

ABSTRACT

Name: Syafriana, Place/Date Of Birth: Langsa, September 18th 1991, Reg.No :141000616, The Title of Thesis: **REDUCING STUDENTS ANXIETY TO SPEAKING ENGLISH BY USING COLLABORATIVE LEARNING APPROACH TO THE EIGHT GRADE OF SMP NEGERI 3 LANGSA**

Speaking is one of important parts in teaching language because it is included in one of four basic language skills. Nevertheless, at SMP Negeri 3 Langsa, the writer found that most of students still get the difficulties in speaking skill. The students felt anxious, frightened and shy to speak English even in the classroom. The usage of collaborative learning approach is way applied to reduce students' anxiety in speaking skill. This approach provides the students with the opportunity to express their own ideas to speak in the classroom. This research is aimed to find out the effectiveness of collaborative learning approach in reducing students' anxiety. Subject of the research this study was the eighth grade of SMP Negeri 3 Langsa class VIII-6. The instruments that were used in this research are interview, observation and questionnaire. In this research, the writer conducted classroom action research from January 19th to February 02th 2015. There were two cycles consisting of a series of steps, namely: planning, action, observation and reflection. Based on the result of the research, it is found that collaborative learning approach reduces students' anxiety in speaking English. It can be seen from students' responses in learning which are generally positive.

Keyword: students' anxiety, speaking skill, collaborative learning approach

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This thesis is entitle,“*The Internal Factor of Students Difficulties in Matering Speaking at Eight Grade Students in SMP N 3 LANGSA*”. Speakingis an interactive process of constructing meaning that involves producing, receiving, and processing information. Nevertheless, in the process produceing and processing the information in speaking, the main problem of the students faced difficulties to master it. This study was applied of Eight Grade Students in SMPN 3 LANGSA.This study was qualitative case study.The research of participant employed judgemental sampling. The purpose of this research is to know the factor that caused students faced difficulties in mastering speaking. In order to, obtain the data needed, the writer conducted observation and questionnaires in this research. Furthermore,the writer analyzed the data by using percentage formula to find out the result of this research. The result of this research was most of students faced factor difficulties in mastering speaking based on the percentage were; the first fear to respond something in English and lack of vocabulary factor it was about 86%, the second the shyness speak English alone in class it was 84%, the third the anxious of missing grammatical factor it was about 80%, the fourth nervous factor it was about 76%, the fifth lack of coriousity in speaking it was about 74%, the sixth affraid of criticism it was about70% and the seventh the feeling of the other speak English better, it was about 68% and the last the feeling boring it was about 60%. The writer suggest the teacher build motivation and self confidence to the students it order decrease the students of lack of coriousity,feeling anxious, nervous, fear and shy with the others.

Key word: Motivation, Self Confidence Factor of Students, and Difficulties in Mastering Speaking

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The Writer

Syarifah Nazira

ABSTRACT

This thesis is entitled, “*The Internal Factor of Students Difficulties in Mastering Speaking of Eight Grade Students in SMP N 3 LANGSA*”. Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. Nevertheless, in the process producing and processing the information in speaking, the main problem of the students faced difficulties to master it. This study was applied of Eight Grade Students in SMPN 3 LANGSA. This study was qualitative case study. The research of participant employed judgemental sampling. The purpose of this research is to know the factor that caused students faced difficulties in mastering speaking. In order to, obtain the data needed, the writer conducted observation and questionnaires in this research. Furthermore, the writer analyzed the data by using percentage formula to find out the result of this research. The result of this research was most of students faced factor difficulties in mastering speaking based on the percentage were; the first fear to respond something in English and lack of vocabulary factor it was about 86%, the second the shyness speak English alone in class it was 84%, the third the anxious of missing grammatical factor it was about 80%, the fourth nervous factor it was about 76%, the fifth lack of curiosity in speaking it was about 74%, the sixth afraid of criticism it was about 70% and the seventh the feeling of the other speak English better, it was about 68% and the last the feeling boring it was about 60%. The writer suggest the teacher build motivation and self confidence to the students in order decrease the students of lack of curiosity, feeling anxious, nervous, fear and shy with the others.

Key word: Motivation, Self Confidence Factor of Students, and Difficulties in Mastering Speaking

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CHAPTER I

INTRODUCTION

A. Background of Study

Language has a great importance in human life. Especially, in this globalizing world, helping people to learn another languages effectively has great importance. “ language learning include learning about speaking, because language learning is learning about communication. Speaking is an interactive process of and transferring information”.¹

By mastering speaking, the student enable to express their language, exchange the information through communication and build them in social relationship. In speaking the student should use expressions at appropriate time and situation. Therefore, the importance of student’s participation in speaking cannot be ignored. For most of the students should able to express their spoken language effectively.

