CHAPTER I

INTRODUCTION

1.1 Background of the Study

In Indonesia, the awareness of mastering English as the first foreign language is quite high. It also has been introduced to educational institutions from lowest (Kindergarten) up to highest level of education (University). Basically, there are four language skills that one must possess in learning English; listening, speaking, writing and reading skill. Speaking and writing, produced by learners, are considered to be productive skills, while listening and reading are the skills which leads the learners to get to comprehend the language are considered as receptive skills.

Speaking as a productive skill involves the speaker to use speech to express meanings to other people (Spratt, Pulverness, & Williams: 2005). Some people think that if they want to be able to speak fluently in English, they need to be able to pronounce phonemes correctly, use appropriate stress and intonation patterns and speak in connected speech. However, speaking is more than it. Speaking is thinking of what one wishes to say, choosing the right words from our vocabulary, putting the words in the proper grammatical framework, communicating the feelings we have, and so on. Speaking is very important because by mastering speaking skill people can carry out conversation with others, give the ideas and exchange the information with others. In this case, the students should have the ability to speak English in order that they can communicate with others.

Although speaking skills are crucially important, many students consider that speaking is frightening skill and they felt anxious when speaking in the foreign language. As stated by Young (1992), "speaking in foreign language is an anxiety producing for most of the students." It is often reported that they feel stressed when they have to take turns in the classroom to speak (Wörde, 2003).

Anxious foreign language students identify speaking in the target language as the most frightening language skill. It is often reported that they feel stressed and even start to "freeze" when they have to act out a role-play or deliver a speech. This is also supported by Mosaddaq's finding in his research (2013) showing that they are three factors that lead to speaking anxiety; first, test anxiety. Test affect students' performance negatively and cause to forget what they know. Second, communication anxiety. Students feel tense and nervous while participating in English class and feel afraid to express their opinion in front of the class. And the last is fear of negative feedback anxiety. It was the strong source of foreign language anxiety. The students feel fear to make errors when speaking in class and they more anxious when their teachers asks questions and makes corrections.

However, Horwitz, Horwitz and Cope (1986) emphasize the role of students' beliefs (e.g. remaining silent and reluctant to speak until fluency in the foreign language is established) in increasing their anxiety levels. The reason of this silence is mostly because students fear to make errors and as a result get corrected by the teacher in front of their classmates. On the other hand, Akbar's research finding (2014) stating that the effect of anxiety can adversely affect a

person's ability to acquire a second language, particularly speaking. From Ashgar's finding in his research (2012) also stating that language anxiety could affect the speaking skills of learners by lowering the quality of performance as the anxiety increase.

The phenomenon above are also happened for the students in Madrasah Al-Washliyah 22 Tembung. Most of the students in the twelfth grade consider that speakingis the hardest skill to master, because the ability to speak in foreign language is more complicated than the ability to read, write or listen. It is also supported by the students' score through the first semester of academic period 2016/2017 that found by the reseacher in Madrasah Aliyah Al-Washliyah 22 Tembung as follows:

Table1.1

Students' Speaking Skill Average Scores of the Second Semester of 2016/2017

Class	Average Score			
	XI-1	XI-2	XI-3	XI-4
Natural Science	65	70	67	68
Social Science	70	62	60	65

Source by English data of Madrasah Aliyah Al-washliyah of the second semesrter an academic year 2016/2017

Based on the data taken from Madrasah Aliyah Al-Washliyah 22 Tembung, most of them still got failed in speaking skill. While the standard score of this school is 75. There are several factors contributed to unsatisfied result which may cover the environment, the students' personality such as anxiety and

the existing teaching techniques which should be improved to meet the students'
needs.

From the preliminary observation of the second year students of Madrasah
Al-Washliyah 22 Tembung, there were some difficulties faced by the students in
learning speaking. The most difficulties skill faced by students and made them
anxious when learned it such as; First, most of the students have difficulties to
express their ideas by using English because they lack of vocabulary. They were
not able to deliver their ideas or thoughts during the class. They considered
English was an important subject matter to fulfil their success yet their speaking
skill was low because speaking is a skill which is still difficult for them. They got
stuck and did not know what they wanted to say. It also supported from the result
of interview. RAS claimed that she has a problem in studying English especially
speaking, she did not understand the meaning. From the interview found that her
vocabulary mastery was still low. Although the teacher had given the explanation,
she could not understand what the teacher meant.

