WARMER ACTIVITY IN ENGLISH SPEAKING CLASS AS THE TEACHER'S EFFORT TO REDUCE STUDENTS' ANXIETY AT THE 7th GRADE OF SMPN 02 SURABAYA

KEMENTERIAN AGAMA
PERPUSTAKAAN
SURABAYA
IAIN SUNAN AMPEL

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ASAL BUKU :
TANGGAL :

By
Anis Fitriana
D05207069

ENGLISH EDUCATION DEPARTMENT
FACULTY OF TARBIYAH
STATE INSTITUTE FOR ISLAMIC STUDIES
SUNAN AMPEL SURABAYA
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ADVISOR SHEET

This thesis by Anis Fitriana entitled Warmer Activity In English Speaking Class As The Teacher's Effort To Reduce Students' Anxiety at The 7th Grade Of SMPN 02 Surabaya has been approved by the thesis advisors for further approval by the Board of Examiners.

Surabaya, August 22, 2011

Advisor I

Khoirun Niam, Dr.Phil

NIP. 197007251996031004

Advisor II

Rizka Safriyani, M.Pd

NIP. 198409142009122005

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APPROVAL SHEET

This thesis by Anis Fitriana entitled Warmer Activity In English Speaking Class As The Teacher's Effort To Reduce Students' Anxiety at The 7th Grade Of SMPN 02 Surabaya has been examined on September 14, 2011and approved by the board examiners.

Dean,

Dr. H. Nur Hamim, M.Ag.
NIP. 196203121991031002

The board of examiner
Chair,

Khoirun Niam, Dr.Phil
NIP. 197007251996031004

Secretary,

Hilda Izzati M, MA.
NIP. 198602102011012012

Examiner I,

Dra. Irma Soraya, M.Pd.
NIP. 196709301993032004

Examiner II,

Mokhamad Syaifudin. M.Ed.
NIP.197310131997031002

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ABSTRACT

Fitriana, Anis. 2011. *Warmer Activity in English Speaking Class As the Teacher's Effort to Reduce Students' Anxiety at the Seventh grade of SMPN 02 Surabaya,* English Education Department, state Institute For Islamic Studies Sunan Ampel Surabaya. Advisor: Khoirun Niam, Dr.Phil

Key Words : Warmer Activity, Students' Anxiety

This study investigated the warmer activity as an effort to decrease students' anxiety. Moreover, this study focused on the analysis of how the warmer activity run, the students' speaking performances, the factors cause students' anxiety and the students' responses toward warmer activity. The research design was used in this study is descriptive qualitative research. This study was conducted to the students of 7th grade at SMPN 02 Surabaya. The 7th b class was chosen as the focus of the research. The data were taken from observation, teacher's interview, questionnaires and field note and the results were analyzed to answer the problem of the study.

The results of data analysis show that warmer activity is the teacher's effort to reduce students' anxiety. Warmer activity can work as a stimulus to stimulate students' motivation to get involved in lesson. By doing warmer activity teacher can develop an enjoyable learning activities and promote students' self confidence. In addition, the most suitable warmer activity is warmer that can gain students' confidence, build students'- teacher's interaction and students'- students' interaction, generate a lot of English production and require a competition in group. So, it is suggested that warmer activity can be used continually by English teachers as their strategy to help the students in reducing second or foreign language anxiety.

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CHAPTER I

INTRODUCTION

This chapter explains about background of the study, problem of the study, objective of the study, significance of the study, scope and limitation, and definition of key term.

A. Background of Study

Speaking is a fundamental aspect in communication. Every day we have many different conversations. Actually, oral communication is frequently used than written communication in our daily activity. At home, office, school and even in the street we have oral communication with friends, family, neighbor, or foreign people. Speaking is the best way to communicate with other since it can send information or message directly. In English learning process, speaking has a crucial role because it facilitates the learners to master English very well. Speaking is a productive skill in the oral mode which needs students' participation orally. In many contexts, speaking is often the skill upon which person is judged at face value. In the other word, people may often form judgments about our language competence from our speaking rather than from any of other language skills.[1] Therefore, speaking becomes very important skill in English learning process. In fact, many English teachers like to teach reading and

[1] Nunink Lukitasari, 'The Problems in Learning Speaking at The Second Year of SMPN 2 Ponorogo',(Unpublished Undergraduate Thesis of State University of Malang, 2008), p 2

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writing rather than speaking in their class. It would be unequal learning process because one of English language learning goal is truly to enable the students to communicate in English very well. So that, speaking skill should be taught and practiced in the language classroom very often.

For many young learners or students in secondary schools, learning to speak English is more difficult than other skills, since they never practice English in real situation in spontaneous way.[2] Most of them may face some problems in their speaking class. Sometimes, they feel stress, nervous, or anxious when the teacher asks them to say something in English. Those kinds of feeling or problem may impede the students' performance in speaking class. One of serious problem which often happened to young learners in English speaking class is anxious feeling. Even though anxiety might not be the most important factor for failure or success in learning but language teacher cannot ignore its affection. Actually, anxiety and speech communication appear to have a strong bond with each other. Anxiety is the problem among ESL or EFL learners from beginning to more advanced level. Even highly advanced ESL/EFL learners feel anxious while learning and particularly speaking English in some situations, both within and out of the classroom settings.[3] Anxiety has been studied in the psychological domain, plays an important affective role in second language acquisition. It is associated with feelings of uneasiness self

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[2] Jack Richards & Theodore Rodgers, *Approaches and Methods in Language Teaching Second Edition,*(Cambridge : Cambridge University Press, 2001), p 78

[3] Muhammad Tanveer, 'Investigation Of The Factors That Cause Language Anxiety For ESL/EFL Learners In Learning Speaking Skills And The Influence It Casts On Communication In The Target Language', (M.Ed. ELT Pathway Dissertation, Education,University of Glasgow, 2007), p 5

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doubt, apprehension or worry. [4] Meanwhile, some researcher has reported there is a negative relationship between language anxiety and achievement. Anxiety will impede a negative impact on language learning and performance abilities in the foreign language classroom.[5] Lower anxiety levels and a tendency to be out going were connected with successful second language acquisition.

In accordance with the background above the researcher observed the 7th grade students of junior high school because English is considered as a difficult lesson by most of them. Moreover, many of 7th grade students still feel anxious and unconfident to speak English because they never involve in English speaking class before. Mostly, they are afraid of making mistakes when they start to speak English in class. Therefore, teacher's role as an instructor is needed to overcome the students' problem with anxiety in English speaking class. Teacher should optimizing activity in the beginning of lesson because it is very important part in learning process which can help teacher and students to reach intended teaching and learning goals. Optimizing activity in the beginning of lesson can be used to stimulate the students' interest with the lesson. Stimulus as the part of factors which influence learning process has a big role to activate students' interest with the lesson. Stimulus consists of three things: materiil, confirmation, and external environment that must be

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[4] Douglas H. Brown, *Principle of Language Learning and Teaching*, (New Jersey : Prentice Hall, Inc, 1987),p 105

[5] Sarah Osboe, Tomoko Fujimura, Rob Hirschel, *Students' Confidence and Anxiety in L2 Speaking Activity*, (Chiba:Kanda University International Studies, 2007), p 1 <http://www.independentlearning.org> [accessed 22 Nov.2010]

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received by students.[6] If the students have already stimulated well, they will have big interest with the lesson, become more confident, and have extra motivation to speak English without feeling anxious.

English teacher should provide a creative classroom activity to start the lesson in order to make the students feel comfortable and relax to speak English. In teaching and learning speaking process, teacher must pay more attention to several factors namely readiness to study, readiness to think, readiness to practice, motivation and guidance. [7] Those factors will be reached by every student if the teacher builds warmer activity effectively to start the lesson. Warmer activity can be a good effort to stimulate the students' motivation to speak English. Warmer activity is essentially an activity used at the beginning of an ESL lesson to get the students talk and ready to learn.[8] Moreover, Patricia Burder states that ice breakers or warmer activity is a tool that enables the group leader to foster, stimulate creative thinking, challenge basic assumptions illustrate new concepts and introduce specific material.[9] Basically, warmer is a short interesting and interactive activity used to start the lesson which is very simple but plays significant role. All students in every level of education need activity to warm them up before the lesson is started. According to Natasha Mason,

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[6]Wasty Soemanto, *Psikologi Pendidikan*, (Jakarta: PT. Rineka Cipta, 1998), p 113
[7] Laksono Kisyani, *Teori Berbicara*, (Surabaya : University Press IKIP Surabaya , 1999), P 31
[8] "ESL Warmers", 3 Januari 2011, <http//: www. simplyesl.com/categories/esl-activities/esl-warmers.html> [accessed 7Jun. 2011]
[9] Patricia Burder, "Icebreakers to Warm Up Your Classroom",2006, www.njea.org/teaching-and-learning/classroom-tools/toolbox/icebreakers-to-warm-up-your-classroom [accessed 7 Jun.2011]

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warmer activity is a key ingredient to any successful English class.[10] It can be as a tool that enables the students to foster interaction; creative thinking illustrates new concepts and introduces specific material. There are many kinds of warmer activity can be implemented to start the English lesson. Teacher can start the lesson by playing a game, watching video, doing a quiz, chatting, or questioning. However, every warmer activity should be related to the lesson topic, enhance learning quality, improve students' performance, build students readiness and reduce students' anxiety or nervousness with the lesson. Furthermore, warmer has some positive impact such as:

1. If warmer activity was done very well to start the speaking class, it will influence their motivation to speak up in the class.
2. Warmer activity can increase students' interest with English
3. Warmer activity can help the students to practice the language before doing the real speaking activity.

For secondary and adult learners, "Icebreakers / warmer activity could help the learners to establish a positive environment and provide an opportunity for students to get to know one another and the instructor," by reducing student and instructor anxiety, fostering interactions, creating a participatory environment, conveying the message that teacher cares about the students and their learning, making it easier for students to form relationships for future collaboration, and

[10] Natasha Mason, "Simple and Effective Warmers When Teaching English - Part 1" <http//: www. ezinearticle.com> [accessed 10 Nov. 2010]

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allowing students to become active participants versus passive participants . [11] On the other hand, if the right activities are taught in the right time and way, speaking in class can be a lot of fun, raising general learners' motivation and making the English language classroom a fun and dynamic place to be.

The researcher intended to have an observation research in SMPN 2 Surabaya which is consisted of English teacher who always starts their lesson using creative and various warmer activities. Considering the background of the study above, the researcher would like to analyze warmer activity applied by the teacher as their effort to decrease students' anxiety at the seventh grade of SMPN 02 Surabaya.

B. Problem of the Study

The problem of this study can be specified as follows:

1. How does the warmer activity run to start the English speaking class?
2. How are the students' speaking performances during English speaking class after doing warmer activity?
3. What are the factors cause students' anxiety to speak English during the speaking class?
4. What are the students' responses toward warmer activity?

[11] Ideas for the Classroom from the Center for Teaching Excellence. <http//: www. lcc.edu.edu/cte/resources/teachingettes/icebreakers.html> [accessed 3 March. 2011]

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C. Objective of the Study

Derived from the question problem above this study is aimed to analyze:

1. How the warmer activity runs to start the English speaking class.
2. The students' speaking performances during English speaking class after doing warmer activity.
3. The factors cause students' anxiety to speak English during speaking class.
4. Students' responses toward warmer activity

D. Significance of the Study

The results of this study are expected to provide benefits for:

1. English Department students

This study is expected to enrich the English Department students' knowledge about warmer activity and language anxiety because it would be very useful to support their English learning activity. This study also can be a reference when they become teacher in the future.

2. The students in SMPN 02 Surabaya

Hopefully, this study can help the students to speak English bravely and confidently in speaking class without feeling anxious.

3. The English teacher in SMPN 2 Surabaya

This study is expected as suggestions for teachers about applying various warmer activities to start the English speaking class. Hopefully, this study will help

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language teachers in making the classroom environment less stressful. So, the teacher could overcome the problem of students' anxiety in speaking class. Furthermore, by understanding the negative impact of language anxiety, the researcher hopes this study can contribute to the teachers' comprehension of their students and improve the teaching process.

