Chapter One

Introduction

This chapter contains eight parts. The first is started by the introduction, which shows parts of chapter one. The second is continued by the background of the study that describes the researcher's interest and reasons for study. The third, be an identification problem or an explanation of the researcher's found problems. The fourth point is a delimitation of the problem or the focus of the study. The fifth, research questions, is elaborated. The sixth is the objectives of this study. Seventhly, there is significance to the research that explains the benefits or contributions that are given. Lastly, it is concluded by the outline of the researchers.

Background of the Study

English is now the language that is most widely taught as a foreign language in over 100 countries. English is taught in four skills, which are listening, speaking, reading, and writing. Each skill has an important role in helping the students be able to communicate. Speaking becomes one of the challenging skills to master for the students, or it becomes a primary skill in the direct method. There are many reasons why speaking English becomes challenging, and one of the biggest reasons is that English is a foreign language in Indonesia, so students do not feel familiar in using the language and they tend to be afraid to speak it. It means speakers who come from different lingua-cultural backgrounds or non-native English speakers use English to communicate to expand their circle due to the large numbers of non-native English speakers who exist (Crystal, 2003; Graddol, 2006).

Furthermore, communicating in English has several functions. English is used in two ways differently (Crystal, 2003). Firstly, English as an official language or a second language means those in society speak both the language, which is their mother tongue, and English. It is used in the educational system, the government, the courts, and the media. It becomes

necessary to master English where English has become an official language, such as India, Singapore, and Malaysia. Secondly, English is used as a non-official language or foreign language. The language is most likely to be taught only at school or in certain places. It is only used for certain people, as an example, in Indonesia, Russia, and China.

Speaking comes naturally to people before they learn to read and write. Humans engage with language more frequently verbally than they do in written form, on any given day. The ability to speak is the most crucial one since it is a prerequisite for carrying on a discussion. Speaking English requires speakers to have a thorough understanding of several important concepts, including pronunciation, grammar, vocabulary, fluency, and comprehension.

Speaking is very essential to be learned in communication. Efrizal found that Speaking is particularly important for human contact since people speak all the time, everywhere (as cited in Dabiri and Gilakjani, 2019). Oral communication of ideas and messages is done by speaking. Furthermore, we wish to motivate kids to speak in English, we should model this behavior by using the language in everyday interactions. One of the most important abilities to cultivate and improve for effective communication is speaking. One of the hardest parts of vocabulary acquisition is speaking. It might be challenging for many language learners to express themselves verbally. In general, they have trouble efficiently expressing themselves in a foreign language. They stop speaking when they run against psychological obstacles or run out of suitable phrases and emotions. A strong knowledge of spoken English is necessary in the world today of media and modern communication. Human communication is a challenging problem, according to Dabiri and Gilakjani (2019) and Littlewood (2014). People require communication to express themselves and share the knowledge. While communicating with someone, speakers used language to tell them of a

situation. Speakers use language to achieve their own objectives. For effective communication, speakers must thus simultaneously listen and talk.

Speaking is important for students' English learning because it helps them use the language in practical situations. The ability to communicate effectively has been important for human achievement. Speaking ability is important, as shown in people's daily actions. Speaking is a collaborative activity that takes place in actual time. That is, people can speak clearly and without doing a lot of conscious thought. Speaking ability helps people to construct sentences for genuine conversation; in other words, they truly enjoy using language to achieve goals.

Speaking skills are rarely taught in class. Richards and Rodgers (2001) stated that in the traditional methods, speaking skills were ignored in the classrooms where the emphasis was on reading and writing skills. For example, in The Grammar-Translation method, reading and writing were the important skills and speaking and listening skills were not of great significance. When we talk about speaking, we do not mean just saying the words through our mouth but conveying the message through the words of mouth. This skill is often ignored in some teachers' classes. Unfortunately, learners do not have enough opportunity either in their classes or outside to speak English.

Anxiety commonly arises when students speak English in front of audience. Students who struggle to communicate even in ordinary interactions due to their difficulty to speak a foreign language. There are some factors causing students' anxiety in speaking in the classroom. Siagian and Adam (2017) revealed that the factor of anxiety in speaking English of students are low motivation, afraid of making mistakes, lack of familiarity with the task, unclear inputs, lack of confidence, and then a lack of English ability. Anxiety become difficulties in developing speaking ability for students.

Some students face anxiety whenever they are asked to speak the language. According to Aleksandrzak (2011) there are commonly observed reasons in the language classroom that make learning spoken language challenging. One of them is related to individual learners' personalities and attitudes to learning inhibition, such as fear of making mistakes, having nothing to say, low or uneven participation, the use of mother-tongue, and less disciplined or less motivated classes. Also stated by Rumiyati and Seftika (2018) "one of the biggest causes of anxiety is speaking in front of others, as followed by worries about grammatical mistakes, pronunciation, lack of vocabulary, lack of pronunciation, and being unable to talk spontaneously, so those challenging reasons become students' speaking anxiety. They are related and affect each other in speaking English" (p.76).

Confidence in speaking has an impact on how students learn. It is closely related to the information on the motivation of the students. There are several factors that support learning achievement in individuals, including attitude, drive, assiduity, and personality. Speaking with confidence is one quality that may help individuals achieve. Based on previous study the fact that many individuals have failed in businesses, it plays a significant role. In the nation, high confidence can increase people's willingness or strong desire to achieve anything. Their communication skills may seriously undermine the success of the people. Students studying English need to be confident, especially while speaking. The students could lose the confidence to approach others if they lack confidence.

