

# CHAPTER 1

## INTRODUCTION

This chapter gives a brief description of the entire research process. It includes the background of the study, research questions, research purposes, research significances, conceptual framework, and previous studies.

### A. Background

This present study is intended to find out Students' Perception in Small Group Discussion to Overcome Their Speaking Anxiety. Speaking foreign language and anxiety is two things that are cannot be separated. Foreign language anxiety plays an essential role in language learning and negatively impacts on the whole learning process Rafada (2017). In educational world, speaking is an important thing which students have to be mastered in, while anxiety is characterized by feelings of worry or feelings of fear that are strong enough to interfere with someone's daily activities.

Speaking is one amongst the essential language skills that have to be compelled to be down pat by English foreign learners to its vital and its use for communication. As social humans, people always interact and communicate one another. The first way to do interaction and communication is by speaking. In this case, people express their thoughts and share this with oral communication. That is why speaking is more essential language skills moreover speaking English. Aye and Phyu states (2015:1) state that the student needs an effective English speaking skill in the whole life aspects in this globalization era.

However, not all students who have been studying English for a long time can communicate or speak in English precisely and fluently, and this is due to a lack of necessary knowledge. Besides, they also cannot speak English fluently and accurately due to nervousness, which is a major factor. Anxiety affects their ability to speak and makes it difficult for them to speak in front of their peers in the classroom. Felicity (2018) describes that speaking anxiety as the feeling of fear, stress, or nervousness that can give negative effect in learning process. To reduce student speaking anxiety, the teacher should use an appropriate technique in teaching speaking that will make the student no longer feel anxious. According to Kelly & Stafford (1993) small group

discussion is more personal situation; it provides opportunities for interaction between student and teacher. Small group discussion technique can give the students opportunity to practice their language (Moega, 2019).

Based on preliminary study at 5<sup>th</sup> EED students of UIN Sunan Gunung Djati, all the majors in faculty of education and teacher trainee in UIN Sunan Gunung Djati have used small group-discussion as the technique for teaching speaking English. In comparison to lectures, small group discussion is a process of active learning. It facilitates peer-to-peer interaction and active discussion among participants when facilitated by a skilled facilitator. For example, students are divided into small groups of 4-5 students each. The lecturer then presents each group with different theories that describe the material in detail. As a result, once they have completed their work, they must describe it to their classmates as well as the lecturer. Murunga Felicity (2018) describes that group discussions when it used correctly, can help learners own the learning process by allowing them to freely and efficiently communicate their thoughts, feelings, ideas, or information in their environment. Instead of having students sit passively and memorize and repeat what the teacher tells them, group discussions can provide opportunities for self-learning. Teachers in the twenty-first century must focus on empowering students to create, interpret, legitimize, and disseminate knowledge.

Therefore, in this case this research aims to know a various perceptions of student in UIN Sunan Gunung Djati Bandung about the use of Small group discussion technique in overcoming their speaking anxiety and to know how students speaking Anxiety level and also the factor of speaking anxiety that faced by the students.

The research about speaking anxiety is also aroused by Murunga Felicity this research is about speaking anxiety and its effect on participation in group discussion, the result of this research was group discussion technique can affects the students' speaking anxiety (Felicity, 2018). Moreover, (Atas, 2015) this research examines the effects of drama techniques on speaking anxiety in EFL learners. The findings of this research showed that drama technique positively affected students' anxiety, fear, nervousness, and embarrassment towards speaking in the foreign language.

Another study about speaking anxiety is also aroused by (Mutiara Putri Aulia & Rodliyah, 2020) and (Suzan Hammad Rafada, 2017). Both of those researches are used qualitative approach as a research design. The first research focuses on knowing the level of anxiety among EFL students in a classroom and find out how to pair work decreases the speaking anxiety among students in a classroom. The result of this research shows that pair works successfully lessened students' speaking anxiety. For the second research (Suzan Hammad Rafasa, 2017), this research focuses on exploring the Saudi learners' perceptions of speaking anxiety in language classroom and provides some effective and helpful solutions for reducing it. The result of this research showed a positive attitude and a willingness to improve their English speaking proficiency level as a way of reducing anxiety.

Nonetheless, this present research is different from the previous research which focuses on investigating Students' perception toward small group discussion to overcome speaking anxiety. Furthermore, it also finds out the factors of speaking anxiety among the students

## **B. Research Questions**

Based on the explanation above, the researcher formulated the research problems into the following questions:

- 1). How are the Students' Speaking Anxiety Level?
- 2). What are the factors of speaking anxiety that faced by the students?
- 3). How is the Students' perception in small group discussion to overcome their speaking anxiety?

## **C. Research Purposes**

This study aimed at:

- 1). To finds out students' speaking anxiety level
- 2). To find out the factors of speaking anxiety that faced by the students
- 3). To finds out student's perception in small group-discussion technique to overcome their speaking anxiety.

## **D. Research Significances**

These significances of the research are divided into:

### 1. Theoretical

Theoretically, the result of this study could give a lot of information about small group- discussion that might help the student to overcome their speaking anxiety and can be used for the teacher in dealing with student's speaking anxiety by knowing the information and idea about small group-discussion as one of the technique to overcome speaking anxiety.

### 2. Practical

Practically, this study expected to be beneficial for:

#### a. Teacher

The result of this study will guide the English teachers in practicing small group- discussion technique as a teaching technique and also in learning process in order to know the factors that make students feel anxious when speaking English.

