

CHAPTER I

INTRODUCTION

A. Background of the Study

Language is a verbal tool that is used to communicate in society. Through language, people can express their ideas, mind, feeling, desire and emotion to other or get information from other. As explained in the Holy Qur'an Ar Rum, verse 22:

وَمِنْ ءَايَاتِهِ ۚ خَلَقُ السَّمَوَاتِ وَالْأَرْضِ وَآخْتَلَفُ الْأَلْسِنَتَكُمْ وَالْوَنُكُمَ ۚ إِنَّ فِي
ذَٰلِكَ لَآيَاتٍ لِّلْعَالَمِينَ ﴿٢٢﴾

Human being use different languages in their communication, these different languages show that Allah, the creator and the Master of this world and all of everything for the happiness of human being orders people to study His verses in this world. And also verse explains to us that knowledge from God Allah the almighty is large, one of it is language.

Language as an element of communications and interactions becomes one of the most important things in human life. According to Brown, (2002, p.5), language is a system of arbitrary conventionalized vocal, written, or gestural symbols that enable members of a given community to communicate intelligibly with one another. There are many languages in the world, one of them is English. English is an International language and English is as the first foreign language in Indonesia.

For Indonesian students, English is taught as compulsory subject in junior to University and in some elementary schools and pre - schools as a local content subject. Students should master the four skills, they are listening, speaking, reading, and writing while studying. Speaking is one of the four language skills (reading, writing, listening and speaking). It is the means through which learners can communicate with others to achieve certain goals or to express their opinions, intentions, hopes and viewpoints. In addition, people who know a language are referred to as 'speakers' of that language. As Rivers (1981) argues, speaking is used twice as much as reading and writing in our communication. Based on the explanation above, the writer can conclude that speaking is an ability to interact with others in daily life.

In fact, there is an important problem that the majority of students face in speaking English. Only few students can speak with confidence in the target language even after learning the language for six years or more. In this regard, Eckard and Kearny (1981, p. 51) stated that " many students of foreign language usually do not like or are afraid of speaking in the target language, and most of the time they exhibit a passive attitude in class, since they do not have the opportunity to express themselves naturally and spontaneously". Therefore, students' feeling of anxiety or nervousness may impede their language learning and performance abilities, especially when practice speaking English in the classroom. Foreign Language Anxiety is "a distinct complex of self-perceptions, beliefs, feelings, and behaviours related to classroom language learning arising from the uniqueness of the (foreign) language learning process" (Horwitz et al., 1986, p. 128). The

problem of speaking anxiety not only happens in beginner but also to the university students who usually deal with English.

UIN Antasari is one of universities that consists of some educations majors for the students. There are five Faculties in UIN Antasari, there are Fakultas Tarbiyah dan Keguruan, fakultas Dakwah dan komunikasi, Fakultas Ushuluddin dan Humaniora, fakultas Hukum dan Ekonomi Syariah , and fakultas Syariah dan Ekonomi Islam.

UIN Antasari understands that language is an important aspect to improve students' ability, especially Arabic and English. Those two languages are very important for students improve their insight. At UIN Antasri there is Language Development Center or known also as, *Pusat Pengembangan Bahasa (PPB)* a program of foreign language learning (Arabic and English), which is available for all first semester students at UIN Antasari Banjarmasin. PPB program is aimed to develop and improve first semester students in the language.

Language Development Center (PPB) English program is aimed to build students English ability, which consists of English skills, English grammatical, vocabulary and pronunciation. It is hoped that first semester students can master the English skills. The learning process at PPB is held for a year and divided into English A in first semester and English B in second semester.

In learning English proces

s at PPB, teacher uses same technique to improve students' ability, there are games, dialogue, answer the question, etc. However the teacher using some technique in learning process, sometimes there are some students are anxious

when speak English in classroom. Because of this, teacher should be use the technique that reducing students' speaking English anxiety. Cooperative learning has been suggested as one possible means of reducing his anxiety in classrooms (Johnson, Johnson, & Holubec, 1990). According to Johnson (1990), cooperative learning is a teaching strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject. The teaching activity that teacher can use with small team or by themself is videotape. Videotape is a step up from audiotape. Playing pre-recorded tapes provides the audiovisual information that helps students to observe, understand, and imitate oral communication from language expressions and sentence structure to lipshape, facial expressions, gestures and distance between speakers.(Onyegegbu,1999). Students are videotaping their activity in doing their assignment such as videotaping their speech, dialogue, drama activity.

In videotape technique, students usually make the video not just one time, because they usually make it until their pronunciation as good as possible they can do. In this technique they do this project with their partner or their group member also. This process can be reducing students' speaking anxiety, because they not speak in front of the class or their teacher and they do by themself, with their partner or their group member.