Based on the researcher's observations while she was a student in junior high school to graduate school, few students often used English to speak with one another. Speaking is one of the ways that students exchange knowledge, and the value of oral communication in the modern world is increasing. An activity that may develop a lot of confidence in someone is speaking to other people. For many students, making small conversation in class is scary. According to Raja (2017) added public speaking is a member of fear for students. Speaking

does not only involve the knowledge of speaking but also psychological actor, in this case, confidence.

There are some previous studies related to the correlation between students' anxiety level and students' confidence level in speaking English. Tridinanti (2018) from the previous study there was a significant correlation between in students' anxiety level and students' confidence level. Additionally, Al-Hebaish (2012) in his study investigated a correlation analysis was performed to look at the correlation between overall self-confidence and test results to academic achievement by using the Pearson correlation coefficient. Furthermore, previous research results show various results regarding the correlation between students' anxiety level and students' confidence level in speaking English. The study from Damayanti and Listyani (2020) shows a positive correlation between students' anxiety level and students' confidence level in speaking English. However, a study from Akkakoson (2016) showed that there is no correlation between students' anxiety level and students' confidences level in speaking English.

In a private senior high school in Yogyakarta, the researcher found that many students often experiencing excessive anxiety in speaking English through an informal interview. Based on the informal interview, the students feel anxiety when speak English such as nervous, grammar error, lack of vocabulary, and afraid of mispronouncing pronunciation. Therefore, the researcher is interested in finding out whether there is any correlation between students' confidence in speaking English and students' anxiety level at a private senior high school in Yogyakarta.

Identification Problem

Based on the researcher's observation and informal interview with the English as a Foreign Language (EFL) teachers at a private senior high school in Yogyakarta, it is found

that there are some students who face speaking anxiety that affects their performance in learning English. This speaking anxiety is caused by several factors, one of which is a lack of self-confidence. Therefore, it is very important to investigate the correlation between students' anxiety level and students' confidence in speaking English. Thus, the identifications towards the problem are needed.

Delimitation of the Problem

Based on the above identified problems, the researcher's study focuses on the correlation of students' anxiety level and students' confidence level in speaking English and the level of anxiety of EFL (English as a Foreign Language) students who are in tenth grade at a Private Senior High School in Yogyakarta.

Research Question

This research was conducted based on the following research questions:

1. How is the students' anxiety level at a private senior high school in Yogyakarta?
2. How is the students' confidence level in speaking English at a private senior high school in Yogyakarta?
3. Is there any correlation between students' anxiety level and students' confidence level in speaking English?

Research Objective

Based on the problem stated in the research questions, the objectives of this research are:

1. To measure students' anxiety level at a private senior high school in Yogyakarta.
2. To measure students' confidence level in speaking English at a private Senior high school in Yogyakarta.
3. To measure the correlation between student's anxiety level and students'

confidence level in speaking English at a private senior high school in Yogyakarta.

Significance of the Research

The study is expected to give benefits for certain groups of people. There are many benefits of the study in many aspects.

For the Students. From this research, the students should get information about the correlation between students' anxiety level and their confidence level in speaking English. This research provides the measurement of their level of anxiety so they can find suitable strategies to overcome their anxiety problems.

For the Teachers/Lecturers. This study will help teachers to know the correlation between students' anxiety level and students' confidence level in speaking English. This research can be helpful for the teachers to evaluate how they should teach to improve students' confidence in speaking English and reduce students' anxiety.

For Future Researchers. The result of this study gives some information about the correlation between students' anxiety level and students' confidence level in speaking English. The other researchers can use this result as the theoretical overview for further research on the same topic. Therefore, by conducting this research, it can inspire the other researchers to conduct further research in the same area.

Outline of the Research

This research contains five chapters, and each chapter contains sub-chapters. The first chapter is introduction. In this chapter, the researcher elaborates the background and explains why it is important to investigate the correlation between students' anxiety level and their confidence level in speaking English. The problem's identification and delimitation are both presented in the introduction. The problems are identified into three research questions, first "How is students' anxiety level at private senior high school in Yogyakarta?", second "How

is students' confidence level at a private senior high school in Yogyakarta?", and the third "Is there any correlation between students' anxiety level and students' confidence level in speaking English?" Those three research questions will address the objectives of the research. The significances of the study describe the benefits of this research for the students, for the teachers, and for the other researchers. For the last sub chapter is organization of the research contains the organization of every chapter in this research.

The second chapter consists of the researcher's elaboration of the literature review. This chapter offers some theories and ideas from prior researchers and experts as the basis for discussion regarding the correlation between students' anxiety level and students' confidence level in speaking English. This research describes several points such as the definition of speaking skill, students' anxiety, causes of speaking anxiety, students' confidence in speaking, correlation between students' anxiety level and students' confidence level in speaking English. Review related studies, and conceptual framework.

The third chapter focuses on the methodology of the study and covers several points. Firstly, the research design describes the quantitative approach employed in conducting the research. Secondly, the research setting takes place at a private school in Yogyakarta. The chapter also includes information on the research population and sampling, providing details about the respondents involved and the sampling techniques employed. The data collection method explains how the researcher collected the data using questionnaires. Finally, the data analysis describes how the researcher analyzes the data.

The fourth chapter discusses about finding and discussion. In this chapter, it explains about the finding of the research that answer the three-research question. The discussion of the findings also enhances in this chapter.

The Fifth chapter contains conclusion and recommendation. This chapter provide a

brief overview of the research, the conclusion that related to the finding of this study this chapters also gives the recommendation to students, teachers, and further researchers.