

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In this chapter, the researcher focuses on describing SMP Wachid Hasyim 7 Surabaya's profile and explaining the data as the result of collecting the data to answer the statement of the problem.

A. Research Findings

1. The Result of Observation

This is the result of observation and interview about the teachers' strategy in managing students' anxiety of speaking English. Here, the writer provides the information about the process during teaching and learning English, the problem which is happened in classroom, and the solution for the problems. The further information will be explained in discussion.

a. The Preliminary Research

This is the result of preliminary research which had been done by the researcher for the first time. Here the writer as a passive part of this research. It means the researcher will not interrupt the English teaching and learning process there because the research which will be done by the researcher is descriptive qualitative research. In the first visiting, the researcher is asked by one the English teacher there to

visit some classes which held English teaching and learning process to know how the real condition of each different class during English teaching and learning process.

In fact, each class has different condition, such as; in the class A most of students there get less confident, in the class B most of students there are more active, in the class C the students there are quiet enough. It makes teachers there especially for English teachers should use the kinds of strategies to handle the class become conducive. In this research the researcher will focus in the teacher's strategy in managing students' anxiety of speaking English.

In this preliminary research, the writer found the problem faced by teacher. The teacher gets difficulty to stimulate the students become more active to speak aloud in English subject. The teacher gets difficulty to choose the best strategy to manage the various students become interest and more active to speaking English. It is caused there are more than thirty students in a class from different background. The students may bring the problems outside of school into English teaching and learning process which may hamper their ability to catch the whole materials. Moreover the students have different ability to catch and understand about the materials which have explained by teachers. It is happened because there is no placement test before

joining the class, so each class is included into mixing-class. It automatically complicates the teacher to handle it.

Besides, the English teachers there are seldom to follow any seminars or training in improving teaching skill and up grading teaching skills become more *up to date*. However the teaching tools are also important to observe. The minimum LCD projectors also make the teachers get difficulty to convey the materials effectively because the teacher must write all of the materials that should be explained in the day on a board which has supplied. They also must bring big image card when they want to show certain image which related to the materials. The integrated English skills also affect to the teachers' teaching process. It is caused in the new curriculum 2013; the English materials are not abstracted into each four skill but used integrated skill which combines the four English skills. The teachers get more difficulty to decide the appropriate time when the students should speak up using English because the teachers must consider the appropriate materials too.

The teacher tried to solve the problem to make the teaching and learning process could run well. Actually, the teachers have their own strategy to manage their students' anxiety of speaking English, such as; using picture to raise students' interest, giving special gift for the

best performance, giving motivation, etc. It is done to make students become more active to speak English.

b. The First Meeting

1. The Teacher' Strategy in Managing Students' anxiety of speaking English in the First Grade Students at SMP Wachid Hasyim 7 Surabaya

This is the observation session in this research. The researcher became a nonparticipant observer and the teacher becomes the object who was observed. In this observation, the researcher focuses on observation checklist part A. The teacher prepared the material about traffic sign. The teacher asks for help to the researcher to write some keywords related to the topic in English and also the translations which are written randomly. After preparing the material, teacher was ready to be observed by the researcher.

In this meeting, the teacher applies some tricks of physical strategy to manage the students' anxiety of speaking English. It is proofed when the teacher asks one of the students to convey her idea about materials which they have on that day using English, the student becomes calm down and quiet directly whereas she has talk more to her classmate about the materials using her mother

tongue. Furthermore the teacher stimulates the students by giving cues, and body movement to help her in conveying her idea.

Actually, the teacher uses the three teaching steps: warming up, leading in, and closing. For the first, the teacher asks the students to check off the English words which related to traffic sign with the appropriate translation beside them. It is done to warm the students up, so that they will not shock when the main material is explained.

Furthermore, the main material begins. The teacher divides the students into in couples. The teacher gives some traffic signs for each group. The teacher gives thirty minutes for each group to learn and define the signs' meaning in English. The teacher calls each group in front of the class –one by one-. Each group contains two persons. One of the group members must draw the sign which is described by the other member. It is done until all the students finished their work.

Before closing the class, teacher asked students to write the material in their note book. Teacher also gave assignment for students to finish the exercise in the students' material book.

2. The Implementation of the Teacher' Strategy in Managing Students' anxiety of speaking English in the First Grade Students at SMP Wachid Hasyim 7 Surabaya

As the researcher said before, the teacher tries to implement physical strategy to manage the students' anxiety of speaking English. In this observation session, the researcher focuses on observation checklist part B. On the other hand, the problem which appeared in observation session was about the students who must come to front of the class will not always speak English. Some of them still used Bahasa, even their mother tongue. Besides, there are some students won't to come forward because getting less confidence. Even though the teacher ultimate the looser group will get punishment, but there still some students ignore it.

