

CHAPTER I

INTRODUCTION

A. Background of Study

Language is one of the most important things in communication and it is used as a toll of communication among the nations in all over the world. Language supports processing civilization and its progress day to day. Knowing a language means being able to produce new sentences never spoken before and to understand sentences never heard before. Knowing a language, then, includes knowing what sentences are appropriate in various situations (Fromkin, Rodman, Collins & Blair, 1996). By language, people can extend any expression such as idea, experience, feeling, thought and many others whether in written or in oral. As a means of communication, it is very useful and flexible which can serve the human needs in their communication in any situation.

People in this world are not separated with language. For instance, English which is becomes international language in the world. English language is more used now than it was in the past (Stevens, 1980). As an international language, English is very important and has many interrelationships with various aspects of life owned by human being. Many people of countries in the world learn English and it becomes the most popular language as a tool of communication. As a tool of international communication, English also has a very essential position and becomes more than other foreign language.

In Indonesia, English is not a second language. English considered as a foreign language. The use of English becomes widely considered as an urgent

need, this possibly happens due to some realities. The first, English as an international language, so, it often plays its role as the official language. The second, because of its role, English becomes the language that most frequently used in modern science and technology. Thus many books, journals, movies, and other modern technology and materials, which are internationally circulated, are found in English. The third, English has the largest number of users all over the world.

English is taught formally from elementary school up to the university level. The objective of teaching and learning English at school is to bring up student to better understanding and ability of the language. Learning a foreign language is an integrated process as Tarigan (1985) stated that “students should develop and master four skills in learning English, they are: listening, speaking, reading and writing”. In other words, the learners may not ignore one or more aspects of those four basic skills for mastering English. The following discussion in this research is mainly focus on speaking. Speaking is generally taught to be the most important of the four skills (Thornbury, 2006).

Speaking is one aspect should be mastered by language learners. It is significant for all language learners to goal their speaking skill to be fluent. To reach that goal, teachers have to use the appropriate method to teaching speaking effectively in the classroom. Speaking is basic function of language as communication instrument. Students who study at the school which use certain language will be a good speaker, different from students who study at the other

school. They will get difficulties in using English to speak each other; it is caused by condition of school environment and media that is used in teaching them.

Speaking is an interaction between two people or more. The achievement of good speaking activity is when the people who interact can understand each other. One obvious example of speaking activity is any interaction between teacher and student. Students are not easy to speak English fluently if they only study at school generally, they will get it in real life listening to the native speaker. But, if the school has certain rule and has good condition of school environment, so the students can speak English as well.

Allah the Almighty said in the Holy Koran, Al-Isra verse 53 as follows:

وَقُلْ لِعِبَادِي يَقُولُوا الَّتِي هِيَ أَحْسَنُ إِنَّ الشَّيْطَانَ يَنْزِعُ بَيْنَهُمْ إِنَّ الشَّيْطَانَ
كَانَ لِلْإِنْسَانِ عَدُوًّا مُّبِينًا ﴿٥٣﴾

Allah Almighty instructs people to say something that are good and right to other people. When the people say something or give information to other people they must say in the good speech and other people can understand what they mean.

Indonesian students learn English as their foreign language. It is hard for them because they have to learn the language that they do not recognize it before, but they still have to learn it. One factor that influences the success and failure in learning and teaching a foreign language is anxiety.

The study of anxiety is important to know about the nature of emotional phenomena and the best way to conceptualize them (Gregor, 2009). Anxiety is a negative way to present human feelings. When people are anxious, they feel nervous, worried, and fearful. They struggle, tremble, perspire, and our hearts beat quickly. In general, anxiety can be defined as a complex concept dependent upon not only on one's feelings of self-efficacy but also appraisals concerning the potential and perceived threats inherent in certain situations. In simple words, anxiety is usually associated with unpleasant feelings and is similar to fear.

Anxiety can be described as a perceived notion of psychological distress which occurs due to the expectation of a disconcerting and potentially threatening event. Although extensive research has focused on the concept of anxiety, it cannot be defined by purely objective or concrete means. We define anxiety as an emotion characterized by feelings of anticipated danger, tension, and distress and by sympathetic nervous system arousal.

Anxiety is universal human experiences, intrinsic to the human conditions; the nature of the specific environmental stimuli evoking stress and anxiety emotions has changed remarkably over the year. Students' anxiety to speak English very important to be solved. Because it can be influence their speaking ability. Beside that, speaking English must be practice to be succes pronunciation and vocabulary, especially to improve their speaking ability.