4. The researcher

This study will help the researcher to improve her knowledge about teacher's strategies to start teaching English with warmer activity. Furthermore, by doing this research, the researcher can observe while learning the teachers' technique to start the lesson with various warmer activities, because it would be very useful for the researcher when entered educational world as a teacher in the future.

E. Scope and Limitation

This study focused on warmer activity to start English speaking class as the teachers' effort to reduce students' anxiety. Meanwhile, this study was limited to the students at seventh grade of SMPN 02 Surabaya in the academic year of 2010-2011.

F. Definition of Key Term

The researcher described some key term to help the readers to understand this study easily.

Warmer activity : In this study, warmer activity refers to a short, fun and interactive activity in the beginning of speaking class

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which generates a lot of English production from the students to get them warmed up and ready to learn. Meanwhile, according to Neerja Sharma, warmer activity is a short, fun, communicative activity in the beginning of the lesson designed to get students motivated to use English in the classroom.[12] Actually, warmers were described in the first program of Lesson Plan by trainer Gareth Rees: A warmer is a short activity that demands an active involvement from the students. Warmer activity were used at the beginning of lessons for a variety of reasons such as to lead-in / introduce the lesson material, to get the students going at the beginning of the day or the beginning of the lesson, to give the students a chance to switch on to using English and to get brains ready to use a different language.[13] Warmer activity also can be described as the set or lead-in or bridge-in that focuses students on the lesson's skills and concepts.

English Speaking Class : In this study, it refers to students' activity in English lesson which is focused on speaking activity. So, all the

[12] Neerja Sharma, " The Importance of Lesson Warmers", Viatouch, 2003 <http:// www.ViaTouch.com > [accessed 10 Nov. 2010]

[13]Callum Robertson, Richard Acklam, *Action Plan For teachers,* (BBC World Service,2000), p 12

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students are required to speak English during the lesson.

Students 'anxiety : In this study, it refers to students' unpleasant and uneasiness feeling which is experienced by the students in English speaking class. When they get anxious, they will feel nervous, worried, and fearful to speak English. Some symptoms usually appear to anxious students are heart beat quickly, sweating, shakiness, memory blockage, speechless and concentration problems. Furthermore, according to Hilgrad, Atkinson, & Atkinson (cited in Sila AY journal) anxiety is a state of apprehension, a vague fear that is indirectly associated with a lesson which is happened to the students[14].

[14] Sila AY, "Young Adolescent Students' foreign Language Anxiety in Relation to Language Skills at Different Levels", *Uluslararası Sosyal Ara_tırmalar Dergisi The Journal of International Social Research* Volume 3 / 11 Spring 2010, p 84

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CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher reviews some literatures based on the relevant theories. It covers review of the English teaching and learning process, teaching speaking, the problem in speaking class, anxiety, warmer activity to reduce students' anxiety, and review of previous study.

A. The English Teaching and Learning Process

Teaching and learning process always consists of three important activities, likewise in English teaching and learning process. The first is activity in the beginning of lesson (Pre lesson Activity). The second is activity in the middle of lesson (main activity / while the lesson). And the last is activity in the end of lesson. Teacher's strategies to open and close the English lesson have crucial role in the classroom activity. Optimizing the activity in the beginning of English lesson become very important part because it will determine whether teacher can attract or motivate the students to be more participative in the English classroom or not. It is usually called as set induction. Set induction is an effort conducted by teacher in teaching and learning activity to create a pre condition for the students in order to focus their mental and attention to the lesson.[1] In other word, this is an activity done by teacher to build a ready mental condition and focuses students' attention. Moreover, teacher's disability to draw the students' attention may lead the achievement of

[1] Moh. Uzer Usman, *Menjadi Guru Profesional*, (Bandung: PT Remaja Rosdakarya, 1995), p 84

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learning indicators. Meanwhile, teacher's strategies to close the lesson also considered as an important part. Through this activity (closing) teacher can see how far the indicator of teaching learning has been achieved by the students.

The main purpose of starting or opening the lesson activity is preparing the students' mental to be ready to start the lesson. This activity can build students' attention and interest with the lesson is going to learn.[2] Meanwhile, the main purpose of the closure (closing the lesson) is intended to conclude the lesson have been learnt by the students. By doing this, teacher will know both the level of her success in English teaching learning process and the level of students' understanding with the English lesson.

There are some components to open and close the lesson, which can be implemented by teacher in English lesson and other lesson. [3]

1. Opening the lesson :

   The components to open the lesson can be specified as follows:

   a. Interesting for the students

      To make the students interested in English lesson teacher must give more attention to the teaching styles, the use of learning tools / media and various interactive approaches.

   b. Raising the students' motivation

[2]Moh. Uzer Usman, *Menjadi Guru Profesional*, p 84
[3] ibid, p 85

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It is very important to raise the students' motivation because when the students' motivation has risen they will be totally involved in the lesson.

c. Structuring

This is the teacher's effort to explain to the students specifically about learning objective.

d. Relating the materials with the students' prior knowledge

It will help the students to know the relationships between the material and students' prior knowledge. So, the students will consider that the lesson they learnt everyday has strong bond each other.

2. Closing the lesson :

a. Reviewing the lesson has been learnt to measure the students' understanding.

b. Giving the follow up (suggestion) in order the material has been learnt will not be forgotten by the students, it also asks the students to re-learn the material at home.

There are also two principles of opening and closing the lesson:

1. Meaningful: learning can be more impressive for the students if the process was done meaningfully. So that, teacher has to increase students' motivation by giving or explaining the lesson based on the knowledge, experience and the social-culture background surrounding them.

2. Consecutively: this principle needs an appropriate source of learning which is structured well based on the students' interest.

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B. Teaching Speaking

There are many ways which can help the teacher to develop students' ability to communicate a language orally. Teacher can implement various kind of speaking activities in their classroom. Teacher can invite the students to play a game, since it is a favorable activity for the students especially for young learners in foreign language. This kind of activity is expected to gain fresh insight into the nature of classroom communication and create materials that will engage the learners in meaningful face to face interaction.[4] Most of students often think that the ability to speak a language is the product of language learning, but speaking is also a crucial part of the language learning process. [5] Speaking skill is also considered harder than listening, reading and writing skills. It is because there are some aspect must be mastered by the students in learning speaking such as: pronounce the distinctive sound of a language clearly, use stress and rhythmic patterns and intonation patterns, use the correct form of words, put words together in correct word order, use vocabulary appropriately, use the language variety that is appropriate to the situation and make the main ideas stand out from supporting ideas or information. So, the process of teaching speaking must be conducted as fun as possible in order to get students' motivation, attention, and participation during the speaking class. Speaking class activity requires the students to build interaction with the teacher or classmates in the target language. It can be so

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[4] David Cross, *A Practical Handbook of Language Teaching*, (UK: Prentice Hal International ltd), p 281

[5] Strategies for Developing Speaking Skills http://www.nclrc.org/essentially/speaking/stratspeak.htm [accessed, October 2010]

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difficult to be applied by the students in classroom activity, since they never practice English in real situation. Most of them just listen when their teacher says something in English; even more most of them do not have effort to speak English during speaking class.

Teacher has a responsibility to set a meaningful speaking activity which is understandable by all of the students in the classroom. So, the teacher should give attention to these following aspects in teaching speaking:

a. The function of communication includes transaction and interaction

It is necessary for the teacher to recognize the different function of speaking performs in daily communication and the different purposes for the students in speaking class. Transactional functions of speaking focus on the exchange of information. Interactional function of speaking it serves to establish and maintain social relations.[6]

b. The mechanic form: pronunciation, grammar and vocabulary

Pronunciation, grammar, and vocabulary are very important aspect in speaking which can make our speaking understandable.

c. Social cultural rules and norms

It is because some expressions such as greeting, apologies, and compliments are influenced by social cultural rules and norm. [7]

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[6] Jack C Richard, *Developing Classroom Activities; from Theory to Practice*, <www.professorjackrichards.com/developing-classroom speaking activities...>[accessed, May 2011]
[7] http://www.nclrc.org/es sentially/speaking/stratspeak.htm [accessed, October 2010]

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Teacher is also expected to create a more interesting and enjoyable speaking activity, therefore they have to be:[8]

a. Able to break the monotony learning

b. Creative to make interesting and various task and activity

c. Able to increase the involvement of all the students in the classroom

There are various techniques given for language teaching:[9]

a. Controlled techniques: warmer, reading a loud, drilling, question answer, meaningful drilling

b. Semi controlled technique: brainstorming, storytelling, question answer, information transfer

c. Free technique: role play, games, report, drama, interview

Even though there are some techniques are applied in the speaking class, but the teacher can't be so careless to apply one technique while teaching speaking. The technique used must be adjusted with the students' need, can encourage the students' to be more active in learning process, cover sufficient material so that it can be learnt by all of the students who have different ability.

In order to make the students able to communicate well; teacher should give attention toward some principles to design a good speaking class:[10]

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[8] Zoltan Dornyei, *Motivational Strategies in the Language Classroom*, (UK: Cambridge University Press, 2001), P 73

[9] H. Douglas Brown, *Teaching by Principles on Interactive Approach to Language Pedagogy*, (San Fransisco State University : Addison Wesely Longman, Inc, 2001), vol 2, p 23

[10] *ibid*, p 275

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a. use techniques which can cover the spectrum of learners needs, from language based focus on accuracy to message-based focus on interaction, meaning and fluency.

b. provide intrinsically motivating techniques.

c. encourage the use of authentic language in meaningful contexts

d. provide appropriate feedback and correction

e. capitalize on natural link between speaking and listening

f. give opportunities to the students to initiate oral communication

g. encourage the developing speaking strategies

C. The Problem in Speaking Class

Students and teacher still face some problems in speaking class. The students' problem can be divided into two kinds of problem:

a. Intrinsic problem:

This is the internal problem of each individual. Students are usually getting embarrassed or shy to speak English, because they thought that they do not have a good capability to speak English. Sometimes, they also feel anxious when they are in English speaking class. Mostly, producing a foreign language in front of other students can increase the level of anxiety. Students may feel that they are presenting themselves at a much lower of cognitive ability than they really possess; they may have a natural anxiety about being incomprehensible; they may have cultural

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inhibitions about losing face or become afraid of making mistake during the communication process.[11] Most of students also have problems with their selves' confidence, since they never speak English in their environment either at home or at school. Indeed, young learners or students in secondary school are getting nervous easily to conduct the sentence in English, it causes their sentence arrangement seem difficult to understand. But, those kinds of problem are commonly happened since they are young learners. It is therefore, a major responsibility for the teacher to create a reassuring classroom environment in which students are prepared to take risks and experiment with the language.[12]

b. Extrinsic problem:

This problem is caused by the environment surrounding the students' life. Most of students are living in the environment which doesn't use English as their communication language. So, the students cannot practice their English outside the school environment. It means that the students have limited chance to speak / communicate in English, it may lead their low English improvement. So, speaking class activity should be set as well as every student can speak English maximally during the class.

There are many strategies can be applied by teacher to overcome those kinds of problem. Teacher can choose the strategies which are mentioned as follows:[13]

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[11] Tricia Hedge, *teaching and Learning in the Language Classroom,* (New York: Oxford University Press, 2000), 292
[12] *ibid,* 293
[13] Hamzah B Uno, *Teori Motivasi dan Pengukurannya,* (Jakarta: Bumi Aksara ,2007), p 34-37

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1. Using verbal appreciation
2. Using score to drive the goal
3. Making student curiosity
4. Making the first step in learning easier
5. Using unique stimulus
6. Setting specific learner goal
7. Showing the result of students' assessment
8. Creating competition condition
9. Giving the time for students to show their ability in public

Those all strategies are able to motivate the students to practice their English in the class very often and minimize the students' intrinsic and extrinsic problem.

