CHAPTER I

INTRODUCTION

A. Background

Speaking is one of the four language skills (reading, writing, listening, and speaking) is a kind of interaction phase and agreement as part of dialogue or rather verbal exchange. Elaine K. Horwitz et ala (1986b) stated that speaking in a foreign language is often sensed as a —threat to people's self-concept, self-identity, and ego, which they have formed in their first language as reasonable and intelligent individuals.

One of the important parts of speaking is pronunciation because it impacts learners' communicative competence and performance. According to Gilakjani (2012), the objective of pronunciation should be to gain a 'listener-friendly' pronunciation; which means listeners can easily understand the speech and can make meaningful conversation possible. Good pronunciation provides valuable confidence for speakers. Good pronunciation is not a 'native-like' pronunciation. If a learner tries to speak exactly like a native speaker, he will soon be disappointed because this is not a realistic goal of learning pronunciation. In addition Gilakjani & Sabouri (2016) stated that Many EFL classrooms still neglect English pronunciation. It is difficult to have a lesson purely based on pronunciation practice when teaching pronunciation because pronunciation is commonly considered as an optional task in some university courses. Another issue is that more emphasis is given to individual sounds

Pronunciation is also an important aspect of oral performance. Speaking anxiety (SP) has been linked to oral performance (Liu, 2006). When delivering speeches, communicating with native speakers, or being corrected while speaking, for example, learners have been known to feel anxious (Mak, 2011). Anxious foreign language learners often worry about issues specifically related to pronunciation, such as difficulties "discriminating the sounds of a target language" (Elaine K. Horwitz, 1988)

and feeling embarrassed because of their pronunciation errors (Abu-rabia et al., 2014). Apprehensive learners who have been overlooked in quantitative research on Language Anxiety (LA) have reported that they have self-perceived pronunciation issues.

There are only a few researchers that have been conducting to study LA interplaying with the component of pronunciation in oral performance. Szyszka (2011) examined students' foreign language anxiety and self-perceived English pronunciation competence. She concluded that there is a negative correlation between students' language anxiety and self-perceived English pronunciation competence. The similar vein, Derwing and Rossister (2002) they concluded that where 60 out of 100 respondents perceived a change in their pronunciation when nervous and the same number declared a change in accent when they were excited. Additionally, the Indonesian study done by Subekti (2018) investigate the relationship between foreign language anxiety and oral performance of non-English major university students. The study found that there is a negative relationship were found between the learners' achievements and all the three related situation specific anxieties; communication apprehension, test anxiety, and fear of negative evaluation.

Like the previous studies, this present research is concerned with LA, to be precise speaking anxiety. However, this research takes different participants, who are university students majoring in English Education. The students are future English students. Therefore, it is interesting to investigate the correlation between the students' speaking anxiety and self-perceived English pronunciation competence in online presentation.

B. Research Questions

Based on the background explained above, some questions arise that the researcher try to identify as follows:

1. How is English Education students' speaking anxiety?

2. How are English Education Students' self-perception of their pronunciation competence?

3. How significant is the correlation between English Education Students' speaking anxieties and their self-perception of English Pronunciation competence?

C. Research Objectives

Related to the questions formulated above, the purposes of this research are as follows:

1. To know How English Education students' Speaking anxiety

2. To Know how English Education Students' self-perception of their pronunciation competence

3. To know how significant the correlation between English Education Students' language anxieties and their self-perception of English Pronunciation competence

D. Research Significances

The finding of this research is expected to give contribution to the students of English education Department. The researcher hopes that this research will gives significant contribution to the students where have problem with their speaking anxiety, also the researcher hopes that the students have a better pronunciation. Finally, the researcher hopes the research result is very useful for whoever who wants to learn English and have struggle with their pronunciation and they can overcome the language anxiety factors.

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E. Framework of thinking

Cook (1966, cited in Gilakjani, 2016b)described pronunciation as "the process of producing English sounds." Repeating sounds and correcting them when they are made incorrectly is how pronunciation is learned. When students begin learning to pronounce words correctly, they develop new patterns and resolve difficulties caused by their first language. According to Yates (2002 as cited in Gilakjani, 2016), pronunciation is the production of sounds that are used to convey meaning. Also Morley (1966 as cited in Gilakjani, 2016) Learners should focus on developing functional intelligibility, functional communicability, improved self-confidence, speech monitoring skills, and speech modification strategies

Related to language anxiety, Macintyre (1999 as cited in Chen, 2015) language anxiety was a highly discussed research topic during the 1990s. in addition, according to Daly & McCroskey (1984 as cited in Chen, 2015) Studies regarding language anxiety were first conducted from communication apprehension and text anxiety perspectives. Findings examined by Campbell and Ortiz (1991 as cited in Chen, 2015) Language anxiety should not be used as an excuse for students not to enjoy language classes, and teachers should be aware of the detrimental impact of anxiety on students' language learning. The impact of language anxiety on the learning process led researchers to investigate the essence of language anxiety, language responses, language anxiety reduction strategies, and anxieties in response to other aspects of language learning. (Horwitz 1986 as cited in Luo, 2015)

Horwitz defined three different types of performance anxiety. The first is communication apprehension, which is a form of shyness that expresses itself as anxiety when communicating with other. The second is the fear of negative assessment, which arises from a person's fear of being negatively assessed, leading to the person avoiding other people's assessments and evaluative circumstances. The third type of test anxiety is

characterized as a form of performance anxiety that emerges from a fear of failure in academic evaluations. For certain students, performing spoken English in front of an audience may be a challenging task because they may be anxious, which prevents them from delivering a good oral presentation. When students majoring in English Language Education encounter such anxiety, the stakes are higher because they are the future. They must be self-assured in order to show their abilities in front of an audience: their students. Speaking anxiety and how it affects language learning are also discussed by Lightbown. He claimed that anxiety more likely to be triggered by specific situations and circumstances that can make one feel uncomfortable, such as giving an oral presentation in front of a large audience.

