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## CHAPTER I

### INTRODUCTION

#### A. The Background of The Problem

Speaking is a kind of communication, that most frequently used in our life. As a productive skill, it plays crucial thing in language learning. Speaking can be a bridge for communication among people for sending message. It helps people express their thoughts, ideas, feelings and emotions to others. The importance of speaking is also seemed in educational institution. It is common that LLs regards speaking as the foremost skill in learning FL/SL. Students are required to speak a lot In the classroom of learning process. Being able to speak in different discourse is a must then. To give an opinion, to participate in discussion, to present the course materials, and many other academic activities are done through speaking (Putriani, 2015, p. 13 ).

According to Brown (2001), Communicative Language Teaching has two important speaker goals to pursue in, they are fluency and accuracy. Furthermore, he suggests, it gives more weight to speaking fluency in the teaching of speaking since good fluency represents the main characteristic of natural communication. In addition, Lazaraton in Murcia (2014) also argues that fluency-based merit more attention in EFL setting since out-of-class opportunities to practice English is limited. It means, fluency needs more concern in teaching speaking especially for EFL class.

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Based on National Standard Education Council (BSNP) in Indonesia, one of the competencies that must be achieved by the students in the 2013 curriculum is to be able to produce oral and written text fluently and accurately. Unfortunately, many students in Indonesia are still difficult to speak English fluently. It also happened in State Senior High School 12 Pekanbaru that uses the 2013 curriculum. The 2013 curriculum provides speaking as one of the skill in mastering English that must be taught and learned in Senior High School.

Based on preliminary observation and interview with the teachers at the tenth grade of State Senior High School 12 Pekanbaru, it clearly proved that some of the students still faced the difficulties and problems in English especially in speaking. When the researcher observed the learning process, the researcher found that most of the students were not active in class. The researcher tried to ask some of the students about why they were just silent during the class, they said that they felt anxious and afraid to be active during the class. The teacher said that when the students were asked to perform speaking in front of the class, they felt nausea, they were sweating, even they forgot about what they wanted to say in front of the class.

Based on the symptoms above, those can be affected to the students' learning process, some of the students were not able to speak fluently, some of the students were hesitate in speaking English, some of students were sure that they could speak English but they still used long

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pauses, inappropriate volume and there were a lot of filler words when speaking, they felt anxious to speak in front of the class. Some of the students were not able to respond what the teacher asked. Whereas, At that school English subject is taught 2 times in a week . The school also provides English Club for the students in order to improve students' ability in English. The criteria of students' minimum passing grade of English subject in State Senior High School 12 Pekanbaru is 75. And some of the students still cannot pass the passing grade. In line with the statement above, the students could speak fluently and the goal of teaching should be achieved, but it is contradictory with the real situation.

In line with the problems which are mentioned above, those are because many factors such as motivation, inhibition, self-esteem and anxiety and those factors are called affective factors. And one of the factors is anxiety, According to Horwitz et al. (as cited in Saleem & Mossad, 2014, p. 171) speaking is affected by these affective variables; and foreign language speaking anxiety is one of the most prominent factors that has a debilitating influence on the oral performance of students learning English whether as a second language or a foreign Language. there is “a type of performance anxiety stemming from a fear of failure”. The fear of failing a test pervades every school environment and is the prevailing cause of writing apprehension is L2 writing situations.

It is supported by Melouah (2013) view that foreign language speaking anxiety is one of several factors that affect students oral



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production in foreign language that they are required to use. Therefore, the researcher is interested to do a research between students' speaking anxiety and their speaking fluency at the tenth grade of State Senior High School 12 Pekanbaru.

