

CHAPTER I

INTRODUCTION

This chapter is the beginning of the research. It presents an overview of the research explaining the importance of this research and supported by theories relating to this research. This chapter consists of the background of research, the research questions, the research objectives, the significances of research, rationale, and the relevance of the research.

A. Background

Do you ever feel anxious about speaking English? Empirical research shows that anxious foreign language students are less willing to participate in learning activities, and have lower performance than non-anxious students (Aida, 2009). Many causes of students' anxiety to speak English, it is important for students' to reduce their anxiety to speak English. According to Bailey (2001), a contributing factor to learners' success or failure to master second or foreign language is the manner that learners for their worries, apprehension, and even dread when faced with a certain language.

Speaking is one of the language skills since it plays an important role in daily life, especially in daily conversation. Speaking is dealing with communication, it is a process which enables people to share information, ideas, and feeling orally supported by body language (Dalisa, 2015). It is important for the students to use oral communication, however speaking is an important one in language skills it also becomes a subject in the school. In this

case, the teachers expect their students to be able to express any activity with the use of English, especially in the school environment. Meanwhile in Indonesia, some students have a sense of anxiety and afraid for the English language, especially in speaking. This problem is faced by students at SMAN 5 Banda Aceh, as pointed out by Santriz (2018). There are some anxiety factors in speaking which cause students to be reluctant and anxious to speak English in the classroom, namely communication apprehension, test anxiety, and fear of negative evaluation.

Speaking can be a challenging task for many students because it needs interactions. The other four skills of English language can be practiced alone, but for speaking, the students cannot speak alone, that is why students should make every effort possible to find somebody to speak with. It is important for educators to find ways to reduce their anxiety in the classroom in other for them to successfully learning English.

Therefore, several studies attempted to find some ways to help students reduce their anxiety. A sense of community is a factor that students believed to be helpful in reducing anxiety (Kagan, 2009). In other words, they feel less anxious when working with partners and in small groups. From the previous research, the researcher carried out by (Dalisa, 2015) shows that pair work reduces students' anxiety in speaking English, it was proven by looking at the reducing of students' anxiety in speaking and performance which was much better in each cycle. Research is also conducted by (Atas, 2015), this research is focused on the reduction of speaking anxiety in EFL learners through drama

techniques. The researcher said that the use of drama in foreign language teaching promotes positive feelings toward the learning experience while it increases the likelihood that students will continue to involve themselves in language training.

From those explanations above, the researcher believes that conversation through teammate is the appropriate and available way to overcome students' speaking anxiety in speaking English. Finally, the researcher titles this research "AN ANALYSIS OF STUDENTS' SPEAKING ANXIETY IN CONVERSATION THROUGH TEAMMATE."

B. Research Questions

From the description above, this study is intended to answer three following research questions:

1. How is the process of conversation through teammate in reducing students' speaking anxiety in speaking English?
2. What are the causes of students' anxiety to speak English?
3. How is the students' speaking achievement?

C. Research Objectives

From the research questions above, this study is aimed at obtaining three following objectives.

1. To observe the process of conversation through teammate in reducing students' speaking anxiety in speaking English.
2. To explore the causes of students' anxiety to speak English.

3. To find out the students' speaking achievement.

D. Research Benefits

This research gives several benefits. *Practically*, this research is useful for a teacher that conversation through teammate can be used as an alternative technique to overcome students' speaking anxiety in speaking English.

Theoretically, this research can be useful for information that conversation through teammate can be useful to overcome students' speaking anxiety in speaking English.

E. Rationale

Every student has different anxiety in speaking English. There were students feel shy while the teacher asked them to speak and they just broke their eyes contact, then there were students just kept silent when the teacher asked them, and they were not responding to the teacher because they did not know what they should say. Anxiety is an emotional state characterized by subjective, consciously feel the tension, fear, nervousness, which is related to the autonomic nervous system. Moreover, Price (1991) describes learners who feel anxious in language classrooms as those having manifestations including panic, indecision, anger, and a sense of diminished personality. Suzan (as cited in Oxford 2005) also describes other symptoms for anxiety such as general avoidance behaviors, for example, skipping classes or arriving late, physical actions or movements, like fidgeting or facing difficulties in producing the

sounds of the target language, or physical ailments such as feeling tension or having a headache.