#### b. Students

The result of this study is assumed to help students improve their speaking ability through Small group discussion technique effectively. Furthermore, the student can analyze the problem that makes them feel anxious when speaking especially in speaking English.

#### c. The Researcher

It is expected that this research can help and can be additional reference for them in conducting further research related to this.

## **E. Conceptual Framework**

Speaking is the essential skills that we have to be mastered in. Speaking is one of the main purposes of language learning in that it is an ability to transfer some ideas to other people clearly and correctly (Buhori, 2019). In other words, he or she can communicate his or her thought or ideas to other people through communication. In the classroom activity, speaking becomes the important tool that students use to communicate to teacher or friends and also to sharing the ideas. English is a language

which is very popular and has been spoken and learnt among people around the world. English language used by many people in many countries as the medium of communication. However not all students cannot communicate using English language fluently, the broad reason is because they feel anxiety when speaking with English language.

Anxiety is a feeling which influences each student and as a particular complex of self- discernments, convictions, sentiments, and practices identified with language taking in emerging from the uniqueness of the language learning measure.

Brown (2009) stated that anxiety, associated with feelings of being uneasy, frustrated, apprehensive, or worried, plays an important affective role in language learning. The level of anxiety that faced by student is when they start to make a conversation interact with others or when they have to presentation in front of their classmates, anxiety might be seen. The issue of anxiety in speaking English language has been discovered by some researchers around the world. Some methods has been learnt, studied, and discussed by many experts in many countries around the world. Anxiety in speaking English language involves the worry and negative emotional reaction. The most problems are, they fear of being wrong when speaking English language, lack of necessary knowledge, and lack of confidence. Speaking anxiety experienced in EFL classrooms has often a pervasive detrimental impact and influences students' adaptation to their learning environment and ultimately the achievement of their educational goals (Melouah, 2013).

The teacher should use the appropriate teaching technique for disappearances speaking anxiety for students. Because using inappropriate technique can make the students get difficulties in understanding teacher's explanation. In this case, the researcher uses small group-discussion technique as the technique to overcome speaking anxiety of the student.

According to kindsvatter (1996: 242), the small group discussion is “a small group of students to achieve specific objectives permits students to assume more responsibility for their own learning; develop social and leadership skills and alternative approach. Hoover (1997: 13) states that discussion is the process of talking things over among two or more persons, preferably face to face. The positive effect of group

discussion states by Ornstein, “Dividing students into a small group seems to provide an opportunity for students to become more effectively engaged in learning and for teacher to monitor students’ progress.

Students in the twenty-first century must develop their perception in order to address all of the phenomena that are occurring in this century, particularly in the case of education. The organization, identification, and interpretation of sensory information in order to represent and understand the environment is referred to as perception. Koentjaningrat (2010:42) describe that perception is the realization of human brain process and it appears as a view about phenomenon. Many factors, such as feelings, needs, motivation, educational background, and experiences, play a role in this process.

## **F. Previous Studies**

There are some previous studies which are related to this present study. They consist of some important information which will support this research.

The first previous study was written by Murunga Felicity in 2018 and this is the journal from *International Journal of English Language Teaching*. The research is about *speaking anxiety and its effect on participation in group discussion in L2 classrooms*. The aim of this study was to examine the influence of speaking anxiety on the effectiveness of group discussion as a learning strategy in Kiswahili language classrooms. This study involved a sample of 21 public secondary schools. The study used a correlation study design and used student’s questionnaire and a semi-structured interview schedule for data collection. The finding of this study showed that there is a significant relationship between speaking anxiety and the effectiveness of group discussion as a learning strategy.

The second was written by Mine Atas in 2015 from *Procedia- Social and Behavioral Sciencies journal*. The study is about *the reduction of speaking anxiety in EFL learners through drama techniques*. The purpose of this study was to examine the effects of drama techniques on speaking anxiety in EFL learners. This study was conducted with 24 students’ grade 12<sup>th</sup> at a high school in Kozan, Turkey. This research used mix-method research design. The findings of this study showed that the drama techniques significantly lowered the speaking anxiety of EFL learners.



The third was written by Suzan Hammad Rafada in 2017, and it was from *Arab World English Journal*. The research is about, *effective solutions for reducing Saudi learners' speaking anxiety*. This research aims to explore the Saudi learners' perceptions of speaking anxiety in language classrooms and provide some effective and helpful solutions for reducing it. The sample of this research involved 10 female students, their age range between 18-20 years old. This study used a qualitative design. The findings showed female students do feel worried and anxious in foreign language classrooms when speaking the foreign language and there are some strategy to reduce it by watching English movie, using English internet sites and others.

The last was written by Mutiara Putri Aulia, Nenden Sri Lengkanawati and Rojab Siti Rodliyah in 2020 from *Education and Humanities Research journal*. This study is about *the use of pair work to reduce speaking anxiety in an EFL classroom*. The purpose of the study was to know the level of anxiety among EFL Students in a classroom and find out how to pair work decreases the speaking anxiety among students in a classroom. This study involved 31 students as research participants, and this study used a qualitative method in the form of the teacher as a researcher. The data was gathered from several instruments which were questionnaire, observation and interview. As the result of this study, pair works successfully lessened students' speaking anxiety by promoting interaction between students and the opportunity to speak.

From the explanation above, it can be said that the previous studies are different with this present study which this present study aims to find out students' perception in small group discussion and to find out the factors of students' speaking anxiety.