In accordance with the preliminary observation which was done by the researcher at the tenth grade of State Senior High School 12 Pekanbaru, the researcher found the following phenomena :

1. Some of the students were not able to speak fluently
2. Some of the students were hesitate in speaking English.
3. Some of students were confidence that they could speak English but they still used long pauses, inappropriate volume and there were a lot of filler words when speaking.
4. Some of the students felt anxious when they were being asked by the teacher for speaking in front of the class.
5. Some of the students were not able to respond what the teacher asked

By considering the problems depicted above, the researcher was interested to investigate the problems whether there was a correlation between speaking anxiety and students' speaking fluency into a research entitled "**The Correlation Between Students' Speaking Anxiety and Their Speaking Fluency at the Tenth Grade of State Senior High School 12 Pekanbaru**"



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## B. The Research Problem

### 1. Identification of the Problem

Based on the researcher preliminary observation at State Senior High School 12 Pekanbaru, it seems that most of the students are still getting difficulties in learning English especially in term of speaking. To make the problem of the research clearly, these are the problems of the research will be identified by the questions as follows :

- a. What were the factors that made students feel anxious when they were being asked by the teacher for speaking in front of the class?
- b. Why were the factors that made students difficult to speak fluently?
- c. What were the factors that made students hesitate in speaking English?
- d. What were the factors that made the students used long pauses, inappropriate volume and there were a lot of words' filler when speaking?
- e. How are students' respond when the teacher is asking the students?

### 2. The Limitation of the Problem

In line with the identification of the problems above, the researcher needed to limit the problems of this research. The researcher only focused to find out the correlation between speaking anxiety and



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students' speaking fluency of the tenth grade at State Senior High School 12 Pekanbaru.

### **3. The Formulation of The Problem**

Based on the problems limited above, the problems will be formulated into following research questions :

- How is students' speaking anxiety at the tenth grade of State Senior High School 12 Pekanbaru?
- How is students' speaking fluency at the tenth grade of State Senior High School 12 Pekanbaru?
- Is there any significant correlation between students' speaking anxiety and their speaking fluency at the tenth grade of State Senior High School 12 Pekanbaru?

### **C. The Objective and Significance of The Research**

#### **1. Objective of The Research**

The objective of the research as follows:

- To seek the speaking anxiety of tenth grade at State Senior High School 12 Pekanbaru.
- To seek the students' speaking fluency of tenth grade at State Senior High School 12 Pekanbaru.
- To find out whether there is or not a significant correlation between speaking anxiety and students' speaking fluency of the tenth grade at State Senior High School 12 Pekanbaru.



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## 2. Significance of The Research

- a. Hopefully these research findings are able to benefit the writer as a novice researcher in learning how to conduct a research.
- b. The research findings are also expected useful and valuable especially for students and teachers of English at the tenth grade of State Senior High School 12 Pekanbaru to be consideration in their teaching and learning English in the future.
- c. Besides, these research findings are also expected to be positive information, especially for those who are aware teaching and learning English as a foreign language or second language.
- d. Finally, these research findings are also expected to be the practical and theoretical information to the development of the theories on English language teaching.

## D. The Reasons for Choosing the Title

There are some reasons, why the researcher is interested in carrying out this research, they are:

1. The title of this research is relevant with the researcher's status as a student of English Education Department.
2. The problem of the research is not yet investigated by the other previous researchers in this department.
3. The location of the research facilitates the researcher in conduction this research.



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## E. The Definition of the Term

There are many terms involve this study. To avoid misunderstanding and misperception to the term used in this study, the following terms are necessary defined as follows :

### 1. Correlation

According to Creswell (2012) says that correlation is statistical test to determine the tendency or pattern for two or more variables or two sets of data to vary consistently. It can be said that, correlation is the statistical relationship between two variables in research. It correlate between variables X that is refers to speaking anxiety and variable Y that is refers to speaking fluency.

### 2. Speaking Anxiety

Anxiety is part of the human condition and it has a broad definition. Anxiety in general can be defined as “the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system” (Horwitz et al, 1986, p.125). It supported by (Lanerfeldt, M., 1992, p. 53-54) which describes that Speaking anxiety can create a low self-confidence which makes students remain quiet in all situations, even if they have the capacity to express themselves and knowledge that is worth hearing.

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### **3. Speaking Fluency**

According to Hornby (1984) Fluency is able to speak or write a language or performs an action smoothly or expressed in a smooth and fluently in order to make someone easy to understand what he or she said.