

Chapter One

Introduction

This chapter explains the background of research, identification of problems, research questions, research objectives, significance of the research, and organization of research. The background analyzes the problem to be studied. Then explain the reasons why the problem needs to be researched. Identification of the problem explained the problem to be studied. The limitation of the research explained the limitation of the problem. The research question mentioned the formulation of the research. The objective of the research explains the purpose of the research. Then, the significance of the research explains the benefit of the research. The last explain the organization of the research.

Background of the Research

Language is a communication tool that is very closely related to human life. With the existence of language, relationships between peoples are established that will give rise to new reasons or ideas so that a more advanced civilization is formed. Indonesia is a country that has its own language, namely Bahasa Indonesia, which was established on October 28, 1928. However, in this era of globalization, if people only master Bahasa Indonesia, it is not enough to reach international communication. The language used to be an international language is English Language. English is not only a foreign language that some people use. However,

English is a communication tool that has been used in various fields. Therefore, getting information or a broader knowledge of English as an International Language is very important to learn. According to Hussain (2019) English is widely used in scientific research, education, business, internet, travel and tourism, media and newspapers, software, medicine, engineering, information and technology, entertainment, banking, and other fields. Therefore, mastering English is important.

In Indonesia, the position of English is still as a foreign language, so the use of English is still very minimal. Moreover, in Permendikbud No. 67 Th 2013, the Ministry of Education and Culture no longer includes English in compulsory subjects for elementary school (SD) students in the 2013 curriculum and has been implemented since the 2013/2014 school year. Currently, quite a lot of primary schools are eliminating English subjects because they are no longer included in the compulsory curriculum. The rule change has a significant impact on EFL students who have entered the high school level and above. Absence of English lesson in elementary school curriculum brings unfavorable impact to the performance level of English among high school students. This situation is even worse at rural high school, where access to source of learning English is quite limited. According to English teachers in junior high school, most of the students who enter the school still have poor English skills, so when in junior high school the teacher must give basic English lessons.

According to Marzuqi (2013), to learn English, students must have four skills: listening, speaking, reading, and writing. In the learning process, the four

skills have an integral, unit, or relationship (p. 16). The four language skills are interrelated. However, speaking skills are key to communicating orally. Hasan (2019) posited that speaking seems to be the most difficult of the four basic skills of English because the speaker has to produce sentences at a sudden moment. It is very difficult for EFL learners to produce sentences without having a lot of vocabulary capital, knowledge of grammar, difficulty pronouncing and memorizing words, and having anxiety in speaking English (p. 9).

Of the many factors, speech anxiety is one of the factors that can have an impact on EFL speakers when communicating. According to Liu and Huang (2011), Anxiety is a feeling that arises when our mind and heart are not calm in the face of something. Anxiety is the most powerful predictor on student performance among effective factors. According to Wilson (2006), speaking is one of the most stressful aspects of language study for many students. Learners are unable to perform optimally when they feel high anxiety such as fear and nervousness during speaking lessons and can have an effect on the results of speaking skills. Speech anxiety that learners have is a serious problem in speaking skills classes because students are required to be active in the practice of speaking English.

In the context of ESL, Woodrow (2006) examined the relationship between learners' oral performance and their speaking anxiety. The study found that learners with higher levels of second-language speaking anxiety were less successful in oral communication. This means that higher levels of language anxiety are associated with lower levels of achievement. Based on these findings,

learners who have a high level of self-confidence have low anxiety and will have a high success rate. But the result of study by Amaliah (2019) found that there was no significant correlation between speaking anxiety and speaking performance. This is because researcher found that anxiety can motivates students to better their learning and performance is known as facilitating anxiety.

Speaking anxiety also occurs in students from one of the schools in Kulon Progo. Although each student has different abilities, but most of them experience obstacles in speaking English and results in anxiety in themselves. This study focused on determining the correlation between speaking anxiety and speaking performance in students. The researcher found that different condition in one of rural junior high school students in Kulon Progo. Researcher found that not a few students experience anxiety when speaking in front of the class and based on interviews with students it makes students more afraid to come to the front of the class to do speaking performance. The school is located in an area far from the city center and lack of facilities and infrastructure such as difficult to find an internet network and often no network. The lack of habitual use of English language and the lack of adequate facilities limits the scope of students' learning and hinders the development of students' speaking performance. The correlation between speaking anxiety and speaking performance was measured by a questionnaire containing their feelings of anxiety while speaking English.

