

CHAPTER I

INTRODUCTION

A. Research Background

Speaking skills play a significant role in this modern world. People have to master speaking skill to understand other to make a good communication environment. There are a lot of functions of speaking in human lives every day, to interact, to express the idea, thought, someone feeling and so on. In addition, many languages learners regard speaking ability as the measure of knowing a language. They define fluency as the ability to converse with others, much more than the ability to read, write, or comprehend oral language. They regard speaking as the most important skill they can acquire.

According to Chaney (1998:3), “speaking is the process of building and sharing meaning through the use of verbal and nonverbal symbols in a variety of context. Speaking is a crucial part of second language learning and teaching.” It means students should be able to communicate with the other people to share the information, idea, or express their feeling. But unfortunately, many students have problem to speak in front of a bound audience. Pollard (2008) stated that one of the most complicated skills to be mastered by the students is speaking. They often express the stress feelings, nervousness or anxiety when speaking the target language and claim to have a mental block against learning. Liu (2005) revealed that many students especially in Asia were shy, quiet, difficult to express their ideas, and rarely respond to the teacher questions. They become passive in the classroom. It is supported by Sarwar et al. (2014) who stated that even the bright students who get high scores in written examinations are unable to express themselves orally in the English language. They like to speak a lot, but when they have a chance to speak in front of many people, they feel anxious at the time. Oxford (1992) stated that the phenomenon occurs because of some factors

and one of them is anxiety. It becomes the most crucial effects in speaking skill for EFL students.

Speaking anxiety is widely recognized as one of the most frequently observed problems in speaking classes (Humphries, 2011; MacIntyre, 1999; MacIntyre & Gardner, 1994; E. Horwitz, M. Horwitz, & Cope, 1986). MacIntyre and Gardner (1994) reveal that students with speaking anxiety have difficulty in expressing their own views and underestimate their abilities. Speaking anxiety in a foreign language can be caused by various factors. Ferreira & Murray (1983) defined anxiety as a subjective feeling of pressure, apprehension, nervousness, and stress associated with the arousal of the autonomic sensory system. It affects the success of speaking, either it is a positive or negative effect. Horwitz, et al. (1986) stated that language anxiety is a distinct complex of self-perceptions, feeling and behaviours related to the classroom language learning process.

Dealing with the problems of speaking anxiety, the researcher had conducted a preliminary study (pre-observation) in the second grade of SMP N 1 Nanga Pinoh on 12th February 2022. The researcher choose SMP N1 Nanga Pinoh by some considerations such as it is one of the public and favorite school in Melawi Regency. The researcher interviewed teachers and students about their problems in English class. The researcher found that most of students feel nervous, they also afraid of making mistakes when they want to speak, they afraid of being laughed at by their friends when they speak in front of the class, they feel anxious to speak without any preparation and its leading to speaking anxiety.

Some studies about speaking anxiety have conducted by some researchers as follows: Rafada & Madini (2017) conducted a research entitled *Major Causes of Saudi Learners' Speaking Anxiety in EFL Classroom to explore the main causes of speaking anxiety* that encountered by Saudi EFL learners in the language classroom. The design of this research pre-experimental quantitative method. They found that the main causes of Saudi learners' speaking anxiety were the teacher's role in raising or reducing

anxiety, communication apprehension, lack of vocabulary, fear of peer evaluation, presenting a topic or material in front of the class, low English proficiency, and fear of taking a test.

Han & Keskin (2016) conducted a research entitled *Using a Mobile Application (WhatsApp) to Reduce EFL Speaking Anxiety* to find out the level of students' speaking anxiety and their perception about WhatsApp application. This research applied pre-experimental quantitative method.

Another research carried out by Atas (2015) entitled *The Reduction of Speaking Anxiety in EFL Learners through Drama Techniques* to reduce the learners' speaking anxiety through drama techniques and find out their perception about the use of drama. This research applied quasi-experimental quantitative design and descriptive qualitative. The result of this research showed that drama helped to reduce the students' speaking anxiety and influenced their emotional quality in the foreign language classroom. Besides, the students felt better, began to speak without worrying about constructing mistakes, interested and try to participate in learning English.

Previous research has focused on high school students and college students, but it was very rare to find research on public junior high schools. Based on the initial observational data, the researcher found that the students had difficulty speaking, making them feel anxious when trying to speak English. Furthermore, Kralova and Tirpakova (2019) revealed that fear, especially speaking, results from high anxiety and lack of communication due to limited opportunities to practice. Students become more anxious when they have to speak spontaneously without any preparation. The purpose of this study was to measure the effectiveness of communicative activities on students' speaking anxiety and speaking ability. The researcher assumes that students taught using communicative activities are different from students taught not using communicative activities. From the results of this study, it is hoped that teachers can use appropriate strategies to help students reduce their speaking anxiety and engage students' participation in learning.

