

CHAPTER 1

INTRODUCTION

This chapter feeds a brief description of the entire research process. It concerns the background of the study, research questions, research purposes, research significances, rationale, and previous studies.

A. Background

Speaking plays an important role in people's daily life, wherever meeting with people, communication will be needed. For example, when people have the first time coming to a new group or a stranger, they should speak. Speaking is essential to communicate with other people. Without speaking, the way of communication among people will be strange and different, although people can use signs or write they cannot represent their needs, ideas, thoughts, or feeling clearly. According to Hornby (1995), learners will be judged upon most in real-life situations through their speaking language. Speaking language is an integral part of the interaction and often the first impression of a person based on his or her ability or way to talk to other comprehensively and fluently. Similarly, O'Malley, j. M. & Pierce, L. V. (1996) argued that the essential skill that a learner should acquire is speaking.

Naturally, speaking the native language can be mastered subconsciously. Instead, a foreign language needs a lot of time and effort to learn. However, in foreign language learning, including English, four language skills are introduced, and they should be mastered the same as a native language. Yet, according to Rafiq (2016) from Tribunnews the Indonesian Country Manager EF English Centers for Adults "Based on preliminary test results from a survey conducted prospective students, 46.5% were found to have the ability to speak to two lower levels below the reading and listening level, " (20/5/2016). This information refers that speaking ability takes two levels below the other skill. In fact, speaking is essential than other skills, like reading, listening, and writing.

Based on the interview of students' MA Al-Ikhlash, the students feel unconfident to share their ideas because their fear is making a mistake in the concept, vocabulary, and pronunciation.

Based on a study in MA Al-Ikhlash Cicalengka, some speaking anxiety problems were identified. For example, the students are fear of making mistakes during speaking when answering the teacher question. They feel less confident when pronouncing a word in English. This made them anxious to communicate. According to Horwitz, Horwitz, & Cope (1986), the anxiety of a foreign language is a complex of different self-perception, feelings, and behaviours that are associated with the class language learning arising from the uniqueness of the process of learning a language. Meanwhile, Batiha, Mohd Noor, & Mustaffa (2016) argued that there are several reasons caused the speaking anxiety: negative evaluation, unpreparedness, fear of being in public and shyness, and generally speaking class anxiety.

Moreover, the speaking anxiety of the student, especially in the English language, can be a bad impact on their chance to understand the material. The students are fear of making their ideas and sharing them with other people. This makes them hard to understand or more often, no know the material given by the teacher during the learning process.

According to Hedge (2008) argued that language activities are essential factors in teaching language for communication. The events help create interactions in the language classroom. The failure of the student to master their speaking skills may prevent them from successful communication. Furthermore, students get some problems when they want to speak English like hard to express their ideas during the learning process.

To solve the problems, the technique of teaching, which can accommodate students to speak more confidently and can have more time to talk to their pairs is needed to reduce the students' speaking anxiety must be conducted. The technique should give the student a lot of time to talk and make them more relaxing when talking. So, the method must be specific. One of the particular techniques is a small group discussion. The technique is

beneficial because it can help a teacher teach and make the communicative atmosphere in the classroom while learning English. According to Orlich et al. (1985), Small group discussions can improve students' speaking skills. Therefore, this research aims to explore how small group discussion technique can reduce students' speaking anxiety at Islamic Senior High School Al-Ikhlash Cicalengka.

There are three reasons why we can use small groups-discussions technique in developing speaking skills. First, the small groups-discussion was used to increase teacher-student interaction and students' verbal interaction in the classroom. Second, small groups-discussion is used for challenging personal communications and learning. Learning can be in the form of content, skills, attitudes, or processes. Third, it is used to help students approve more responsible and independent modes of learning. Based on that, small group-discussion is an activity to share or exchange information between students by verbal communication and made the class more communicative during the teaching and learning process.

Therefore, this condition the student needs to develop their speaking for study because, in the study, the student who speaks better can easily understand the material discussed. However, if they are passive, they will hard to understand the material. Therefore, this research entitled “THE REDUCTION OF EFL STUDENTS’ SPEAKING ANXIETY THROUGH SMALL GROUP-DISCUSSION TECHNIQUE” may help teachers to solve students’ speaking anxiety using small group discussion

B. Research Questions

According to the background above, this research frames the following research questions to be investigated:

1. What are the speaking anxiety factors of EFL students’ experience?
2. How is the small group-discussion technique to reduce students’ speaking anxiety?

C. Research Purposes

Based on the question above, the purposes of the research follow:

This study of the research is intended to explore students enhancement regarding the research, as follows:

1. To find out the speaking anxiety factors of EFL students' experience.
2. To find out how the small group-discussion technique reduces students' speaking anxiety is.