D. Anxiety

Anxiety is a vague, highly unpleasant feeling of fear and apprehension.[14] According to Linden center UK, anxiety is a physiological response of the nervous system, which can lead to physical reaction, such as sweating, restless or an increased heart beat.[15] This problem often appears in foreign language classroom. According McIntyre & Gardner, "Anxiety can be defined as a subjective feeling of tension, apprehension, nervousness and worry associated with an arousal of the automatic nervous system". It is normally happened when the students face school challenges,

[14] John w Santrock, *Education Psychology Second Edition* ,(New York : McGraw Hill, 2006), p 430
[15] Differences Between State Anxiety & Trait Anxiety <http://www.livestrong.com/article/98672-differences-between-state-anxiety-/> [accessed June. 2011]

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such us difficult lesson, oral test, or foreign language classroom. When they are anxious, they will feel nervous, worried, and fearful.[16] Then, they struggle, tremble, perspire and their hearts beat quickly. According to Lader in simple word anxiety is always connected with unpleasant feelings and is similar to fear.[17] The level of people's anxiety is equal with its important or big goals are going to be reached. Anxiety is a psychological aspect which has close relationship with self-concept and need. [18] So, people with high self-concept will not be worry easily of facing something in the future.

1. Anxiety in English Speaking Class

According to Stengal which is noted in Stephenson Wilson, for many years ago teachers and researchers have been aware that language learning can be distressing experience for individuals.[19] That distressing experience can increase learners' anxiety during the language learning. The literature suggests that the speaking activity is extremely anxiety provoking in language student and that it is often to be seen to arouse more anxiety than other skills.[20] It because speaking activity always requires the students' participation orally in the class. And the students would be anxious easily when they are asked to speak up in their speaking

[16] Differences Between State Anxiety & Trait Anxiety <http://www.livestrong.com/article/98672-differences-between-state-anxiety-/> [accessed June. 2011]
[17] *ibid*
[18] Suharsimi Arikunto, *Manajemen Pengajaran Secara Manusiawi*, (Jakarta : Rineka Cipta, 1993), p 83
[19] Jean T Stephenson Wilson, *'Anxiety in Learning English as a Foreign Language : Its Associations with Student Variables with Overall proficiency and with Performance on Oral Test'*, (Thesis Doctoral, Granada : Universidad de Granada,2006), p 53
[20] *ibid*, p 102

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class. Since most of students never practice English in their daily life, they are afraid of making mistakes when they are asked to speak up in English. Many researchers have done investigation about language anxiety and tried to find the relationships between language anxiety and students' language achievement. Students with low language anxiety will be successful in second language learning, meanwhile students with high anxiety on the other hand will not.[21]

Different activities in the classroom procedure, particularly ones that demand students to speak in front of the whole class, have been found to be the most anxiety provoking.[22] Actually, speaking, either in first or second/foreign language in different situation especially the situations which require a public speech tend to be anxiety provoking. However, the anxiety experienced when speaking a second or foreign language seems to be more debilitating than speaking in the first language. [23] From a linguistic perspective, students' anxiety about second or foreign language learning is likely to be a consequence of their language learning difficulties.[24]

Teacher's teaching methods should be designed as well as possible to reduce the students' anxiety. Moreover, most of methods has been applied by the teacher influence the students' anxiety become higher. Most of students get anxious when they are called upon to respond the teacher's questions individually rather than if they

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[21] Yusuke Kondo, ' A Study on Relationships between Language Anxiety and Proficiency: *In a Case of Japanesse Lerners of English* ', Japan : Waseda University, p 129-130

[22] Muhammad Tanveer, 'Investigation Of The Factors That Cause Language Anxiety For ESL/EFL Learners In Learning Speaking Skills And The Influence It Casts On Communication In The Target Language', (M.Ed. ELT Pathway Dissertation, Education,University of Glasgow, 2007), p 18

[23] *Ibid*, p 3

[24] *Ibid*, p 19

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are given a choice to respond it voluntary or in a group. Furthermore, students will be afraid, anxious, and uncomfortable when they asked by the teacher to get in front of class to speak.

There are several factors which cause students' speaking anxiety which are mentioned as follows:[25]

1. Lack of preparation
2. Worrying that (audience) their friends and teacher will be overly critical
3. Fear about not entertaining or arousing the interest of friends and teacher
4. Students' intend to emulate other speakers rather than being themselves
5. Difficult to arrange suitable sentences
6. Low self confidence
7. Students feel that they have skill deficiencies in public speaking apprehension

2. The Types of Anxiety

For some time, researchers, language teacher, and even language learners have been interested in the possibility that anxiety inhibits language learning. Anxiety can have an adverse effect on second language learning because it is an affective factor which likes most affective factors such as tiredness, boredom and emotional disorders.[26] According to Howritz which is cited in Tanveer anxiety has been found to be one of most highly examined variables in all of psychology and education.

[25]< www.segi.edu.my/onlinereview/chaptersvol2_chap7.pdf.> [accessed 20 May. 2011]
[26] Dorit Sasson, *Anxiety in a Second Language Learning*, <www.ezinearticles.com/?Anxiety-in-a-Second-Language-Learning&id=3506035> [accessed, 20 May 2011]

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Psychologists have been described three the most well known types of anxiety in language learning, they are state, trait and situation–specific anxiety.

a. State Anxiety

State anxiety is a learner's reaction to specific learning situation such as having a class examination, reciting an oral presentation, or having oral test. State anxiety on the other hand, is fleeting and not an enduring characteristic of individual's personality.[27] Actually, students may experience state anxiety in foreign language classroom when they are asked to speak, but it diminishes as their foreign language skills and levels of learning increase.[28] It means that state anxiety is a transient anxiety which happen in short duration.

b. Trait Anxiety

Trait anxiety is a constant condition which is happened to someone without a time limitation. And this kind of anxiety is related to the personality characteristic. [29] This is also identified as personality trait which requires a therapy. Trait anxiety is constantly felt by some individuals regardless of threats generated within their

[27] Jean T Stephenson Wilson, *'Anxiety in Learning English as a Foreign Language'*, p 42
[28] Sila AY, "Young Adolescent Students' foreign Language Anxiety in Relation to Language Skills at Different Levels", *Uluslararası Sosyal Ara_tırmalar Dergisi The Journal of International Social Research* Volume 3 / 11 Spring 2010, p 83
[29] Rod Ellis. *Second Language Acquisition*, (Oxford University Press,1994) p 479

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environment. [30] Individuals with this anxiety tend to worry more than most people and feel inappropriately threatened by several things in the environment. [31]

c. Situation-Specific Anxiety

Situation-specific anxiety is an anxiety which is experienced by people in particular and specific situation.[32] It is usually caused by specific situation or event like public speech, oral examination or class participation. So, this anxiety will appear depend on the situation faced by the students.

According to Dorit Sasson, situation-specific anxiety is based on the general orientation of anxiety resting on certain learning contexts in which a learner does not perceive himself or herself fit or linguistically capable for acquiring proficiency in speaking and/ or reading contexts.[33]

According to Macintyre cited in Sila AY journal, foreign language anxiety is a situation specific anxiety that relates to environments of foreign language learning and it is felt when the learner is required to use a foreign language. [34]

E. Warmer Activity

Warmer activity is a short, fun, communicative activity which is designed to get the students' motivated during learning process in the classroom.[35] A warmer activity can be used not only in a language class, but also extended to other subject by

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[30] Sila AY, Young Adolescent Students' Foreign Language .....,p 83
[31] http://www.livestrong.com/article/98672-differences-between-state-anxiety-/ [accessed, 9 June. 2011]
[32] Sila AY, *Young Adolescent Students' Foreign Language*..... p 83
[33] Dorit Sasson, *Anxiety in a Second Language Learning*,<http:// www.ezinearticles.com/?Anxiety –in-a-Second-Language-Learning&id=350635> [accessed, June 2011]
[34]Sila AY, *Young Adolescent Students' Foreign Language*..... p 83

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teacher's innovations. Warmer acts to activate the students' motivation to get them involved in the lesson without being aware but relax of doing every activity in the classroom. Furthermore, warmer makes the students learn without feeling compulsion. Every subject also English can be made interesting and fun by incorporating fun short activities in the beginning of the lesson. A warmer activity is very important for the learners because it sets the mood for the rest of lesson.[36]

1. The Principle of Doing Warmer Activity

Warmer is considerably in the extent to which the teacher requires students to mingle with others in the classroom doing some fun activities under her instructions.[37] According to Natasha Mason, warmer activity is a key ingredient to any successful English class. It can be as a tool that enables the students to foster interaction; creative thinking illustrates new concepts and introduces specific material. Actually according to Adrian Allen, warmer should include some activities which is easy to be conducted. It means that the warmer activity can be conducted effectively in short duration meaningfully for all of the students. The teacher can apply activities which require the students' physical activity to break the usual classroom layout. [38] Moreover, the warmer activity should be an interesting activity to

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[35] <http:// www.ViaTouch.com > [accessed 10 Nov. 2010]
[36]<http:// www.simplyesl.com/categories/ESL-Teaching-Games/ESL-Warmers/> [accessed 10 Nov. 2010]
[37] Rose M Senior, *The Experience of Language Teaching,* (UK: Cambridge University Press, 2006)
[38] Adrian Allen, TEFL Planning : *Warmers That Will Make Your Students Adore you- Part II,* April, 12 2008 <http://ezinearticles.com/?TEFL-Lesson-Planning> [accessed October 2010]

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encourage the students to use English. The most important thing must be considered by the teacher is warmer activity should be an aim to the task and have a link to the next part of the lesson.

2. The Function of Warmer Activity

Warmer activity is very essential because it can help the students to:[39]

1. relax and feel comfortable in the classroom
2. draw the students' attention during the lesson
3. open the lesson using fun activity
4. motivate the students to be more active during the lesson
5. get a feel for how the rest of the class will be like
6. gain the students' confidence
7. build a good rapport between students and teacher also student with others

3. Kinds of Warmer Activity for Speaking Class

There are many kinds of warmer that can be applied in speaking class. Teacher can explore her innovation to create fun warm up activity. However, there are some basic activities to start the speaking class:

1. Providing short conversation based on the students' experience in their environment
2. Practicing some expression orally, taken from dialogue under the instruction of the teacher.[40]

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[39] <http:// www.simplyesl.com/categories/ESL-Teaching-Games/ESL-Warmers/>

[40] Furqanul Azies, , *Pengajaran Bahasa Komunikatif Teori dan Praktek*, (Bandung : PT. Remaja Rosdakarya, 1996), p 78

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3. Questioning based on the lesson topic

4. Questioning related to the students' experiences

5. Playing interactive games such as star games, hangman, or photographs games

Most of teacher use questioning and playing games as the warmer. Questioning is done to bridge the students to the topic of speaking, to arouse their interest and curiosity concerning a topic, to focus their attention on a particular issue or concept and to test their knowledge about the topic. Meanwhile, teacher also often play game to start the lesson. In order to make warmer using game to be effective and add real value to the learning process, it should:[41]

1. Provide knowledge, reinforce, attitudes and initiate action essential for success on the lesson

2. Teach the students how to think, access information, react, and understand something

3. Be as enjoyable and engaging as possible without striking the students as being silly or superficial

4. Allow the collaboration among learners

5. Be challenging, but not to the point of frustration and disconnect

6. Permit ample time for reflection, feedback, dialogue, and integration

Sometimes a game can be interesting, clever, fun, and very engaging, but produces no substantial learning or long term value. In that case it's just a big waste of time and should be scrapped.[42]

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[41] Dave Meier, *The Accelerated Learning Handbook,* (New York: Mc Graw Hill, 2000), p 148
[42] *ibid* , p 147

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Therefore every teacher must consider that if games result in enhanced learning and improved students' performance, use them and vice versa. The right game at the right moment can make learning fun and interesting, can provide a helpful review that strengthens the learning and can even act as a kind of a test and measure of learning.[43]

Another alternative which can be done by every teacher to start the speaking class is watching a video, chatting, telling a story, reading a dialogue, or performing conversation, etc. However, the key of successful warmer activity is it should be related to the lesson topic, enhance learning quality, improve students' performance, build students readiness and reduce students' anxiety or nervousness with the lesson.