Actually, the teacher can solve the problem by her own strategy. She found out the easy material to be learnt, then she could explain it to her students. She could rearrange the lesson and made it simpler for teacher and for students. She also used dictionary to help her translating the difficult words. This way could help teacher in teaching and learning process.

Besides, to face students' problem about their anxiety of speaking English, the teacher refers to use some tricks of physical strategy. It can be seen during English teaching and learning process. The teacher uses some cues and body movement to help the students in conveying their ideas easier. Finally, the students

able to speak English in conveying their ideas, even though they are not really fluent and unsettled.

c. The Second Meeting

3. The Teacher' Strategy in Managing Students' anxiety of speaking English in the First Grade Students at SMP Wachid Hasyim 7 Surabaya

In this observation session, the researcher became a nonparticipant observer again and the teacher becomes the object who was observed. In this observation, the researcher focuses on observation checklist part A. The teacher prepared the material about command sentence. The teacher asks for help to the researcher to write some keywords related to the topic in English and also the translations which are written randomly. After preparing the material, teacher was ready to be observed by the researcher.

In this meeting, the teacher tries to implement the different strategy from the previous meeting. The teacher implements psychological strategy to manage the students' anxiety of speaking English. It can be seen from the teacher' way to help the student in conveying idea in the class using English. It is looked from how does the teacher's effort to manage the student's anxiety of speaking English.

Actually, the teacher still uses the same concept. It is three teaching steps: warming up, leading in, and closing. This session still related to the previous material. For the first, the teacher writes a command sentence and asks the students to analyze the structure of the sentence. It is aimed students will understand about how to make command sentence by themselves and what are the components of the command sentence. It is done to warm the students up, so that they will not shock when the main material is explained.

Furthermore, the main material begins. The teacher asks the students to make command sentences for about thirty minutes. After all of the students finished it, the teacher will ask some students to present their work in front of the class. It is done until all the students finished their work.

Before closing the class, teacher asked students to write the material in their note book. Teacher also gave assignment for students to finish the exercise in the students' material book.

1. The Implementation of the Teacher' Strategy in Managing Students' anxiety of speaking English in the First Grade Students at SMP Wachid Hasyim 7 Surabaya

In this observation, the problem which appeared in observation session was almost same with the first meeting. In this

observation, the researcher focuses on observation checklist part B. The students who must come to front of the class will not always speak English. Some of them still used Bahasa, even their mother tongue. Besides, there are some students won't to come forward because getting less confidence. Even though the teacher ultimate the looser will get punishment, but there still some students ignore it.

Finally, the teacher decides to apply one of the two best strategies she/he has to manage students' anxiety of speaking English. Before the students convey the idea, the teacher gives some motivations, and asks the other students to give applause and support to seduce the student becomes relax more in speaking English.

2. The Result of Interview

In the interview section, the researcher finds some lasing data to confirm, clarify, and assert data which has gotten from observation section, such as; about formulating lesson plan, the teacher confesses that she just prepares the material understanding and teaching tools in the day before teaching, no written lesson plan, only on her mind. On the other hand, for teaching steps, the teacher said that she does not always follow the three teaching steps consecutively. It is based on the class condition. Usually, she teaches in the morning, she does not need to warm the students up

because the students are in fresh condition. Besides, she usually uses warming up session in her class before leading in the main material when she has class in the afternoon because most of students get tired or lazy after join some classes before.

However, the students' response in the class can not be ignored. When the researcher asks to the teacher about the students' reaction about English lesson, she said that usually the girl students are respect more than the boys but sometimes vice versa. Then for the students' understanding, the researcher asks about how often the teacher gives opportunities for the students to speak up. The teacher confesses that she has never count it. It is happened by reflect. But certainly it is more than once. It may happen in many conditions, such as; answering question, giving opinion, summarizing text, doing dialogue, and etc. But actually, asking students to speak English is not really as easy as you think. The teacher compares that it sounds like bees; oh mom, oh my god, oh no, and etc. But they can not do anything except follow the teacher instruction when she asks them to do something because however the students should follow the teacher instruction anymore.

On the other hand, the teacher confesses that most of the students are still getting anxious when they should speak up in English because it is normal to be experienced by most of the first grade of foreign language students. But however the teacher always asks them to through speak using

English even though the diction, pronunciation, and fluency are still poor. The teacher also said that she has never forgotten to give the students motivation, praise, and support. She also ensures them to be confident in conveying ideas in English by ignoring the grammatical structure and good diction, for now.

Thoroughly, the teacher confesses that she uses so many strategies to help students in managing their anxiety of speaking English by giving motivation or moral support to make them become more confident. She also stimulates my students using interesting examples of difficult materials, and some pictures, and etc. But she also asserts that nothing is perfect, she still discovers and experiments using many strategies. Because she thinks that each strategies that she uses has advantages and disadvantages.