D. Research Significances

The significances of the research are as follows:

1. Theoretical Significance

This study is expected to contribute to the enrich the theory of reducing students' speaking anxiety and to enrich strategy in teaching speaking and the result of the research can be used by the teachers in teaching speaking to reduce students' speaking anxiety. In the English language, speaking is important because by doing that, people should communicate with each other as a social creature and can get an idea of what other people talking about.

2. Practical Significance

For the students of the grade XI of Islamic Senior high school Al-Ikhlash Cicalengka:

- a. To reduce students' speaking anxiety in English
- b. To develop their speaking skill by using discussion technique

For teachers and colleagues at Islamic Senior high school Al-Ikhlash Cicalengka:

- a. To provide a way of reducing speaking anxiety through small group discussion.

- b. To obtain a deep understanding of the speaking anxiety in the area of speaking of English.
- c. To deep understanding about small group-discussion technique and how to use it to develop students' speaking in English.

For the researcher:

- a. This proposal helps the research to develop her knowledge and experience in composing academic writing.

E. Rationale

Nowadays, speaking skills among Indonesian students are lower at two levels than other language skills, like reading and listening (Setyadjie in Rafiq, 2016).

Therefore, we, as the student, must reduce our speaking anxiety in English, which is more students feel fear of many things. Atas (2015) defines the reasons for EFL learners experience speaking anxiety, such as fear of public speaking, communicating orally, immature vocabulary, fear of making pronunciation mistakes, limited grammatical knowledge, unpreparedness, fear of being laughed at taking, an oral test, native speaker effect, error correction style of the teacher, levels of English proficiency, worrying about being understood or not shyness, and low self-confidence.

Similarly, Felicity (2018) defines that the fear of making mistakes and apprehension about their friends may raise the anxiety level of the students during group discussion. Therefore, speaking anxiety for EFL learners mostly happen because they are less confident to express their opinions or ideas in a foreign language.

To solve this problem, Ansari (2015) explained ways to reduce student anxiety by the teacher to perform tasks and evaluate the performance of students. The student performance, like Behavior and electoral activities, are also significant in reducing the levels of anxiety because some activities

likely (1) causing tension and stress on students; (2) Some of the events to reduce anxiety is presented in the following lines; (3) giving positive comments; (4) identify students who experience debilitating anxiety and helps them develop coping strategies; (5) Complementary with the previous steps; (6) playing a role in the practical sector of exclusives.

According to Dewaele & Alsaraj (2015), the participants who felt more proficient in spoken English and frequently used language were significantly less likely to suffer from FLCA in English. Both linguistic variables explain more than one-third of the variants in the FLCA. So, the students who more likely to speak English will suffer from their speaking anxiety and get better in speaking than before.

However, there is no significant difference between the anxiety of students in learning Turkish and English (Bensalem, 2018). Therefore, students speaking anxiety at their national language is the same as their foreign language. So, the student who has more likely to talk will quickly to reduce their speaking anxiety.

So, during the learning process teacher need to explain what the student needs to develop their speaking skill. The teacher has to choose the right method, which is the learning process more concern to the student or student center that communicative for the student. The suitable method is Communicative Learning Teaching.

CLT has been introduced in the 1960s and becomes dominant in 1970 for teaching English. The roots of CLT date back to the 1960s when the British Situational Language Teaching approach heyday situation (Richards & Rodgers, 2001). According to Richards (2007), the goal of CLT is to achieve communicative competence, and there are three competence cover areas of language learning: grammar, sociolinguistic competence, and strategic. Grammatical competence refers to the ability to produce a sentence that includes parts of speech, tense, phrases, clauses, and sentences formed. Then, a social-linguistic capability is the ability to understand the functional aspects of communication that encompasses the role of personal factors, plus

the social and cultural context. Lastly, strategic competence aims to be able to express oneself with success in conversation and resolve any difficulties or challenges that may occur that could cause misunderstanding.

One of CLT method is discussion divided into group discussion and debate which can develop students speaking skill based on the research conducted by Yasin, Aziz, & Jannah (2017), teacher lesson plan which is communicative can give an impact into student speaking ability and reduce their speaking anxiety English in Indonesia.

The discussion is an activity that encourages students to express their opinions or their thinking to solve the issues they discuss, and this can reduce the speaking anxiety which in discussion the students sharing their thoughts and activating in the classroom, so they feel confident.

In education, the use of language to communicate with each other can be seen in various methods. The methods intend for students to talk comfortably is needed. Communicative Learning Teaching. Furthermore, one of CLT techniques is small group discussion; Small group discussion is an activity that can be conducted in the classroom speaking EFL. The purpose of the small group discussion is to allow learners to engage actively in discussions that involve a small number of students. The purpose of the small group discussion is to enable learners to participate actively in discussions that require a small number of students.

