Chapter One

Introduction

In this chapter, the researcher presents several points to discuss the main problem of the research. This chapter deals with background of the research, statements of the problems, delimitation of the research, research questions, the research objectives, significances of the research and outline of the research. Those parts are explained as follow.

Background of this research

In education, having a good achievement score in a learning process is one of the expectations for all of the students in university level. According to Sobur (2003), the academic achievement is one of changes in terms of the ability which is caused by the learning process. The student will feel proud when they achieve something that can make themselves proud and also other people around them. GPA (Grade Point Average) is one the scores that university student have. A student who has higher education will have a higher chance to get a job higher chance to get a job. This opinion is supported by Regier (2011), who stated that students who have a high level of education have more chance to be employed in a future job.

Anxiety becomes one of the serious problems in education field. Anxiety can obstruct students' learning process. Gardner (1994) defined that anxiety is the feeling of tension and apprehension specifically when it is associated with second language contexts, including speaking, listening, and learning (as cited in Bozavli & Gulmez,

2012). So from that definition, the students who feel anxious cannot develop their skills in language context especially in speaking skill. However, speaking skill becomes one of important skills that is needed by English language student. If the students have anxiety in their learning process, it can make the students feel under pressure and afraid when doing something related to speaking skill. According to Liu and Huang (2011), language anxiety is the most powerful predictor on the students' performance among the affective factors.

Anxiety in language can happen in speaking class during teaching learning process. Students who have anxiety will feel afraid if they become the center of attention in the classroom. They rather choose to avoid anything than becoming the center of attention. Anxiety might be a serious problem in speaking class because speaking class requires students to be more active in practicing their speaking skill. Skehan mentioned that anxiety can influence students' academic achievement and it can change students' ability level (as cited in Wilson, 2006).

Based on the phenomenon the researcher found that student who has a high confident level have low anxiety. However, the student who have anxiety have low beverage in achievement. Therefore, the researcher raises the questions whether or not students' anxiety has correlation with their achievement in speaking classroom. Hence, the researcher is interested in conducting a research to clarify the correlation between students' anxiety and students' achievement in speaking classroom at English Language Education Department in one Islamic Private University in Yogyakarta.

Statement of the Problems

Anxiety is one of serious problems that must be noticed. Anxiety in education field can disrupt the students' progress. Anxiety can happen in every skill in English language. Students' anxiety can affect their effort in learning process and it also affects students' achievement. In learning process, especially in speaking class students expect that they can get good achievement score. After do the informal conversation with students' batch 2018 who take the listening and speaking for formal setting course, some of the problems in speaking class happen in doing speaking activity. They were preparing well remembering the whole content of their material, however they forget about their material that has been prepared when they present in practicing business telephoning or role-play in front of class. Another problem is when they got an oral quiz and the teacher only gave a few of minutes to prepare to answer the quiz. The students will not perform maximally in their duty when they get high anxiety inside speaking class. However, there is anxiety feeling that inhibits students to get good achievement.

In this research, the researcher focuses on the correlation between students' anxiety and students' achievement in speaking class. The research is in accordance with the purpose of research. The researcher decides to conduct research in one of the majors in the university level. Speaking class is one of the subjects in English Language Education Department (ELED) at one of Islamic Private University in Yogyakarta. The name of the course is Listening and Speaking for Formal Setting that should be enrolled in the first semester in that department.

Delimitation of this Research

The research was conducted in English Language Education Department yet. Therefore, the researcher conducts the research about the correlation between students' anxiety and students' achievement in speaking class at English Language Education Department at one of Islamic private University in Yogyakarta. The researcher chooses Listening and Speaking for Formal Setting to conduct this research. The researcher chooses that course because the researcher only focuses on speaking skill. Besides that, the researcher would like to investigate the students' achievment in speaking skill. The researcher also explore the correlation between students' anxiety and students' achievement in speaking class.

Research Questions

The research questions being investigated in this research are:

1. How is the students' anxiety in speaking class?

2. How is the students' achievement in speaking class?

3. What is the correlation between students' anxiety and students' achievement in speaking class?

Research Objectives

This research focuses on correlation between students' anxiety and students' achievement in speaking class. Based on the research question, the objectives of the research are:

1. To find out the students' anxiety in speaking class.

2. To find out the students' achievement in speaking class.

3. To find out the correlation between students' anxiety and students' achievement in speaking class.

Significances of the Research

   Teachers. By knowing the correlation between students' anxiety and students' achievement in speaking classroom, the teacher may have some information for students who have anxiety in their class by looking at the students' achievement. From knowing about that, the teacher can help reduce the anxiety felt by the students.

   Students. By reading this research, students will know the correlation between students' anxiety and students' achievement. Students who have anxiety can be more aware and try to reduce their anxiety. Also the students who read this research can know about the signs of anxiety so from that, the students' can realize about the symptoms of anxiety that exist in their self or not.

   Researchers. By understanding this research, researchers who have similar issues to this research may use the source in this research and also can be a related research that has similar research.

Outline of the Research

   This research consists of five chapters. The first chapter is introduction. Introduction discusess about the background of the research, statements of the problems, delimitation of the research, research questions, research objectives, significances of the research and outline of the research. The second chapter is literature review. Literature review discusses literature that is related to the research

conceptual framework. There are several experts' references who have examined the subjects related to the research. The third chapter elaborates the methodology of the research. This chapter presents the research design, research setting, research population and sample instruments of the research, validity and reliability, data collection procedure, and also data analysis. The fourth chapter discusses about the result and discussion. The last chapter is chapter five. The chapter five presents the summary of this study that covers conclusion and recommendation of this research.