CHAPTER I
INTRODUCTION

A. The Background of Study

Speaking is a kind of conversation in which two or more speakers' exchange information. This information consists of knowledge or science and other logical fact of life. Speaking as productive skill besides writing has been an important skill among four basic skill in English (listening, reading, writing, and speaking). Those words are produced as a result of comprehending the language. People communicate thorugh writing and speaking. Howerver, speaking takes the most part in daily life.

Jack (2008) stated that speaking is a key to communicate each other. It becomes important language skill that the student especially English students should master. Harris (2009) stated that speaking defines as a part of communication since it is regarded as representating what the speaker wants to say. In teaching learning process the student must be able to speak, state the statements, ideas, or feeling. Furthermore, they can add their knowledge by getting the information from learning materials studied in the class. Studying English without practicing is useless. Therefore, this case shows that the primary goal of learning is to expect the student be able to speak english well. In other words, it can be said that learning speaking must be acquired by all students.

The ability of speaking is an acquisition to express one self in life situation of ability report acts or situation precise words, or ability to converse, or to express a sequence or ideas fluently. The goal of speaking is to achieve an interactive communication between the speaker and the listener.

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Gardner (1985) stated that Emotion are important in the classroom since it has impact on speaking. They influence learners" ability to process information and to accurately understand what they encounter. Brown (2000) stated that emotions affect learning in the most fundamental way because they are the foundation of the learning strategies and techniques. In other words, emotional state can encourage or discourage learning. For example, students learn and perform more successfully when they feel secure, happy, and excited about the subject matter. Emotions have the potential to energize students" thinking and also have the potential to interfere with speaking. Negative emotions such anger, anxiety, and sadness have the potential to distract students" learning efforts.

Unfortunately, in the case of foreign language learning, students" emotions tend to be more discouraging rather than encouraging. One of the emotional stated that make such process become difficult is anxiety. Abdillah (2018) stated that Emotional stated such as anxiety can distract students in the language learning process. Feeling of tension, worry, and nervousness will impade students" ability to perform successfully in a foreign language classroom.

In addition, according to Krashen (1986), debilitating anxiety can raise the affective filter and form a "mental block" that prevents a comprehensible input from being used for language acquisition. Anxious students will have difficulties in following lessons. They may learn less and also may not be able to demonstrate what they have learned. Even worse, they may experience more failure, which in turn escalate their anxiety.

Various institutions of formal and non-formal have organized English

language program do the same to provide the capacity (skills) to speak English to their students. In this research, the researcher focuses on speaking skill and critical thinking in English class.

There is a certain term for anxiety that is connected to language performance. The term speaking Anxiety and Foreign Language Anxiety are commonly used interchangeably. Foreign language anxiety is a spesific anxiety which is related to language learning and use. According to Brown (2000), Foreign language anxiety is "a feeling of intimidation and inadequacy over the prospect of learning a foreign language." In addition, according to Gardner and Maclntyre (1985), as cited in Oxford, "it is fear or apprehension occuring when a learner is expected to perform in the target language." Furthermore, Horwits, and Cope (1986), proposed conceptual foundations of foreign language anxiety. Based on them, foreign language anxiety appears in the form of anxiety such as: communication apprehension, test anxiety, and fear of negative evaluation.

Harris (2009) stated that Speaking is cognitive, linguistics and psychomotor skill to use languages in expressing opinion, ideas, perception and feeling through interactive discourse with others speakers of languges. The main goal of teaching speaking is oral fluency in expressing something intelligibly, reasonably and accurately. But in the reality, Many students cannot use English fluently either inside or outside the classroom. Because English is not their mother tongue and there is no enough time to practice, it is rarely used and they tend to use their mother tongue in daily activities to interact with others. In addition, many students become worry, nervous and afraid in making mistakes when they try to use their English. Such situation describes that they may have an anxiety reaction which

distracts their ability in learning a foreign language. The distinct complex feeling, self-perceptions, behaviors, such as tension, apprehension, worry, and nervousness, related to classroom language learning is called foreign language anxiety.

SMK Al-Fajar Sei Mencirim is one of vocational high school in Deli Serdang Regency. In this school just have one deparment, that is Computer and Network Engineering Department. It has 3 classes, they are X-TKJ have 30 students, XI-TKJ have 30 students, and the last XII-TKJ have 26 students. This school just started since 2016. This school addresss in on Jl. Jati Psr IV Dsn II, Gg. Sekolah, Sei Mencirim district.

Based on my observation, I found that the fact some students that feel anxiety when learning speaking in the class. They feel fear and axious when doing communication to each other. Their language comprehension in English was still low. In my preliminary data, I use the instrument of collecting data in observation by using FLCAS (Foreign Language Classroom Anxiety Scale from Howritz and for get the score I use the Likert Scale in each of question in FLCAS Questionnaire. From 83 students were given a questionnaire about anxiety tests (FLCAS by Howritz) have get the result is 45(54%) students who had anxiety scores above the standard, it means that the students have anxiety in themeselves when learning speaking in the class. And there were 38(46%) students who had anxiety scores below the standard, it means that the students have not anxiety in learning speaking in the class. The standard score in questionnaire about anxiety test is 99 points, because the total of the questions is 33 question. And each of

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question have 5 score for maximum assessment in anxiety and have 1 score for minimum assessment in anxiety by using Likert Scale.

