

CHAPTER I

INTRODUCTION

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1.1 Background of the Study

When someone learns a foreign language, he expects to be able to communicate not only in writing but also orally. However in the learning process itself, there are some factors which influence the learner's success. There is a proverb said that, "Practice makes perfect". In other words practicing can make us become more skillful. However, the writer found out that there is a phenomenon where the students of a foreign language class become passive and reluctant in the speaking class. This is an important issue related with the learning process, especially in language learning, that is very interesting to be discussed.

In general, there are three important domains in a learning process. They are the cognitive domain, affective domain and psychomotoric domain. According to Gardner (1988), cognitive domain refers to intellectual skills that individuals bring with them in the learning situation which help them in the learning situation and understand the material. While affective refers to those emotional and characteristics of individuals that influence their perceptions and impressions of the language context, their reactions to it and also their view of the learning. The last one is psychomotoric which refers to the actions of the learning process itself. These three domains are needed for the success of the learners in acquiring a foreign language.

Developing language proficiency is not an easy task to do. There are some efforts needed such as having a good attitude toward the learning process. Pfaff (1987) suggests that being active is also one of significant efforts which has to be done by every learners. That is why it is important to know what things should be done by an active learner. Pfaff (1987) puts forwards,

“Active learners who utilize all language environments, both formal and natural for practice by interacting and getting others to use language with them are termed high input generator. The result of their behavior is a competence which develops at a faster and perhaps qualitatively better rate...”.

What is meant by high input generator is someone who is able to use all inputs relating to the language study. However, a high input generator can be blocked by a barrier related to his attitude in using all the inputs in order to acquire a foreign language. The barrier is like a filter which blocked the language inputs to be processed by the language learner. Krashen (1985) puts forwards that affective filters takes a big role in this issue.

One of the affective filters is anxiety. According to Krashen (1985), in acquiring L2, the affective filter acts as a barrier to acquisition. He puts forward that the filter will be higher when the learner is lacking of confidence or feeling anxious. It can be inferred that although anxiety can be caused by several things, such as unfamiliar situation, someone with low self-confident also have a tendency to feel anxious too. And finally, he feels that doing his best performance is a very difficult thing to do. While if the learner feels confidence and does not feel anxious, the filter will automatically become lower and enable him to express his thought and discuss it with other people. This statement is in line with the

writer's observation in the speaking class. She often finds out that some students are passive and choose to keep silence than to try to speak and sharing their thoughts. This finding makes the writer interested and curious to find out the correlation between anxiety and the students' oral achievement.

1.2 Statement of the Problem

In line with the background of the study, the question investigated was formulated as follows:

- Is there any significant correlation between students' anxiety level and their speaking achievement?

1.3 The Objective of the Study

This study is intended to answer the above research question. That is to find out whether there is a significant correlation between students' anxiety level and their speaking achievement.

1.4 The Significance of the Study

The findings of this study are to find out whether there is a significant correlation between anxiety and speaking achievement. The writer is very enthusiastic to conduct this research because this study can be a good input in implementing better speaking environment and also better speaking activities for the students. Besides, through this study, Widya Mandala's teacher candidates

may have better understanding about language anxiety and therefore can make the speaking class environment become more comfortable for the learners.

1.5 Scope and Limitation of the Study

The scope of this study is language acquisition which focused on the affective filter, especially language anxiety. Besides, realizing how broad this study is, the writer decided to conduct the research under these following circumstances:

1. The subjects under study are students of Speaking A in the academic year of 2002-2003.
2. The area of analysis is focused on Speaking A students and their speaking achievement (Speaking scores during the whole semester).

1.6 Assumptions

This study will be based on the following assumptions:

1. The students' speaking achievement will be represented by the students's speaking scores during the whole semester.
2. The students's anxiety level will be represented by the students' responses to the questionnaire given.
3. The students under study belong to the normal group.

1.7 Theoretical Framework

This study is based on theories of Second Language Acquisition, Affective Filter Hypothesis, Language Anxiety, and also Theory of Speaking.

Theory of second language acquisition investigates how people attain proficiency in a language which is not their mother tongue. In second language acquisition, there is a variety of factors that can influence the learners. One of the factors is Affective. Affective factor has to do with the emotional side of learning a second language. There is a great deal at stake emotionally when learning a second language and it is possible that emotions effect how successful a second language learner is.

Affective variables that have been studied are: anxiety, sociability, self-esteem, motivation, inhibition and risk-taking.

The Affective filter hypothesis investigates that these affective variables can give a negative effect in the success of the learners.

The next is Theory of Speaking. This theory gives a clear explanation about the nature of speaking or oral form of language. As we know that anxiety is one of the affective factors, it is also a significant factor in the learners' achievement. And this will be discussed furthermore in the anxiety theory and the relationship between language anxiety and speaking.

1.8 Hypotheses

Relating to this study, the writer formulates two hypotheses:

1. [Ha] or Working Hypothesis

There is a correlation between students' anxiety level and their speaking achievement.

2. [Ho] or Null Hypothesis

There is no correlation between students' anxiety level and their speaking achievement.

1.9 Definition of Key Terms

The title of this paper is *A Correlative Study between Anxiety and Students' Achievement in Speaking A of Widya Mandala English Department of 2002-2003 Academic Year*.

As such, the major terms defined in this section are:

1. Correlation

Correlation Concerns with describing the degree of relation between variables (Ferguson 1959: 86)

2. Affective factor

Affective factor is the emotional side of learning a foreign language (Brown 1988)

3. Anxiety

Anxiety is an emotional state in which people feel uneasy, apprehensive, or fearful (MSN Learning & Research – Anxiety.htm dated 2/16/2003)

4. Speaking achievement

Speaking achievement is a proficiency in speaking skill. The students' scores in the whole semester represent the students' speaking achievement (Gardner 1985:127)

1.10 Organization of the Study

This thesis consists of three chapters. Chapter I is the introduction. It is about the background of the study, statement of the problem, the objectives of the study, the significance of the study, the scope and limitation of the study, theoretical framework and definition of key terms.

Chapter II deals with the review of the related literature. Chapter III presents the methodology of research which covers research design, population and samples, research instruments and technique of data analysis. While chapter IV contains about the findings and the interpretation of the findings or the discussions. And the last part is chapter V. This chapter contains the conclusion of this thesis.