

CHAPTER I INTRODUCTION

1.1 Background of the Problems

Speaking is one of the productive skills needed in communication because it is the ability used by people to convey ideas, feelings, and thoughts to others verbally. Furthermore, people often highly appreciate the other people who have good speaking skill. In the term of education, speaking is one of important skills, which should be mastered by students. In speaking, practice is very important for developing students' speaking skill. Through practice, students are able to use the vocabulary they have mastered to communicate with their teacher or peers both at school and outside the school.

In learning English, speaking is one of the targets that should be mastered by the students. Speaking ability is very important in daily life to support better education and careers. In addition, speaking skill is the key of students' successful in verbal communication. Through speaking, the mind will automatically works and looks a correct vocabulary used in communication. In communicating with others, students will generate hundreds of words from their mind to convey a clear idea that can be understood by the listener.

Based on curriculum 2013 speaking is very important for students' junior high school. It is because ideally in learning speaking students should be able to speak with other people using English properly. In addition, students can be categorized as capable of speaking English if they have good pronunciation, have

good fluency, master a lot of vocabulary, have good grammar mastery, and must be able to arrange words into well-organized sentences which can be understood by the listener.

However, in fact many students at Junior High School (SMP) that feel difficulties in speaking. Many problems that felt by students can be error in grammar, lack of vocabulary, and pronunciation, remember word but can not express their ability fully in English. According to Raba'ah (2005) there are many factors that cause difficulties in speaking English, these factors are related to the students themselves, the teaching strategies, the curriculum and the environment (p:15). For example, many students lack the necessary vocabulary to convey their meaning, and consequently they cannot keep the interaction going. Besides, in learning foreign language especially speaking many students felt fear and shy to performance in front of class. It because they felt unsecure with their ability.

In this research, the researcher choose Eight grade to investigate because based on observed and interview that made with one of the English teachers at SMPN 06 Kotabumi North Lampung on October 29th 2019. The teacher suggest to choose Eighth grade as subject research because the class suitable with lesson that will using to test speaking. Other reason the researcher interesting to investigate Eight grade because this class are still lack in speaking English. It is because the students encounter many problems in speaking. The problems are coming from the internal factor, that is students themselves, and the external factor, that is the process of learning in the classroom. Those are explained in the following section.

First, students' speaking achievement at SMPN 06 Kotabumi is still low. It can be seen from the following table 1 below:

TABLE 1
THE ENGLISH STUDENTS' SCORE OF FORMATIVE TEST
IN THE SEVENTH CLASS ON SMPN 06 KOTABUMI
NORTH LAMPUNG ACADEMIC 2020/2021

No	Interval score	The Number of Students	Percentage
1	12—19	11	3,86%
2	20—27	24	8,42%
3	28—35	33	11,58%
4	36—43	55	19,30%
5	44—51	36	12,63%
6	52—59	34	11,92%
7	60—67	29	10,18%
8	68—75	33	11,58%
9	76—83	21	7,37%
10	84—91	9	3,16%
	Total	285	100%

Source of Class VII English Teacher in SMPN 06 Kotabumi

Based on the table above, it can be seen that there are only 26,47% of the 285 students in SMP N 6 Kotabumi who have passed KKM (65), and 73,53% of the 285 students who have not passed in English KKM. Thus, it can be seen that speaking ability of students at SMPN 06 Kotabumi is still low.

Second, students still lack of vocabulary mastery. Therefore, they feel difficult to convey their ideas and feelings using English. For example, when students stand in front of class to speak, they still confuse and find it difficult to speak because they are still lack of vocabulary mastery. In addition, many students also find it difficult to interact with the other students using English as a daily language. In learning speaking, students should study about vocabulary in English book, dictionary, and other learning resources. Therefore, they can have enough vocabulary mastery.

Third, most of students at SMPN 06 Kotabumi are lazy to practice speaking. Practice is very important in learning to speak English. However, many students at SMPN 06 Kotabumi are lazy to practice speaking English with friends and teacher in the class. For example, when teacher ask students to practice speaking with their friends in the class, they do not want to practice because they are lazy and afraid doing a mistakes. In learning speaking students should practice speaking to interact with other people in their daily life, since it can help them to be fluent speaker in English.

Fourth, students still have low motivation to speak English in daily life. Low motivation in speaking is greatly affects the learning process. It is make they feel difficulties in the learning process because support from friends and teacher is low. Furthermore, motivation is very important to help them in the learning process because with the support from friends and teacher, it will make they are more enthusiastic in learning.

