

# CHAPTER I

## INTRODUCTION

### A. Background of Study

Speaking is one of language competence that should be mastered by students' English Foreign Language (EFL). For almost students' EFL, bears able to master English need be able to speak English fluently. As matter fact, speaking is still considered as the most difficult skills to be covered. However, speaking English for students' EFL is not easy matter. Because for students' EFL, English is still as foreign language and they face difficulty when practice speaking English.

Many factors affect EFL students find it difficult in learning speaking. As experienced by the researcher himself when he was still in high school. Researchers always feel nervous, embarrassed and afraid of making mistakes when learning speaking, especially when facing speaking practice exams. To find out more about the factors that influence these difficulties, the researcher conducted a preliminary study before writing this paper.

Based the research preliminary study before writing this paper, the researcher interview English's teacher and representative students at the eleventh grade of MAN 1 Pandeglang about their obstacles in teaching learning speaking. Based on the interview with English teacher reviews threat students' problem in teaching learning speaking such as some students feel anxious and less of confidence when speaking English in front of the class. It reflector the evidence that the researcher found that most students admit they are shamed to

practice speaking inside and outside the classroom. Then, some of students has still his paradigms of learning speaking. Most of them are afraid to make mistakes, feeling to sills if they speak with poor English or mixed language. Last, some of students do not mastered the topic which must be spoken when English speaking practice.

In line with the result of interview with English teacher, the result of interview with representative students at the eleventh grade of MAN 1 Pandeglang also shows that obstacles in learning speaking such as some teacher never build students' self-confidence and never thought to use gesture and facial expression when English speaking practice. They also claims that some teacher never exposure students with varieties of accent and vocabularies that related to the topic. So, that makes students hard to speaking fluently.

Of the many factors that influence students' difficulties in learning speaking, there are factors that attract the attention of researchers to be studied in depth about these factors, namely the factors of student anxiety in learning speaking and teacher strategies to reduce student anxiety in learning speaking. Because teacher strategies and student anxiety are interdependent. Especially in language learning, where the teacher's strategy plays an important role in the success of students in English speaking practice.

Generally, the anxiety that exists in students cannot be avoided or eliminated. It is very difficult for language students not to have a tendency to feel anxious. If students feel anxious because they speak in front of many people, they drastically experience various side effects of anxiety, namely: shyness, nervous, fear of saying the wrong thing, even the heart beats often to the point of sweating. The

thing that may be a problem for students who have anxiety during speaking practice is their unwillingness to try to speak English in front of many people even only in front of their friends. In English speaking practice, of course, students are expected to be able to communicate well using English.

Therefore, the teacher must have a strategy in every learning, especially in language learning. The teacher's strategy is needed to reduce students' anxiety when practicing speaking English. To understand the material taught by the teacher, students need appropriate and appropriate teacher strategies. Teachers must use strategies that are appropriate to the needs and conditions of students in the classroom. To get effective results for students in learning speaking, the best strategy is needed from the teacher.

Based on the phenomena described above, the teacher's role is very important to overcome the problem of students' anxiety. This is the reason why researchers are interested in this study to raise these problems. This research is to examine the teacher's strategy in lowering students' anxiety in English speaking practice. According to that explanation, the researcher is interested in conducting study with the title: *Analysis of Teachers' Strategy to Minimize Students' Anxiety in English Speaking Practice (A Case Study at The Eleventh Grade of MAN 1 Pandeglang)*.

## **B. Identification of Problem**

Based on background of study above, the problems of students in English speaking practice can be identifies as follows:

1. Some students feel anxious and less of confidence when speaking English in front of the class.
2. Some teacher never build students' self-confidence and never thought to use gesture and facial expression when English speaking practice.
3. Some teacher never exposure students with varieties of accent and vocabularies that related to the topic.
4. Most of students are afraid to make mistakes, feeling to sills if they speak with poor English or mixed language.
5. Some of students do not mastered the topic which must be spoken when English speaking practice.

