

CHAPTER I

INTRODUCTION

A. Background of the Study

English proficiency, both speaking and writing are becoming more important in the 21st century.¹ But in fact, many students get anxious when they are faced on speaking. They confess that actually, they have gotten the ideas in their mind, but they feel difficult to express it orally. It is caused whether by being nervous, confused because of less vocabulary, shy, or other factors. Most of them always get anxious when they are asked by teacher to speak in front of the class. Even if they have to choose between writing and speaking, they prefer to choose writing. In their opinion, in writing test they probably can answer the question by guessing even though their own answer is false, the examiner will not judge them directly. It makes them feel save more. But in speaking, they will be directly faced by the examiner or audiences. It makes them get nervous more as if what they will speak is false whether from the language structure, ideas, or others.

Dealing with this problem, there are five recommended strategies which teacher can use during the class, such as; altering the classroom environment, increasing predictability and scheduling, increasing choice making, making

¹ Lie, *Differences in the Learning Anxieties Affecting College Freshman Students of EFL*, (Taiwan: Chienkuo Technology University, 2000) Page 169

curricular adaptation, and appreciating positive behavior.² All of the strategies mentioned before are hoped to be able to help teacher in deciding the best strategy to manage students' speaking English anxiety, especially for English teacher at SMP Wachid Hasyim 7 Surabaya, because students there get problem that is related to the researcher's project.

Most of students have problem in speaking the second or foreign language especially in the English class. It can be more stressful when they are expected to speak in the second or foreign language before the fluency is achieved³ especially for students in the first grade level. They have been moving on from elementary school into junior high school. In the first year, most of them still get difficulty to adapt themselves with new friends, teachers, environment, subjects, and roles. They still feel strange so that they are not confident to convey their ideas distinctly. It makes them suddenly get anxious when they have to speak English, even in front of their classmates. They still get anxious whether in oral test, or answering teacher questions, whereas as we know that every teacher has different strategy to manage students' anxiety of speaking in the class. It also happens in this school.

Besides, SMP Wachid Hasyim 7 Surabaya was also using the 2013 curriculum, which is the newest curriculum that has recommended and promoted by ministry to be implemented at every school in Indonesia. Furthermore, this

² Ruef, *Possitive Behavioral support: Strategies for Teacher*, (Kansas: University of Kansas, ___) P 6-11

³ Abdullah - Rahman, *A Study on Second Language Speaking Anxiety among UTM Students*, P 2

school also uses books which are designed based on the 2013 curriculum. However, SMP Wachid Hasyim 7 Surabaya is located near to industry area. On the other hand, there is an advice in some factories; the employee who has good English will get higher income. The researcher analyzes, whether the factories' advice also influence to the English teaching and learning process in SMP Wachid Hasyim 7 Surabaya, or even it affects the teacher's strategy in managing students' anxiety of speaking English there.

B. Research Questions

After knowing the background description mentioned before, the researcher tries to formulate the statement of the problem:

1. What are the teacher's strategies to manage students' anxiety of speaking English at SMP Wachid Hasyim 7 Surabaya?
2. How does the teacher implement the strategies at SMP Wachid Hasyim 7 Surabaya?

C. Objectives of the Study

Based on the statement of research problem mentioned before, the objectives of this research are:

1. To know the strategy that teacher used to manage students' anxiety of speaking at SMP Wachid Hasyim 7 Surabaya.
2. To understand the implementation of the strategy doing by teacher to manage students' anxiety of speaking English at SMP Wachid Hasyim 7 Surabaya.

D. Significance of the Study

This research is conducted to know the strategy that teacher used to manage students' anxiety of speaking at SMP Wachid Hasyim 7 Surabaya and to find out whether the strategy used by teacher is appropriate with teacher's need in managing students' anxiety of speaking at SMP Wachid Hasyim 7 Surabaya or not.

Besides, the researcher also hopes that this research can worthwhile for all the readers. However for the prominent objectives, the researcher dedicates this research for the teachers around the world. The researcher hopes that it can help teachers at the future to repair their strategy better by revealing the strengths and the weaknesses of strategy that they usually implemented to the students at SMP Wachid Hasyim 7 Surabaya, based on the researcher analysis.

After knowing the final result of the researcher analysis, teachers improve and reorganize their strategy. Students are expected that they consider that actually they should not get anxious on speaking English. So, no more reasons for students to get anxiety of speaking English again. Furthermore, when both of teachers and students have already known about their own problem, they move on and repair their mistakes by the better one. It is automatically influence to the school product quality. Students will not get anxious again and being more confident to speak English. Students can join the English competition like English speech contest and represent their school to be the winner. Of course it raises the school prestige.

