the whole content of the research. It covers a description of background of the research followed by research questions, purposes of research, scope of the study, significance of the study, research methodology, and clarification of terms. The organization of paper is also enlightened in this chapter.

1.1 Background of the Study

This study is concerned with investigating language anxiety in speaking English and their speaking performance experienced by a class of students in one of senior high school in Bandung, West Java, Indonesia.

Speaking is one of the most difficult skills to develop for non-native students (Sanchez, 2014). According to Brown (2001), speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. Its form and meaning are dependent on the context, the participants, their experiences, the environment, and the purposes of speaking. Speaking is also categorized as a productive skill; the skill in which we produce utterances that is observable (Brown, 2001). We could say that in the classroom speaking includes the interaction between the teachers and students or among the students based on the contents and the activities used by the teacher to promote the oral communication. These activities will be selected according to the level of students. The contents and the context which is meant to adjust the activities to the level of learners. The different levels of learning will require the different way of teaching.

However, there is a genuine fear for many students in performing their second or foreign language, and this phenomenon is known as language anxiety (Zhiping & Paramasivam, 2013, p.1). Brown (2007) claimed that "some affective factors in human behavior in learning language are inhibition, risk-taking, anxiety". Anxiety as one of important variables that determine the students'

success in relation to people's emotion and cognition of learning a new language. Moreover,

Zhiping and Paramasivam (2013) stated "classroom anxiety as an obvious factor that can hinder students' performance and achievement and decrease their willingness to participate in learning activities" (p. 2).

In educational research, anxiety is usually classified as being trait or state (Woodrow, 2006). Woodrow (2006) stated that a person who is trait anxious is likely to feel anxious in a variety of situations. Against trait anxiety, state anxiety is an anxiety in temporary condition and at a particular moment. Students with anxiety are likely to avoid themselves into the activity which demand them to speak foreign language because they fear of taking risks or making mistakes (Palethorpe and Wilson, 2011). Therefore, it is important to identify the causes of students anxiety, the factors behind students' anxiety and its relation to students' speaking English performance. In line with this study, Woodrow (2006) stated that anxiety which is experienced by language learner, especially in communication in English can be debilitating and can influence students' adaptation to the target environment and also their achievement of their educational goals.

Language learning is a stressful situation for some students, mainly because they have a fear of negative evaluation from their teacher or their friends (Rafada & Madini, 2017). Besides, students are lack of self-confidence and they are afraid if they do not understand an outgoing conversation with their teacher or their peers (Castillo & Jarquin, 2014). Based on those problems, the major significance of research into foreign language anxiety, especially in speaking skill, is to investigate the factors causing students' speaking anxiety and the reveal any possible correlation between students' speaking anxiety and their speaking performance. Several studies have found that language anxiety is negatively related to language performance, and some researchers admitting that it is one of the strongest predictors of foreign language success (MacIntyre, 1999, as cited in Woodrow, 2006).

This research identified and analyzed those factors that caused students' anxiety in EFL classroom in which influence their speaking performance. Numerous studies related to relationship between the skill of speaking in a foreign language classroom and speaking anxiety have been conducted. The previous studies addressed speaking anxiety in general. Few studies dealt with speaking anxiety in relation to language students' oral fluency whereas very few studies addressed this type of relationship in a sample of students in Science program class in high school level.

1.2 Statement of Problems

The research was conducted to answer these following questions;

1. What are the possible factors causing students' anxiety in speaking English?

2. Is there any correlation between students' speaking anxiety and their speaking performance?

1.3 Aims of the Study

The aims of the research are as follows :

1. To investigate the factors behind students' anxiety in speaking English.

2. To reveal any possible correlation between students' speaking anxiety and their speaking performance.

1.4 Scope of the Study

This research focuses on two parts of discussion concerning students' speaking anxiety in the tenth graders of Senior High School. There will be 33 students from one of Science program classes involved in this recent research. The study investigates the factors causing students' speaking anxiety and the correlation between students' speaking anxiety and their speaking performance.

To assess their speaking performance, students are asked to express spoken language in the form of narrative text which is story-telling.

1.5 Significance of the Study

This study is expected to give contribution for the development of teaching English speaking, especially in foreign language classroom. The result of this study is expected to enrich the literature in terms of the students' speaking anxiety and their speaking performance. The result of this study is also expected to give beneficial references, positive contributions and information for further research or investigation in the same area with different contexts.

1.6 Research Methodology

This study employed a case study research design. Case study is appropriate with the aims of this study which are to investigate students' speaking anxiety and its relation to their speaking English performance. The participants of this study are 33 students of a senior high school in Bandung. One of Science program classes in the senior high school is chosen as the respondents of this study. Participants are categorized based on their level of anxiety by using Foreign Language Classroom Anxiety Scale (FLCAS) adapted from Horwitz, Horwitz, and Cope (1986). Students who get higher speaking anxiety score are chosen to be interviewed. The students are given some questions about the factors that cause speaking anxiety and how much it influences their speaking performance. Furthermore, the students were asked to perform story-telling, since the learning material in that time was about narrative text. Their performance were assessed using Student Oral Language Observation Matrix (SOLOM) scoring rubric by Daniels & Bizar (2004). Then, the result from questionnaire and speaking test were merged to see any possible relation between their level of anxiety and their speaking performance.

1.7 Clarification of Terms

The purpose of the clarification of terms is to avoid misunderstanding. The terms are:

1.7.1   English speaking skill in this study refers to a skill to express arguments, ideas, and daily conversation through English as an oral communication (Brown, 2001)

1.7.2   Anxiety in this study refers to foreign language speaking anxiety. It is one of the most prominent factors which has a debilitating influence on the oral performance of students learning English as a foreign language (Salem & Dyiar, 2014).

1.7.3   English speaking performance in this study refers to how students produce or use their speaking ability to communicate their ideas for interpersonal and transactional purposes (Nunan, 1999, as cited in Kroeker, 2009:9).

1.8 Organization of the Paper

The research paper was organized into five chapters as follows:

Chapter I Introduction

This chapter provides background of the study, consisting of research questions, purposes of research, scope of the study, significance of the study, research methodology, clarification of terms, and the organization of the paper.

Chapter II Literature Review

This chapter contains related theoretical foundation. This chapter provides the definition of speaking in foreign language, factors of foreign language anxiety, and students' speaking performance in foreign language classroom related to the previous studies on language anxiety.

Chapter III Research Methodology

This chapter presents the methodology in conducting the research. It consisted of the research methodology which covers the research design, setting, participants, data collection, and data analysis.

Chapter IV Findings and Discussion

This chapter elaborates the findings and discussion as a result of the research conducted by the researcher.

Chapter V Conclusions and Suggestions

This chapter covers the research result, recommendation, and suggestions for further research.

1.9 Concluding Remarks

The present chapter has presented the background of the research which includes the importance of speaking skill, the students' anxiety in speaking and its relation with students' speaking performance, and the previous studies about foreign language anxiety. This chapter also discovered research questions, aims of the study, scope of the study, significance of the study, research methodology, clarification of terms and organization of the paper.