Second, they are too shy and afraid of making mistakes in speaking. They
always felt nervous to participate individually during the lessons. Most of the
students were still shy to speak. Anderson (2013) as quoted to Syaripudin (2014)
stated that students still have inability to speak English fluently because they feel
shy to speak English, and they are not interested in speaking class due to lacking
of chances and less confidence to be active to speak. The anxiety for speaking
English blocks students to speak English fluently.

From interviewed, HS avoid asking teacher questions, where HS is afraid of asking teacher questions.Though he has problems or questions about the content of the course, he does not try to ask his teacher.

> R : *Kalau lagi belajar bahasa Inggris di sekolah, sering gak nanyak sama gurumu kalau gak ngerti?*
> (when you're studying English at school, do you often ask your teacher when you are not understand about the content?)
> *HS :ya, karena aku nya pasif, biasanya aku gak mau nanyak sama guruku. Itulah kak yang jadi masalah besar buat aku. Mungkin karena akunya malu.*
> (because of being passive, I usually tried not to ask my teacher. So far, this has been my major problem, perhaps, because of being shy.)

The other student , TNH gets anxious and nervous when the teacher ask the students to answer the questions on the spot or require students to participate. She described feeling apprehensive about speaking in class at that time, especially when the teacher called on her.

> R : *ketika guru Adek nyuruh speaking di depan kelas perasaannya gimana?*
> (when your teacher asked you to speak in front of the class, how is your feeling?)
> TNH : *awalnya aku gak bisa nyesuaikan diri aku dikelas kak. Apalagi kalau gurunya nyuruh aku turut serta terus nyampaikan pendapat aku. Di pikiranku, aduh! Giliranku ni! Aku takut kali kalau di suruh untuk ngungkapkan pendapatku.*
> (At first I couldn't adjust myself with the class. Especially when the teacher asked me to take part and express my opinion in there. I would think, Oh! It's my turn to speak! I was very afraid to be asked to express my own opinion.)

Third, they are lack of confident to speak up especially when the teacher asked them spontaneously. So, it made them unprepared to speak up. The finding from Sila (2012) also supported this phenomenon. From her research finding showing that students' anxiety occurs most when they are required to speak without having prepared in advance. Then, they are bored in learning English

because the teaching learning speaking activities are done in a monotonous teaching. The teacher just taught them by using asking and answering questions. Those statement is supported by the result of interviewed. One of student claimed that the English teacher was monotonous and she did not use media to support the teaching and learning activities.

> R : *AP, kamu suka gak pelajaran bahasa Inggris?*
> (do you like English subject?)
> AP : *Suka. Tapi kadang bosan.*
> (yes I do. But sometimes I am bored.)
> R : *lo kenapa?*
> (why?)
> AP : *Gurunya ngajar gitu-gitu aja.*
> (because the teacher just taught us in the same way)
> R : *memangnya, gurunya gimana ngajarnya?*
> (How did your teacher teach you?)
> AP : *Ya.... biasanya gurunya jelasin dulu terus dikasih pertanyaan. Sebagian kawan-kawan bosan. Kami pengennya ada yang beda la kak.*
> (usually, the teacher gave explanation first, after that she gave the questions. Some of my friends are bored with it. We need something different)

Considering the fact and the problems above, it needs the appropriate teaching technique in order to solve the problem of the students in learning speaking skills such as Talking Chip and Game Based Activity in teaching speaking skill.