E. Scope and limits of the study

There are so many strategies that teacher uses in teaching English, but in this research the researcher focuses on teacher's strategy in managing students' problem in English at SMP Wachid Hasyim 7 Surabaya. Not all English problems dealing with the students there become the researcher focus of problem. The researcher just considers students' anxiety of speaking English.

Therefore, the scope and limit of this study are:

- 1) The location focus of this research is in SMP Wachid Hasyim 7 Surabaya because this school contains the case which the researcher needs to observe.
- 2) As the measurement, this research focuses to analyze the strategy which teacher usually use to manage their students' anxiety of speaking English. The teacher' strategy is evaluated by "Immersion Teaching Strategies Observation Checklist".⁴
- 3) Dealing with the teacher's strategy. It is related to the teacher's activity that may be included into psychological and physical strategy. It means that the teacher's strategy can be psychological, like as giving motivation, praise, advice, etc. Or it can be physical strategy, like as designing classroom, designing teaching instruction, decorating chair shape, etc.⁵

However, the theory that the researcher uses in this thesis which cover

⁴ Fortune, *Immersion Teaching Strategies Observation Checklist*, 2000, P 2-4

⁵ Manovic, *Students' Perspective on Speaking Anxiety and Dynamics in the ESL Classroom*, 2012, P9

about the teacher's strategy in managing students' anxiety of speaking English is public speaking theory.

- 4) However, the researcher just concern to choose teachers who handle first grade students at SMP Wachid Hasyim 7 Surabaya. In this case, there are two teachers as the sample of this research.

F. Definition of the key terms

To avoid misunderstanding of using the term, the researcher gives some key words which have important role of this research, they are:

- a. Teacher's strategy

Based on "7 WAC Teaching Strategies: What Work, What didn't, Why", teacher's strategy is defined as a deliberate action of the teacher, intended to result in student learning.⁶ But the teaching strategies which is discussed in this research does not cover all of strategies that teacher uses to teach students during the class, but it is just focused on the strategies related to managing students' anxiety of speaking. Finally, it can be explained that teacher's strategy is the strategy used by teacher to manage students' anxiety of speaking.

- b. Manage

Managing anxiety is simply action of avoiding anxiety from crushing the sufferer. Managing anxiety is different with coping anxiety.

⁶ _____, *7 WAC Teaching Strategies: What Work, What didn't, Why*, taken from <http://wac.colostate.edu/books/walvoord/chapter7.pdf>, 1990. P 91

Managing anxiety is when the sufferer still has anxiety, but the sufferer learned to control it. But coping anxiety is when the sufferer simply does not suffer from anxiety disorders anymore.⁷ Furthermore, manage means ability of teachers to control or organize the students' anxiety of speaking English.

c. Students' anxiety

Based on Gardner and MacIntyre, students' anxiety is defined as "the feeling of tension and apprehension specifically associated with second or foreign language contexts, including speaking, listening, and learning which is faced by ESL/EFL student".⁸

Besides, speaking anxiety is defined as difficulty to speak in the group or before a group of people. These difficulties vary in the cases of prepared speeches, oral presentations, answering questions or simple presentation rounds among others. Samuelsson also claims that speaking anxiety is a specific social phobia that 15 - 20 % of human population suffers of, and it could be a hindrance in studies and life in general.⁹

Nowadays, students do not study for pleasure and for developing their mental and moral standards but merely to pass the examination.

⁷ Rivera, *How to manage Anxiety*, accessed from <http://www.calmclinic.com/anxiety/management>, 1999. Accessed on 14 Aug 2014, 16:53.

⁸ Humphries, Language Anxiety in International Students: How can it be overcome?, taken from http://www.griffith.edu.au/data/assets/pdf_file/0004/384061/Humphries-language-anxiety.pdf, 2011. Accessed on 08:35, 16-08-2014

⁹ Samuelsson, *Dare to speak*, [PowerPoint slides], Retrieved from http://www.mah.se/Ar-student/Studenthalsan/Startsida_innehall/studenthalsans-utbud/Vaga-talaVaga-tala-helgkurs, 2011

There have been thousands of causes when students committed suicide as they were not able to handle the pressure caused by parents, teachers or peers. According to statement which has explained before, it can be concluded that students' speaking anxiety is students' over feeling about speaking English. It may be caused by some factors that has been mentioned before.