

CHAPTER I

INTRODUCTION

This chapter presents about background of the study, problem statements, objectives of the study, and significance of the study.

A. Background of the Study

English has four skills which have to be studied by learners. The four skills are writing, reading, speaking, and listening. Each skill is important for learners to improve their other skills in English both written and oral. Harmer (2001: 199) stated that listening and reading tend to be passive skills (receptive skills) in English, they are related to how learners can make written product and answering questions. Harmer (2001: 246) states that speaking and writing tend to be active skills (productive skills), they are related to produce oral product of English. Part of them will be more explored, it is speaking skill.

The focus of English as an English as a Foreign Language instruction has moved from the narrow concern for developing learners' linguistic competence to the need for dealing with and enhancing the level of communicative competence (Azarfam, 2012: 154). It means that speaking skill has to be improved to get the goal of communicative competence.

The importance of speaking skill is also stated by Nunan (2003) as he said, "Learning to speak and communicate are major aims for learning English". Because learning to speak and communicate are the major aims for learning English, in this case speaking skill has to be measured to learners. It is hoped that the learners can speak and communicate by using English.

From the explanation above, it can be seen that speaking is important for the learners in their life because the one of goals of learning English is to communicate. To improve the learners' ability in speaking has closed relation with personality of the learners. The improvements of the learners in speaking are related to themselves. There are many reasons that make learners cannot apply speaking skill in their environment.

The common difficulties of English are that learners do not know meaning of words and are less confident to speak English. Commonly, learners feel anxious and

shy because they are afraid if they make incorrect pronunciation. Horwitz and Cope (1986: 126) explain as follows:

The subjective feelings, psycho-physiological symptoms, and behavioral responses of the anxious foreign language learner are essentially the same as for any specific anxiety. They experience apprehension, worry, even dread. They have difficulty concentrating, become forgetful, sweat, and have palpitations. They exhibit avoidance behavior such as missing class and postponing homework.

Wichadee and Suwantarathip (2010: 51) stated that anxiety in the classroom is considered a negative factor that lessens the learner's proficiency due to the fact that under the anxious situation, it's difficult to think clearly. It means that when learners are under anxious condition, they cannot think and concentrate clearly.

Another explanation, about the effect of anxiety come from Vahid and Kashani. According to Vahid and Kashani (2011: 31), "Over the past several decades, language researchers and educators have been investigating learner variables, especially affective variables such as attitude, anxiety, interest, motivation, inhibition, and self-esteem, in the field of second language (L2) acquisition in an attempt to improve L2 teaching and learning". It means that anxiety is one of the factors that affect teaching learning process in second language acquisition.

Based on preliminary research for the first step in exploring the phenomena, it is important for gaining the deep information about how teachers taught and assess the speaking skill. Teachers and students have studied speaking skill as stated in syllabus of the 8 grade. They have practiced to explore the students' capacity in speaking skill. To know the impact of teachers' teaching in speaking skill, the teachers used test. This was also to know the students' ability in absorbing material from the teachers.

Test was used by the teachers to know how far students could practice teaching matery in real condition. In the classroom, the teachers gave test of speaking by making the script first and then asked to the students to come forward in pairs orally. The scores did not take in one meeting for all students, but the scores were taken continously. Because of limited time which teachers had to do it, for instance, in the first meeting the teachers took speaking skill score of 10 or more students but not all students were taken to get score. The others could be taken for the next speaking test with different material. The teachers said that it was one of ways to control all four skills in limited time given. The teachers told that when some of students come forward, the others could see how the example of material which had been taught by teachers. For 90 minutes for each meeting and three times a week, the teachers should teach four English skill which have four skills and many materials. The teachers

should be smart in deciding time so all four skills could be taught effectively and well. The standard of scoring did not use formal categories, but generally, the teachers saw from fluency, grammar, expression, and linkages among utterances.

Teachers have to be smart and able to control speaking class because it tends to make class noisy and disturb others classes. Based on the preliminary research, when some students come forward in front of class, the others should be given task so they could not have time to make noisy and joke with others. It would make the students silent and keep their concentration to the task while the others were practicing speaking.