After that, the researcher get the students' achievement in speaking in last school year is still low. There were 46 students (55,42%) students who had speaking achievement below the standard, it means that the studnets have low speaking ability in themeselves when learning speaking in the class. And there were 37 (44,58%) students who had speaking achievement above the standard, it means that the students have high speaking ability in learning speaking in the class. The stadard score in speaking assessment based on indicators' speaking score from Harris (1971) is 15 points (60 score in speaking), because the total part of speaking assessment in Harris frame is 5 part of assessment, they are pronounciation, grammar, vocabulary, fluency and comprehension and each of parts have maximum score is 5 points and minimal score is 1 point.

Because of that, they may skip class, overstudy, or seek refuge in the last row in an effort to avoid the humiliation or em- barrassment of being called on to speak. Anxious students are afraid to make mistakes in the foreign language. lend further support to the view that foreign language anxiety is a distinct set of beliefs, perceptions, and feelings in response to foreign language learning in the classroom and not merely a composite of other anxieties. The latter item was found to be the single best discriminator of anxiety on the FLCAS as measured by its correlation with the total score. Horwitz (1986) said that These results suggest that anxious students feel uniquely unable to deal with the task of language learning.

Basically, uneasiness feeling such anxiety will disturb students in no doubt.

It absolutely affects students" speaking effort and performance. Anxious students will think less clearly and probably make more mistakes. Moreover, to perform a task they have to work harder because anxiety makes them worry and distracts their learning process.

Anxiety has long been recognized by educators as a potential problem in speaking classroom. Anxious student will have difficulty in their speaking since anxiety affects cognition processing. According to Ormrod (2011), anxiety can interfere with several aspects of cognition in speaking process. Anxious student may be disturbed in paying attention to what needs to be learned, processing information effectively, retrieving information, and demonstrating skill that have previosly been learned. In other words, speaking anxiety belongs to debilitating anxiety because it can hinder language learning.

Thus, the writer thought that it is interesting enough to discuss such phenomenon further. In addition, the explanation above seemed to be the reason why the writer wanted to conduct this study. The writer wants to know how is the significant between the students'anxiety and their speaking english when they learn English subject, using Foreign Language Classroom Anxiety Scale (FLCAS) from Horwitz and The Indicators' of Students Speaking Score from Harris. Hence the result can be used by teachers to pay more attention to their students, especially the students who got the the highets score in anxiety test and the lower score in speaking test. That's why the writer wants to conduct this research.

B. The Problems of Study

Based on the background of study above, it can be concluded the research problem are formulated as follows:

1. Are the students' achievements in speaking taught by using Audio-Lingual Strategy significantly higher than those taught Drilling Strategy ?

2. Are the students' speaking achievements with low anxiety significantly higher than those students with high anxiety ?

3. Is there any significant interaction between teaching strategies and students'anxiety towards the students' speaking achievement ?

C. The Objectives of Study

Based on the problems of study and the scopes of study, it can be concluded the objective of this study is to find out whether :

1. The students' achievement in speaking that taught by using Audio-Lingual Strategy has significantly higher influence that taught by using Drilling Strategy towards their speaking achievement.

2. The students' achievement in speaking with having lower anxiety is significantly higher than that of students with having higher anxiety

3. There is a significant interaction between teaching strategies and students'anxiety towards their speaking achievement.

D. The Scope of Study

Based on the identification of problem above, there are many applicable strategies in teaching speaking comprehension. In this study, the researcher have focused on the using Audio-Lingual Strategy and Drilling Strategy.

The scope of this study was X, XI, XII grade of Computer and Network Engineering Department for second semester in 2019/2020 school year with one pararel class, and the total number of population are 89 students of SMK Al-Fajar Sei Mencirim. It is located on Jl. Jati Psr IV Dusun II Gang Sekolah, Sei Mencirim village, Sunggal Subdistrict.. For each of two classes have 30 students and the other one just consist of 29 students.

It was only 30 students that have implemented two treatments that are Drilling Strategy and Audio-Lingual Strategy. Because in this school just have one pararel class, as known as limited number of students and also it was found that in X TKJ class has the most result about anxiety. The researcher have set X-TKJ class to be a sample and the students have diveded into two groups, they are experimental group (Audio-Lingual Strategy) and control group (Drilling Strategy).

Beside using the appropriate strategies, the success of students' speaking achievement is also influenced by students' anxiety. The speaking achievement was taken by the test. The test have been applied to the students is make a story minimal 50 words about their unforgetten experience and then they have been recorded their own voice when they told about their experience it is. Then the students' anxiety was taken by the questionaire. The questionnaire have answered by the students and then the writer have counted the score of each questions by

using Likert Scale. So, This study limited on the effect (interaction) of teaching strategies and students' anxiety towards their speaking achievement.

E. The Significant of Study

The findings of this study are expected to be useful theoritically and practically. Theritically, the findings of this study can give additional information to theories related Audio-Lingual Strategy and Drill Strategy towards students' speaking achivement that have higher anxiety in each students. Therefore, the findings of this study are expected to be useful the researchers who want to do a research on the implementation of teaching strataegies in speaking.

Practically, the finding of this study are expected to be usefull for English teachers at schools and at universities in teaching speaking towards the students who have anxiety in themselves. The english teachers can use the findings of this study reference in implementing the appropriate teaching strategies in speaking to the students.