CHAPTER I

INTRODUCTION

This chapter presents background of the study, research question, and the purpose of study, significance of research, scope and limitation and definition of key terms.

A. Background of the Study

Most of student might get difficult when they face speaking subject because they have lack of vocabulary or they become anxiety to share their idea in English. However, for some students become so frequent, or so forceful, when speaking anxiety arises. Anxiety comes in many different forms such as panic attacks, phobia, social anxiety, and situations in which people feel vulnerable (Albadri, 2019). Anxiety of speaking performance can also be encompassing people thoughts, feelings and actions, and may be related directly to anxiety at given moment. From this problem the researcher interests to investigate strategies to reduce anxiety in speaking (Albadri, 2019).

English is the language used as a medium of communication and as the first international language used to interact with others around the world. In learning a language, there are 4 skills that must be mastered by students, namely speaking, listening, reading, and writing.

One of the four components, the ability to speak is considered very important because it can be seen and applied immediately to someone speaking English. According to Harmer (2007, p.38), speech is a skill that students will be judged most in real-life situations. This is an important part of everyday interaction and is often a person's first impression based on the student's ability to speak fluently and be understood. According (Nunan, 2003, p.48) that speaking ability is considered more important than other skills because when the process of communication with others

we must definitely respond at the same time, in speaking cannot edit and improve what has been said. One of the reasons that make such a learning process difficult is anxiety.

Sometimes, feeling anxious is one of the factors causing them challenging to practice the language they learn. Some other factors can be school facilities that are not supporting it, the way teachers teach it, and also the environment which also does not support them to practice.

In solving this, the teacher has a strategy in learning. Learning strategies consist of all components of the subject matter or the means by which it will be used to help students achieve certain learning goals. Learning strategies can also be destined as learning activities that are selected and used by teachers contextually, in accordance with the characteristics of students, school conditions, the surrounding environment and the specific purpose of learning formulated.

Online learning is an activity of teaching and learning process carried out utilization media such as applications or websites that can be accessed through an internet network that is connected or connected simultaneously, making it possible to exchange data and information between students and teachers. Many experts in the field of education argue and believe by applying online learning is very beneficial and gives a lot of impact to the students.

In the teaching-learning process, a strategy is needed. This strategy will later help a teacher to be able to carry out learning well and smoothly, especially for an English teacher. This strategy will be used to teach English skills such as speaking. However, in the implementation of speaking learning, many students feel anxious because they feel they have not been able to speak well, have not mastered the material, still lack vocabulary or other problems. Therefore, a teacher needs a special strategy to be able to make students more confident and able to speak well, especially in online learning like during this pandemic.

There has been research on speaking anxiety that used different research designs and subjects. . First is students' anxiety in speaking performance as revealed by Santriza, 2018; this study was aimed to investigate students' anxiety in speaking performance. Second is An Analysis of Students' Anxiety in Speaking English at Junior High School in Banjarmasin by Anggiyana Mustachim. 2020; the researcher found that the students got nervous when the teacher asked them suddenly to spoke. Third is Students' Anxiety In Speaking English at The Eleventh Grade of Senior High School 1 Muaro Jambi by Roli Asparanita, 2020; The result of the study showed that there were three kinds of students' anxiety in learning English at the Eleventh Grade of Senior High School 1 Muaro Jambi based on Elis (1994) theory, they are State Anxiety, where the students feel panic and they could stress when they want to speak in English Trait Anxiety, where the students feel nervous when the students could not understand the teacher explanation and Specific-situation anxiety, where the students should do examination about speaking. However, the study about investigating strategies of teachers to reduce their students speaking anxiety is not much carried out. Thus, it is significant to carry out study on this theme.

Based on the previous research above, most of the researchers who discussed English-speaking anxiety in students only focused on the factors that caused students' anxiety and the strategies they used to overcome their anxiety. There is no research that discusses students' English speaking anxiety, which focuses on the teacher's strategy research in reducing students' English speaking anxiety. The teacher's strategy to reduce and overcome students' speaking anxiety is very important because it is the role of a teacher in the learning process so that it runs well.

Especially in this online learning situation. So that the learning process is very limited and makes students lazy to learn to speak English at home. Then, when asked to come to the front of the class, some students felt anxious. Therefore, the teacher's strategy in reducing English speaking

anxiety in students is very important. Based on the reasons above, it is very important to conduct research that discusses teacher strategies to reduce students' speaking anxiety.

So here, the researcher interested in conducting research about ***"Teachers' Strategies to Reduce Students' Speaking Anxiety during Online Learning at SMA Negeri 1 Prambon Nganjuk".***

B. Focus of the Study

Formulation of Research Question

1. What are the forms the strategy to reduce students' speaking anxiety during online learning at SMA Negeri 1 Prambon Nganjuk?

2. What are the reasons of using the strategy to reduce students' speaking anxiety during online learning at SMA Negeri 1 Prambon Nganjuk?

3. What are the implications of teachers' strategies to word there speaking performance?

C. Purpose of the Study

Based on the research question above, the purpose of this study are:

1. To know what are the form the strategy to reduce students' speaking anxiety during online learning at SMA Negeri 1 Prambon Nganjuk?

2. To describe what are the reason of using the strategy to reduce students' speaking anxiety during online learning at SMA Negeri 1 Prambon Nganjuk?

3. To find out what are the implication of teachers' strategies to word there speaking performance?

D. Significance of the Study

1. Theoretical

The result of this study is expected to enrich references for the English teacher especially in speaking skill. And for the researcher, and hope other researchers, the information in this study can be used as a reference and can also be developed for broader knowledge.

2. Practical

1) For the English teacher

The researcher hopes the teacher is able teacher to select the most appropriate strategy to overcome the problem and the student can understand easily.

2) For students

To the students, this research gives information about how teaching strategies can be implemented to help them learn better.

3) For other researchers

The researcher hopes this study will give new knowledge to the researcher this study provides some sources that can contribute to support other research in to find out a better result related to this topic.

E. Scope and Limitation of the Study

In this research, the researcher focuses on the English teachers' strategies to reduce students' speaking anxiety during online learning at SMA Negeri 1 Prambon Nganjuk. The subjects of this study were English teachers at SMA Negeri 1 Prambon Nganjuk who taught during online learning.

F. Definition of Key Term

1. Teachers' strategies

According Ahmad (2007), strategy is intended as a teacher's effort in creating an environment system that enables the teaching process so that the learning objectives that have been formulated can be achieved and succeeded. So a teacher is required to have the ability to organize in general the components of learning, so interrelated function between learning components in question.

2. Speaking Anxiety

Speaking anxiety, "one of the most important affective variable that influences foreign language learning, often has a detrimental effect on the students' oral performance of English" Melough (2013). Speaking anxiety can be from slight feeling of "nervousness" to high level of fear. Hand shaking, shivering, sweating, fear, forgetfulness, blankness,

butterflies in the stomach, dry mouth and throat, fast heart beat and squeaky voice are the most common symptoms of speaking anxiety. The anxiety level varies from person to person according to the physical and psychological condition and specific situational demands.

3. Online learning

According Moore, Dickson-Deane & Galyen (2011) online learning is learning that uses the internet network with accessibility, connectivity, flexibility, and the ability to bring up various types of learning interactions.