F. Warmer Activity to Reduce Students' Anxiety

Behavioristic theory stated that learning is the changing of one's behavior as the result of interaction between stimulus and response. Warmer activity can be the way to explore the stimulus of the students and motivation can act as the response of it. The stimulus can be achieved perfectly by the students, if the teacher does warmer activity very well. Starting the lesson without warmer activity is just like we get injured after doing exercise (sport) without warm up activity. So, using warmer activity to start the English lesson is also very important. Actually, if the students are already stimulated well, their motivation to learn the lesson especially English can be increased. When their motivation has already increased it means that they are ready to

[43] Dave Meier, *The Accelerated Learning Handbook*, p 148

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start the lesson. Moreover, if the students are ready with the lesson they will not be anxious to be involved in the lesson. So that, doing warmer activity can be good effort for the teacher to help the students to reduce their anxiety during English speaking class. Because the beauty of warmer activity is that the students learn without feeling necessity or compulsion to do so and warmer activity can act as catalyst to activate students to get involved in the lesson without being aware of doing so.[44]

G. Review of Previous Study

In 2010, Sila AY has done the research about language anxiety with the research title "*Young Adolescent Students' Foreign Language Anxiety in Relation to language Skills at Different Level.*" Data of the study in this research was collected from 160 Turkish participants who are learning English as a foreign language by the use of a modified version of the Foreign Language Classroom Anxiety Scale (FLCAS) (Horwitz et al., 1986). She tried to generate one research question; it was "Does *foreign language anxiety in relation to language skills vary depending on students' levels of instruction?"* The research procedure and method used in this study is FLACS (Foreign Language Anxiety Classroom Scale). FLACS is aimed to measure students' in class anxiety in general. The scale administered consisted of

[44] Neerja Sharma, " The Importance of Lesson Warmers", Viatouch, 2003 <http:// www.ViaTouch.com/learn/teacher/tips/importance_of_lesson_warmers.jsp> [accessed 10 Nov. 2010]

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total of 20 questions four of speaking, listening, reading, writing and grammar. There are five findings in this study:

a. The differences between levels of instruction in relation to speaking skills

The questionnaire data show that, in relation to speaking skill, 7th grade students are more anxious than 6th and 5th graders. Their anxiety occurs most when they are required to speak without having prepared in advanced

b. The differences between levels of instruction in relation to reading skill

The result shows that 5th grade students are more anxious than 7th and 6th graders in response to every question about anxiety related to reading skill

c. The differences between levels of instruction in relation to writing skill

The 7th grade students are more anxious than 6th and 5th graders. It is caused of intensiveness at writing exercise in foreign language classroom.

d. The differences between levels of instruction in relation to listening skill

In relation to listening skills, fifth grade students are more anxious than sixth and seventh graders.

e. The differences between levels of instruction in relation to grammar

In relation to grammar fifth, sixth, and seventh grade students hold nearly the same degree of anxiety.

Another research about students' anxiety is observed by Sarah Osboe, Tomoko Fujimura and Rob Hirschel, in "*Student confidence and Anxiety in L2*

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Speaking Activity", from Kanda University of International Studies, Japan, in 2007. The research questions of this study are:

a. What factors influence L2 student confidence in speaking English?

b. How can students, teachers, and support staff best address these issues of anxiety to assist language learners in moving beyond such limitation?

The research method of this study used two routes, the first route is using questionnaire several focus group. The researcher administered an internet based on questionnaire to 62 participants in first semester of university. For the second route is focus group with first year students. The result of this study is there is a correlation between willingness of students to express themselves in their confidence in speaking their L2.

Furthermore, Muhammad Tanveer in his study entitled *Investigation Of The Factors That Cause Language Anxiety For ESL/EFL Learners In Learning Speaking Skills And The Influence It Casts On Communication In The Target Language,* found the existence of high levels of language anxiety in most of the learners who are learning English, even through the use of modern communicative language teaching techniques from highly experienced language teachers. The persistence of the problem, in spite of being addressed by a large body of research, suggests that the issue of language anxiety still needs to be researched in more detail regarding its nature, causes, impact and treatment.

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CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the procedures used in conducting the research. It covers: research design, research setting, subject of study, data of study, data collection technique, research instrument and data analysis.

A. Research Design

This research is classified as a descriptive qualitative design. The researcher used a descriptive qualitative design to collect the information about students' participation during speaking class.

The researcher described all the phenomenon and reality which appear during teaching and learning process in speaking class.

This study is conducted to observe the 7th grade students' participation during speaking class. The researcher did the observation to get the exact data about how the warmer activity runs to start the English speaking class and how students' speaking performances after doing warmer activity, then, distributed the questionnaire to the students to ask their responses toward warmer activity. At last, the researcher did the teacher interview to know the factors cause the students' anxiety. The researcher also made a field note to complete all the data. If all the data has been completed the next

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step done by the researcher is gathering, transforming, accumulating organizing and the last is analyzing the data.

B. Research Setting

The researcher did the research at SMPN 02 Surabaya. The research was conducted in this school because this is one of the best junior high school in Surabaya. This school has very good achievement in English and complete facility to support the English teaching learning process. The English teacher, also always implement various warmer activity to start the English lesson. Those criteria above would make this research run very well and easy.

C. Subject of the Study

This study was conducted to the students of 7th grade at SMPN 02 Surabaya. The 7th b class of SMPN 02 Surabaya was chosen as the focus of the research. The process of choosing the class was based on the teacher suggestion and opinion.

D. Data of the Study

Data in this study consist of the result observation checklist, questionnaire, interview and field note. The data were functioned as follows:

a. the result of the observation checklist was used to answer the question problem about how the warmer activity runs to start the English speaking class (1st research question) and students' speaking performances in English speaking class after doing warmer activity (2nd research question).

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b. the result of the questionnaire was used to answer the question problem about the students' responses toward warmer and speaking activity.
c. the result of the teacher interview was used to answer the research problem about factors which cause the students' anxiety in English speaking class
d. the result of field note was used to note all the phenomenon and reality which appear during teaching and learning process in speaking class and arrange more complete and accurate data.

E. Data Collection Technique

Data collection allows us to systematically collect the information about objects study. Collecting data was taken through the non participant observer. So, the researcher only acted as the observer not a teacher. The process of collecting data could be described as follows:

Firstly, the researcher observed the teaching and learning process in English speaking class. During the observation process, the researcher gave attention to these following processes:

a. selecting a side to be observed that could support to get the best understanding about the central phenomenon.

b. recording all the phenomenon happened during the observation descriptively and reflective the field note.

The observation process was started from observing, how the teacher opened the speaking class using warmer. In this stage, the researcher also observed the

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students' speaking performance during speaking activity after having warmer. All the data has been gotten would be included in the observation checklist. And all the phenomena which were appeared during the observation process would be noted in the field note. The process of observation was run three times start from May 23rd until 25th 2011.

Secondly, the researcher distributed the questionnaire to the students. Questionnaire allows the researchers to collect data by providing a number of written questions about the students' responses and opinion toward warmer and speaking activity. In arranging the questionnaire the researcher tried to make it as simple as possible because the respondent of it is junior high school students at 7 graders. According to Dornyei, the number of items in the questionnaire is below thirty, because fatigue effect is a key problem in collecting data by questionnaire, "If questionnaire is too long and monotonous, respondent may begin to respond inaccurately as a result of tiredness or boredom. [1] The researcher arranged 16 questions, which was distributed in the class break time. They were given 20 minutes to answer the questionnaire.

The last, the researcher did the teacher interview. This study used a qualitative semi-structured interview format; this interview can be used to gather qualitative information. Interviews of this type are suited to working with small samples and are

[1] Yusuke Kondo, A Study on Relationships between Language Anxiety and Proficiency: *In a Case of Japanesse Lerners of English'*, Japan : Waseda University p 132

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useful for studying specific situations.[2] The first step must be done by the researcher is preparing the interview guideline. The interview guideline helped the researcher to ask the question during the interview with the teacher. Teacher interview allowed the researcher to obtain the exact information directly from the English teacher about factors which cause the students' anxiety in speaking class. This interview was done for 20 minutes.

F. Research Instrument

The instrument to collect the data can be described as follows:

1. Checklist observation:

Checklist observation was used in this study is based on the Karlenger's theory using rating scale to score the indicators. The indicators measured in this checklist observation are as follows:

a. Lesson warmer activity:

- Warmer activity is related to the lesson topic
- Warmer activity can gain the students' confidence
- Warmer activity applied by teacher is very fun and interactive
- Students involve the warmer activity actively
- Students are enthusiastic during warmer activity

b. students activity :

[2] Julie Laforest, *Safety Diagnosis Tool Kit for Local Communities. Guide to Organizing Semi-StructuredInterviews With Key Informants*, (Québec, Institut national de santé publique du Québec, 2009), p 1

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- Opening
- Main Activity
- Closing

c. students' speaking performances:

- Students answer all the teacher questions
- Students are state their opinion bravely
- Students are confident to speak English
- Students participate the speaking class without feeling anxious

2. Questionnaire:

It is a list of written question about students' of 7th grade opinion and responses toward warmer to start speaking class. The data from the questionnaires were used to determine whether warmer could help the students to speak up in speaking class or not. The aspects measured in the questionnaires are:

a. Students' opinion about speaking skill

b. Students' opinion and response about warmer

The researcher designed two types of questionnaires. The first one was multiple choice questionnaires consisted of eight questions. The second one, used checklist questionnaire which inspired from Foreign Language Classroom Anxiety Scale (FLCAS) was devised by Howritz et al.(1986) but has been modified simpler with only eight questions. For the detail questionnaire was mentioned in the appendix.

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3. Interview guideline:

The interview guideline was used to support the teacher interview to be easier. The interview guideline was consisted of four questions about teacher strategies in implementing/ applying warmer to start speaking class and some factors causing the students' anxiety.

4. Field note:

It recorded anything happen in class especially to the subject of observation when they were doing warmer and participating in the whole speaking class. The researcher also took a note about teacher strategies to apply warmer. From this note the researcher would be clearly known about effective way to do warmer activity.

G. Data Analysis

After all the data has been collected, the researcher would analyze it. The data analysis was used to accumulate and organize all of the collected data. The researcher analyzed four kinds of data:

1) Analyzing the result of checklist observation:

The result of checklist observation is analyzed descriptively. The researcher used the same observation checklist during three days observations. The result of class observation would be compared. At last, the researcher concluded the result of class observation.

2) Analyzing the result of questionnaire:

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The result of the questionnaire was presented in percentage technique using this formula:

$$R = \frac{\text{Number of comments of each type/ students' opinion}}{\text{Total number of students}} x100\%$$

3) Analyzing the data from interview:

The researcher gathered all the results of teacher's interview, then, made a summary from it. The data were used to support and explore the data obtained from observation and questionnaire.

4) Analyzing the field note:

All of the collected note on the class observation would be simplified and selected to complete the data from the checklist observation, the questionnaire and the interview.

After all of the data has been analyzed, the researcher would crosscheck and select those data based on the problem to find the answer of the research problem. The last is writing conclusion. The researcher would use the theories which related to this study, then combine with the data and then conclude the result of the study.

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CHAPTER IV

RESULTS AND DISCUSSION

This chapter is divided into three sections: the first section presents the description of research object, the second section presents the data analysis and the last section of this chapter presents the discussion.

A. The Description of the Research Object

SMP Negeri 2 Surabaya was built in 1930 by the Dutch colonial. It is located on Jl. Kepanjen no. 1 Surabaya. Its location is very strategic; it is 100 meters from central post office, 150 meters from BI, and 300 meters from Hero's Monument.

Now, SMP Negeri 2 Surabaya consists of 27 classes, those are 7a - 7i, 8a – 8i and 9a – 9i. The overall numbers of students in the academic year of 2010-2011 are 1041students. Actually, SMP Negeri 2 Surabaya consists of 68 teachers and 21 administration staff. This school provides excellent facilities such as very large classroom, online laboratory, sport field, basket field, etc (see table 4.1).