Barker (1987) argued, "Discussion technique are three or more people who interact face-to-face, with or without leaders who are assigned such that each person's effect, and are affected by other people in the group." Therefore, the discussion is an activity which encourages students to express their opinions or their thinking to solve the issues they discuss, and this can reduce the speaking anxiety which in discussion the students sharing their thoughts and activating in the classroom, so they feel confident.

The Small group discussion method has used in the learning before the CLT. In the research conducted by McKeachie in 1965 cited in (Gall & Gillett, 1980) demonstrate the use of the small group discussion method is

useful to teach and made the student be active. Also, Fisher (1968) cited in (Gall & Gillett, 1980) conducted the experiment which comparing between the discussion group and the students who read the text resulted that the group discussion developed significantly and more positive.

English as a foreign language in Indonesia, few people, use language for their daily communication. However, nowadays English use as a second language by some people because of various reasons, such as in academic level, some school use the English for communicating like in university, Islamic boarding school or international school.

Murdibjono (2001) argue that small group discussions will be effective because students have more time to practice their speaking. Moreover, students practice their speaking with their classmates. So, they are not hindered by psychological barriers (in Widiati & Cahyono, 2006). Meanwhile, in his research, Wijayanti (2005) divided his students in the classroom into small groups and gave them a task called Talking about Something in English (TASE). Wijayanti found that a small grouping with TASE allows students to do their talking ability, and they feel motivated to talk more. Similarly, Karana (2005) found a small group of enthusiastic students to do a talk show on various topics of their choice because they are already familiar with it (in Widiati & Cahyono, 2006).

Thus, the student speaking anxiety can be reduced by small group-discussion technique. It is more concern with the student, and the student will speak. Because in the small group discussion, they share their ideas to know more about the material and the speaking anxiety possible cause some problem for the student in the learning process such don't understand about the material.

F. Previous Research

There are lots of studies about speaking anxiety that were conducted, either from English subjects or others. However, the objectives of the studies

are various. Here are some studies that have been conducted about critical thinking promotion or stimulation in the learning process.

The first study is *Speaking Anxiety and Its Effects on Participation in Group Discussions in L2 Classrooms* by Murunga Felicity. The result of the study could be concluded that group discussion technique affects the students' speaking anxiety (Felicity, 2018). They feel nervous when their names called by the teacher during a group discussion activity. This research was revealed the cause of their speaking anxiety and how the group discussion gives effect to the student during the learning process. The difference between this research with the research that is going to be revealed is that this research focused on how group discussion gives the effect to the student's speaking anxiety and what is the cause of students' speaking anxiety, while the new research has purpose to revealed the extension of small group-discussion to reduce the students' speaking anxiety and to identify the feelings of the student during small group discussion. The methodology that used is also different; while the previous research used a statistical approach, this research uses case study approach by revealed students feeling during learning section using diaries.

The second is *The Reduction of Speaking Anxiety in EFL Learners through Drama Techniques* by Mina Atas. The result is this action research provides evidence that the drama technique can reduce the students' speaking anxiety (Atas, 2015). This study also found students have different anxiety levels in speaking, and even the cause of the student anxiety varies. Also, this study revealed that when teaching using the drama technique, most of the students felt comfortable during the drama. Because they didn't fear of making a mistake during speaking and feeling comfortable among friends (Atas, 2015), the difference between this research with the research that is going to be revealed is that this research focused on how drama technique reduces the student's speaking anxiety and what is the level of students' speaking anxiety, while the new research has purpose to revealed focused on how the small group-discussion reduce the student's speaking anxiety.

The third is *Speaking Anxiety among English as a Foreign Language Learner in Jordan: Quantitative Research* by Jafar Mohammad Batiha, Noorizah Mohd Noor and Rosniah Mustaffa. The result there are: 4 factors contribute to FL students speaking (Batiha et al., 2016). This study also found there is no significant correlation between genders and EFL speaking anxiety. They feel some factors that cause speaking anxiety during lessons such as fear of negative evaluation, unpreparedness, fear of being in public and shyness, and generally speaking class (Batiha et al., 2016). The difference between this research with the research that is going to be revealed is that this research focused on what is the factors EFL students' speaking anxiety and the correlation between gender to their speaking anxiety, while the new research has purpose to revealed the extension of small group-discussion to reduce the students' speaking anxiety and to identify the feelings of the student during small group discussion. The methodology that used is also different; while the previous research used a statistical approach FLSAS and correlation, this research uses case study approach by revealed students feeling during learning section using interview.

