

# CHAPTER I

## INTRODUCTION

### A. Background of Study

Young children tend to acquire more than one language more quickly without realizing it.<sup>1</sup> Language teaching includes four aspects of skills namely listening, reading, writing, and speaking.

According to Bygate, learners must be able to speak with confidence to be able to carry out many basic interactions and transactions. The more they learn, the more teaching speaking will be beneficial.<sup>2</sup>

Speaking skill is the ability to speak properly and correctly which includes good and clear pronunciation, proper intonation so that it is easy to understand, fluent without stammering, using rich and precise vocabulary, appropriate grammar, connecting ideas so that the audience are easy to understand and able to adapt in different contexts. If all aspects of speaking skills can be exceeded by the learner, ideal conditions will be created in learning to speak.

---

<sup>1</sup> David Crystal, *English as A Global Language 2th Edition* (Cambridge: Cambridge University Press, 2003), 4-11.

<sup>2</sup> Martin Bygate, *Speaking* (New York: Oxford University Press, 2003), vii

The success or ideal condition of a speaking skill is that learners of a second or foreign language master the skills of speaking English, and this is a priority for them. Learners will evaluate their success in language learning based on their spoken language skills or abilities. Related to Brown, there are several categories related to speaking ability, including linguistic aspects, sociolinguistic aspects, and psycholinguistic aspects.<sup>3</sup>

The psycholinguistic aspect is the ability to understand and control information and make someone speak well. The aspects in this category are mental and cognitive (memory, perception, and attention).<sup>4</sup>

To achieve success in speaking, a learner must master it and enter into ideal conditions for learning speaking as a language learner must practice a lot, not be nervous, confident, courageous, happy to speak, and not anxious.

Based on the Preliminary observation the evidence that researcher found the real conditions do not match ideal conditions. Lack of vocabulary, poor grammar, and unclear pronunciation are linguistic problems that make students low in speaking. There are also psychological problems that make students low in speaking such as lack

---

<sup>3</sup> H Douglas Brown, *Principles of Language Learning and Teaching Fifth Edition* (San Francisco: Longman, 2007), 86-248.

<sup>4</sup> H Douglas Brown, *Principles of Language Learning and Teaching Fifth Edition* (San Francisco: Longman, 2007), 86-248.

of confidence, shyness, and anxiety. There are still many students who are not comfortable learning to speak because they are too anxious. They practice speaking only for a short time or only when it is their turn to speak. They try to memorize to avoid mistakes.

Therefore a strategy is needed as a solution to overcome this, especially the problem of anxiety. Strategy is a plan that has a purpose and to overcome a problem. In this case, not only students but teachers also play an important role and must have a strategy to overcome students' anxiety in speaking English.

This case is happened at Al-Wildan 1 Islamic School - Gading Serpong, especially at the Junior High School level. In general, English speaking skills are uneven even though English is a mandatory program or as a foreign language and is included in school policy. They often use Indonesian when talking to their friends. And some of them admitted that they were worried when they spoke English, the reasons were that they were afraid of being wrong, lack of confidence, and they lack vocabulary. This happens a lot at the American Europe 8 grade junior high school level. American Europe stands for American Europe where they should

be required to use good English, this is where the problem occurs, their lack of awareness to speak the language.<sup>5</sup>

The problem of students' anxiety has been confirmed through an interview with the principal, Mr. Handsome (Pseudonym) stated that:

*“ True, English is a mandatory program and is school policy. However, because of the government's policy that it is not permissible to carry out punishments against students, therefore their awareness of speaking English begins to decrease because it is rarely used, it makes them lack English vocabulary and worry when speaking English ”.*<sup>6</sup>

And the problem of students' anxiety was also acknowledged by the English teacher in class 8 American Europe, Mrs. Pretty (Pseudonym) stated:

*“ The students rarely use English outside of class, and only use English when in class, and even then sometimes some still answer in Indonesian even though the teacher always interacts in English. That's because usually, they are anxious and afraid of being wrong in speaking. But this also depends on the class level, for grade 7 it's understandable if*

---

<sup>5</sup> Result of Preliminary Observation at Alwildan Islamic School – Gading Serpong, 25<sup>th</sup> February 2023.

<sup>6</sup> Result of interview with the principal in principal's office AlWildan Islamic School, 17<sup>th</sup> March 2023.

*they don't use English, but if grade 8 has begun to be tightened so that in grade 9 they are already proficient and used to it.”<sup>7</sup>*

Therefore, to overcome this anxiety problem, the teacher's role is needed to overcome students' anxiety in speaking English. Teachers were chosen as the data source because the teachers at Alwildan 1 Islamic School are professional and qualified teachers, who certainly have good strategies for overcoming students' speaking anxiety. And the title of this research is **Teacher's Strategy for overcoming students' Anxiety in Speaking English.**

#### **B. Identification of The Problem**

Based on the background of the problem described above, several problems can be identified, such as:

1. The ideal state of speaking does not match the real situation, some students have problems especially anxiety in speaking.
2. Professional teachers must have a strategy for overcoming students' speaking anxiety.