Table 4.1
School Facilities

No	Facilities	No	Facilities
1	BK's room	13	Mosque
2	Students health unit	14	Biology and physics laboratory
3	Aula (bangsal tengah)	15	Multidukasi laboratory
4	Computer laboratory	16	Basket field
5	Language laboratory	17	Volley field
6	27 classrooms	18	Sport field
7	Mathematics laboratory	19	KOPSIS
8	Music / art laboratory	20	Extracurricular room
9	Online library	21	Electro laboratory

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10	Sanggar Kridha Budaya	22	Multimedia room
11	5 Canteen	23	Gamelan room
12	Organization room	24	Extracurricular room

SMPN 2 Surabaya also provides complete facilities for the students in learning English such as Online Library which consist of several English books, television and DVD player also language laboratory to support listening activity. SMP Negeri 2 consists of seven English teacher and one English laboratory teacher. (see table 4.2)

Table 4.2
List of English Teacher's Name

No	Teacher's Name	No	Teacher's name
1	Dra. Hj. Asianik	5	Rinda Wulandari, SPd
2	DSSL. Lily Indrawaty, SPd	6	Siti rahayu SPd
3	M. Achsan Arif	7	Dra. Sri Sumarilien
4	Ririen Dwi Kartika, SPd	8.	Eni Dwi Pangesti

This school also has many kinds of positive extracurricular based on the students' interests and hobbies such as Science Olympiad, traditional and modern dance, red cross, PASKIBRA, traditional art, Islamic musical, Mathematics Olympiad, volley, basket, vocal group and taekwondo.

In parallel with eight national education standards and school vision also supported by the entire stakeholder, SMP Negeri 2 is ready to develop a bilingual school, by completing the school's facilities and preparing more professional and competent teachers.

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B. Data Analysis

In this section, the researcher analyzes the result of checklist observation, note taking, questionnaire and teacher's interview which has been gathered, so the researcher can answer the problem of the study. To answer the first and the second problem of study, the researcher has to describe and analyze the data from the checklist observation obtained from three times observations. Then, to answer the third problem of the study, the researcher analyzes the result of teacher's interview. The last, to answer the fourth problem of study, the researcher analyzes the result of questionnaires.

1. How the Warmer Activity Run to Start English Speaking Class

a. Analysis the Result of First Day Observation

The first observation was conducted on May, 23 rd 2011 at 06.30-07.25 am. The teacher applied *watching video* as a lesson warmer. Teacher chose watching video to start English speaking class because it would be very interesting warmer for the students. Video which was played by the teacher was two short scenes from the movie of *Hannah Montana.* Students were asked to watch the video carefully and to concentrate on what was being said between Miley and her grandmother and Miley and Travis, then they had to take a note. The video's duration was 10 minutes. In the end of the video, there was explanation about the way to ask and give an opinion.

The students were very enthusiastic during warmer activity. They participated it seriously (see the result of checklist observation). After playing the video, teacher

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asked some question related to the conversation to check students' understanding about where the conversation takes place, what Miley and her grandmother talk about, Mile's opinion about grandma's suggestion to change bedroom's wallpaper, and the last the teacher asked the students to give example about asking and giving opinion.

Actually, watching video is a simple activity to start the lesson which will help the students to improve their memory and hearing. However, this kind of activity cannot be considered as warmer activity. According to Robertson and Acklam, warmers were used at the beginning of lessons for a variety of reasons such as to lead-in / introduce the lesson material, to get the students going at the beginning of the day or the beginning of the lesson, to give the students a chance to switch on to use English and to get brains ready to use a different language. Thus, the teacher must be very selective to implement warmer activity based on the principle of warmer activity. Meanwhile, watching video is more suitable to be implemented as the main lesson than warmer activity.

Watching video cannot be said as warmer activity because it is not suitable with its main purpose to build the students' knowledge through fun activity and to give the students a chance to switch on to use English. The researcher found there were many students who were not confident and got anxious when they were called upon to respond the teacher's question. Most of them looked confuse to arrange a sentence in English and felt shy to state their answers. They just bow their head, tried

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to open their note, kept silent, played the pen or said unfinished sentence with very low voice when the teacher called their name to respond the questions. Only a few students responded teacher's questions voluntarily.

To make the students become more understand about how to ask and give opinion teacher explained the material again. The teacher explained that the students can use some expressions like what do you think about the mathematics test today, what's your opinion about his new car, how do you feel about become a winner in dance competition, or do you think that she is beautiful, to ask for opinions. Meanwhile, to give opinion the students can use some expressions like I think this is the best movie, I must say you are so wonderful, in my humble opinion this is a beautiful city, to be honest, you are very beautiful tonight, or in my opinion, you are right.

b. Analysis the Result of Second Day Observation

The second day observation was conducted on May, 24th 2011at 11.05 - 11.45 am. Since game is a favorite warmer for most of students, the teacher applied game as a warmer activity. The lesson topic of that day was holiday so the teacher applied a game called *holiday wishes*.

The game ran for 15 minutes. The teacher said that *holiday wishes* game was conducted to build interaction between students and students. The game is also useful to make the students become more confident to speak English because they have to speak English with their friends.

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The researcher found that all of the students are involved in *holiday wishes* game very actively. They did not look anxious during the game. Every student is always happy to play a game, likewise the students in 7 b. They were very relaxed and enjoy the game. Some of them tended to be active and easy to find friends with similar holiday wishes; they were Ali Fikri (male), Nilam Kisarum (female) and Ilma Yulia (female), the strongest learner were, Aldi Pradana and M. Haijar. They were very strong at speaking and respond the teacher's instruction confidently, active in participation during the warmer activity and they also spoke fluently and had good pronunciation.

There were about five students such as Oktaviana, Wahyu , Yusri, Arvhie, and Ridha', who looked quiet but they had the same ability as their friends above. Moreover, five of them also have serious effort to participate the warmer actively but they did not have enough confidence with their English. They did not feel anxious to respond a very fun and competitive warmer activity. In fact, most of students always have extra motivation and like activities that require them to move away from their seat. So, this kind of warmer activity is very suitable to be applied in English speaking class because this warmer can help the students to reduce their anxiety.

c. Analysis the Result of Third Day Observation

Based on the last day observation, on May, 25th 2011 at 06.30 – 07.50 am, the researcher found that teacher conducted another interesting warmer activity related to

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the lesson topic about descriptive text. Teacher asked the students to play a quiz named *guess me with seven questions.*

The quiz ran for 15 minutes, the third team won with 50 points. The third team played the quiz cooperatively. The strategies used by that team worked very well, so the third team got the highest point. That team was successfully guessed two pictures before asking seven questions. However, the second team got the lowest point because they could not build good cooperation with the team. Actually, they seemed enjoy the quiz and participated it actively, but they did not have good questions to be asked to guess the picture. So, this group only answered one picture.

The researcher also noted that, the situation of the class was very fun and students participated the quiz without confuse or anxious feeling. All the students played the quiz seriously, because they really wanted to get many points. That quiz seemed to be fun engaging for both teacher and students. It really helped the students relax a little and gave them chance to move around and interact with their friends in a short period of time. And the most important, this activity can increase students' talking time. There was no one students who felt shy, anxious or passive during the warmer activity. Even the most troublesome and anxious students are enthusiastic to respond the quiz very confidently.

Since they are young learner they prefer to do warmer activity using a competition format. Competition seems to be very fun for them, they will get point if their answers are correct and they won't get point if their answers are wrong, but this

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activity is always successfully increase student' motivation. Therefore, a quiz is very a suitable warmer activity to start English speaking class because this activity generated a lot of English production from the students.

2. Students' Speaking Performances during English Speaking Class

a. The Result of First Day Observation

After doing warmer activity for 10 minutes, teacher asked the students to work in pair. They had to make short conversation about asking and giving opinion. They were given 10 minutes to prepare the conversation. All of the students got opportunity to perform their conversation in front of the class without reading their note. The researcher found some students got anxious and unconfident to perform their conversation because the warmer activity is not maximal. It proved that students' faced problem of anxiety when they were not well prepared for the lesson. The list of students' performances in English speaking class was presented in table 4.3 below.

Table 4.3
Students' Speaking Performances on First Day Observation

No	Name	Comments
Group 1	Arvhie L.H Ali Fikri	Even though they were first performer, they were very confident. However, they still made some pronunciations errors
Group 2	Nadia Fadhilah Vivi regita	The topic chose by Nadia and Vivi was very interesting, they perform the conversation expressively.
Group 3	Adelia Meirista Dyah Puspita	Their conversation was too short. Their voice also unclear and remaining silent. It means they experienced the symptoms of anxiety.
Group 4	Lilies Suryanti Eka Putri Amalia	There were some grammatical errors but they perform the conversation without feeling nervous.

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Group 5	Allif Prabu Prayogi Dimas Wahyu. S	They did not mention expression of asking and giving opinion, it means that they did not listen to teacher's instruction.
Group 6	Ulandari U. Ernawati	They performed the conversation confidently. They used some expression about asking and giving opinion. It revealed that they are understand that expressions well
Group 7	Yulazhar Moh. Fildan Habibi	This group made many grammatical errors. They did not prepare their selves well, so they forgot the dialogue.
Group 8	Wahyu Rofikah Elfira Ifti H.	They looked not relaxed, during their performance they paused their conversation three times because Wahyu forgot some vocabulary while Ifti read a wrong dialogue
Group 9	Putri Rizky Susanti Purwaningsih	Class gave applause for this group, because they acted very well during the conversation though they made some pronunciation errors.
Group 10	Yusri Agung Eka Muhammad Mahendra	During their performance, they did not look at the audience. They always look at white board. It proved that they were very nervous
Group 11	Lucky Nugroho Moch. Fyan Rizqi	Even though they were not first performer, they looked anxious to perform in front of the class. When the teacher called their name to perform, the said not ready. After, getting ready to perform they still looked anxious. Lucky was sweating while Fyan always shaking his leg during their performance
Group 12	Ridha' Maula Fikri Oktaviana Suwito	They faced concentration problem, they could not remember most of their dialogue. Therefore, the teacher let them back to their seat to read the dialogue again
Group 13	Moch. Haijar. R. Aldi Pradana	This was the best group, because they perform very well and confidently. They could make all their friends laugh. And the most important they spoke English fluently with a correct grammar
Group 14	Khanifatul Machmudah Krisma Cynthia. M.	Good performance. They read the conversation expressively with loud voice
Group 15	Avrelio Dicky Rackmad R.	Their voice was clear so everyone can listen to their conversation. However, Rackmad forgot some vocabulary so he stated in Bahasa, and it made others laugh
Group 16	Juwita W.A. Indah Safila	Two of them spoke with very low voice they got concentration problem, because they looked very anxious to perform in front of the class.

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Group 17	Ilma Yulia Nilam Kisarum C.R.	Very interesting performance, they spoke English fluently, they used suitable grammar and pronunciation
Group 18	Dyta Wahyu Hani Rizkia Putri	Dyta shake her body very often to overcome her nervousness. She also forgot some dialogue. But, Hani helped her to remember the dialogue.
Group 19	Indra Gumilar Andi Choirul rois	They should be more confident to perform in front of the class. This group made many grammatical errors. They did not prepare their selves well, so they forgot the dialogue.

From the table above, eight groups got anxious and nervous to perform their conversation in front of the class. Debra Claire states there are some symptoms experienced by anxious students such as breathing problems, concentration problems, distractibility, dissociation, heart-rate, sweating, memory blockage, retrieval problems, perceptual problems, and shakiness.[1] Meanwhile, the symptoms were found during the observation were fear, concentration problem, sweating, bowing his / her head or afraid of looking at the audience, shaking his / her body, shaking his / her leg, remaining silent and refusing to speak. The researcher found that Adelia, Dyah Puspita, Juwita, and Indah Safila got anxious during their performance. However, the level of their anxiety was mild due to low and unclear voice and concentration problem. Meanwhile, Dyta and Fyan showed different anxiety symptoms, Dyta shook her body and Fyan shook his leg when they were anxious or nervous. Different from the other students above, Lucky was sweating during his speaking performance. Thus, it can be said that the students above have the problem of anxiety, because they experienced the symptoms of anxiety.

