

## **CHAPTER I**

### **INTRODUCTION**

This chapter presents general description of the topic explored and the reason why the writer explores the topic. It covers background of the research, identification of the problem, research question, objective of the research, limitation of the research, and research significant.

#### **1.1 Research Background**

As it is known, language is one of the most powerful abilities human possess. Human need to communicate with other then the communication process can be conducted by using language. English language become important since it is the language that is spoken worldwide. This indicates that a greater number people can converse in English with one another. So, being able to speak English has become a very important skill in today's world. According to Rajitha & Alamelu (2020), assert that speech is regarded as the most basic and effective mode of human communication.

Speaking is a crucial component of learning English as it is one of the four key language skills. As said by Rajitha & Alamelu (2020) speaking is a procedure by which people exchange ideas, perspectives, opinions, and all other information. Speaking is also categorized as the very basic level communication for people. Besides, Sugiyati & Indriani (2021) express that speaking ability especially public speaking has been shown to have significant advantages for students' academic and professional futures.

21<sup>st</sup> century skills integrate knowledge, skills, attitudes, and ICT expertise through critical thinking. There are several key skills include problem-solving, communication, creativity, innovation, and collaboration. Students can use speaking to develop their communication skills in order to put the skills into practice. As said by Yulianti & Sulistyawati (2021), practice is key to improving speaking skills. Speaking abilities are improved through training and development to enhance communication with students.

However, students are expected to speak the language fluently, a lot of students struggle when speaking a foreign language. One of the difficulties that face

by many students is anxiety. Consistent with Baroi, Sultwana, Sultana, Muhammad, & Saha (2020), foreign language anxiety which can be influenced by a number of factors associated to learning processes is the cause of students' inability to learn how to speak in a foreign language when it was required of them. Besides, Rahayu (2019) assert that neither the general people nor the sufferer could see any obvious reason behind anxiety might be considered as an alarm, fretfulness, nonetheless, or fear (phobia) that prompting physical and emotional changes. Many students suffer from language anxiety due to various reasons. Besides Rajitha & Alamelu (2020), speaking anxiety can range from a mild case of "nervousness" to intense panic. The most typical signs of speaking anxiety include trembling in the hands and feet, shivering, sweating, panic, forgetfulness, blank stare, butterflies in the stomach, dry mouth and throat, rapid heartbeat, and squeaky voice.

Moreover, speaking anxiety cases can appear by several factors. As state by Lindawati, Jabu, & Baa (2022), test anxiety, fear of receiving a poor grade, and dread of verbal communication are three significant anxiety-affecting elements. Besides, Sundayanti, Surmiyati, Bunau, & Sumarni (2023) maintain student behavior is negatively impacted by anxiety. One of them is speaking with timidity, which will undoubtedly prevent students from doing well in language classes. Students who experience anxiety do worse because they worry more, hesitate more, and contribute less. In other hand, Abbasi, Ahmed, Farooqi, & John (2019) Speaking anxiety can be caused by a number of things, including having trouble pronouncing words correctly, feeling uneasy when speaking, and having an English teacher with a high degree of language proficiency. So, the factors tthat caused students are having speaking anxiety can appear from many ways.

However, when given the important of speaking comprehension skills the instructors must be able to present what they have learned using the appropriate learning models and approaches. Then Mubarokah, Indiarti, & Inayah (2022) reported that in recent years, the SCL (Student Center Learning) technique has started to be implemented by offering certain topics and relevant references. Students usually work in groups then presented their discussion. The instructor grades the students based on their performance on the midterm and final exams,

group projects, and presentations.

Based on pre-observation at SMAN 1 Ciawigebang in class X, the students facing anxiety when speaking English because they think that English lesson is difficult, boring, and uninteresting. Students show several kinds of anxiety when they are trying to presented the material in front of the class. Students feeling nervous, shaking, unstable voice, even stuttering especially when they should deliver the material alone with full English in front of the people. The problem that is found in SMAN 1 Ciawigebang is a lack of confident from the students' class X because they are still in the transition period from middle school to high school. Reducing anxiety while speaking is not easy as that but applying the right learning model could help the students to decreased the anxiety when doing the teaching learning process.

As state by Wijaya (2022), there are several models for reducing speaking anxiety in foreign languages such as embracing more creative speaking learning activities and providing more pleasurable speaking learning environments. Among the many learning model, a learning approach called small-group presentation focuses on sharing ideas among students in small groups. Besides, Mubarokah, Indiarti, & Inayah (2022) express that the small-group presentation model can be used to help students how to express ideas verbally.

There are previous researchers that can support this research. The topic of small group presentation in reducing speaking anxiety has been investigated by several researchers, first conducted by Mubarokah, Indiarti, & Inayah (2022), The study's findings demonstrated that small group presentations can be a useful teaching and learning tool for developing students' oral and written communication skills. The second research conducted by Lindawati, Jabu, & Baa (2022), the result of this research revealed that a variety of variables, including fear of embarrassment from other students, a lack of vocabulary, underestimating one's own abilities, inadequate preparation, and the fear of making mistakes, might contribute to students' anxiety when speaking. Last, research conducted by Hadijah & Musfirah (2022) demonstrated that there was a substantial impact on how EFL students perceived the students' ability to speak English in small group presentation.

Based on the explanation, it seeks to find out how effective the use of small group presentation learning model. It is anticipated that this learning model will assist students in improving their public speaking abilities and lowering their speaking anxiety when giving speeches in front of an audience. Additionally, small group presentation learning model can assist educators in developing interactive teaching learning process in classroom for students to make studying more enjoyable. Thus, the small group presentation is a good learning strategy for learning English, it can be concluded, especially in learning report text material.

## **1.2 Problem Identification**

From the background above, it can be concluded that several problems were found, namely:

1. Students feel that learning English, especially in speaking is difficult.
2. Students feel that learning English is uninteresting.
3. Students show a variety of anxiety when speaking in front of others in English.
4. The students hardly ever reply when the teacher explains the subject to the class.
5. The learning process does not use the appropriate learning model with the appropriate content.

## **1.3 Problem Limitation**

The research focus is on determining how applying the small-group presentation learning model can help students become more confident speakers and less nervous public speakers. The target words fall within the "Report Text" theme. The Merdeka curriculum module for the tenth grade of senior high school (SMAN 1 Ciawigebang).

## **1.4 Research Questions**

The following are the research questions, which are based on the issues raised in this study:

1. Does Small Group Presentation enhance students' speaking skill?
2. Does Small Group Presentation reduce students' speaking anxiety?

### **1.5 Research Objectives**

Based on the issues raised in this study, the following are the goals of the research:

1. To improve students' speaking skill by using small group presentation.
2. To find out whether small group presentation effective in reducing students' speaking anxiety.

### **1.6 Research Significant**

It is anticipated that this research will be able to contribute from both a theoretical and practical standpoint. The following are these two perspectives:

#### **1. Theoretically**

- a. It is anticipated that the results of this study will contribute to the advancement of psychological research on speaking anxiety.
- b. It is anticipated that the research's findings will add to our understanding of the anxiety phenomena and the efficacy of the small-group presentation learning approach in helping students overcome their public speaking anxiety.
- c. The finding of this research is expected will provide useful knowledge about speaking anxiety for further research.

#### **2. Practically**

- a. It is anticipated that the research's findings will help educators select the best teaching methods for speaking instruction.
- b. It is anticipated that teachers will be able to implement the research's findings in the classroom.
- c. It is anticipated that the research's findings will assist students in lowering their speaking anxiety when using English.