

CHAPTER I

INTRODUCTION

This chapter reveals an overview of this study. It involves the background of the study, research questions, research purposes, research significances, research limitation, rationale, and previous studies.

A. Background of the Study

This study is set out to enquire how prepared-talks activity can decrease EFL students' speaking anxiety. This study would be significant to evaluate kinds of activity that are suitable to increase speaking students' ability at MA (Islamic High School) YPL Pulosari, Garut.

According to Worde (2003), as cited in Yalçın & İnceçay (2014), many researchers, such as Horwitz et al. (1986) have discussed foreign language anxiety since the 1980s. They established a unique aspect involving learners' oral production, precisely anxious EFL (English as Foreign Language) classify speaking as the most fearful even stressful skill in English. Meanwhile, speaking is one of productive skill that should make the right sounds, the right words, and the correct constructions (Hossain, 2015).

Moreover, Brown (2006) states that speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. It means that anxious students who worry about communicating with people or speaking in front of others will get some difficulties in speaking activity during teaching and learning process in the classroom.

According to researcher's limited-observation and data-conducted through a pre-activity interview with an English teacher of MA YPL Pulosari, Limbangan, Garut, teaching and learning activity that the teacher usually applied was only to give some materials related to particular syllabus with providing some examples and exercises. As cited in Fitria

(2013) English teaching practice in many EFL classrooms, including in Indonesia, does not involve adequate variance of activities, especially speaking activities. It merely focuses on drilling grammar knowledge and reading comprehension rather than encourages students' interaction and communication. The teacher seeks to build communication with speaking activity, but the students experience some anxieties response to their teacher. However, this kind of teaching and learning strategy does not affect students' speaking skills at all. Meanwhile, speaking is such an crucial productive skill in English that should be mastered by students, especially to hook international relationship (Boonkit, 2010). Indeed, English speaking is a difficult thing to learn and teach for both students and teachers, considering that English is different to other subjects with primary function is communication (Kakh, Mansor, and Zakaria, 2012).

Finding an enjoyable activity which is suitable to teach particular skills, especially speaking, is an important thing that teachers should do (Millrood, 2015). Because some activities maybe not fit to improve speaking ability, so the teachers should use some other activities that can help students to drill English speaking.

According to Harmer (2001), there are some popular classroom activities which are suitable for assisting students in speaking improvement, such as acting from a script, communication games, discussion, prepared talks, simulation and role-play, and questionnaires. In this study, the researcher will focus on prepared-talk activity to assist students speaking ability especially for anxious students in MA YPL Pulosari Limbangan, because the researcher found this kind of activity can help anxious students wherein this activity a student (or students) will make a presentation on a topic of their own choices to drill talk development from their original ideas with more prepared writing-like such make a notes rather than read all of a script (Harmer, *The Practice of English Language Teaching*, 2001, pp. 271-275).

Even though the topic of these research is same as the previous research, about reducing speaking anxiety. There are some differences among these researches regarding the way or technique the researcher reducing students' speaking anxiety. First, the previous research focuses on reducing speaking anxiety using drama technique as presented by Atas (2015). Second, Yalçın & İnceçay (2014) used spontaneous speaking activity to reduce speaking anxiety. Last, Herbein, Golle, Tibus, Zettler, and Trautwein (2018) putting speech program to find out how that program can reduce students' speaking anxiety. Meanwhile, this research focuses on how prepared-talk activity can reduce EFL students' anxiety implemented at the 10th grade of MA YPL Pulosari, Limbangan. Due to this purpose, the researcher intends to do research on the extence of capabilities of using prepared-talk activity to assist students' speaking anxiety. From the statement above, the researcher would like to investigate about "Reducing EFL Students' Speaking Anxiety through Prepared-Talks Activity."

B. Research Questions

Based on the background above, the researcher concentrates on formulating the following questions:

1. What kind of speaking anxiety do students experience in the English lesson?
2. How does the teacher implement prepared-talks activity made by teacher?
3. How can prepared-talks activity reduce EFL students' speaking anxiety?

C. Research Purposes

Based on the questions formulated above, the purposes of this study are:

1. To find out what kind of speaking anxiety that students experienced in the English lesson
2. To find out how the teacher implement prepared-talks activity
3. To find out prepared-talks activity can reduce EFL students' speaking anxiety

D. Research Significances

This study is purposed to contribute to literature about an alternative way of reducing students' speaking anxiety by implementing the prepared-talk activity. Then, it is expected to give some ideas and understanding about the importance of using prepared-talk activity that is suitable to improve speaking skill for anxious students.

Practically, this study provides significance to:

1. Students

The results of this study are expected to reduce students' speaking anxiety by implementing the prepared-talk activity.

2. Teachers

This study could provide to all teachers to consider the importance of students' speaking skill in teaching and learning process and determine the best activity that is suitable to help anxious students.

Theoretically, this study can be beneficial information for curriculum planner as evaluation for creating students' speaking skill improvement.