[1] Debra (Solon) Claire, Disability Resource Center, University of Wisconsin-Madison, 1999

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In general, based on the result of first day observation, the researcher concluded that classroom situation during English speaking class was very relaxed and conducive. When a group was performing their conversation, the other groups listened to them carefully. Actually, most of students arranged and performed good conversation based on the teacher's instruction. There was only a group who forgot to mention expressions of asking and giving opinion in their conversation. It means that the students have already understood teacher's explanation about asking and giving opinion. Furthermore, as a result of limited time to prepare the conversation, the researcher noted that there were some students who did not participate in English speaking class actively. There were only a few students who responded teacher's questions by volunteering answers. There were also eight groups experienced problem of anxiety. (see the result of checklist observation)

b. The Result of Second Day Observation

The students have done warmer activity maximally. Playing *holiday wishes game* made them ready to continue the speaking activity. The class also had been divided into group during warmer activity. Then, teacher instructed the students to arrange conversation about holiday plan. They had to prepare it with their group for 15 minutes. The teacher gave longer time for the students to prepare their conversation than the day before. Before doing discussion with their group, the teacher gave the students chance to ask question if they did not understand about what they should do. The teacher also let the students known that they were being

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assessed continually on their speaking performance, so they had to prepare the best performance with their group. While the students was discussing with their group, the teacher walked around the classroom monitoring students' participation in group work, supported the entire group to make a good dialogue and helped them if they found difficulties. The list of students' performances can be seen in the table below.

Table 4.4
Students' Speaking Performances on Second Day Observation

No	Name	Comments
Group 1	Wahyu Rofikah M. Mahendra Nilam Kisarum	Their English was very fluently. Their performance was good, because they were not only performing a conversation but they also acted to make their performance interesting.
Group 2	Vivi regita Krisma Cynthia Lucky Nugroho	Their conversation about holiday was very interesting. But Lucky could enjoy his performance, they just bowing his head and shaking his food, they still look nervous to speak English.
Group 3	Hani Rizkia Putri Ulandari U. Avrelio Dicky	Good performance, but the conversation must be made longer.
Group 4	M. Fyan Rizqi Oktaviana S. Ernawati	This group made many grammatical errors. They did not prepare their selves well, so they forgot the dialogue. Fyan seemed have a habit to shake his leg in every performance
Group 5	Yulazhar Khanifatul Machmydah Arvhie L. H	Yulazhar looked nervous, he also sweating during his performance. It is because he got very long dialogue.
Group 6	Allif Prabu Putri Rizki A. Ilma Yulia	They could remember all the dialogue, though they made some pronunciation errors.
Group 7	Lilis Suryanti Aldi Pradana Elvira Ifti	Very interesting performance, they spoke English fluently, they used suitable grammar and pronunciation
Group 8	Yusri Agung M. Haijar Andi Choirul Rois	Only Haijar who performed the conversation confidently and full of expression. While, Yusri and Andi spoke with very low voice

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Group 9	Eka Putri Adelia Merista Rakhmad R. Ali Fikri	The topic chose by this group was very interesting, they performed the conversation expressively. All of them got the same opportunity to speak.
Group 10	Dimas Wahyu Indah Safila Nadia Fadhilah	They performed the conversation expressively with loud voice
Group 11	Susanti P. M. Fildan H. Dyah Puspita Dyta Wahyu	They could make all their friends laugh because their conversation was very funny. They also could act to make their performance attractive.
Group 12	Indra Gumilar Juwita W.A Ridha' Maula Fitri	Indra stopped the conversation very often, because he forgot some vocabulary.

Students' speaking performance in the second day observation was better than the day before. Their speaking performance was satisfactory in which they could perform the conversation fluently with very good expression and gesture. It has been proven from data gathered from the checklist observation and note taking. Moreover, the students seemed to be highly motivated in performing the conversation in front of the class. Some of them tended to be confident and performed interesting conversation. They were Wahyu, Mahendra and Nilam (group 1), Lilis, Aldi, and Ifti (group 7).

However, the anxiety symptoms found on the second day observation were distortion of sound, forgetting words or phrases, refusing to speak and remaining silent. Moreover, according to Jean T Stephenson Wilson, anxiety reactions happened to the students when being asked to speak in foreign language classroom are distortion of sound, freezing up, forgetting words or phrases, refusing to speak and remaining silent. There were four students who experienced the symptoms of anxiety.

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They were Lucky Nugroho, Yulazhar, Yusri and Indra Gumilar. However, the symptoms appear among them were different. Lucky Nugroho looked very anxious during group performance; he always bows his head and shakes his leg. Yulazhar was sweating during his performance with his group; it is because he got a very long dialogue. Meanwhile, anxiety symptom experienced by Yusri and Indra was forgetting too many word and phrases.

Based on the result of second day observation, it can be concluded that the maximal warmer activity could help the students to reduce their anxiety. So, the students had better performance in English speaking class.

c. The Result of Third Day Observation

After the students doing quiz *"guess me with seven questions!"*, they seemed had extra motivation to continue the speaking class. Then, the teacher continued the lesson. She started with the explanation about descriptive text. The teacher gave examples of descriptive text and explained the pattern of it. She spent 10 minutes to explain about descriptive text. Next, the teacher gave the students chance to ask the question, but no one raise their hands. Then, the teacher asked some questions related to her explanations, to check the students' understanding. Most of the students could answer teacher's question, it means, the students have really understood about descriptive text.

The teacher told the class that they would have class presentation. Then, she divided the class into small groups. Each group consisted of four or five students. She

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divided the group based on students' absent. After dividing the group, the teacher distributed one picture for each group. The students must discuss to describe the picture then they presented it in front of the class. The students were given 15 minutes to prepare it. And each group was given 5 minutes to present their work. Meanwhile, other groups would ask a question to the group who was presenting their work. The result of students' performance during class presentation can be seen in the table below.

Table 4.5
Students' Speaking Performances on Third Day Observation

No	Name	Comments
Group 1	Adelia Merista Aldi Pradana Ali Fikri Allif Prabu Prayogi	This group could describe the picture very well. All members of this group also got opportunity to speak and answer the question from audience. They looked confident, to present their work in front of the class.
Group 2	Andi Choirul Rois Arvhie L. H Avrelio Dicky Zalfi Dimas Wahyu	Even though, this was not the best group, the teacher really appreciated their confident performance. All of them have opportunity to speak and answer the question, though their English was not as good as other.
Group 3	Dyah Puspita Dyta Wahyu Eka Putri Amalia Elfira Ifti	All members of this group also got opportunity to speak and answered the question from audience. They looked confident, to present their work in front of the class.
Group 4	Ernawati Hani Rizkia Putri Ilma Yulia R Indah Safila	All of them have opportunity to speak and answer the question. Even though their English was not as good as other they did not feel nervous during presentation.
Group 5	Indra Gumilar Juwita W. A. Khanifatul Machmudah Krisma Cynthia	The teacher appreciated their performance; they could explain their work very interesting and fun. So, others really enjoy giving attention to their presentation.

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Group 6	Lilis Suryanti Lucky Nugroho Moch. Fyan Rizqi Moch. Haijar R. Moch. Fildan Habibi	This group did not do the presentation cooperatively. Only Haijar and Lilis who always speak and answer the question from audience. While, other members of this group look afraid to answer or speak during presentation.
Group 7	Muhammad Mahendra R.W Nilam Kisarum C. R Oktaviana Suwito Putri Rizki A.	Teacher said that this was the best group performance. Good grammar, pronunciation, and interaction. Their explanation about the picture was very detailed, do others can understand it
Group 8	Rakhmad R. Ridha' Maula Fitri Susanti Purwaningsih Ulandari U. Vivi Regita	They did the presentation confidently without anxious because they were prepared it maximally. They could speak English fluently. The grammar and pronunciation used also suitable.
Group 9	Wahyu Rofikah Yulazhar Yusri Agung Eka Nadia Fadhilah	They should be more confident to present their work. Because, they actually spoke about interesting thing.

The table above shows, the students' speaking performances was better than the days before. It means that, warmer activity was very helpful to reduce students' anxiety. All the groups presented their work very well based on the teacher's instruction. And the seventh group was considered as the best group. They could present their work confidently with good grammar, pronunciation, and expression. Meanwhile, when a group was doing the class presentation, the other groups listened to them carefully.

When the teacher started to give the students chance to ask questions or state opinions to the group was presenting their work, many students raised their hand to respond it. The strongest learner one was Haijar. He always raised his hand to ask some questions to the group who was presenting their work. Some students who

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usually get anxious or unconfident to speak English looked very enthusiastic to state their opinion.

Actually, class presentation made the students participate the lesson in the same way or at the same rate. It was also the teacher's effort to create an environment in which all of the students have the opportunity to learn and in which the class explores issues and ideas in depth from various point of view.

In general, based on the result of the third observation, the researcher conclude, all students already have good speaking performance. They had confidence to respond teachers' instruction and questions. They did group work cooperatively, they also stated their opinion bravely, and they performed in front of the class without feeling of anxious. (see the result of checklist observation)

3. The Conclusion of Observation

From analysis the result of the observation, warmer activity is very important for the students' speaking performance. In fact, watching video is not a suitable warmer activity to be applied before English speaking class. This warmer activity cannot help the teacher to gain students' confidence maximally. It can be seen from students' speaking performance. There were many students got feeling of anxious, nervous or unconfident to perform their conversation in front of the class.

Actually, when the teacher applies a game that require them to move away from their seat or quiz which require a group competition, most students seem to be active and have high motivation to continue the speaking class. Their speaking

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performances are also getting better. The researcher noted only a few students who experienced feeling of anxious to speak English. So, a suitable warmer activity for speaking class is an interesting warmer activity for most students which can develop students' teamwork or interaction with other students and reduce their anxiety.

4. Analysis the Result of Teacher's Interview

The researcher analyzes the result of teacher's interview about the factors cause students' anxiety to answer the third problem of study. Teacher's interview was conducted on May 23rd, 2011 at 09.30 during the class break time; the interviewee was Mrs. Rinda Wulandari as the English teacher of 7 b class.

Responding to the first question of interview about student's anxiety in English speaking class, Mrs. Rinda said that almost every student is anxious at one time. Not only in English speaking class, but also in other lesson such as mathematics or physics. "Most of students are getting anxious just before doing a written test, oral test or class presentation." Mrs. Rinda added. However, it is normally happened, because every student will always meet different challenge which can arouse their anxiety. "In English lesson, speaking is the activity which can arouse students' anxiety because this activity requires the students to speak English during the class." Mrs. Rinda said. Furthermore, there are five activities in her English speaking class which often arouse students' anxiety among them:

1. Responding a question spontaneously
2. Performing a dialogue without text in front of the class

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3. Doing an oral test

4. Telling story without text in front of the class

5. Presenting materials individually or in group

Mrs. Rinda realized that those kinds of activities can cause students' anxiety because the students never speak English outside the English speaking class. Furthermore, she also told the researcher the reason why some of her students are getting anxious, nervous and unconfident to speak English in speaking class. Some students said that they are not confident to speak English because they cannot speak English fluently. Some of them also realized that they are getting nervous and anxious when the teacher asked to speak English. There were also students who stated that they are afraid of making mistakes when they started to speak English. Due to those reason, the teacher always try to make the class environment less stressful by providing more interesting and fun activity.

Based on Mrs. Rinda's answer for the second question about factors which cause students' anxiety in English speaking class, there are six factors which cause students' anxiety in her class among them:

1. Un-readiness to start the lesson:

   Mostly, it is because the students are having lack of preparation. So, they do not ready with the lesson. As a result, they will be nervous or anxious when the teacher asks them to respond the teacher's instruction or question.

2. Low self confidence:

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It is happened because they cannot speak English very well and fluently, so they are always shy to speak English in front of the teachers and friends.

3. Afraid of making mistakes:

   Most of them usually shy if they are making mistake. Moreover, when they make mistake, other friends will laugh at them.

4. Do not know how to pronounce a word:

   There are many difficult words in English; it makes them confuse how to pronounce the words.

5. Having lack of vocabulary:

   It causes the students do not have exact word to express their idea, so they become anxious or nervous easily while they are speaking English.

6. Confuse with the grammar:

   They usually confuse with suitable tenses that should be used, it makes their sentences difficult to understand.

Meanwhile, based on Mrs. Rinda's explanation about the third question, it is found that warmer activity is one of her effort to reduce students' anxiety or nervousness and to make the class' atmosphere more alive. She said that the role of warmer activity is very important. In her opinion, warmer activity is considered as activity which can set students' mood and motivation to the lesson. Moreover, most of her class is started at 06.30 am, so, if she begins the class by saying "Good morning students, how are you today, open your book, we are going to learn about

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narrative text, before we start it collect your homework first!" definitely that would not be interesting enough. Here is exactly makes warmer activity very important to be applied in the beginning of every lesson.