#### **C. Limitation of The Problem**

The researcher should limit the research to avoid large problem areas and help to focus the research. Referring to the background of the

---

<sup>7</sup> Result of interview with English teacher, in teacher's room, 17<sup>th</sup> March 2023.

problem and problem identification, this research focused on the teacher's strategy in overcoming students' anxiety in speaking English at SMP Alwildan Islamic School 1 in grade 8 American Europe.

#### **D. Statement of The Problem**

Based on the above background, the researcher tried to answer the following question:

1. How to overcome students' anxiety in speaking English at school?

#### **E. Objectives of The Study**

The objectives of the study are as follows:

1. To observe teachers' strategies for overcoming students' anxiety in speaking English.

#### **F. The Significance of The Research**

Research Significance, research results are useful for:

1. For English teachers, the results of this study can be an alternative strategy for us to serve as an example in other schools, namely in the teacher's teaching strategy and other supporting factors. This should motivate teachers to be more enthusiastic about developing English language skills in Indonesia.
2. For students, the results of this study are expected to provide new knowledge in teaching English, especially in speaking skills.

3. For researchers, the results of this study can be a reference and increase knowledge to overcome students' anxiety in speaking.

Theoretically, this study aims to provide information and insights about strategies to overcome students' speaking anxiety and become a useful source of reading for the future.

### **G. Previous of Study**

The researcher has found three relevant studies related to this research.

1. Farah Nabillah Muda Wantassen, her research entitled “The Teacher Strategies in Overcoming Students’ Anxiety in Speaking English at Madrasah Aliyah Muhammadiyah Belang”. The researcher used qualitative method and to collect data by using observation, interviews, and documentation. One participant was used in the study, namely English teachers for grades XI and 22 students at Madrasah Aliyah Muhammadiyah Belang.

And the results show that English teachers have three strategies for overcoming students’ anxiety in speaking English such as games, pair work, and students’ L1. As a result the students more relaxed, enthusiastic, confident, to be bolder to speak English, motivated, and dared themselves to speak.

2. Darmiana Aznur, Faculty of Teacher Training and Education, State Islamic University of Sultan Syarif Kasim Riau Pekanbaru. The title

is “The Analysis of Teacher’s Strategies in Decreasing Student’s Anxiety at SMAN 1 Singingi”. The method of this research is qualitative research with an interview method. The collected data comes from the teacher.

The results found that to reduce anxiety in English class several strategies are used such as Peers' support in outreach and the use of group work. As a result, students become more relaxed in learning.

3. Ria Rezeki, Sujarwo, and Muliaty Ibrahim. Education, Language, and Culture (EDULEC) Volume. 2, Issue. 1, April 2022. The title is “The Teacher’s Strategies in Overcoming Students’ Speaking Problems at SMAN 1 Selayar”. Used mixed methods namely qualitative and quantitative. The sample of this research is 20 students and 1 teacher of SMAN 1 Selayar.

The results of this study state that some strategies used by teachers are Role Play, Number Head Together, Discussion, and Grouping. While 65% of dominant students have speaking problems namely students who think nothing about speaking English.

The similarity and differences between the three previous studies above are:

1. From the first previous study, there are similarities in the research focus, namely the teacher's strategy for students' anxiety in



speaking, and the instruments are the same, namely observation, and interview.

There are differences in the research method, the previous study used a descriptive qualitative method. Then the research location and participant are different, in this research, the participant is in grade 8 whereas in the previous study in grade 11.

2. The second previous study has similarities, namely the focus on teacher strategy and anxiety in speaking.

There are differences in the research method, the previous study used qualitative methods which only used interviews, while this study used qualitative case studies. Then the research location and grade were different, in the previous study for SMAN but in this research for SMP

3. From the previous study, the third has something in common, namely the focus on the teacher's strategy.

There are differences in the research method, in the previous study using a mixed method, namely qualitative and quantitative.

And the novelty of this research is the researcher found a strategy not only to overcome students' anxiety when inside the classroom but to overcome students' anxiety in speaking English when outside the classroom.

## H. Organization of Writing

The research paper consists of five chapters:

**The First Chapter** is an introduction, that consists of the background of the study, identification of the problem, limitation of the problem, statement of the problem, the objective of the study, the significance of the research, previous study, and organization of writing.

**The Second Chapter** is the theoretical framework, which consists of the concept of speaking, the concept of anxiety, and the teacher's strategy for overcoming students' anxiety in speaking English.

**The Third Chapter** is about the methodology of research, which consists of the method of research, place and time of the research, the research instrument, the technique of data collecting, and the data analysis technique.

**The Fourth Chapter** is the result of the research about the teacher's strategy for overcoming students' anxiety in speaking English and a discussion about the teacher's strategy for overcoming students' anxiety in speaking English.

**The Fifth Chapter** is the conclusion about teacher's strategies for overcoming students' anxiety in speaking English and suggestion for schools, teachers, or English teachers and researchers that hoped this research be useful in the future.