E. Research Limitation

To simplify the study, the writer limits this study on reducing EFL students' speaking anxiety through prepared-talks activity a case study at senior high school/ MA YPL Pulosari Limbangan, Garut.

F. Framework of Thinking

Speaking is a complex skill because at least it is concerned with components of pronunciation, grammar, vocabulary, and fluency (Syakur, 1999). On the other hand, Cameroon (2002) defines speaking as the active use of language to express meaning so that speaking is much more demanding than listening language on learners' language resource and skills. It can be concluded that speaking is an essential ability in language to express meaning, and it is learned through the process of socialization.

Foreign language anxiety (FLA) is a significant element which affects performance and acquisitions of FL learners. FLA occurs more in output language abilities, such as speaking (Atas, 2015). To analyze anxiety in terms of social contexts and educational environment, Horwitz (1986) as cited in Çağatay (2015) established related performance anxieties named: 1) communication apprehension, 2) test anxiety, and 3) fear of negative evaluation. Communication apprehension is defined as the anxiety to communicate with people, to talk in front of others, and to talk in groups. The second is named test anxiety. It arises out of the fear of failing to perform. It can demand students to put themselves to be perfect speakers of a foreign language. The third is the fear of negative evaluation. It explains as the students' expectation to negatively by others in any situations such as oral exams or in-class presentations (Yalçın & İnceçay, 2014).

According to Worde et al. (2003), as cited in Atas (2015), there are many reasons for why EFL students experience speaking anxiety, such as:



1. Fear of public speaking
2. Taking an oral test
3. Oral communication
4. Native speaking affects
5. Limited grammatical language
6. Error correction styles of teacher
7. Immature vocabulary
8. Level English of proficiency
9. Fear of making pronunciation mistakes
10. Worrying about being understand or not
11. Unpreparedness
12. Shyness
13. Fear of being laughed at
14. Low self confidence



According to Van Ginkel, Gulikers, Biemans, and Mulder (2015) cited in Herbein et al. (2018) mastering public speaking is acknowledged as a core competency for well-educated students. One important communicational task is giving an informative public speech, namely presenting content to an audience. Positive training can effect public speaking skills (Herbein et al., 2018).



G. Previous Studies

Research regarding the analysis of EFL students' speaking anxiety problems and its solution has been conducted by several researchers. First, research by Atas (2015) about the reduction of speaking anxiety in EFL learners through drama techniques. This study aimed to explore the drama techniques to reduce EFL students' speaking anxiety. It was conducted with 24 students of the 12th graders at a high school in Kozan, Turkey. The data was collected through triangulation. The data was established with pre and post-tests, semi-structured pre and post-interviews, and students' diaries. Moreover, the teacher's reflections strengthened the qualitative aspect of the study. After six weeks of language and drama training, the drama techniques significantly lowered the speaking anxiety of EFL learners.

Second, research is done by Yalçın & İnceçay (2014) entitled "Foreign Language Speaking Anxiety: The Case of Spontaneous Speaking Activities". This study discussed the teacher who can help students' speaking anxiety by using spontaneous activity on the teaching and learning process. The data was conducted with 12 freshman year students in the ELT department at a private university in Istanbul, Turkey that has a different types of speaking activities. The data was collected by mixed method design including qualitative and quantitative data. The data were obtained through an adapted questionnaire based on Horwitz's "Foreign Language Classroom Anxiety Scale" (FLCAS, 1986) and Burgoon's "Unwillingness to communicate scale" (UCS, 1976) to measure the learners' pre and post anxiety levels. Furthermore, participants were asked to reflect on activities through open-ended essay questions. Then, a focus group interview was conducted. The finding has deepened the understanding of students speaking anxiety and its strategies to help them with some familiar activities. It showed that activity can help to solve their speaking anxiety.

Third, research by Herbein, Golle, Tibus, Zettler, and Trautwein (2018) entitled "Putting a speech training program into practice: Its implantation and effects on elementary school children's public speaking skills and levels of speech

anxiety". This study discusses the effect of putting a speech training program to reduce speaking anxiety on elementary students, a corresponding multicomponent training program was recently developed as a part of an extracurricular enrichment program for talented children in Germany. The participants were 61 children and eight trained course instructors, which used a randomized wait-list control group design with repeated measures. The effect of training program on students' public speaking performances (i.e., their ability to appropriately apply nonverbal-visual, nonverbal-auditory, organizational, and language use skills) was assessed with video ratings. The speech anxiety with self-reports was evaluated and the positive treatment effects for both organizational public speaking skills and speech anxiety was founded. The finding showed that using speech training program partly successful when students' speaking was put into practice.

Concerning those three previous researches, this research is similar in order to find out the way of reducing speaking anxiety. However, each research has their way to solve the students' speaking anxiety. The previous ones put the drama techniques, spontaneous speaking activity, and speech training program to their researches. While the prepared talks activity is used in this research in order to reduce students' speaking anxiety