

CHAPTER I

INTRODUCTION

1.1 Background of the study

There are four abilities that students should be proficient in when studying English. They engaged in speaking, writing, reading, and listening. As a prerequisite to mastering English, each skill has a specific objective that must be accomplished. Speaking is one of the key language skills and is seen as a productive ability. Speaking is a productive talent that requires producing and processing information through an interactive process of verbal or nonverbal expression to communicate meaning. Speaking involves more than just pronouncing words correctly, selecting the appropriate words, and constructing sentences with proper grammar. Speaking, however, is more difficult since it involves a variety of units (text, utterance, clause, phrase, etc.) and components (phonology, morphology, syntax, and discourse) that must work together when a student speaks English (Van Lier, 1995 as cited Sriprabha, 2015).

Speaking has become a crucial component of learning English, according to Arung (2016), since it allows people to communicate with one another and share their opinions. Furthermore, according to Arung, speaking is the primary means of communication and can serve as evidence to others that we are proficient in the language. This is because people tend to judge a language learner primarily on their ability to speak, including how well they talk, what topics they discuss, and how they use language. Speaking will be the first quality people notice about English students in particular when they are in public because it is widely

believed that being an English student entails being able to speak the language well.

In reference to the current situation of learning English as a foreign language, the majority of students find it difficult to speak the language because it involves conversations between two or more people about topics they find interesting in common. Each participant takes turns speaking, giving feedback to the other while they speak, and listening to the other speaker. Furthermore, unlike written communication, where we have time to plan or edit what we want to write, spoken communication occurs in real time, making it difficult to plan and edit what we want to say (Megawati & Mandarani, 2016).

Most people experience anxiety or nervousness while speaking in front of an audience. Not even seasoned public speaker types are immune to this emotion. Nevid et al. as cited in Prakosa and Partini (2014) that while anxiety is a normal reaction to threats, it could become abnormal when the level of anxiety does not correspond with the proportion of the threat or if it appears to have no apparent cause, such as when it is not a reaction to an extreme change in the environment. In these cases, anxiety can interfere with bodily functions. When anxiety reaches a particular threshold, it can inspire people to take constructive action and awaken positive energy. But psychopathology can result from high anxiety levels.

Teachers and other individuals can provide feedback on their speaking performance once they have shown it. However, speaking a foreign language such as English is difficult for a student or someone who lacks confidence. Speaking stress, worry, and fear can all be efficiently controlled, avoided, or even

effectively incorporated into a speaker's presentations. It might be problematic for a student when they are reluctant or anxious to speak a foreign language that they are learning. Or perhaps they will not be proficient enough.

Moreover, public speaking in a foreign language causes just as much fear. Extreme anxiety can occasionally happen when EFL students find themselves speechless or unable to articulate themselves in an unforeseen circumstance. This might leave them feeling demoralized and like they've failed overall. As a matter of fact, some students find it difficult to learn to talk, particularly when they experience nervousness. Students will not be able to express their thoughts, ideas, and feelings using the new language they are acquiring if the negative feelings are allowed to fester.

A real fear of speaking in a foreign language exists for many students. Cui (2011) discovered that certain findings about the anxiety levels of high school students in Chinese EFL classrooms were provided in this paper. It was discovered that the majority of students felt anxious in class. It was discovered that male students experienced more anxiety in English classes than female students. Additionally, it was discovered that worry, particularly test and English class anxiety, is crippling to language learning. In addition, Zhiping and Paramasivam (2013) include shyness, fear of being judged negatively, fear of speaking incorrectly, and dread of public speaking as contributing causes to language anxiety.

When conducting the research, the preliminary data is needed. Based on the pre-observation that researcher conduct with 35 students from 8A and 8B in each

classroom at SMPN 13 Medan, the researcher found that commonly they were not be able to speak English well. When they were in classroom most of them could not express their ideas, they just kept silent and did not want to practice to improve their speaking skill. Another reason for students based on the pre-observation, the researcher found that students fear of negative evaluation when being in front of others member and they also not being able to convey a clear message due to students had limited vocabulary. The fear of negative evaluation might determine the level of participants' self confidence which is the teacher's attitude toward members' speaking mistakes and teacher's manner of correcting the student's mistake. Moreover, the students still feeling anxiety, or feeling of tension, apprehension and nervousness with the situation of learning the foreign language, and it follow with fear of negative evaluation. Because of many factors of language anxiety in classroom activity, there are such strategies that students' can use to speaking in English. Chamot (1987, as cited in Mazidah, 2020) defined language learning strategies as processes, techniques, approaches and actions that students take to facilitate the learning and recall of both linguistic and content area information. And based on Oxford (1990, as cited in Mazidah, 2020) defined learning strategies as specific actions taken by the learner to make learning easier, more enjoyable, more self-directed, more effective, and more transferable to new situations. According to pre-observation among students in 8A and 8B classroom at SMPN 13 Medan, 15 and 17 students among 35 students in each class are tried to reduce their anxiety in speaking foreign language by their own strategy, the

researcher found that they are tried to relax and preparing the matery for selected topic in classroom.

Based on the explanation above, the researcher interested to study about this issue more intensively because it can improve some information which unfolds the thinking process conducted in speaking.

1.2 The Problem of the study

Based on the explanation above, the problem study are:

- What are the types of learning strategies used by students to cope with speaking anxiety on eight grade at SMPN 13 Medan?
- How are the learning strategies realized in the learning process?

1.3 The Objective of the study

Based on the explanation above, the objective of study are:

- To find out the types of learning strategies used by students to cope speaking anxiety on eight grade at SMPN 13 Medan.
- To find out the way learning strategies realized in the learning process.

1.4 The Scope of the study

This research focused on students in English class at SMPN 13 Medan.

However, the researcher only took 15 students in each class from 8A and 8B classroom with total of 35 students for each class. The researcher limits the scope of this study to investigate the learning strategies students used to speaking anxiety.

1.5 Significance of the study

The results of this study are expected to be theoretically and practically useful.

a) Theoretically

The study's findings provide answers to questions of the formulation of research problems. Furthermore, this research makes a useful contribution to schools as English language education, and would contribute in ELT theory.

b) Practically

1. The English Education Department may find the study's findings helpful in addressing speaking challenges in particular.
2. The study's findings can be observed, appreciated, and supported by teachers who wish to help their students who struggle with speaking English by implementing the skills they have learned.
3. Lastly, the findings of the study can be referred by future researcher with related topic.