The teachers said that students had to tend forward when students had practiced for speaking skill. The students were not confident because they felt anxious and shy. They thought if they got mistakes they would be laughed by their friends. It means that the students have to be given more supports and explanations to build their confidence.

According to Kearney (2005: 110-114), There are six ways to reduce social anxiety for youth. The detail information as follows:

psychoeducation (education about anxiety), self-monitoring (monitoring individual), somatic control exercises (medical therapy), cognitive therapy (measuring cognitive proses about anxiety), social skill and assertiveness training (group or peer collaboration practices), exposure-based practices (practicing the psychoeducation through simulation). It can be concluded that group or pair performance which is included to social skill and assertive training can reduces youth anxiety.

Zhang (2010: 83), stated that the aim of Cooperative Learning makes each student a stronger individual through doing work cooperatively. Cooperative learning, therefore, emphasizes individual accountability. It places responsibility for action and progress on each of the members of the group somewhat equally". It means that Cooperative Learning makes students build their ability and confidence themselves because Cooperative Learning shows students are equal each other and have same position and choice.

The benefit of Cooperative Learning also reduces anxiety when the students practice in front of the class. Zhang (2010: 82) said, "Individuals have the opportunity to rehearse their answers before being asked to offer them in front of the whole class so their anxiety and fear of failure may reduce." It means that Cooperative Learning build students' confidence to come forward. They can rehearse together with their friends and relax with the study of speaking skill. To build the confidence of students, the teachers should use appropriately technique that is relevant to the material.

Many techniques are offered in Cooperative Language Learning, one of them is Numbered Heads or Numbered Heads Together (NHT). Higher achievers share their answer with those lower achievers, positive interdependence is built in this situation. Thus, it motivates each others' learning (Olsen, 1997: 88). It means that Numbered Heads Technique gives benefit to students both high and lower students. They can study together and fulfill each others. By using this technique, students also get new motivation to study from their friends.

Based on the explanations above it can be concluded that speaking skill is important for students to get the goal of communicative competence. It is supported by the phenomena in real life that students are not confident when they practice English in front of other people. It makes the students' scores are not satisfying for them. To minimalize the problem, this study offers a technique named Numbered Heads Technique that will be practiced in the class.

B. Problem Statements

Based on the research background above, the problems of the research are as follow:

1. Do students taught by using Numbered Heads get better score than students taught using direct method of 8 grade students in SMP Muhammadiyah 10 Surakarta in the academic years 2016/2017?
2. Does Numbered Heads Technique reduce students' anxiety of 8 grade students in SMP Muhammadiyah 10 Surakarta in the academic years 2016/2017?
3. Is there any correlation between speaking skill and students' anxiety of 8 grade students in SMP Muhammadiyah 10 Surakarta in the academic years 2016/2017?

C. Objectives of the Study

In line with the problem statements above, the objectives of the research are as follows:

1. To find out whether students taught by using Numbered Heads Technique get better score on speaking skill of 8 grade students in SMP Muhammadiyah 10 Surakarta in the academic years 2016/2017.
2. To find out whether Numbered Heads Technique reduces students' anxiety of 8 grade students in SMP Muhammadiyah 10 Surakarta in the academic years 2016/2017.

3. To find out whether there is any correlation between speaking skill and students' anxiety of 8 grade students in SMP Muhammadiyah 10 Surakarta in the academic years 2016/2017.

D. Significance of the Study

The results of this research are expected to give benefits both theoretical and practical benefits.

1. Theoretical Benefits

This study will give explanation of result of using Cooperative Language Learning method especially Numbered Heads or Numbered Heads Together Technique in teaching speaking skill.

2. Practical Benefits

a. Teacher of English

This study gives a reference to develop classroom activity especially in teaching speaking skill. It can be used by English teachers to conduct their speaking skill matery.

b. Principal

This study gives a reference for principal of the school or institution in teaching speaking skill. It is one of techniques that can be implemented in the teaching-learning process.

d. Future Researchers

This study gives reference to future researcher in the same study. It presents a thesis which can be considered to the future researchers' thesis.