Identification of the Problem

During the learning process, the researcher observation and interaction with students regarding their anxiety about speaking English. When conducted

several observations while teaching English lessons in class, the researcher saw at the characteristics of a person who was experienced anxiety in students while speaking in front of the class. When speaking in front of the class, the students does not speak immediately, his body gestures cannot stand still or move aimlessly, does not stare at the audience, and the spotlight of his eyes seems to ask for help. Then when the researcher conducts an interview with students, the researcher found that students are afraid to speak in front of class using English because of lack of vocabulary mastery, not confidence, afraid of being wrong then makes students speaking performance poor. This is evidenced when teachers give students speech skills scores while in class and the results are not optimal. In addition, there are also external factors that cause anxious students in English, namely fear of being laughed at by their friends. Therefore researcher were interested in this study because to explore the correlation between the anxiety of speaking English of EFL students and speaking performance of EFL Students.

Delimitation of the problem

In this study researcher focused on the correlation between EFL students' speaking anxiety and EFL students' performance. The researcher limit the problem to two parts. First, researcher only explored the level of speaking anxiety of EFL students and the level of student' speaking performance in a rural junior high school in Kulon Progo. Second, the researcher examined a correlation between speaking anxiety and speaking performance. This research only applies to situation in this particular one of rural school in Kulon Progo. Participants in this study were IX-grade students of a rural junior high school in Kulon Progo.

Research question

Based on the background above, to conduct this research, three research questions are used as a guideline. The research questions have been formulated as follows:

1. How is the level of speaking anxiety of EFL students in a rural junior high school in Kulon Progo?
2. How is the speaking performance of EFL students in a rural junior high school in Kulon Progo?
3. Is there any significant correlation between speaking anxiety and speaking performance of EFL students in a rural junior high school in Kulon Progo?

Objectives of the study

This research focuses on the correlation between student's speaking anxiety and student's performance in class. Based on the research question, the objective of the research are :

1. To explore the anxiety level of EFL students in speaking class in a rural junior high school.
2. To discover the speaking performance of EFL students in rural junior high school in Kulon Progo.
3. To investigate the correlation between speaking anxiety and speaking performance in a rural junior high school in Kulon Progo.

Significance of the Research

Students. This study enables EFL students to identify speaking anxiety as one of their performance limitations. The identification of one's own degrees of speaking anxiety would help EFL students prepare for and put into practice specific tactics to prevent failure in speaking class as well as to try to solve their issues and improve their speaking performance.

Teacher. By knowing the correlation between students' speaking anxiety and students' speaking performance, the teacher can make learning innovations related to overcome students' speaking anxiety

Future researchers. This research helps provide references related to the correlation of anxiety with the student performance and EFL teaching and learning field.

Organization of the research

The study is divided into five chapters. Chapter one presents an introduction to research. There are some important points in this chapter. First, the background of the study explains the reason why researcher is interested in the correlation between speech anxiety and students' speaking performance. Then, identification of the problem and delimitation of the research. In addition, this chapter also presents research questions that serve as a guide for research.

Furthermore, the purpose of this study explains the specific purpose or objectives of the study. Also, the importance of this study presents the benefits of this study against certain people. Finally, an outline of the study showing the explanation of each chapter is presented.

The second chapter is literature review. Chapter two discusses theories relating to the correlation between speaking anxiety and speaking performance. The literature review describes the speaking, anxiety, speaking anxiety, speaking performance, and correlation between speaking anxiety and speaking performance. In addition, chapter two includes previous studies related to research.

Chapter three presents the methodology used in this study. There are four parts of this chapter. First is a research design that presented the approach used in this research. Then, the research setting explains the reason the researcher chooses research place. Then, the data collection method explains how the researcher collects data. Finally, data analysis describes the steps or procedures of data collection.

Chapter four describes the results of data collection, analysis of data, and discussion of the research. Chapter five contains the conclusion of the results of the research.