

CHAPTER I

INTRODUCTION

A. The Background of Study

Speaking is one of the most essential skills that need to be developed by English language students. Students are asked to practice English in everyday life, especially in class. Learning to speak can help students make a habit and be fluent in speaking, so they can improve their speaking skills because getting used to speaking will significantly improve their ability to speak English (Putra, 2018).

Many second- or foreign-language learners must become fluent speakers of English. Therefore, students frequently evaluate their progress in language acquisition and the efficacy of their English class according to their perceptions of their ability to speak with a dialect. Furthermore, nervous students' could "freeze" or "blank," unable to answer questions on the test with knowledge they had previously (Mashayekh & Hashemi, 2011).

The disorder known as speaking anxiety affects those who experience nervousness when they speak. Moreover, self-perception, belief, feeling, and behavior during language learning are recognized as components of speaking anxiety (Horwitz et al., 1986). This indicates that students' capacity to acquire speaking abilities may be hampered by their anxiety when speaking.

Based on some of the definitions of speaking, the researcher can conclude that anxiety is one of the factors which can impact the student's ability in English language learning, especially in speaking ability. Anxiety shows that students tend to have low speaking proficiency in EFL. The Students need help to develop their speaking skills. Many students often feel afraid to speak in a foreign language

classroom. They are usually worried about making mistakes. As a result of the fear of making mistakes, the students tend to think that learning and speaking a foreign language in the classroom is always a problem. Hence, the students keep silent and become afraid to express their ideas.

Horwitz and Cope (in Trang, 2012) stated that foreign language anxiety has three major domains :

1. Communication Apprehension explains situations in which students, despite having developed thoughts and opinions, are hesitant to express themselves honestly in class or with instructors because to their lack of proficiency in the art of effective communication.
2. The Fear of Negative social evaluation is the anxiety related to what other people could possibly think of you. When there is an audience present, these anxieties increase for people who struggle with social anxiety. As a result, anxiety cannot be produced in the asocial evaluative scenario without an interaction or deliberate observation.
3. Test Anxiety refers to an examination of behavioral and psychological reactions that go with anxiety over potential failure or poor performance on a test or other similar evaluation situation.

The researcher is interested in the students' strategy to overcome speaking anxiety in eleventh grade at SMA Negeri 12 Medan. The researcher also interviewed some of the students from the interview, and they admitted that speaking skill is a severe problem in learning English. They were also less educated in English grammar and needed help understanding the language's vocabulary. As a result, it helps them speak English well. They then appeared

nervous, uncomfortable, unconfident, and at a loss for words when they practiced speaking English. Thus, students' success in speaking skills was affected by their mastery of vocabulary, knowledge of grammar, influence, and self-problem.

According to the teacher, many students were unable to make a presentation in public consequently they were afraid of making mistake. One of them believed that their classmates would make fun of them and the teacher would become angry if they made a mistake. So they sat quietly and inactively and preferred it. However, a few of them also thought that the English language was a difficult topic. These thoughts may have a negative impact on their self-worth and cause them to worry in class. They began to stutter when instructed to practice.

The students' looked shaky and nervous when reading their work, which was about self-introduction material. When they speak, the sentences they say become stammered. Some of them were silent and lowered their heads because they were unable to speak in front of the class.

Furthermore, some of them were uncertain of their ability to practice their English, thus even after multiple repetitions, they were unable to make the sound or intonation. Understanding the lessons was difficult because the majority of students also required assistance with vocabulary learning. In addition, the students required further encouragement to communicate in English. Their actions throughout the class make it clear.

Based on the problems above, the researcher assumes that the 31 students' of Eleventh Grade SMAN 12 Medan should find another alternative to improve their speaking English, in speaking anxiety there are five strategies for the

solution to reduce Speaking anxiety, such as preparation, relaxation, positive thinking, peer seeking, and resignation.

Preparation refers to efforts to reduce the threat that is about to materialize through improving learning and study techniques. There are a variety of common suggestions, including the following: try to get used to speaking English; study hard; improve themselves; read the material before asking the teacher. These methods are anticipated to reduce students' anxiety related to language study by improving their subjectively evaluated subject matter knowledge.

Relaxation involves tactics it aim to reduce the physical indications of anxiety. There are numerous common responses, including: closing your eyes, trying relax, trying to calm down, and assume a state of peace.

Positive Thinking is the ability to palliatively reduce complicated cognitive processes that impact students' anxiety is exactly what makes it different. The components of positive thinking involve reminding ourself we can succeed, that we are superior to others, and that we should strive to be self-assured. By emphasizing encouraging and pleasant cues instead of the stressful situations, these strategies aim to calm down anxious students.

Peer seeking is characterized by students' preference to seek for students who seem to be suffering from understanding and controlling anxiety. The knowledge that other students are dealing with the same issue may offer social comparison provides a method to assist the anxious student with emotional management. The typical items of peer seeking are telling ourselves that difficult problems for us are also difficult for others and telling ourselves that others must also be anxious.

Resignation is defined by the inability of students to implement any action to reduce their language anxiety. Typical resignation statements include giving up, accepting the circumstance, instead of setting up useless struggle.

Based on the statement above, the researcher is interested to do the research entitled **“The Students’ Strategy In Reducing Speaking Anxiety for Eleventh Grade SMAN 12 Medan”**

B. The Research Problems

Based on the statements above, the researchers formulated the research problem as follows :

1. How strategies do the students’ use to overcome their anxiety in speaking English?
2. Why do the students’ feel the anxiety in speaking?

C. The Objectives of Study

Based on the problem above, the objectives of this study are :

1. To investigate the students’ strategies to overcome their speaking anxiety in learning English as a foreign language.
2. To find the factors why did the students’ feel the anxiety in speaking

D. The Scope of Study

This research focused on the reason how the students’ strategy to overcome anxiety and why the students’ experience anxiety in speaking and strategies for overcoming anxiety in speaking. The topic to analyze speaking anxiety is news items. News items is a text that informs the readers about newsworthy or important events of the day. According to the statement, students

of SMA NEGERI 12 MEDAN grade eleventh should be able to make news items text to be presented in front of the class. Besides that, the researcher will observe the types and strategies of the students to overcome anxiety in speaking.

E. Significances of The Study

The result of this study is expected to be helpful information based theoretically and particularly in the learning process, such as :

1. Theoretically, this study expects to develop the knowledge of the reason how the students' strategy of SMA NEGERI 12 MEDAN grade eleventh to overcome the speaking anxiety and why the students' experience anxiety in speaking.
2. Practically, this study is expected to be useful for the following:
 - a) For Students

This study can be used as self-reflection for students in terms of learning to speak English as a foreign language. It can adapt to choosing the strategy that is suitable to overcome their speaking anxiety problem.

b) For Teacher

This study can determine the students' strategy to overcome their speaking anxiety problem.

c) For Other

The researcher can have experience and comprehensive knowledge of students' strategies to overcome their speaking anxiety. Moreover, the researcher can apply the strategy of speaking anxiety in real life.