In speaking language is different from written language. Speaking includes sound, accuracy and fluency that make it more difficult for student to master it. Moreover, the student when speak does not have enough time to think while speaking. The difficulties of students in speaking disturb their language developing.

Currently, many expert invented the factors influences difficulties in language learning it related to the internal factors of students. There are ; attitude,

¹ H. Douglas Brown, *Language Assessment Principles Practice*, (San Francisco State University:Press,2007),p. 140

motivation, concentration, intelligent, self confidence, habitual learning and the student's ambition.²

The internal factors of students above are very influenced in mastering speaking. In this research the writer only focused on motivation and self confidence of student. " Motivation influence in speaking process, As we know motivation arise the feeling , affection of someone. In this case motivation relevan with the soul problems, affection and emotion that can determine human behavior".³

Motivation is a problematic issue for the whole speaking process and it cause unwillingness for students. Dornyei states "motivation is related to students' desire to contribute the languge learning process of speaking actively and voluntarily,unmotivated student engages in language learning process unsatisfactorily which cause failure in developing speaking skill".⁴

Similarly, Self confidence is related to language anxiety, except that is emphasizes a positive component instead of negative. Self confidence can be negatively influenced when the language learner thinks of oneself as deficient and limited in the target language. On the other hand, high of self confidence can be positively correlated with the speaking. Furthermore, low of self confidence can negatively correlated with the speaking.in addition, high in anxious learners a deal

² Dimiyati/ Mudjiono, *Belajar dan Pembelajaran*, (Jakarta: Rineka Cipta,2006), P.60

³ Sardiman, *Interaksi dan Motivasi Belajar Mengajar*,(Jakarta : Raja Gravindo Persada,2008),p, 74

⁴ Dornyei, Z. *Conceptualizing Motivation in Foreign- Language Learning*,(Thames Valley University: London ,2011),p.43

with their target language task differently from one another depending on their self confidence.⁵

Motivation and self confidence in mastering speaking play an important role in the determining the student's willingness to communicate. Motivation and self confident influenced in speaking through unwillingness, anxious , fear, and shyness. Therefore, the student whose no motivation and no self confident in it hinder their in mastering speaking.

In fact, during the writer as a teacher practice at SMP 3 LANGSA, The writer observed at SMP 3 LANGSA, The writer found the student uninterest in practicing speaking in class, anxious speak in front of their friends, and the student get shy to say something in English loudly. The writer assume it is influence by some internal factors of student. Therefore, we have to the face problem in speaking of student as intern factor that influence the student get difficulties in mastering speaking, there are concern difficulties in mastering speaking.

Based on the problems of speaking face student above, The researcher assume it cause of internal factor of student, those are: motivation and self confidence these influenced them in mastering speaking. To know what are the difficulties student in mastering speaking and what are the correlation of motivation, self confidence and difficulties in speaking, the researcher interested takes the aim to investigate the internal factors student's difficulties in mastering speaking focused on Motivation and Self Confident. Therefore, the researcher

⁵ Hyesook Park and Adam r lee, *Journal L2 Learner's Anxiety, Self Confidence and Oral Performance*(Kunsan Kational University, Concordia University,2012), p. 197

would like to conduct a research which is entitled **“THE INTERNAL FACTORS STUDENT’S DIFFICULTIES IN MASTERING SPEAKING OF EIGHT GRADE STUDENT AT SMP 3 LANGSA”**.

B. Research Problem

Based on the problem above, the researcher formulates the problem of the research as follows:

1. What are factors the causes student’s difficulties in mastering speaking of eight grade student at SMPN 3 LANGSA?
2. How is the students’ motivation, and self confidence in speaking of eight grade student at SMP 3 LANGSA?

C. Research Purpose

Based on the important on this research, the researcher formulated the purpose of the research as follows:

1. To find out the factors that causes student’s difficulties in mastering speaking of eight grade student at SMPN 3 LANGSA.
2. To find out how the student’s motivation, and self confidence in mastering speaking of eight grade student at SMP 3 LANGSA .

D. Significant of Study

This research has some significant as follows:

1. Theoretical
 - a. As reference for other researchers who focuses on the related topic
 - b. As a source for the teacher to prompt student to build well self confident and motivation in speaking.

c. As a proof that motivation and self confidence is influence in mastering speaking.

2. Practical

a. As the guidance for English teacher to repair the activity in class in teaching speaking.

b. As the guidance for English teacher to prompt student interesting in speaking through build motivation in speaking.

c. As the guidance for English teacher to prompt student confident in speaking through build self confidence in speaking.

E. Scope of Study

The internal factors that face student problem in learning language as follows: attitude, motivation, concentration, in put procee, out put process, self confidence, intelligence, ambition, and habitual learning.⁶

According the factor internal student in learning above, the writer focus on motivation and self confidence.

⁶ Dimiyati / Mudjiono, *Belajar dan Pembelajaran*.....p.238