

CHAPTER I INTRODUCTION

This chapter presents the background of the study, research problems, the purpose of the study, hypothesis, basic assumption, significance of the study, scope, and limitation of the study, and definition of the key terms.

A. Background of The Study

Speaking skill is the main purpose of learning a language and becomes the most important since the success of using a language especially a second and foreign language in real-life situations can be measured through speaking. Klippel said that foreign language teaching should help students achieve some kind of communicative skill in the foreign language¹. As stated also by Thornbury “No wonder speaking represents a real challenge to most language learners². Speaking is a skill, and as such needs to be developed and practiced independently of the grammar curriculum”. However, speaking skill can not be balanced because it is only taught a little in the classroom.

It has long been recognized that speaking skills need more practice since the skill of speaking refers to the students’ ability to express their minds or feeling oral. The function of speaking is to communicate ideas in situations where the other person is listening to words and can be in front of the speaker, looking at the gesture and facial expression. In other words, we can say that speaking is the skill or capability to deliver messages directly. For example, someone can be told that he or she is capable to speak English if he or she is able to show his or her English by practicing it through speaking.

¹ Klippel, Friederike, Penny Ur, and John H. Klippel. *Keep talking: Communicative fluency activities for language teaching*. Cambridge university press, 1984.

² Thornbury, Scott. *How to teach vocabulary*. Pearson Education India, 2006.

Based on the syllabus of STKIP PGRI Nganjuk, speaking has been taught since the first semester. The student's competence is actually able to reach the standard competence in this class although they still have some mistakes. Generally, students in fifth semester find difficulties in speaking. It is caused by students refer to have conversation with their friend by using their mother tongue and afraid to take part in the conversation because they have less quantity of vocabulary, many students are sometimes afraid for not able to arrange right grammatically sentences. The Covid 19 pandemic has also affected students' speaking skills, fifth semester students have studied online since high school until fourth semester, they only started offline learning when they entered the fifth semester, so they have limited interaction which causes communication to be limited as well.

One of the other problems in daily classroom teaching learning process is students' anxiety. According Spielberger in Wilson state that "...Anxiety is described by psychologist as subjective feeling of tension, apprehension, nervousness and worry associated with an arousal of the autonomic nervous system"³.

Students' anxiety causes from many factors, it's because of learner character itself or external factor. Learners' characterization is such as shyness or low self-esteem, external factor could happened from instructor in managing classroom or the learner beliefs about language learning, for example students' concern with to make right grammatically sentences or about fluently in utterance, have good pronunciation and excellent accent. In term of language learning it is possible for individual have experience on anxiety, when he/she meets new people, speaks in front of public or class, and has error correction. When learners have connect feeling of

³ Wilson, Jean T Stephenson.2006. *Anxiety in learning English as foreign language : Its associations with students variables, with overall proficiency and with performance on an oral test*. Granada: De la Universidad Granada. Accessed: April 7, 2013

anxiety with the language classroom that individual will begin in language anxiety.

A large percentage of language student reported that they have difficulty in speaking class. According to Horwitz in Ohata, he states "...Much of the language anxiety research report has strong positive correlation between speaking and listening in foreign or second language with language anxiety"⁴. For the learner, avoid being discriminated by the sounds of accent and error of structure, failed when grasp content from the message and forgot the information which already given, due to feeling will raise anxiety in language classroom. Anxiety also makes learners often raise them having great chance to miss class, postpone their homework and avoid studying. Realizing the problems above it is important for students to reduce their anxiety in speaking to let them easier to receive the information from the material given and also help the teacher in teaching learning process. Students' anxiety is very important to be solved because it can influence their speaking ability.