Diagnosing the symptoms of anxious learners enables the teachers to understand the feelings of their students to support them and to provide them with a better learning environment. Moreover, identifying those manifestations will guide the teacher in differentiating between anxious and weak students. To investigate learners' anxiety, identifying their characteristics and manifestations must be considered. It can be concluded that the communication anxiety fears such negative feeling perceived individual in communication. Many causes of students' anxiety to speak English, it is important for students' to reduce their anxiety to speak English.

Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts (Chaney, 1998). Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 1994; Burns & Joyce, 1997). We can see someone has the speaking ability through discussion. In expressing the discussion needed the ideas, feeling and mind in real communication and it must be able to ask as well as answered questions (Solahuddin, 2008). The oral communication (speaking) is two process between the speaker's listener involves the productive skills of speaking and receptive skills of understanding (Byrne, 1998).

There is a way to overcome speaking anxiety with conversation through a teammate. Conversation is any stretch of continues speech between two or

more people within audible range of each other who have the mutual intention to communicate, and bounded by the separation of all participants for an extended period (Crystal and Davy, 1984). Moreover, Richard (1990) states that the conversation club is something enigma in language teaching. It can be concluded that conversation occurred between two people or more while the topic of talking is very wide.

F. Previous Research

Qualitative research requires a lot of opinions as a reference to the problem that occurred in the previous issue. The result of the previous research is a useful reference for consideration in this study.

From the previous research, the first research carried out by (Naci&Hasan, 2013), which entitled “Students’ Perceptions of Language Anxiety in Speaking Classes”. This study aimed to exploring learners’ perceptions of language anxiety in speaking classes at a north-eastern state university in Turkey. Through a purposive sampling procedure, 30 students from different proficiency levels were interviewed. According to this research, it was found that linguistic difficulties (vocabulary, grammar and pronunciation), cognitive challenges (fear of failure in front of others, fear of exams, fear of failure in communication, lack of self-esteem, fear of making mistakes), the role of the teachers, competitiveness and lack of information were considered to be correlates of language anxiety.

The second research carried out by (Mustachim, 2014), which entitled “Student’s Speaking Anxiety in Learning English”. This study was carried out

to investigate foreign language anxiety of EFL junior secondary school students at the 8th grade of SMPN 9 South Tangerang. Specially, it sought to identify what factors that may contribute to anxiety in English learning environment based on the students' perspective. The result of the study showed that speaking in front of the class, being laughed at by others, incomprehensible input, students' belief about language learning, teacher personality, and lack of preparation were the six factors that may contribute to the students' anxiety in learning English.

The third research carried out by (Keramida, 2009), which entitled "Helping Students Overcome Foreign Language Speaking Anxiety in the English Classroom". This research aims to contribute to the literature on language anxiety and to provide teachers with strategies for reducing foreign language speaking anxiety stemming from students' fear of negative evaluation from their peers and perception of low ability. The result is the researcher suggest that teachers may want to consider the following interventions. First, teachers can incorporate project work, because it can provide anxious and non-anxious students alike with abundant opportunities to use language in a non-threatening context. Second, the creation of a friendly classroom atmosphere is important.

The fourth research carried out by (Tercan, 2015), which entitled "EFL Students' Speaking Anxiety: A Case from Tertiary Level Students." The major aim of this research is to find out to what extent different variables such as proficiency level, onset of learning, and gender affect speaking anxiety. This

research focused on the EFL learners' anxiety which is particularly interconnected with speaking. Several quantitative tools were used to elicit a set of data. However, further research could also investigate the same topic through the use of qualitative tools such as interviews, reflective writing, and observation, which would allow for deeper understanding of the students' psychological experiences about speaking. Findings indicate that learners at tertiary level suffer from speaking anxiety in English due to various factors such as such as speaking, preparedness, question-answer, testing, discussion, public speaking, error correction.

The fifth research carried out by (D. Sari, 2017), which entitled "Speaking Anxiety As a Factor in Studying EFL." This research was focused on the investigation of anxiety phenomena when speaking or having to speak English in the classroom that are suffered by many students, and which make them reluctant to speak English in front of others because of the anxiety they experience while doing so. The result was taken from the questionnaire showed that 71% of the students experienced anxiety in communication apprehension followed by fear of negative evaluation 53%, test anxiety 48% and anxiety about English classes 39%.

Concerning the previous studies, this research is different from the others. This research focuses on the implementation of conversation through teammate can affect to students' speaking anxiety. Meanwhile, the previous studies more discuss what the causes of students' speaking anxiety.