Then, Mrs. Rinda add, whenever she begins the English lesson using warmer activity, all of the students' faces become brighten up and they have extra spirit to start the lesson. Based on her opinion, there are three importances of warmer activity among them:

1. Warmer activity can develop teamwork between students and students, also students and teacher
2. Warmer activity can increase the students' talking time
3. Warmer activity can help the students more active and confident so they will learn without feeling nervous or stress

Responding to the last question, Mrs. Rinda told that she applies different warmer activity in every meeting. She usually applies warmer activity in the form of team competition like quiz. Sometimes, she asks students' opinion first about the kind of warmer activity that will be applied. Most of her students like playing a game, quiz or telling story. However, the selection of warmer activity must be suited with the lesson topic and can increase students' motivation to learn English. And the most important, warmer activity is not to distress the students but to get them settled into English.

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5. Students' Responses toward Warmer Activity

a. Analysis the Result of Questionnaire

The results of the questionnaires below are analyzed to know the students' responses toward warmer activity. It is used to answer the last problem of study. Questionnaires were distributed to 7th b students on May, 26th 2011 during class break time. Each student was given 16 questions which were divided into multiple choice questionnaires and checklist questionnaires (see appendix VI). The indicators which are measured in multiple choice questionnaires are students' opinion toward speaking skills (1-3) and students' opinion toward warmer activity (4-8). On the other hand, the indicator which is measured in checklist questionnaires is students' responses after doing warmer activity. The classification of students' answers can be seen below.

Table 4.6
Classification of Students' Answers

Multiple choice questionnaires					
	The number of students' answers				
No	**a**	**b**	**c**	**d**	**Total**
1.	3	14	21	-	38
2.	24	14	-	-	38
3.	1	31	6	-	38
4.	6	32	-	-	38
5.	2	36	-	-	38
6.	5	29	4	-	38
7.	27	8	1	2	38
8.	17	15	6	-	38
Checklist Questionnaires					
The number of students' answers					
No	**SA**	**A**	**D**	**SD**	**Total**
1.	6	27	5	-	38
2.	2	24	9	3	38

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3.	5	2	18	13	38
4.	-	14	20	4	38
5.	26	7	2	3	38
6.	6	27	4	1	38
7.	13	25	-	-	38
8.	13	25	-	-	38

After classifying the students' answers, the researcher calculated the answers into percentage. The results are presented below:

Multiple Choice Questionnaires

- Students' opinion toward speaking skill

From question number 1, "*Do you always use English during English speaking class?*" Students answered:

Table 4.7
Students' Answers for Question Number 1

No	a	b	c	d
	always	sometimes	seldom	never
1.	7,89%	36,8%	55,2%	-

The result of questionnaire above prove that more than half of the class populations (55, 2%) are seldom using English during speaking class. 36,8 % of students state often using English during speaking class and only 7,89% of students who always speak English during speaking class.

From question number 2, "*What do you think about speaking skill in learning English?*" Students answered:

Table 4.8
Students' Answers for Question Number 2

No	a	b	c	d
	very important	important	unimportant	very unimportant
2.	63,15%	36,84%	-	-

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There are 63, 12% of students answer that speaking skill is very important in English lesson. Meanwhile, 36,84 % of them answer that English is an important component in English lesson.

From question number 3, *"How is your speaking ability?"* Students answered:

Table 4.9
Students' Answers for Question Number 3

No	a	b	c	d
	very good	good	bad	very bad
3.	2,63%	81,57%	15,28%	-

Responding to the question number 3, there are 81,57% of students state confidently that they have a good English speaking ability, and 2,63%of students state they have very good English speaking ability. Then, 15,28% confess confidently that they have bad English speaking ability.

- Students' opinion toward warmer activity

From question number 4, *"Do you like warmer activity before the lesson is started?"* Students answered:

Table 4.10
Students' Answers for Question Number 4

No	a	b	c	d
	really like	like	don't like	hates
4.	15,78%	84,21%	-	-

The answers above reveals that 84,21% of students like warmer activity, while others 15,78% of students like warmer activity so much. It means all of the students really enjoy the warmer activity to start English speaking class.

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From question number 5, *"What is your opinion about warmer activity?"* Students stated:

Table 4.11
Students' Answers for Question Number 5

No	a	b	c	d
	very fun	fun	boring	very boring
5.	5,26%	94,73%	-	-

Based on the students' answer for question number 5, prove that , 94,73% of them consider that warmer activity is a fun activity, while 5,26% consider that warmer is a very fun activity. No one students who state that warmer activity is boring activity.

From question number 6, *"What do you think about your teacher's way to implement warmer activity?"* Students stated:

Table 4.12
Students' Answers for Question Number 6

No	a	b	c	d
	very creative	creative	less creative	not creative
6.	13,15%	76,31%	10,52%	-

10,52% of students assume that their teacher is less creative in implementing warmer activity. However, 13,15% of students assume their teacher is very creative in implementing warmer activity. Meanwhile, 76,31% of students state that their teacher is crative in implementing warmer activity.

From question number 7, *"What kind of warmer activity do you like most?"* Students answered:

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Table 4.13
Student's Answers for Question Number 7

No	a	b	c	d
	playing game	questioning	watching video	story telling
7.	71,05%	21,05%	2,63%	5,25%

From the students' answer about favourite warmer activity, it is known that 71,05% like playing game and 21,05% like questioning. Meanwhile, 2,63% of students answer they like watching video and 5,25% students like story telling.

From question number 8, *"What are the benefits do you get from warmer activity?"* Students answered:

Table 4.14
Students' Answers for Question Number 8

No	a	b	c	d
	the speaking class become more fun	I can be more relaxed during the class	I become more interested in speaking activity	It can reduce nervous feeling
8.	44,73%	39,47%	15,78%	-

Based on the question number 8, 44,73% of students consider that warmer activity can make the speaking class become more fun. Then, 39,47% of students consider warmer activity can help them to be more relaxed during the lesson. In addition, 15,78 % of them answer warmer activity can help them to be more interested in speaking class.

Checklist Questionnaires

- Students' responses after doing warmer activity.

From statement number 1, *"I always feel confident to speak English in speaking class"* Students' responses are:

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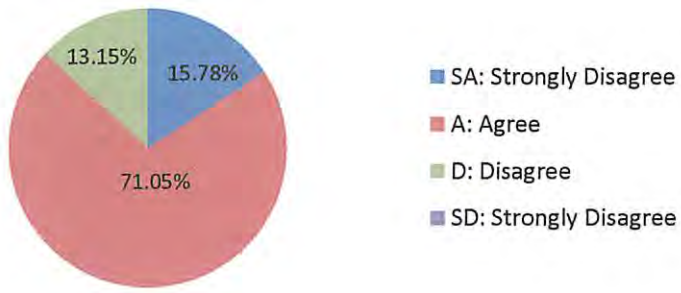

Figure 4.1.Students' Answer for Question Number 1

There are 71,05% of students agree with the statement number 1. Meanwhile, 15,78% of them are strongly agree with the statement above. However, 13,15 % of them state disagree with the statement above and no one student who state strongly disagree with the statement number one. The students' answers prove that the warmer activity can bring a good influence for their speaking activity during speaking class because only few students who disagree with statement number 1.

From statement number 2, *"I am not afraid of making mistakes in speaking class."* Students' responses are:

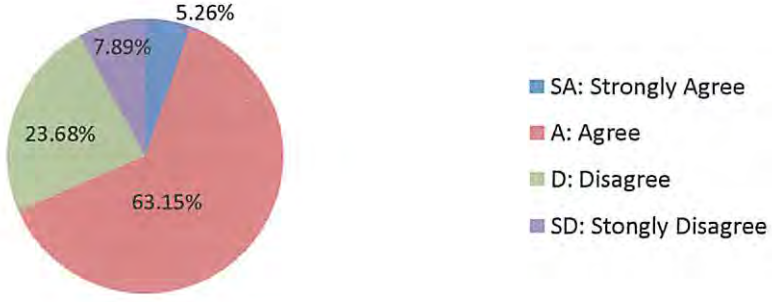

Figure 4.2.Students' Answer for Question Number 2

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Based on the chart above, it proves that warmer activity can overcome students' problem about afraid of making mistake in speaking class because 63,15% of students state agree with that statement. Moreover, 5,26 % of students state strongly agree with that statement. However, there are 23,68% of students state disagree and 7,89 % state strongly disagree, they aassume that warner activity cannot overcome their problem about afraid of making mistake in speaking class.

From statement number 3, *"I am still feeling afraid when I did not understand teacher's explanation in English."* Students' responses are:

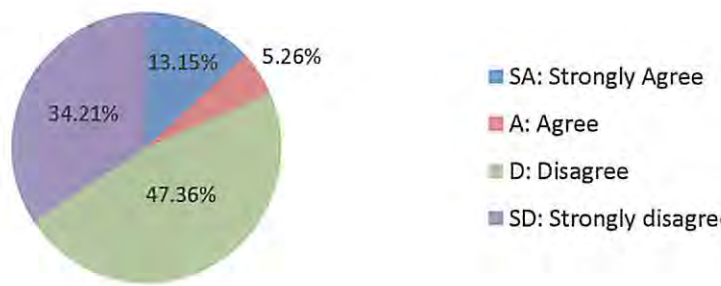

Figure 4.3.Students' Answers for Question Number 3

The answers above prove that warmer activity can overcome students' problem about feeling afraid if they could not understand teacher explanation in English. Because there are 47,36% of students state disagree and 34,21% state strongly disagree with statement number 3. In addition, there are 13,15% of students state strongly agree and 5,26 % state agree with that statement. It means that only few students who assume that warner activity cannot overcome their problem about feeling afraid if they could not understand teacher explanation in English .

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From statement number 4, "*In speaking class, I still feel nervous.*" Students' responses are:

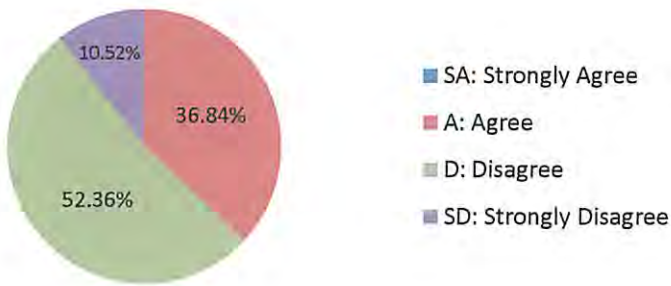

Figure 4.4.Students' Answers for Question Number 4

The answer of the statement above prove that more than half of the class populations (52, 63%) do not feel nervous in speaking class after doing warmer activity. Moreover, there are 10, 52% of them answer strongly disagree with statement number 4. Meanwhile, there are 36, 84 % of students who answer agree with that statement. It means that teacher must be more creative to create warmer activity to reduce students' nervousness during English speaking class.

From statement number 5, *"I feel confident to speak up in English speaking class."* Students' responses are:

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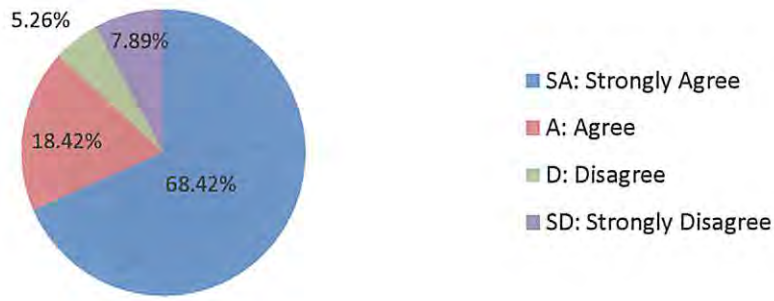

Figure 4.5.Students' Answers for Question Number 5

More than 60 percent students (68, 42%) state strongly agree that warmer activity can make them become confident to speak up in English speaking class. Meanwhile 18,42% of students agree with that statement. However, 7,89% of students state strongly disagree and 5,26% of them state disagree with that statement. It means that most of students in 7b feel confident to speak up in speaking class.

