

## **CHAPTER I**

### **INTRODUCTION**

This chapter explains the research background, research questions, research purposes, research significance, limitation of the research and terminology.

#### **A. Research Background**

Speaking is an activity that a person does when communicating with other people. It is also a language skill that involves verbal expression to communicate ideas, knowledge or feelings to others. From the point of view of language learning, speaking skills are very important because it enables a person to communicate effectively in everyday or professional situations. The process uses vocabulary, grammar, intonation and facial expressions to communicate messages clearly and effectively to listeners. Improving your speaking skills can help you become a better communicator and build strong relationships.

Being a good communicator must have speaking skill so that interpersonal relationships can be built in a communication. Likewise, with the way students speak, a student to be a good communicator must start training himself because speaking well is very important for a student. Students can give opinions, suggestions, convey their ideas and thoughts to someone through oral speaking. In addition, there are situations where students may lack the confidence to speak inside or outside the classroom.

Speaking turns out to be the most performed fundamental aspect of English language communication among the four skills of speaking, writing, reading and listening. Speaking skill is one of the most important and difficult ones that English learners experience and teachers face, especially in English classrooms. English learners must be able to speak well coherently, have interpersonal skill, and speak variably in various situations, achieving a balance between correctness and fluency. The knowledge to manage oral communication, one would be afraid to do so because of lacking in English communication skills. Lack of language exposure as a result, when asked to speak in English in class, students may experience apprehension and anxiety.

Anxiety often refers to abnormal feelings or fears that may lead to extreme psychological conditions characterized by several physical reactions such as sweating, abdominal pain, headache, tension, and increased pulse rate. This anxiety may occur in learning another language due to the limitations of language use and specific situations.

Speaking anxiety is a common problem among senior high school and vocational high school students, and can negatively impact their oral communication skills. This anxiety can limit students' ability to speak clearly and confidently, and hinder their ability to actively participate in class discussions or public presentations. In addition, public speaking anxiety can also negatively impact students' academic performance.

Having speaking skills is very important to master, especially in the current era of globalization. English, which is an international language, has an

important role in this era of globalization. Good communication is very important for students' future both in, their career and in social life. However, many high school students experience severe speaking anxiety, hindering their ability to communicate effectively.

Students inability to deal with speaking anxiety has a negative impact on their mental state, causing them to lack confidence when speaking in front of the class, especially speaking English. This anxiety always makes the situation in the classroom not conducive so that it hinders the learning process. The goal that a teacher wants to get students to speak confidently to get good results is hampered by the fear of students.

Most students lack self-confidence and afraid of making mistakes, of course this causes a lack of communication. This causes vocational school students in particular to experience anxiety when learning English. The problem that is often encountered in the classroom and in the school environment is that when they are asked to speak, students are more selective to be silent because they feel anxious, which is the main cause of being less effective in communication and this really affects when they want to communicate. Based on the existing problems, the writer can provide an action to eliminate speaking anxiety among students, especially in the surveyed class which has this problem.

Based on the results of the Pre-Observation that the has been done at SMK Amaliyah Sekadau, the writer found that the problems that often occur in the classroom are first, students who are not confident in their abilities. Second,

students who have the ability but when in front of the public experience anxiety so that when in front of the class they are not confident. Third, students get quite good scores in other skill. However, in speaking skills, students' scores decreased and did not reach the KKM during speaking practice. SMK Amaliyah Sekadau uses the Merdeka curriculum and in this curriculum the school does not use standard values called KKM. However, this school uses the standard score set by the school, namely the English Lesson Pass category with a score of 75. This fear or anxiety greatly hinders the teacher's process in providing a value that should be obtained by students.

The class that was used as the experimental class is eleventh grade TKJ 1 because based on the results of observations and interviews with English teacher in SMK Amaliyah Sekadau, the TKJ Department is a department has more than one classes and can be used as a comparison. The eleventh grade is the most highlighted class because of the anxiety when speaking which is the main factor of the problem in the eleventh grade TKJ department. So that when English learning takes place it is less conducive.

A strategy is needed so that learning can be carry out and take place well. There are several ways that can be done based on the problems described above, one of which is by conducting therapy to overcome speaking anxiety. The therapy used is cognitive behavior therapy, a behavior modification technique that can change malaptive beliefs. This therapy is carry out by consulting to find out how students feel when a speaking test is held in front of the class this therapy aims to convince students of the negative statements

experienced can change for the better. In this treatment, relaxation strategies was given using music to calm students' minds before conducting speaking tests. Previous research shows that cognitive behavioral therapy is effective in reducing speaking anxiety coupled with the use of music media as a tool to relax when learning speaking practices to improve students' oral communication skills.