### **C. Statement of the Problem**

Based on the identification of the problem, the researcher purpose two research questions as follows:

1. What are the factors that influence students' anxiety in English speaking at the eleventh grade of MAN 1 Pandeglang?
2. What strategy are used by the teacher to minimize students' anxiety in English speaking at the eleventh grade of MAN 1 Pandeglang?

### **D. Objective of Study**

Based on the statement of the problem above, the researcher purpose the objective of study as follows:

1. To analyze the factors that influence students' anxiety in English speaking at the eleventh grade of MAN 1 Pandeglang.
2. To analyze the teachers' strategy to minimize students' anxiety in English speaking at the eleventh grade of MAN 1 Pandeglang.

### **E. Significance of Study**

This study has two significant, namely theoretically and practically. On one hand is theoretically, the researcher hopes the study can contribute to add treasure of science, especially related to study of speaking.. On the other hand is practically. The researcher hopes this study will contribute to several parties, such as follows:

1. For students, the results of this study are expected to affect students so as not to feel anxious when practicing speaking English in class.
2. For teachers, the results of this study are expected to be a reference or as an additional strategy to minimize students' anxiety when practicing speaking English in the classroom.
3. The last is for other researchers, the results of this study are expected to contribute to other researchers in finding better results related to this topic.

### **F. Previous Study**

There are several previous studies on student anxiety in speaking practice, the first is: *Students' Strategies for Reducing Anxiety in Speaking English: A Case Study at Eight Grade of Al-*

*Azhar Junior High School Jambi.*<sup>1</sup> The purpose of the study was to describe the strategies of students in SMP Terpadu class VIII Al-Azhar Jambi in dealing with anxiety when speaking practice. It was explained in the study that there were two anxiety in speaking practice, namely trait anxiety and conditional anxiety. To reduce anxiety when speaking practice, class VIII Al-Azhar Jambi students use several strategies, namely preparation, relaxation, positive thinking and peer seeking. In addition, there was also resignation as the last strategy carried out by some students. But the researchers said that the last strategy, namely resignation, was not found when the researchers conducted the study.

The second previous study is: *The Students' Strategies in Dealing with Anxiety in the Interpreting Class.*<sup>2</sup> The purpose of this study is to answer two problems, namely, the first: What are the causes of anxiety for students in the interpreting class? And the second: what are the strategies used by the students in overcoming their anxiety in the interpreting class? To answer these two questions, the researcher used a mixed method, namely the interview method and the questionnaire. The study showed that there were three causes of high student anxiety levels in the interpreting class, namely anxiety in listening, speaking and unfamiliar topics. In addition, there are also two causes of low anxiety levels, including difficulty in positioning yourself to feel relaxed and calm. This causes the students to feel uneasy and anxious to take interpreting classes. Another result of this study explains that there are six strategies that

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<sup>1</sup> Yanti Ulandari, "Students' Strategies for Reducing Anxiety in Speaking English : A Case Study at Eight Grade of Al-Azhar Junior High School Jambi Thesis" (2018).

<sup>2</sup> Skolastika Listya Monika, "The Students' Strategies in Dealing with Anxiety in the Interpreting Class" (2017).

students use to reduce anxiety in interpreting classes, namely: preparing the material well, thinking positively, trying not to see the lecturer's face so as not to feel nervous, making summaries, increasing vocabulary, and practicing regularly in interpreting activities.

The third previous study of this topic is: *Students' Strategies to Overcome Anxiety in Speaking English at the Tenth Grade Students of SMK Negeri 4 Bulukumba in the Academic Year 2018/2019*.<sup>3</sup> This research is purpose to discover the students' strategies for overcoming anxiety in speaking English at SMK Negeri 4 Bulukumba in the 2018/2019 academic year. The Descriptive Method was used by the researcher to describe the students' strategy anxiety. Questionnaires are used to collect data. Based on the data analysis, the researcher concluded that the students agreed on the strategy for overcoming anxiety when speaking English. Where the strategy makes students improve their skills, particularly their speaking skills, and where the students use the strategy when speaking English. According to the research findings, students have a positive response on average.

