

# **CHAPTER I**

## **INTRODUCTION**

### **1.1 Context of Study**

English is an international language used in various countries, not only in the original English language. Harmer (2007, p.13) reveals that at the end of the 20th century, English was becoming the language used widely for communication between people who did not understand the first language of the person communicating or when communicating between people of different languages. So English can also be called the second official language in Indonesia after the National language. As multilingual, Indonesians cannot avoid language transfer or interference (Nurhayati et al, 2017). Because Indonesia has a variety languages used, not only the national language and international language. English is one of the lessons used in education in Indonesia, such as formal and non-formal education.

In English, several skills must be mastered: listening, speaking, reading, and writing. All of these skills are very important to learn to master English. According to Aziz (2016), speaking skills in English are essential to learning because speaking skills are used one way or another for communication. Communication is sending messages, receiving them, interpreting them in context, negotiating meanings, and working together to achieve various goals. So to have good communication skills, speaking skills are needed.

Many people find it difficult to speak English because they feel it is not their first or native language. Speaking English is also tricky, unlike reading or writing, because speaking is done directly. Usually, people wait for their interlocutor to speak at that time, and when speaking, people cannot edit or revise what has been said. Speaking English is considered very important, but speaking English does not get the proportion of learning English in formal education. Based on Grade 8 English Book, only chapters encourage writing and reading skills more. So that students only have a few opportunities to learn to speak English, while speaking English skills is very important. Therefore, many English learners take the initiative to take English courses outside the classroom to improve their English, especially speaking skills.

Speaking English is difficult because it is not the everyday language used in society. So many students experience difficulties and anxiety in learning to speak English. Anxiety is a feeling of tension, fear, and nervousness. Anxiety can happen to anyone, including students. Anxiety is a temporary feeling. For example, when someone has to make a speech in public, they feel anxious, but when they finish their speech, the anxiety suddenly disappears. This anxiety arises because they are afraid or lack confidence in what they are convey to the public. According to Fadhilah (2022, p.103) says that one of the causes of student learning anxiety in speaking English is fear of public attention, fear of making mistakes in pronunciation, feeling embarrassed because they do not have self-confidence, lack of English vocabulary, and lack of knowledge in grammar.

Of the several anxiety factors in learning to speak English, the most influential is the lack of confidence when speaking in public, so they feel afraid and anxious. Anxiety Speaking students sometimes make them hardly participate in learning activities because they worry about making mistakes due to a lack of self-confidence (Taqwa et al., 2022, p.6409). Students who are inactive in class need more opportunities to practice speaking English.

Several factors influence the success of speaking in learning English, of which there are two, namely, knowledge of Speaking Strategies in Learning English and the ability of students to know their deficiencies in speaking so they can find the right strategy for themselves. One of the successes in these two factors can bring success to students in good learning (Noviyenty, 2018, p.38). Most students think that speaking and writing English is difficult, especially to express and organize their ideas freely (Nurhayati, 2016)

Therefore the role of the teacher is very necessary to reduce the problem of student learning anxiety. The teacher's role is very significant in the educational environment, in teaching and learning situations in both public and private institutions. The teacher has many roles in the learning process, not only as a teacher but also as a student motivator. Like a glass as the human brain and water as knowledge, the teacher's success in teaching is likened to a glass filled with water to the brim (Haidir & Salim, 2014, p.2). Paulo Priere in (Haidir & Salim, 2014, p.2) calls it Teachers only deposit subject matter to students which would produce students who are

thoughtful about the subject matter but are poor with practical learning activities. The result is that students become passive recipients of lessons.

To get maximum learning results, teachers must be creative in the learning process and provide interesting things in the learning space. Knowing that speaking skills are very important for today's communication, the teacher must know the strategies that can be used in the teaching and learning process. From the opinion above, the learning process is not only determined by the material presented. However, there are also other factors, namely the strategies used by tutors to make students motivated to learn and have fun and have the drive to learn so that students do not experience learning anxiety.