Therefore, this research aims to examine the effectiveness of cognitive behavioral therapy using music to overcome speaking anxiety in SMK Amaliyah Sekadau students and provide practical solutions to develop their oral communication skills. So that what is done in this research can have an impact on students in overcoming speaking anxiety and can improve performance when speaking in front of the class.

The results of this research can provide insights for educators and counselors in addressing vocational students' speaking anxiety. It can help students identify their negative anxiety-related thoughts, replace them with more realistic positive thoughts, and help them build the necessary skills to speak confidently in public. This research is expected to contribute to addressing the issue of public speaking anxiety in vocational students, as well as providing a better understanding of how cognitive behavioral therapy can be used as a practical solution to improve students' oral communication skills.

## **B. Research Formulation**

Based on the description in the background of the problem above, problems can be identified, including:

1. How can cognitive behavior therapy using music overcome speaking anxiety at grade eleventh students in SMK Amaliyah Sekadau?

## **C. Research Purpose**

Based on the problem formulation, the research objective is to determine the effectiveness of cognitive behavior therapy techniques using music on the speaking skills of students in the eleventh grade in SMK Amaliyah Sekadau :

1. To find out whether cognitive behavioral therapy using music can overcome the speaking anxiety of eleventh grade students in SMK Amaliyah Sekadau.

## **D. Research Significances**

The results of this research and development are expected to provide the following benefits:

1. For Teacher

It can help them to develop their teaching by adding knowledge about how to help students overcome student anxiety. And can reduce anxiety for teachers in dealing with situations that was the same.

## 2. For Students

Can help students overcome the problems they experience in speaking anxiety. This research also has a good impact and can always be used by students when facing the same problem. Situations such as speech anxiety are not only in the classroom but students will face the same thing when they are outside. So research provides significant benefits for students.

## 3. For School

The result of this research is expected to provide information for the school at SMK Amaliyah Sekadau to solve problems and overcome relaxation in the classroom. And schools can also use the method used by writer when they find students experiencing problems with anxiety.

## 4. For Researcher

The benefit of this research is to train reasoning power in meningkatkan wawasan dalam mengembangkan sesuatu. dan as evidence of it is implementation of the science that researcher can research in order to improve the professionalism of researcher as prospective educators.

## 5. For STKIP Persada Khatulistiwa Sintang

This research is a discovery that was become information and can also provide knowledge for students who will research matters related to this research. This research can be a reference for them. And complete the library of STKIP Persada Khatulistiwa Sintang especially in the English language education research program.

## **E. Hypothesis**

The hypothesis in this research is whether cognitive behavior therapy using music can overcome students' speaking anxiety. The hypothesis ditolak apabila  $H_0 \text{ sig} < 0,05$  and can be formulated as follows:

$H_0$  : There is no effect in overcoming students' speaking anxiety by using cognitive behavior therapy using music on class XI students at SMK Amaliyah Sekadau.

$H_1$  : There is an effect in overcoming students' speaking anxiety using cognitive behavior therapy with music in class XI at SMK Amaliyah Sekadau.

## **F. Terminology**

In this case, the key variables are "cognitive behavior therapy," "speaking anxiety," and "oral communication skill."

### **1. Cognitive behavior therapy**

Cognitive behavior therapy would involve describing the specific techniques and interventions used in the therapy sessions, as well as the qualifications and training of the therapists. Using music media as relaxation to make students feel calmer. Relaxation using classical music which will last 10-20 minutes.

### **2. Speaking Anxiety**

Speaking anxiety the operational definition would involve identifying specific symptoms and behaviors associated with anxiety during public



speaking, such as trembling, sweating, avoidance behaviors, and negative self-talk.

### 3. Oral Communication Skill

Oral communication skills would involve identifying specific skills and behaviors related to effective oral communication, such as clarity, coherence, appropriate language use, and engagement with the audience. According to Young (2012, p.2) each communication involvement verbal/oral is an opportunity to illustrate your readiness to work with others. Suitable words and activities make you engaging to outsiders and open social proficient entryways that lead to fellowships, work. Speaking skills are very necessary in helping someone speak directly to build interpersonal relationships with other people. When speaking, of course you have to pay attention to what aspects are included in speaking so that it will help someone in carrying out oral communication. In other side, the aspects of speaking consist of four aspects vocabulary, grammar, pronunciation and fluency. In this research, there is more emphasis on pronunciation and fluency in speaking clearly with each word to see a person's level of self-confidence. According to Canale and Swain (cited in Brown, 2007, p.220) represent strategic competence as the verbal and non verbal communication techniques that will be called into activity to compensate for breakdowns in communication due to execution factors or due to deficiently competence.

The research would then measure the effectiveness of cognitive behavior therapy on reducing speaking anxiety and improving oral

communication skills by comparing pre- and post-intervention scores on standardized assessments of anxiety and communicate.