Talking Chip is an effective technique to improve students' speaking skill. It can encourages students to participate and overcome communication or process problem such as dominating group members. Iqbal in his research (2015) stating that Talking chips is more effective than peer tutoring method to help students to improve their speaking skill. The students work in small group to help one another to improve their skill. It makes students more creative, confidence and

communicatively. Moreover, Syaripudin in his research (2014) also stating that by using talking chip technique, students were enthusiastic to speak in English. It was shown that many students said a few sentences or less than one minute in delivering their impromptu speaking in pre-test. But in post-test, they gave long impromptu speaking. While Masikem's research finding (2016) found that the implementation of Talking Chip can increase students' motivation, makes students able to communicate, express opinions, cooperate, active in the group, and provides the opportunity for friends to argue, thus eliminating the dominance student in the group. It showed that the social skill of students has increased.

So, it can be concluded that Talking Chip can make the students able to express their opinion, help them to improve their speaking skill, more active in the group activity and also make the students more enthusiastic in delivering their opinion.

In Talking Chip activity, the students are divided into several groups. Each member of the group would receive chips and each student has to speak in English during the discussion. Every time they speak, they need to put a chip in the centre of the table. The activity is done when all members of the group already used their chips. Talking Chips strategy also provides opportunity for every student to talk, so there is no gap between students who are active to speak and those who are not. Furthermore, this technique would allow the students to practice their speaking and also give an equal opportunity for the students to speak during the learning process. Ozlem research finding (2014) also stating that grouping or group work can reduce the anxiety. It showed that students felt more comfortable, increased the interaction between students in the target language and student- centered

classroom environment. He also stated that the more students were familiar with the activities, the more relaxed they felt in speaking.

While Games help and encourage many learners to sustain their interest and work. Games also help the teacher to create contexts in which the language is useful and meaningful. The teacher can play an English game in the class. No doubt, all students like to play games. It can make the students feel comfort in learning, reducing their frustation and stimulating students' interaction among other. It is supported from Ying's research finding (2012) found that games is effective for children learning English especially when their motivation is enchanced, their vocabulary acquisition is improved and their anxiety due to peer pressure is decreased. While Amaal and Majeda's (2014) finding stating that games can help children learn vocabulary. The use of games may support the learning of receptive vocabulary when the same vocabulary is taught without using games.

Based on Ying's, and Amaal and Majeda's research finding, it can be concluded that games not only motivating the students but also improving their vocabulary, decreasing their anxiety and creating a good atmosphere in the classroom.

Based on the explanation above, the researcher attempts to carry out a study entitled "The Effect of Teaching Techniques and Anxiety on the Students' Speaking Skill."

1.2 The Problems of the Study

The present study will be attempted to answer the following questions:

1) Are students' speaking skill taught by using Talking Chip higher than by using Game Based Activity ?

2) Are students' speaking skill with low anxiety is higher than that with higher anxiety?

3) Is there any interaction between teaching techniques and anxiety on the students' speaking skill?

1.3 The Objectives of the Study

In line with the problems of the study, the objectives of the research are to discover the questions that stated above, they are listed as follows:

1) To find out whether the students in speaking skill that will be taught by using Talking Chip significantly be higher than by using Game Based Activity.

2) To find out whether the students in speaking skill with low anxiety will be higher than that with high anxiety.

3) To find out whether there is interaction between teaching techniques and anxiety on the students speaking skill.

1.4 The Scope of the Study

There are many techniques that teacher can demonstrate in increasing students' speaking skill. This study focuses on two teaching techniques; Talking Chip and Game Based Activity, the anxiety of the students was also investigated. By knowing high and low anxiety of the students, this study was expected to give clearer description on the effect of anxiety and teaching techniques on the students speaking skill.

1.5 The Significant of the Study

Through this research, it is expected that the effect of Talking Chip, Game Based Activity and Anxiety level would be valuable both theoritically and practically for English teachers and learners.

1) Theoretical Significance

Theoritically, the result of the research is to enrich knowledge for everyone who is interested in research especially English Teaching Technique in High Education and to give contribution for teaching improvement in the educational institution

2) Practical Significance

Meanwhile, practically the result of this research will guide the English language teacher in their attempt to decide the appropriate techniques that should be applied in enhancing the students' speaking skill. For the reader, it is also expected to give contribution for those who are interested in performing further study in other field or research.