Fifth, students feel unconfident to speak English. Many students at SMPN 06 Kotabumi unconfident to speak because students felt afraid doing errors and feel ashamed when practice speaking in front of the class. They should have confident to learn speaking. If they want to success in speaking, they have to try speaking even though they will make many mistakes when they are trying it.

Most of students feel anxious or nervous when they perform speaking in front of class. They feel nervous of their speaking ability. Students' speaking ability can be affected by affective factors such as motivation, self-confidence and fear. Motivation in speaking is very important to improve and develop students' speaking abilities. Then, self-confidence is also an important factor in making

students speak fluently. Having confidence is not easy, because students must practice speaking continuously and maximally to take advantage of every opportunity to speak. Fear become one of the factor which causes failure of speaking, it is because commonly called as anxiety. Anxiety often makes a person fail when unable to speak and failed to show that they actually understood English well enough.

Anxiety in speaking a foreign language prevents students from participating maximally in learning. With the anxiety felt by students, it will make students feel insecure so they can not show their abilities. From the explanation above, the researcher assumes that anxiety can be correlate with students' speaking ability. Besides, anxiety can also cause potential problems for foreign language learners which can be caused by fear of communicating with others. Speaking anxiety cannot be ignored because it can determine student success in the learning process. Anxiety is a feeling in which someone feels unsure or doubtful of their abilities. Someone who has anxiety is usually described with a low sense of self-confidence. High anxiety possessed by someone can create negative effects in the learning process especially in foreign language classes.

This research is very important to investigate because the speaking ability is the most important aspect of communication. It is supported by Kemendikbud (2013:13-15), English has been compulsory subject which is learned from junior high school to University that it is classified into one of the most important subject to both junior high school and senior high school. It means that English specially speaking is very important to learned by students. Then many students have problems in speaking ability. It is because they afraid to speak and

apprehensive make to mistake and also felt anxiety or shy if they speak in class. Besides, in the learning process anxiety become one of the biggest factors that influence students' speaking ability. It is because anxiety can bring a negative impact in learning process. Students who have high anxiety level felt difficult to focus or concentration in learning process and they are also afraid and avoid the subject, especially in speaking subject. It is make the researcher assume that anxiety is very important to investigate, it is because to know the correlate between speaking ability and anxiety.

Furthermore, the researcher interested to chose anxiety as a factor which is assumed to be correlated with speaking ability because many students in SMPN 6 Kotabumi who felt unconfident and anxious to speak in learning process. In addition, the anxiety can make students cannot development their ability especially in speaking class. Because students feel nervous and shy when the teacher asked to speak in front of class or with other people. Students' anxiety in speaking also give effect to their language mastery and ability to speak a foreign language. Therefore, the researcher wants to investigate the correlation between speaking ability and anxiety at the eighth grade students of SMP Negeri 6 Kotabumi in the academic year 2020/2021.

1.2 Identification of the Problem

Based on the background of the problems above, the researcher identifies several problems as follows:

1. Students' speaking skill is still low,
2. Student's vocabulary mastery is still low,
3. Students are lazy to practice English, especially in speaking,
4. Students have low motivation to speak English in their daily life,
5. Students feel unconfident to speak English as a foreign language,

1.3 Limitation of the Problem

Based on the identification of the problem above, researcher limit on the significant correlation between speaking ability and anxiety at the eighth grade students of SMP Negeri 6 Kotabumi in the academic year 2020/2021.

1.4 Formulation of the Problem

Based on the limitation of the problems above, the researcher formulate the problem as follows: "Is there significant correlation between speaking ability and anxiety at the eighth grade students of SMP Negeri 6 Kotabumi in the academic year 2020/2021?".

1.5 Objective of the Research

The objective of this research is to investigate whether there is significant correlation between speaking ability and anxiety at the eighth grade students of SMP Negeri 6 Kotabumi in the academic year 2020/2021.

1.6 Uses of the Research

The result of this research is expected to be useful both theoretically and practically

1. Theoretically

The result of this research is expected to support and strengthen the previous fundings related to the correlation between speaking ability and anxiety

2. Practically

a. The Teacher

As the information and contribution for English teachers on solving the problem of teaching English, especially about the factor which is correlated of teaching speaking.

b. Other researchers

This research is expected to be used as a reference or resource for other researchers to dig deeper about same topics.