The influence of communicative approaches as device to develop students' competence has changed the way that language is taught and the type of activities that take a place in language classroom. The idea to reduce students' anxiety by using broadcasting such as Podcast in School Daze Program because to develop the learners' speaking ability, the teacher needs to create a plan how to teach the target language in an attractive, meaningful task and interesting achievement. The benefit of communicative approaches in teaching learning process according Young that "...allow the instructor to be seen as more of a facilitator whose

⁴ Ohata, Kota, 2005. *Language Anxiety from the Teacher's perspective : Interview with Seven Experienced ESL/ EFL Teachers*. Journal of Language and Learning Vol.3 No.1 ISSN 1740-4983. USA: Indiana University of Pennsylvania. Accessed: March 22, 2013

responsibility is to provide students with input and opportunities to communicate in the language in authentic situations with authentic materials”⁵.

Based on the statement above, it can be concluded that the students should be able to communicate orally and written using suitable kinds of language in any situation (formal and informal) that involve four of skills; listening, speaking, reading, and writing. If they can master the four of skills, they will be able to master English well. Brown states that the practical considerations to provide some issues in teaching oral communication, is that the teacher need to include conversation, teaching pronunciation, accuracy and fluency, affective factors and the interaction effect⁶. However, in fact, most of them still find difficulties to express their ideas because they are still ashamed or afraid of speaking English.

The teacher should have a good technique to make the student’s speaking skill better, so they can produce many sentences to express their opinions or ideas and communicate with other people. The teacher should be able to make the students interest and motivated in joining speaking subject. If they are interested, they will be able to develop their speaking skill.

There are many ways to improve English for the learners. The teacher must find a good way in teaching learning process specially in teaching speaking in order to help the students produce the appropriate utterances as a mean of communication and be able to develop student’s imagination. One is interactive dialogue that is covered in broadcasting at LPPL Radio Suara Anjuk Ladang Nganjuk, namely School Daze Program. Some previous studies show that English on broadcasting activity has been implemented successfully in senior high school levels in terms of speaking

⁵ Young, D.J. 2010. *Creating A Low Anxiety Classroom Environment*. Knoxville : University of Tennese

⁶ Brown, H. D. 2004. *Teaching by Principles, An Interactive Approach to Language Pedagogy*. New York: Longman.

development. According to Gowon the new developments and changes of ideas that a relative to English Language is broadcast media, because it is easily accessible as media of entertainment, information and even education⁷. Weisse notes that in international communication which is developing faster, needs and abilities to speak international languages is very important and through television and radio children's motivation in English is stronger. He observed that in 1985, several hundred television and radio stations use English with more than 22,000 programs has been produced throughout the world, thus explaining the discipline of audiovisual education that blends together language teaching, information and entertainment⁸.

Based on the explanation above, broadcast media that is radio can be identified as an alternative to classroom teaching. Many academics have already shown the research using *radio broadcasting strategy to improve speaking ability* that is repeatedly done in various types of classroom, levels, and ages. For instance, Wahyuni and Sumira conducted research on students of the English Department of Politeknik Negeri Padang with the results that students who took part in the broadcasting workshop showed better articulation, intonation, and expression skills and it can be concluded that the Workshop in the Radio Broadcasting class was important to improve their speaking skills.⁹ Gowon investigated the effect of watching television and listening radio broadcast on speaking and writing skills of senior high school students in Jos metropolis, Africa. The experimental design component was used to determine how the electronic

⁷Gowon, Rahila P. "Effects of television and radio on speaking and writing skills of senior secondary school students in Jos Metropolis." *African research review* 3, no. 2 (2009).

⁸ Suryani, Megasari Dewi. "The Effect of Radio Broadcasting On Students' Speaking Achievement." PhD diss., Universitas Islam Malang, 2020.

⁹ Wahyuni, Nini, and PN SUMIRA. "The Effects Of Implementing Workshop On Radio Broadcasting Class Towards Students Speaking Ability." *Script Journal* 2, no. 1 (2017): 1-14.

media affect the oral and written communication expressions in English Language. Results of findings indicated that both television and radio have a positive influence on speaking skills of students, but no effect was indicated on their writing skills. The findings were interpreted in terms of what teachers could do to use the TV and radio to promote the development of spoken and written English¹⁰.