Based on this explanation, the researcher is interested in conducting a research entitled "Tutors' Teaching Strategies to Reduce Students' Speaking Anxiety in Learning English at Kresna English Course in Kampung Inggris". The researcher chose this place because the Kresna English Course is a course in Kampung Inggris with an interesting learning program and also carries out interesting activities and implements the Full Day Speak English Area, which aims to get used to speaking English. In learning to speak, there are many problems faced by English teachers. So, the teacher needs to use a strategy to teach speaking. The strategy must follow the conditions of the students. This study aims to reveal more deeply and see the speaking learning process at the Kresna English Course in Kampung Inggris. In this study, the researcher focused on the strategies used

by the teacher to reduce speaking anxiety and how the effects were obtained after implementing these strategies.

## **1.2 Formulation of Research Questions**

This research focuses on Tutors' Teaching Strategies Used to Reduce Students' Speaking Anxiety in Learning English at Kresna English Course Kampung Inggris. To describe the topic, the researcher uses the following research questions :

1. What are the strategies used in learning to reduce students speaking anxiety in learning English at Kresna English Course Kampung Inggris ?
2. How are the strategies implemented to reduce students speaking anxiety in learning English at Kresna English Course Kampung Inggris ?

## **1.3 Purpose of The Study**

Based on the formulation of the research research questions above the purpose of the study are :

1. To describe the teaching strategies used to reduce students' speaking anxiety in learning English at Kresna English Course Kampung Inggris.
2. To find out which the teaching strategies used to reduce students' speaking anxiety in learning English at Kresna English Course Kampung Inggris.

## **1.4 Scope and Limitation of The Study**

The focus of this research is to find out the Tutors' Teaching Strategies used in Learning English. However, this research discusses more

Tutors' teaching strategies used to reduce Students' speaking anxiety in learning English at Kresna English Course in Kampung Inggris. The researcher wants to know what the Tutors' teaching strategies used to reduce Students' speaking anxiety in learning English and how to apply them.

## **1.5 Significance of The Study**

### **1.5.1 Theoretical**

The results of this study are expected to be input as well as material literature for further research related to themes and topics. Besides that, it is hoped that it will add to the knowledge and best practices that must be faced when students' speaking anxiety arises when Learning English.

### **1.5.2 Practical**

#### **a. For the Techers**

The findings of this study can provide many benefits for teachers. Theoretically, teachers can increase their knowledge about strategies that can be applied in learning to Reduce Students' Speaking Anxiety in Learning English in practice, the teacher can analyze the problems faced by students. In addition, the teacher can understand what must be done to overcome students' anxiety in Speaking English. Finally, after learning. Students' teaching and learning process is more effective and gets the best results.

b. For the Students

The results of this study can also provide many benefits for students. Theoretically, students can already know their anxiety problems while learning English, especially in speaking English. Practically, they can overcome their anxiety and difficulties with the guidance of the teacher and their own motivation. Finally, they can be enthusiastic about learning languages, especially speaking English which is carried out in each school or in their respective homes. Students have self-confidence and the ability to understand well.

c. For the Researcher

The findings of this study can help other researchers to get a lot of information about overcoming students' anxiety in speaking English. Researchers also add knowledge and gain new experiences. Finally, the researcher can analyze and apply this experience in subsequent studies.

## **1.6 Definition of Key Terms**

To avoid misinterpretation of misunderstanding in this study, the researcher describe the meaning of the main terms used sa follows :

### **1.6.1 Teachers' Strategies**

The teacher in education is the creator of student learning conditions designed intentionally, systematically, and irrationally (Warif, 2019, p.40). The teacher has many roles in the learning process, not only as a teacher but

also as a student motivator. Teachers are required to have a good learning strategy to get maximum learning outcomes.

### **1.6.2 Speaking Anxiety**

Anxiety in the teaching and learning process can cause many detrimental effects, such as students limiting the use of short-term and long-term memory resulting in slower learning (Paradowski et al. 2015). In this study focuses on Students' speaking anxiety in learning English.