According to (Dawyer, 1998) People who experience nervousness, dread, or worry before, during, or after public speaking are said to have speech or oral communication anxiety. Academic researchers use the term communication apprehension which is described as the fear or anxiety associated with real or anticipated communication with others. Additionally, (Brydon, 1997) Speech anxiety is described as the feelings of discomfort that people have before or during public speaking. Whereas (Devito,1999) Communication apprehension is described as a feeling of fear or anxiety about a situation in which one must communicate, especially when the communication act occurs in a public forum.

Regarding self-perception, according to Gibson (1999) explained in his book, *Organization and Behavioral Management, Structure* that perception is a cognitive process which is used by a person to be able to interpret and understand the world around him to an object. Self-perception can generate from self-awareness. Self-awareness is one important factor in the process of acquiring language and manner critical thinking because these two things are very decisive of individual or student language skills. (Üstünlüoḡlu, 2004) Perception of self-efficacy can also be linked to abilities speaking, in this case English. Language proficiency is a level

competency in which an individual can use language for communicate at least basic level and for academic purposes. Oller (1983) states that language skills are not a single unitary ability, rather it consists of several different but related constructs on the side general language skills

Students' self-perceptions of the target language skills is one of the important factors that can be affect the language acquisition process. In several studies, this has been discussed in relation to the affective factors of learners, such as deep anxiety language learning is the anxiety that they are not able to learn language and the power of motivation. These studies show that self-perception language skills have a negative correlation with the level of anxiety and is positively related to motivational power (Onwuegbuzie, Bailey & Daley, 1999).

Figure 1.1 Schema of the research
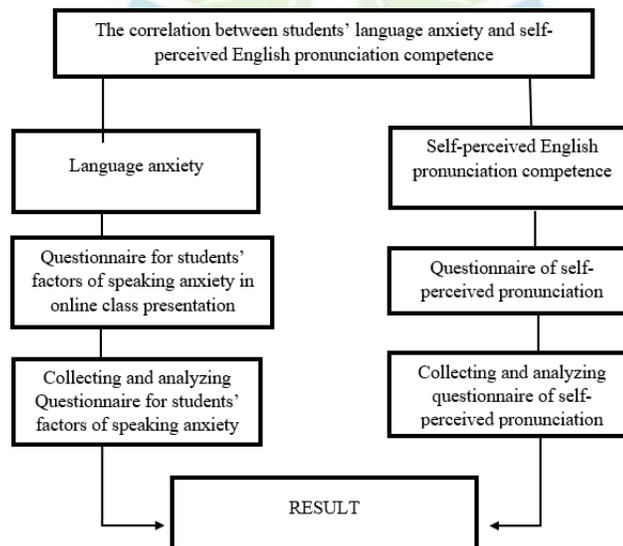
F. Hypothesis

The hypothesis is a quantitative research statement when the researcher builds a prediction about the conclusion of the relationship between characteristic (Creswell, 2012b). The hypothesis in this study is an alternative

hypothesis (*Ha*) and the null hypothesis (*Ho*). It means the hypothesis is a provisional theory that needs to be tested.

The formulated hypothesis is described as follows:

1. **Ho** is accepted: if sig. value > 0.05 means that there is no significant relationship between students' speaking anxiety and self-perceived English pronunciation competence
2. **Ha** is accepted: if sig. value < 0.05 means that there is a significant relationship between students' speaking anxiety and self-perceived English pronunciation competence

G. Previous Study

In making this research, the writer considered some previous research that related to this research. First, the research is entitled "Foreign language anxiety and self-perceived English pronunciation competence" were conducted by (Szyszka, 2011). This study was an attempt to investigate the link between foreign language anxiety and the self-perceived levels of pronunciation of 48 teacher training college students, who study English as a foreign language. It found a negative correlation, r =-.54 (p < .05) between the level of their language anxiety and self-perceived English pronunciation competence, it indicated that more apprehensive teacher trainees perceived their pronunciation as 'poor', whereas those with lower levels of anxiety declared higher pronunciation competence.

The second potential connection between pronunciation and LA is signaled, though not developed thoroughly, in every few studies. A hypothetical link between affect and pronunciation has been revealed by some language learners, including the ones in the study of Derwing and Rossiter (2002), where 60 out of 100 respondents perceived a change in their pronunciation when nervous and the same number declared a change in accent when they were excited. In another study, one learner claimed that "I hate it when the teacher calls on me to speak. I freeze up and can't think of

what to say or how to say it. And my pronunciation is terrible" (E K Horwitz & Young, 1991). These examples signal that the area in question is under-researched.

The third research is entitled "Investigating the Relationship between Foreign Language Anxiety and Oral Performance of Non-English Major University Students in Indonesia", done by (Subekti, 2018) . The result of the study shows that negative relationship was found between the learners' achievements and all the three related situation specific anxieties; communication apprehension, test anxiety, and fear of negative evaluation. Considering the results, it is suggested that both teachers and students should minimize the debilitating effects of students' FLA. Based on the limitations of this study, some recommendations for future studies are also highlighted. They are investigations on the relationship between FLA and second language (L2) achievements across different levels of education and thorough qualitative investigations of FLA.

The researcher saw that the previous studies were indeed extraordinary, and almost having the same thought but it has the differences with this research. What makes it different is the participant, the researcher takes the college students of English education department who have been taking especially for those who have finished advanced pronunciation course. Therefore, the researcher will conducting the research about the correlation between speaking anxiety and self-perceived English pronunciation competence, especially for a future English teacher, that at least have better language skills especially in their pronunciation