PPB English class program has students who come from some faculties of UIN Antasari and they do not know each other. In additional, PPB calss start from 6.30 -8.10 in the morning, in learning process in classroom teacher do not have more time for doing the activities that can be reduce freshmen speaking anxiety

and explore more about students' speaking anxiety. Videotape technique can use to give students assignment for teacher explore more about students' speaking ability. By videotape is also expected can reduce first semester students speaking anxiety, because students can do the assignment at home by themselves and they can do more one time as possible. So in this reasearch, reasercher wants to know the effectiveness using videotape in reducing first semester students speaking English anxiety. By using "videotape" technique as a technique for teaching, learners are expected to be able speak fluency and they are able to reduce their English speaking anxiety.

In the previous study was conducted by Fathiyah (2015) entitle Reducing students' anxiety to speak English at the seventh grade of MTs An-Najah Cindai Alus Martapura Academic year 2013/ 2014. The result of this study shows that the students reduce their anxiety using some strategies are acquiring self knowledge, developing personal skill, focusing on the positive, planning, and organizing, and managing time, know what we want to say, become familiar with our audience, gain experience to build confidence, self regulation, thought stopping/ interruption, thinking traps, social skill, executive functioning, flexible thinking, stay to relax, believe your ability.

Safitri (2016) in her study, the phenomena of students' anxiety in speaking at language development center IAIN Antasari Banjarmasin academic year 2015/2016. The result of this study have reveal that there were some phenomena, they are: the physical symptoms, psychological symptoms, behavioral symptoms, and verbal symptoms.

From both of previous study above there are differences and similarity with my research, the differences is my study used pre-experimental research (just one class) but both of them used descriptive qualitative research. The similarity is the study about anxiety. This study is considered to be able to give motivation in reducing students' anxiety in speaking English. Based on the previous study above, the teacher should develop teaching technique in reducing students' English speaking anxiety. This research entitle "THE EFFECTIVENESS OF USING VIDEOTAPE IN REDUCING ENGLISH SPEAKING ANXIETY OF THE FIRST SEMESTER STUDENTS AT THE LANGUAGE DEVELOPMENT CENTER (PPB) OF UIN ANTASARI BANJARMASIN".

B. Research Question

The study addresses the following research questions:

1. How is the effectiveness of using videotape in reducing English speaking anxiety of the first semester students at the Language Development Center (PPB) of UIN Antasari Banjarmasin.?
2. How is the first semester students English speaking anxiety level at the Language Development Center (PPB) of UIN Antasari Banjarmasin?

C. Objective of Study

1. To identify is there effective or not of using videotape in reducing English speaking anxiety of the first semester students at the Language Development Center (PPB) of UIN Antasari Banjarmasin.

2. To analyze the level of English speaking anxiety of first semester students at the Language Development Center (PPB) of UIN Antasari Banjarmasin.

D. Significant of Study

This research is expected to give benefits for the students at language Development center (PPB) of UIN Antasari Banjarmasin, the English teachers, the college and the other researchers.

1. For the students, it is expected that using videotape techniques in learning can help them in reducing their English speaking anxiety.
2. For the teachers, it can help the teachers to use and apply various and interesting techniques during teaching and learning process.
3. For Language Development Center (PPB) of UIN Antasari, it is expected that videotape technique can become an interesting technique and stimulate the students. It can support and motivate other teachers to make new ways in teaching learning process so that learning activity will not be monotone.
4. For other researcher, it is expected the result of this study can be reference for other researchers who want to conduct research with the same problem.

E. Hypotheses

Sugiono (2006 :96) states that the hypothesis is a temporary answer toward the statement of research problem, where it is stated in the question form. In line with sugiono (2006), Kerlinger (2006) states that the

hypothesis is a statement of allegations (conjectural) about the corelation between two or more variables.

The hypotheses in this research are

1. Null Hypothesis (Ho)

There is no significance difference in students' speaking abilty before and after using videtape technique of the first semester students at the language Development center (PPB) of UIN Antasari Banjarmasin.

2. Alternative Hypothesis (Ha)

There is significance difference in students' speaking abilty before and after using videtape technique of the first semester students at the language Development center (PPB) of UIN Antasari Banjarmasin.

F. Definition of Key Term

In order to make the readers get easier in understanding this study, here the researcher will give the definition of some key terms that important to be understood as the following:

1. Videotape

Videotape is a technique in teaching English that use in cooperative learning approach that reduce students' English speaking anxiety. Videotape is a technique in teaching English for assessing student's English speaking ability. In this technique, students videoetape themselves when speak English in momologue oral presentations.

2. Anxiety

Anxiety is an anxiousness when speaking English in English lesson. It is also known as feeling uncomfortable, worry, and nervous in using English.

3. Speaking

Speaking is speaking English in monolog or pair or dialogue in English lesson.

4. First semester students

First semester students are the students in first semesters who took PPB English class at UIN Antasari Banjarmasin. The students come from five Faculties in UIN Antasari Banjarmasin