From statement number 6, *"In speaking class I feel more relaxed."* Students' responses are:

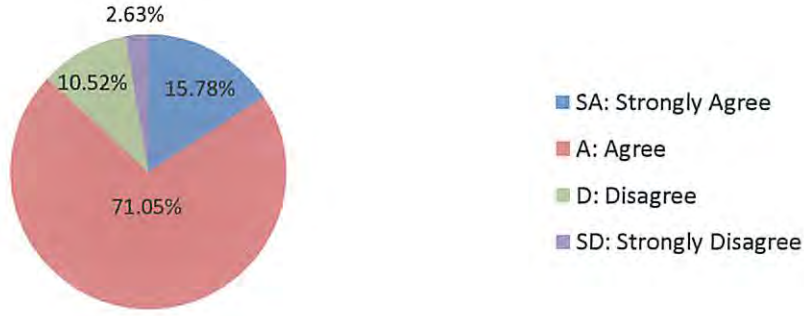

Figure 4.6.Students' Answers for Question Number 6

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There are 15,78 % of students answer strongly agree, while 71,05% of them answer agree with statement above. Only few students who answer disagree (10,52%) and strongly disagree (2,63%) with statement above. That proves, warmer activity can help them to be more relaxed in speaking class.

From statement number 7, *"I feel that warmer activity is very helpful to reduce my anxiety in speaking class."* Students' responses are:

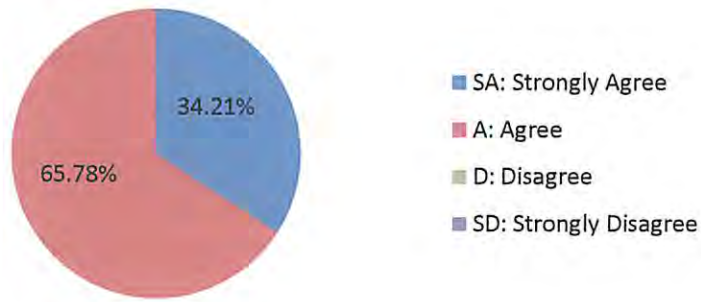

Figure 4.7.Students' Answers for Question Number 7

From the chart above it can be seen that there are 34, 21% of students strongly agree with statement number seven. On the other hand, there are 65, 78% of students who state agree with that statement. Meanwhile, no one student who state disagree and strongly disagree. The answers above prove that warmer activity can help the students to reduce their anxiety in speaking class. agree with that statement.

From statement number 8, *"Warmer activity makes me ready to start speaking class."* Students' responses were:

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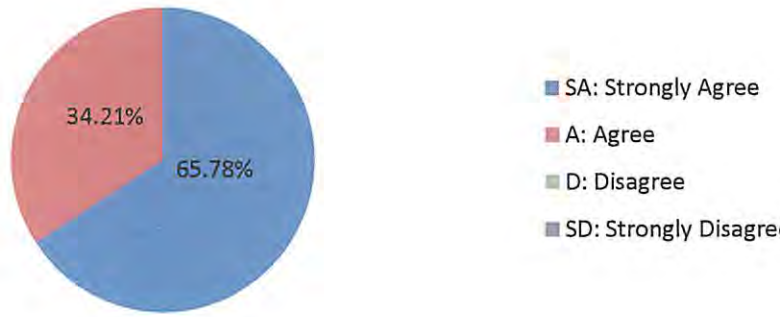

Figure 4.8.Students' Answers for Question Number 8

Based on the students' answer for statement number 8, it shows , 65,78% of students agree that warmer activity make them ready to start speaking class. Meanwhile, 34,21% of them answer strongly agree with statement above. The answers above, reveal that warmer activity can make the students get ready in speaking class.

b. Conclusion of Questionnaires

Analyzing the result of questionnaires, it shows that more than half of class population are seldom using English during speaking class. Meanwhile, more than 60% of them state that speaking skill is very important component in English lesson. Actually, 84,21% of students states that they really love to do warmer activity , because warmer activity is very fun activity. And the most favourite warmer activity to start English speaking class was playing game, there were71,05% students chose it as their favourite.

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According to the result of analysis cheklist questionnaires, it is known that 63,15% of students were not afraid of making mistakes in speaking class. Furthermore, after doing warmer activity they became more confident to speak in speaking class.Warmer activity also can help the students to be more relax and ready to be involved in speaking class. In addition, 65,78% of students state that warmer activity can reduce their anxiety or nervousness in speaking class.

C. Discussion

Anxiety in communicating a second language, especially when that language is English can have a debilitating effect and inhibit language learning.[1] Most of students will experience language anxiety. Eventhough anxiety might not be the most important reason for failure or success in the language learning, teacher cannot ignore its impact.

For seven graders students, speaking is considered very difficult and also can arouse their anxiety. Since speaking English is not a routine activity and it requires conscious thought, some of them will be anxious to speak English. Furthermore, use a new language may cause a sense of shame which results from feeling insuffiency.[2] Meanwhile, different activities in classroom procedure, particularly ones that demand students to speak in front of the class have found to be the anxiety provoking. During

[1] < www.segi.edu.my/onlinereview/chaptersvol2_chap7.pdf.> [accessed 20 May. 2011]
[2] Jean T Stephenson Wilson, *'Anxiety in Learning English as a Foreign Language : Its Associations with Student Variables with Overall proficiency and with Performance on Oral Test'*, (Thesis Doctoral, Granada : Universidad de Granada,2006), p 53

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observation process, the researcher found that students were more relaxed speaking English when paired with a classmate or put into small group of three or five students than individually. Therefore, in English speaking class the teacher always conduct classroom activities in groups or pairs.

According to Price (cited in Kobe- Article), when he did investigation on what made students most anxious in foreign language class, all of students answered, having to speak a foreign language in front of other students make them get anxious easily.[3] In parallel with statement above, during three times observations the researcher found that some students seemed getting anxious to speak English in front of the class.[4] Moreover,through teacher's interview, the researcher known, there were five activities in English speaking class which can arouse students' anxiety such as responding a question spontaneously, performing a dialogue without text in front of the class, doing an oral test, telling story without text in front of the class, and presenting the material individually or in group.[5]

There are ten factors which usually cause the students' anxiety in English speaking class, those are: lack of preparation, the feeling that the students have either too many points to cover in allotted time period, worrying that the audience will be overly critical, afraid of making bored activities, emulating other speakers rather than being themselves, fear of negative outcomes, difficulty to find suitable words, students spend too much time over preparing instead of developing confidence,

[3] <www.iteslj.org/Articles/Koba-CLL.html [accessed, 15 July. 2011]
[4] The result of classroom observation
[5] Interview with Mrs. Rinda Wulandari, May 23rd, 2011 at 09.30

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dislike in being the centre of attention, and low self confidence.[6] Meanwhile, the findings about factors cause students anxiety in English speaking class through teacher interview are un-readiness to start the lesson, low self confidence, afraid of making mistakes, do not know how to pronounce a word, having lack of vocabulary, and confuse with the grammar.[7]

Naturally, anxiety reactions happened to the students when being asked to speak by the teacher in foreign language classroom are distortion of sound, freezing up, forgetting words or phrases, refusing to speak and remaining silent.[8] According to Ayres and Hopf (cited in Wik.ed.uiuc.edu) it is not easy to deliver a speech when our mouth are dry, when we get trouble standing and when we are shaking or shivering.[9] Furthermore, there are six symptoms of speech anxiety, such as increased heart rate, sweating, feeling cold and dry mouth, shivering or shaking, and dilated pupils. In line with that statement, during the observation process, the researcher also found some symptoms experienced by the seven graders students in English speaking class. Those are fear, concentration problem, sweating, bowing head or afraid of looking at the audience, shaking body, shaking leg, and speaking with low voice.[10]

Teacher can reduce students' anxiety by conducting several efforts such as developing a joyful classroom activities, helping students relax, developing peer activity and promoting self confidence. And those efforts can be simplified by doing

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[6] < www.segi.edu.my/onlinereview/chaptersvol2_chap7.pdf.> [accessed 20 May. 2011]
[7] Interview with Mrs. Rinda Wulandari, May 23rd, 2011 at 09.30
[8] Jean T Stephenson Wilson, *'Anxiety in Learning English as a Foreign Language'*, p 102
[9] www.wik.ed.uiuc.edu [accessed 20 May. 2011]
[10] The result of classroom observation

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only one activity called warmer activity. Warmer activity can work as stimulus to stimulate students' motivation to get involved in lesson. Actually, warmer activity is a favorite activity for most students; they get used to wait for it every time they have a class. The result of questionnaires shown, there were 84, 21% students like to do warmer activity and 71, 05% of them stated that the most favorite warmer activity was playing game.[11]

As analyzed in previous section, warmer activity has found can be the teacher's effort to reduce students' anxiety. It was proven by the result of checklist questionnaire, 52, 63 % students state they are not nervous during English speaking class after doing warmer activity. Furthermore, 65, 78 % students state that warmer activity was helpful to reduce their anxiety. [12]

Based on the result of first day observation, the researcher found that watching video was not suitable warmer activity to be applied before English speaking class. This warmer activity cannot help the teacher to gain students' confidence maximally. It can be seen from students' speaking performance there were many students experienced feeling of anxious, nervous or unconfident to perform their conversation in front of the class. But, when the teacher applied a game that require them to move away from their seat or quiz which required a group competition, most students seems to be active and have high motivation to continue the speaking class.

[11] The result of questionnaires
[12] The result of questionnaires

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In addition, the most suitable warmer activity is warmer which can gain students' confidence and reduce their anxiety, build students and students' interaction, generate a lot of English production from them, require a competition in group and activities that require them to move away from their seat.

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CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion of the study and suggestion for the English teacher, students, and the next researchers.

A. Conclusion

After analyzing the result of study in the chapter IV, this study can be concluded as below:

1. Warmer activity runs very well. All of the students participated in warmer activity enthusiastically. The warmer activity is applied based on its principle such as: must be suited with the lesson topic, can build not only students' and teacher's interaction but also students' and students' interaction, can help the teacher to draw students' attention, should increase students' talking time in English, should be an aim to the task, and can make the students become more confident during the lesson.
2. As reported above on analysis of observation, when the teacher has applied an interesting and interactive warmer activity, the students will not be anxious to get involved in English speaking class and it makes their speaking performances are getting better. It is proven with the students' speaking performances that always improve in every meeting. It can be seen from the table of students' speaking performances on pages 47, 51 and 54.

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3. The result of Teacher's interview shows, there are six factors which usually cause the students at the seventh grade of SMP Negeri 2 Surabaya experienced anxiety in English speaking class such as un-readiness to start the lesson, low self confidence, afraid of making mistakes, do not know how to pronounce a word, having lack of vocabulary, and confuse with the grammar.
4. The results of questionnaires show that there are 84, 21% students who like to do warmer activity. They get used to wait for warmer activity every time the teacher starts the lesson. Moreover, there are 65, 78% students state that warmer activity is very helpful to reduce their anxiety. It means that, the students at the seventh grade of SMP Negeri 2 Surabaya have good responses toward warmer activity.

So, the result of this study suggests that warmer activity not only can reduce students' anxiety but it also help the students to get better speaking performances in English speaking class.

B. Suggestion

Based on the finding of the study, the following suggestions were made for the English teacher, students and the next researchers.

1. Every English teacher should realize that the role of warmer activity is very important for the students to get involved in the lesson. So, English teachers should spend five or ten minutes in the beginning of the lesson to do warmer activity. Hopefully, warmer activity can be used continually by English teachers as their strategy to help the students in reducing second/foreign language anxiety.

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Furthermore, English teachers have to encourage the students to always use English during English speaking class. It is also suggested that English teachers should acknowledge the existence of the feeling of anxious in learning process particularly in English speaking class and then should take initiatives for its effective reduction.

2. It is hoped that every students can be more confident to learn and to speak English during English speaking class without feeling of anxious. In addition, for some students who get anxious easily, it is suggested that they have to be more communicative with their friend and teacher. They also have to share their anxiety problem to the teacher, so the teacher can give some solution to overcome their anxiety.
3. For the future researcher on language anxiety and warmer activity, it is hoped that they can explore deeply other strategies can be applied by the teacher to reduce students' anxiety and hopefully, they can find other positive impacts of warmer activity.

In addition, every English teacher can offer and explore different efforts of reducing students' anxiety in English speaking class based upon his or her personal observation of the phenomenon.

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