Although these studies above show the effectiveness using radio broadcasting toward speaking ability, In this case, the researcher have a technique to help the students to improve their speaking skill, which includes interactive dialogue context in radio and Streaming On Youtube. English on broadcasting is known as new one of communicative approaches which encourage the students to involve spontaneously and have fun. It also gives the students take more active in learning process such as construct students' imagination when students answer some questions from the announcer in a specific situation for a while, and enhance students to create an attractive dialogue. Using School Daze Program as purpose for the students to encourage their creativity, make the students practice and explore their knowledge and also to create different experience in learning process. It also make the can reduce their anxiety while they where speak in broadcasting. According to the researcher, this approach is appropriate to develop students' speaking skill is broadcasting in School Daze Program.

So, in conclusion related to the phenomenon above, in this research the writer would like to conduct a research entitled **The Use Of School Daze Program To Improve Speaking Skill Of Across Different Anxiety Level.**

¹⁰ Gowon, Rahila P. "Effects of television and radio on speaking and writing skills of senior secondary school students in Jos Metropolis." *African research review* 3, no. 2 (2009).

B. Research Problem.

Based on the background of the study, the writer wants to find out whether the use of School Daze Program in teaching speaking skill can improve the students' speaking achievement students who have different levels of anxiety. This study attempts to answer the following question :

1. Are the students taught using School Daze Program better achievement ?
2. Is there any different speaking achievement between students who have high anxiety and students who have low anxiety on School Daze Program method?
3. Is there any interaction between students' anxiety and School Daze Program activities?

C. Scope and Limitation

The scope of the research covers speaking ability such as pronunciation, grammar, vocabulary, and fluency by using School Daze Program involving the fifth semester of STKIP PGRI Nganjuk in the academic year 2022 / 2023. Researchers focused on improving students' speaking in terms of pronunciation, accuracy, and fluency through the School Daze Program. The researcher focuses applying School Daze Program on speaking. The test was a interactive dialougue with the announcer in 105.3 RSAL FM every Friday 4-5 p.m. They will chat about one topic that they like and the students answer the questions from the announcer briefly. The aspects that measured are pronunciation, grammar, vocabulary, and fluency, by teacher assessment and self assessment.

D. Definition of key terms

Key terms are defined to clarify some terms in order to avoid misunderstanding. They are defined as follows.

1. Speaking

Speaking is one of language skills which is very important to be mastered. Anjaniputra maintains that speaking is a verbal use of language to communicate with others. It means that speaking is a delivery of language through the mouth, to great the message that is going to be delivered. Speaking is significant to an individual's living processes and experiences as are the ability of seeing and walking.¹¹ Without speaking, people must remain in almost total isolation from any kind of society. For most people, the ability to speak a language is the same with knowing a language since the speech is the most basic means of human communication.

2. Teaching Speaking

According to Hughes, "the goal of teaching speaking is communicative efficiency". So, in learning speaking, students should be able to make themselves understood and they should try to avoid confusion in the message due to its pronunciation, grammar, and vocabulary and to observe the social rule that apply in communication situation.¹² So, teaching speaking must be an enjoyable and fun activity that makes the student feels secure to speak up and express their feeling freely.

3. School Daze Program

The School Daze Program is a method of distributing audio video and content to a dispersed audience through electronic mass communication media; In this case, it broadcasts on LPPL Radio

¹¹ Anjaniputra, A. G. Teacher's strategies in teaching speaking to students at secondary level. *Journal of English and Education* 2013. 1(2), page 3.

¹² Hughes, R. *Teaching and Researching Speaking*. Great Britain: Pearson Education. 2002. Page 6

Suara Anjuk Ladang 105.3 FM Nganjuk and streams on YouTube every Friday starting from 4-5 pm.

4. Interactive dialogue

Interactive dialogue is an exchange of ideas or opinions on a particular issue, especially a political or religious issue, with a view to reaching an amicable agreement or settlement

5. Anxiety

Anxiety describes as subjective feeling of tension, apprehension, nervousness and worry and also become one of the problems in daily classroom teaching learning process.