Students' anxiety usually affects their English speaking proficiency significantly. Sub skill factors contributing to global language proficiency are

vocabulary, grammar, pronunciation, fluency and comprehension. All factors being equally important factor at the highest level of proficiency.

In Indonesia, especially South Borneo there many Islamic boarding school that used English as their first language to communicate each other every day, even thought to their friends or to the teacher also. People who never speak English as their first language of course feel little or maybe more anxious if they must use English as their first language to communicate each other.

To ensure the success of English education, English language anxiety is important to observe and investigate how speaking anxiety and English proficiency may interact in the language classroom.

In line with the statement, the writer would like to design her research proposal under the title **“STUDENTS’ ANXIETY AND ENGLISH SPEAKING PROFICIENCY OF THE EIGHTH GRADE STUDENTS OF MTs AN-NAJAH CINDAI ALUS MARTAPURA”**.

B. Statements of Problem

Concerning the title of this thesis, the problems can be formulated as follows:

1. What is students’ anxiety level on speaking English of the eighth grade students of MTs An-Najah Cindai Alus Martapura?
2. Is there the correlation between students’ anxiety and English speaking proficiency of the eighth grade students of MTs An-Najah Cindai Alus Martapura?

C. Objective of Study

The research has the following objectives:

1. To know students' anxiety level on speaking English of the eighth grade students of MTs An-Najah Cindai Alus Martapura.
2. To find out the correlation between students' anxiety and English speaking proficiency of the eighth grade students of MTs An-Najah Cindai Alus Martapura.

D. Hypothesis

The following are the hypotheses which had been formulated for the purpose of the study:

1. Direction or alternative hypothesis (H_a)

There is a significant correlation between students' anxiety and their English speaking proficiency.

2. Null hypothesis (H_0)

There is no significant correlation between students' anxiety and their English speaking proficiency.

E. Assumption

In learning a language as second language or foreign language, in this case is English, nonnative speaker students have difficulties to master that particular language. Indonesian students learn English as their foreign language, it is hard for them because they have to learn the language that they do not recognize it before, but they still have to learn. One factor that influences the success and failure in learning and teaching language is anxiety.

Since foreign language anxiety not only affects students' attitude and language learning but also is considered to have more debilitating effects and facilitating effects, an investigation and detailed analysis of foreign language anxiety is necessary and significant. The reasons that make the writer interested in conducting this research are:

1. All of the eighth grade students of MTs An-Najah Cindai Alus Martapura are able to use English in their daily conversation.
2. English is required language in MTs An-Najah Cindai Alus Martapura and anxiety is the one factor that influences the success and failure in learning and teaching a foreign language especially in speaking.
3. Students' anxiety to speak English is a problem commonly found in English study. Anxious students may have difficulty using English in speaking at the first time.
4. Students' anxiety can seriously inhibit students' English speaking proficiency.
5. Anxiety is one of the wide varieties of emotional and behavior disorders, it is a major predictor for low academic performance among students. To this, anxiety should be taken seriously.

Related to my observation, students in this school are lack confidence in speaking English and also lack of vocabularies. They will silent if they do not know the vocabulary what they want to say, and they usually use gesture to extend what they mean. They feel so hard to speak English, because they don't know how to speak English fluently without any mistakes in grammar, vocabularies and

pronunciation. And they also feel more anxious, if senior students ask them to speak English loudly and fluently. In this Islamic Boarding School, they use two languages, English and Arabic in daily conversation. It is also the reason why I interested to do my thesis research in this Islamic Boarding School.

F. Significance of Study

The result of the research are hoped to give benefits for teachers, the researcher, and the other researchers:

1. For Teachers

Through this research, the teacher will be able to increase teaching speaking better, to know students' anxiety and their English speaking proficiency.

2. For researcher

Through this study, the writer will be able to improve her knowledge in writing good paper, and to improve his knowledge in the students' anxiety and their English speaking proficiency.

3. For other researcher

Other researchers can use the result of this research as a comparative study.

G. Definition of Key Terms

In order the misinterpretation does not occur when exploring the content of this research, the followings are the definitions of several key terms:

1. Student: A person who studying at the school (formal or informal). In this case, students are all of the students in the eighth grade of MTs An-Najah Cindai Alus Martapura.
2. Anxiety: A worry, nervous, and fear when using English. This is an unpleasant emotional condition. The student with anxiety usually feels not safely to speak English.
3. English speaking proficiency: Students' ability in the speaking skill because of their training and practice every day. They are good in pronunciation, grammar, vocabulary and fluency in speaking.