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CHAPTER I INTRODUCTION

A. Background of The Problem

Speaking is one of skills that should be learnt to measure through the accuracy and fluency of their speaking skill. Speaking is an important skill that connects people talking in the same language. Speaking also play a vital role in communication process that cover a wide range, from engaging in simple conversation to formal public speaking.

Speaking is not only talk about produce the words but how the learners delivered their ideas and show their feelings which do orally. In English learning context, speaking is being one aspect to measure students' knowledge and self-confidence. In speaking, there are a few things that should master to have a good speaking ability such as vocabulary, pronunciation, grammar, and fluency. On the other hand, there is another thing that can affect students' speaking ability such as motivation, self-confidence, and anxiety.

Al-Ittihad Senior High School is one of private school in Pekanbaru. As one of formal institution of education, this school also learned English based on 2013 curriculum. According to syllabus from this school which adapted from curriculum 2013, English learning has some steps of learning process. There are observing, questioning, experimenting, associating, and communicating which make students be the centre of learning. In short,

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students are expected to be active, participate, and creative during learning process with using English.

Based on the syllabus, it shows that students should be more active to speak in English while learning activities. According to the writer's preliminary observation, there are some difficulties during learning process.

The students' difficulties were reflected from students' Minimum Criteria Achievement. In reference to Al-Ittihad lesson plan, they have a Minimum Criteria Achievement (MCA) of speaking ability. The score of MCA of this school is 76 with categorize as C. Based on MCA of Al-Ittihad senior high school, there was 5 students (20%) got C, 18 students (75%) got B, and 1 students (5%) got A.

The students' difficulties were also reflected from the writer's preliminary observation. The teacher made group discussion in teaching and learning process. The teacher divided the class into 4 or 5 groups, and then the teacher gave them a task to be done. At the end of the activity they were going to discussion the answer of the task. Some of the students were not participate on it. Most of students were silent while the teacher was asking the answer. . On the other hand, the students who feel their English ability are good tend to be active in the classroom and always become a leader in a group discussion.

Furthermore, they have answered the task but they are afraid to deliver their ideas. They were not able to deliver their ideas while they know their answer was right. On the other hand, most of students choose to be quiet than asking when they did not understand what the teacher talked about.

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The difficulties of students' speaking ability are shown by students' interview. Many students are less confidence to express their ideas in front of the class. Some of students are afraid of being laughed by their friends while speak in English. In speaking test, they have prepared well for the test but they appear nervous while waiting they turn. This condition makes them forget what they have prepared before.

On the other hand, English is not used in daily conversation which make many students have less opportunity to practice and afraid to speak in English. It happens in a real situation where not all of students are brave to speak English in a learning process. In fact, the students know something about what they have to say but they cannot show it due to anxiety.

Related to teachers' interview, both male and female students have good background knowledge about English. For example, they have prepared a long time for the speaking test but both of them still get anxiety while speaking in front of the class. On the other hand, male students also feel the anxiety but they were not thinking about that too much. It's affect their speaking ability are a little good than female students. In discussion, male students tend to be active while they answer were not always right. It is contrary with female students which are afraid to answer the questions while they know their answer was right.

Based on the writers' preliminary observation, teacher and students' interview, the writer found that there are some characteristics refer to the

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signs of anxiety. According to Oxford in Musthachim (2014, p.17), anxious students illustrated such as:

- a. General avoidance: showing carelessness, low levels of verbal production, lack of volunteering in class, seeming inability to answer even the simplest questions.
- b. Physical actions: squirming, stuttering or stammering, displaying jittery behaviour, conversational withdrawal, lack of eye contact, image protection or masking behaviour (exaggerated smiling, laughing, nodding, joking), and being unable to reproduce the sounds or intonation of the target language even after repeated.

Based on writer preliminary observation at Al-Ittihad senior high school, the writer concludes the following phenomena:

1. Some of male students feel anxiety and their speaking ability are good
2. Some of male students feel anxiety but their speaking ability are not good
3. Some of female students feel anxiety and their speaking ability are good
4. Some of female students feel anxiety but their speaking are not good

Based on the descriptions and several symptoms above, the writer needs to do the research entitled: **“A COMPARATIVE STUDY ON SPEAKING ANXIETY LEVEL BETWEEN MALE AND FEMALE STUDENTS AT AL-ITTIHAD SENIOR HIGH SCHOOLS RUMBAI”**

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B. The Problem

1. Identification of The Problem

Based on the preliminary observation at Al-Ittihad Senior High School seem that most of students are still passive on their speaking activity. To make the problems of the research clearly, there are some problems of the research will be identified by the questions as follows:

- a. Why the students are feel anxiety to speaking English?
- b. Why the students were nervous while speaking tests?
- c. Why the students were not fluency to speak in English during learning process?

2. Limitation of The Problem

After identifying the problems stated above, the writer is necessary to limit and focus the problem her research on speaking anxiety level between male and female students at eleventh grade of Al-Ittihad senior high school.

3. Formulation of The Problem

The problems of this research are formulated in the following research questions:

1. How is male students' speaking anxiety level at eleventh grade of Al-Ittihad senior high school?
2. How is female students' speaking anxiety level at eleventh grade of Al-Ittihad senior high school?

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3. Is there any significant difference between male and female students' speaking anxiety level at eleventh grade of Al-Ittihad senior high school?

The Objective and Significance of The Research

1. Objective of The Research

- a. To find out speaking anxiety level of male students at eleventh grade of Al-Ittihad Senior High School.
- b. To find out speaking anxiety level of female students at eleventh grade of Al-Ittihad Senior High School.
- c. To find out there are any significant differences or not between male and female of their speaking anxiety level.

2. Significance of The Research

- a. Hopefully this research is able to benefit the writer as a novice researcher, especially in learning how to conduct a research.
- b. These research findings are also expected to be useful and valuable, especially for both teachers and students of English at eleventh grade of Al-Ittihad senior high school to be positive information for their future learning process.
- c. Besides these research findings are also expected to be valuable findings, especially for those who are concerned in the world of teaching and learning English as a foreign/second language.

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- d. Finally, these research findings are also expected to be practical and theoretical foundation to be development of theories on language teaching.

D. The Reasons for Choosing The Title

There are some reasons why the writer is interested in carrying out this research. The reasons are as follows:

1. The title of this research is not yet investigated by other researchers.
2. The title of this research is relevant with the writer status as students of English Education Department.
3. The location of the research facilitates the writer for conducting the research.

E. The Definition of The Terms

There are so many involved in this research. In order to avoid misunderstanding toward the terms used, thus, the following terms are necessarily defined as follows:

1. Comparative

Comparative is a design research to determine cause, or reason, for existing differences in behaviour status. In this research, the term of comparative study refers to the comparison of speaking anxiety level between male and female students at the eleventh grade of Al-Ittihad Senior High School Rumbai.

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2. Speaking Anxiety

Speaking anxiety is difficulty to speak in the group or in pairs. These difficulties vary in the cases of prepared speeches, oral presentations, answering questions or simple presentation rounds among others. In this research, the term of speaking anxiety refers to students' anxiety while speaking activities.

3. Male and Female Students

Male students refer to the sex that does not give birth, has a deep voice, and developing hair on their face while puberty. Female students refer to sex that produces young, has a female voices, name, and does not have hair on their face while puberty. In this research, the term of male and female students refers to male and female students at eleventh grade of Al-Ittihad senior high school Rumbai.