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CHAPTER I INTRODUCTION

A. Background of The Problem

Speaking is one of skills that should be learnt to measure through the accuracy and fluency of their speaking skill. Speaking is an important skill that connects people talking in the same language. Speaking also play a vital role in communication process that cover a wide range, from engaging in simple conversation to formal public speaking. Speaking is one activity in English learning that more than pronouncing the words. This activity asked the students to arrange their ideas become sentences which do orally. Speaking is one of the language skills that cannot produce without mastered the other components such as vocabulary, pronunciation, comprehension, fluently, and grammar.

Speaking is an activity that students need time to do. For this, students need time to convey their ideas when they speaking. However, there are many students have a problem that they do not know what they want to speak in front of the class. Because many students low in self confident, vocabulary, grammar, and they do not know the meaning they speak. This complexity confuses the students. Therefore, the teacher has to make creative strategies to teach speaking subject.

Because of its importance, the teaching of English in Indonesian national curriculum is targeted to make students are to speak, interpersonal, transactional, and functional communication about themselves, family, and the

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other concrete object. In the other point about competency English learning for senior high school students should use the element of language with fluent and spontaneously. It showed that students should deliver their ideas into oral message during the English learning process.

Junior High School 3 Tambang, Kampar that use 2013 curriculum as guidance in English learning process. It shows that students should be active in learning process based on the 2013 curriculum that used students-centre as a system. This school requires an English subject as a compulsory subject. English subject is programmed by using 2013 curriculum which requires speaking as one of the skill that must be taught. Moreover 2013 curriculum is also a guide for teaching and learning English this school. English is taught twice a week with the time allocation 2x45 minutes at the school. In 2013 curriculum especially in terms of speaking, the eighth grade students are expected to purpose of teaching English in this level to develop students' potential in order to have communicative competence of interpersonal, transactional, and functional discourse by using and written text English (Department of National Education, 2013).

During the researcher's observation at the school, she found that most of the students of the eighth grade of Junior High School 3 Tambang had difficulty in speaking. They were usually not able to speak, it clearly showed that most of students still got the problem and difficulties to deliver their ideas orally. When the researcher observed the learning process, the researcher found the most of the students were not active in class. The researcher tried to

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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. The problems above were caused by some factors that came from inside and outside the students themselves. One of the factors was speaking anxiety.

Table I.1
Minimum Competence Criteria

No.	Score	Category	Competency
1	90-100	A (Very Good)	Students can tell their own experience orally based on factual, procedural and conceptual of recount text very accurately, and fluently
2	75-89	B (Good)	Students can tell their own experience orally based on factual, procedural and conceptual of recount text accurately, and fluently
3	66-75	C (Enough)	Students have limited skill to tell their own experience orally based on factual, procedural and conceptual of recount text
4	<65	D (Less)	Students have little skill to tell their own experience orally based on factual, procedural and conceptual of recount text

The student's difficulties were reflected from their achievement in speaking test. Their score of speaking test didn't achieve the Minimum Criteria Achievement (MCA). The MCA is 65, she found out that from 24 students, only 3 students or 10 % of the students could reach a good level, 8 students or 20 % of the students reaches average level, and 13 students or 70 % of the students reaches poor level. Their difficulties were in speaking.

In relation with language learning, speaking anxiety can be defined as a distinct complex of self perceptions, beliefs, and behaviour related to classroom language learning arising from the uniqueness of the language learning process. Speaking can cause feeling of anxiety, the students often reluctant to deliver their speech because they not only need to make own utterances but also they should reconsider the pronunciation as well. For instances, therefore the researcher wants to associate between speaking anxiety of students and their speaking performance. Some of the students felt incompetent while responding to particular situation in teaching and learning process, they did not accept that making mistakes is a natural part of learning in which it made them afraid of experiencing mistake specially when speaking in front of the class. Then, some of the students were not brave to speak. Thus, those problems can be seen into the symptoms below:

1. Some of students could speak fluently.
2. Some of students found difficulties in pronouncing words in front of the class.
3. Some of students were afraid of making mistakes in speaking.
4. Some of students had low-self-confidence to communicate.
5. Some of students could develop their speaking performance because they were shy, nervous, and anxious.

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From the phenomena above, the researcher is interested in conducting a research entitled “**The Correlation between Students’ Speaking Anxiety and their Speaking Performance at Junior High School 3 Tambang**”

B. Problems of the Research

1. Identification of the Problem

Based on the background above, the problems of this research are identified as follows:

- a. What were the factors that make the students anxious or nervous to speak English?
- b. Why were the students unable to perform maximally in front of the class?
- c. Why were students afraid of making mistakes in speaking?
- d. Why did the students have low-self-confidence?
- e. Why did the students cannot develop their speaking performance?

2. Limitation of the Problem

Based on the problem identified above, there are many problems in this research. The researcher needs to limit the problems in order to pay more attention to specific problem. The researcher focuses on the correlation between students’ speaking anxiety and their speaking performance at the eighth grade junior high school 3 Tambang.

3. Formulation of the Problem

The problems of this research are formulated in the following research questions:



1. How is the students' speaking anxiety at Eighth Grade of Junior High School 3 Tambang?
2. How is the students' speaking performance at Eighth Grade of Junior High School 3 Tambang?
3. Is there any significance correlation between Students' Speaking Anxiety and their speaking performance at Eighth Grade of Junior High School 3 Tambang?

C. Objective and Significant of the Research

1. Objective of the Research

- a. To find out how the students' speaking anxiety at the Eighth Grade of Junior High School 3 Tambang is
- b. To find out how the students' speaking performance at the Eighth Grade of Junior High School 3 Tambang is
- c. To find out whether or not there is a significant correlation between Students' Speaking Anxiety and their speaking performance at the Eighth Grade of Junior High School 3 Tambang

2. Significance of the Research

Related to the objectives of the research above, the significance of the research is as follows:

- a. Hopefully this research is able to give benefit to the researcher as a novice researcher, especially in learning how to conduct a research.

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- b. The research findings are contributed to give the valuable input to all English teachers, especially to the English teachers of the Junior High School 3 Tambang
- c. The research findings are also expected to be positive and valuable information especially for those who are concerned in the field of students' speaking anxiety and speaking performance.

D. Reason for Choosing the Title

The reason why the researcher is interested in carrying out this research are:

1. The title of this research is relevant with the researcher's status a students of English Education Department.
2. The problem of this research has not investigated by other researcher yet.
3. Finally, the location of the research supports and facilitates the researcher in carrying out the research.

E. Definition of the Term

There are many term which are involved in this research, in order to avoid misunderstanding to the terms used in this research, the following terms are necessarily defined as follows:

1. Speaking Anxiety

Speaking anxiety can create a low self-confident which make students remain quite in all situation, even if they have the capacity to express themselves and knowledge that is worth hearing.

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2. Speaking Performance

Speaking performance is an oral communication requires the ability to use the language appropriately in social interaction that involves not only verbal communication but also use gesture, body language, expression. It means speaking is the way to express our feeling and to practice the speaking to share what we want to share in our daily life. In this research, speaking performance refers to the students speaking performance at Eight Grade of Junior High School 3 Tambang.