In fact, the teacher does not always use the same strategies in every meeting. It is based on the class needs. For example: there is student A gets anxious and refuses to speak English because she/he can not catch the main material, the teacher usually helps them using picture, or body language to guide her/him in speaking English easier. Besides, when there is a student who gets anxious because less of confidence, worried about grammatical mistake, or less vocabulary but actually the student has understood the main material, the teacher usually helps her/him by giving motivation, moral support, applause, etc.

However to know the students' condition before deciding the appropriate strategy that would be implemented in the class, it could be seen in the beginning how do the students start to begin speech. For example: if they are looked in confuse and turn the head left and right for asking their friend's help, it means that they do not catch the material. Besides, if the students whom the teacher asks to speak English are still trying to speak even though in haphazardly, ignoring grammatical structure, even mixing English with their mother tongue, it means that the students have understood the material.

B. Discussion

1. The Teacher' Strategy in Managing Students' anxiety of speaking English

Building the students' confidence is not easy. It is fact that is happened in the field. Based on the researcher's observation, only the minority of the students get their confident to speak aloud in English class whether answering the teacher's question, asking the difficulty of the material, even conveying their argument to response the teachers' explanation. It can be experienced by every student, even the students who talk more with the bench mate. It is affirmed by Kostic research, she argued that speaking in class is most frequently difficult for anxious students even

though they are pretty good at responding to a drill or giving prepared speeches.⁵⁴ So, it can be included that

Difficulty in speaking in class is probably the most frequently cited concern of the anxious foreign language students seeking help at the LSC. Students often report that they feel fairly comfortable responding to a drill or delivering prepared speeches in their foreign language class but tend to "freeze" in a role-play situation.⁵⁵ So, it can be included that the students who are good in speech can not assure that they will be good in speaking English.

The teachers there confess that they have already tried to implement some strategy to manage students' anxiety of speaking English. It means that, the teacher also feel responsible to manage the students' anxiety of speaking English. As suggested by Mandeville⁵⁶, it is the responsibility of teachers to understand the problem of anxiety, mainly its causes, and the possible strategies used by teachers to alleviate it. Neer, tests several instructional methods which he believes that may reduce or provoke anxiety⁵⁷. He argues that the first speech must be as non-stressful as possible.

⁵⁴ Kostic - Bobanovic, *Coping with....*, P 1-2

⁵⁵ Horwitz - Cope, *Foreign Language Classroom Anxiety*, (Behalf: Blackwell Publishing, 1986) P 126

⁵⁶ Mandevile, *The Effects of Teaching Assistants' Public Speaking Anxiety and The Evaluation Results of Classroom Interventions*, (Miami Beach: ERIC Document Reproduction Service No.ED366033, 1993) P 16

⁵⁷ Neer, *Instructional Methods for Managing Speech Anxiety in the Classroom*, (Louisville: ERIC Document Reproduction Service No.ED222942, 1982) P 4

The concept of managing students about speaking anxiety is covered by two strategies. First, it is treated in a purely psychological context providing setting for the inquiry of students' subjective thoughts and feelings about this phenomenon. Secondly, it is studied as a phenomenon that occurs specifically in ESL classroom.⁵⁸ It is also done by English teachers at SMP Wachid Hasyim 7 Surabaya. They tried to stimulate students by the two different strategies; physical and psychological strategy like showing pictures and giving motivations.

2. The Implementation of the Teacher' Strategy in Managing Students' anxiety of speaking English

By using the two strategies; psychological and physical strategy, the teachers try to manage the students' anxiety of speaking English. They confess that actually they have tried many strategies to manage their students' speaking English anxiety, but they feel they have not found the best strategy to handle it.

Based on the researcher' observation, the researcher concludes that the teacher uses two kinds of strategy in managing students' anxiety of speaking English: physical and psychological strategy. The implementation of the two kinds of strategy can be seen in the following discussion:

- a. Sometimes teacher uses only physical strategy in managing students' anxiety of speaking English. It is usually used when the students get

⁵⁸ Kostic - Bobanovic, *Coping with*, P 3

anxious in speaking English because the weaknesses of understanding the main materials that is learned at the day. In the implementation of physical strategy, the teacher uses some kinds of teaching tools, such as; image, picture, visual tools, and etc. It is based on the students' need during English teaching and learning process. The kinds of teaching tools are used to stimulate students' and make students become interest more about the materials, so that the students will be easier to convey their idea in English.

- b. Sometimes teacher uses only psychological strategy in managing students' anxiety of speaking English. The teacher uses this strategy when the student whom the teacher asks to speak English have understood about the material but gotten difficult in conveying orally. In the implementation of psychological strategy, the teacher will give some motivations, praises, and encouragements to raise the students' confidences in speaking English. It is caused if the students are confident; they will ignore anything that restrains them to convey their ideas in English.
- c. Sometimes, the teacher also uses the combination of the two kinds of the strategy in managing students' anxiety of speaking English. It is happened if using one of the two kinds of the strategy is felt not enough.