According to the explanation above the researcher conduct the study under the tittle “The Effectiveness of Communicative Activities on Students’ Speaking Anxiety and Speaking Ability to the Eighth Grade Students of SMP N 1 Nanga Pinoh in the Academic Year of 2022/2023”

B. Research Questions

Based on the explanation on the background of the study above the researcher formulated the research problems as bellow:

1. Is communicative activities effective to reduce the students' speaking anxiety of the Eighth Grade Students at SMP N 1 Nanga Pinoh in the Academic Year of 2022/2023?
2. Is communicative activities effective to enhance the students' speaking ability of the Eighth Grade Students at SMP N 1 Nanga Pinoh in the Academic Year of 2022/2023?
3. Is there any significant effect of Communicative Activities on students’ speaking anxiety of the Eighth Grade Students at SMP N 1 Nanga Pinoh in the Academic Year of 2022/2023?
4. Is there any significant effect of Communicative Activities on students’ speaking ability of the Eighth Grade Students at SMP N 1 Nanga Pinoh in the Academic Year of 2022/2023?

C. Research Purposes

Based on the research problem above, the research purpose in this research are:

1. To measure the effect of Communicative Activities to reduce students’ speaking anxiety of the Eighth Grade Students at SMP N 1 Nanga Pinoh in the Academic Year of 2022/2023.
2. To measure the effect of Communicative Activities to enhance students’ speaking ability of the Eighth Grade Students at SMP N 1 Nanga Pinoh in the Academic Year of 2022/2023.

3. To measure the significant effect of Communicative Activities on students' speaking anxiety of the Eighth Grade Students at SMP N 1 Nanga Pinoh in the Academic Year of 2022/2023.
4. To measure the significant effect of Communicative Activities on students' speaking ability of the Eighth Grade Students at SMP N 1 Nanga Pinoh in The Academic Year of 2022/2023.

D. Significances of Research

The result of this research hopefully can give benefits for English teaching and learning process, especially teaching and learning speaking. Also for others the significant of this research as follow:

1. Theoretical Significances

This research is expected to be a reference for other English teachers to improve what English teachers need in rural areas, especially in hybrid learning practices. At a very different time from the previous year, it is hoped that this research can be useful to meet what is needed by teachers in learning practices during the pandemic and can be a reference for analyzing teacher needs in the future.

2. The Practical Significance

This research generally aims to find out Practical Significance By compiling this research, the researcher expects this research could provide worthy contributions for the researcher, English teachers, and other researchers.

a. English Teachers

This research can be used to give various additional speaking materials and a reference in teaching and learning speaking.

b. Students

This research can help students to Reducing Anxiety the Students in Speaking in order to be able to communicate orally.

c. The Researcher

The result of the research may become a reference and contribute informative input to solve the similar problem.

d. Other Researchers

This research can be used as a reference in conducting other research of developing English speaking materials.

E. Scope of Research

1. Research Variable

A variable typically will “vary” in two or more categories or on a continuum of scores. In addition, According to Creswell (2012:112), “A variable refers to a characteristic or attribute of an individual or an organization that can be measured or observed and that varies among the people organization being studied”.

In the other words, variable can be considered subject, object of that process varied characteristic which can be measured and observed by the researcher. There are two variables involved in this research . the variables consist of :

a. Independent Variable

An independent variable is a variable believe to give an effect to the dependent variable. According to Creswell (2012:115), “An independent variable is an attribute or characteristic that influences or effect an outcome or dependent variable”. Furthermore, variable is type of variables that explainer influence the dependent variable. The independent variable in this research is Communicative Activities.

b. Dependent variable

A dependent variable is a variable in which the value depends upon independent variable . Dependent variable is what being measured in an experiment. The dependent variable sometimes called “The outcome Variable”. Dependent variable is variable that will be influenced by the independent variable. Dependent variable is chosen by

the researcher to see the dependent variable changes or not. According to Creswell (2012:116), “ Dependent variable are those that depend on the independent variables they are the outcomes or result of the influence of the independent variables”. The dependent variable in this research is students’ speaking anxiety and speaking ability.

2. Research Terminologies

The researcher provides the following brief explanation of several terms which are used in this study in order to avoid misinterpretation.

a. Communicative Activities

Communicative activities is a strategy to be used to reducing students’ speaking anxiety. Communicative Activities teaches students how to reduce their anxiety and be able to speak in the target language with confident and fluent without feel anxious. Students more active in learning this process, automatically train students easier to communicate and interact with their teachers and friends.

b. Students Speaking Anxiety

According to Simpson, et al. (2010) defined anxiety as a universal human emotion. It can lead human to prepare her/his self to face challenges even though it can debilitate or drive a human to negative behaviour. In addition, Ferreira & Murray (1983) defined anxiety as the subjective feeling of nervousness, tension, apprehension, and arousal of the automatic nervous system. Students usually felt anxious when speaking a foreign language. When the students want to speak, they feel anxious at the same time.

c. Speaking Ability

According to Bygate (1987) speaking skill is the ability in using oral organ to explore ideas, intentions, thoughts, feelings to other people as way to make the message clearly delivered and well.

d. Eight Grade of SMP Negeri 1 Nanga Pinoh

The researcher do the research to the eight grade students of SMP N 1 Nanga Pinoh, Located in Jalan kilo meter 1, Melawi in the Academic Year of 2022/2023.