The next previous study is: *EFL Undergraduate Students' Strategies to Cope With Speaking Anxiety*.<sup>4</sup> The purpose of this study is to look into the coping strategies used by EFL undergraduate students to deal with public speaking anxiety. The qualitative method was used in this study. Data were collected through observation to learn about the participants who experienced low and high levels of

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<sup>3</sup> Serly Ariska, "Students' Strategies to Overcome Anxiety in Speaking English at the Tenth Grade Students of SMK Negeri 4 Bulukumba" (Muhammadiyah University of Makassar, 2019).

<sup>4</sup> Hasna Saarahwati Hartyasni, "EFL Undergraduate Students' Strategies to Cope with Speaking Anxiety," *Endocrine* (University of Indonesia, 2020).

anxiety, and in-depth interviews were conducted to learn about the strategies the participants use to cope with speaking anxiety, as well as some documents to back up the data. This study included two students from two Academic Speaking classes. This study discovered 17 strategies (Understand the topic, Prepare well, Practice more, Record their own voice, Remember the text, Make a keyword, Remind themselves to calm, Pray, Smile, Squeeze paper, Take a deep breath, Brave to speak, Raise the voice, Start the presentation with enthusiasm, Build up self-confidence, Support from peers, Mingle with students) used by both participants to cope with their speaking anxiety, which were categorized into five main strata (Preparation, Relaxation, Positive Thinking, Peer Seeking, and Resignation).

The last previous study from this topic is: *EFL Students' Strategies to Overcome Speaking Anxiety and Fear of Negative Evaluation in Speaking Performance*.<sup>5</sup> This study examines student anxiety in the face of negative evaluations of speaking performances in class. This study has several objectives, including: 1) analyzing students' speaking anxiety in the face of negative evaluations, 2) identifying what factors influence student anxiety in English speaking and identifying student anxiety about negative evaluations, and 3) analyzing the use of strategies by students to overcome their English speaking anxiety and anxiety in the face of negative evaluation. This research is included in descriptive qualitative research. There were 28 students who participated in this study, they were students majoring in English in semester 3 at IAIN Ponorogo. In collecting data, researchers in this study used questionnaires, observations, and

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<sup>5</sup> Luluk Mazidah, "EFL Students' Strategies to Overcome Speaking Anxiety and Fear of Negative Evaluation in Speaking Performance," *Angewandte Chemie International Edition*, 6(11), 951–952., 2020.



interviews. The use of descriptive analysis, as well as the calculation of the mean and standard deviation are used in this study to analyze the data. The findings of this study are to explain that there are several factors that influence students' speaking anxiety and their worries about negative evaluation, namely: class procedures, students' self-confidence, teacher beliefs, self-views, social environment and even social errors, and mastery of the material. The findings of this study also reveal strategies used by students in reducing their anxiety when speaking English and their fear of negative evaluations. These strategies are: memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies, also social strategies.

Based on the explanations of the five previous studies, there are several similarities, namely the research topic is about students' anxiety in English speaking practice, and the research topic is students' strategy. Apart from similarities, of course there are differences in each of these studies. Such as the objectives, the research methods used and the results or findings of each study. It can be concluded that the first study aims to describe the strategies of students in SMP Terpadu class VIII Al-Azhar Jambi in dealing with anxiety during speaking practice. The second study aims to answer two problems, namely the causes of students' anxiety in the interpreting class and the strategies students use to overcome their anxiety in the interpreting class. The third study aims to determine students' strategies to overcome anxiety in speaking English at SMK Negeri 4 Bulukumba in the 2018/2019 academic year. The fourth study aims to look at the coping strategies used by EFL undergraduate students to overcome public speaking anxiety. The

last previous study is the purpose of examining students' anxiety and fear of negative evaluations in online speaking performance during the third semester of the English Department at IAIN Ponorogo during the 2020/2021 academic year.

Based on the explanation of the previous study above, it can be concluded that there are indeed previous studies on student anxiety, but among those previous studies, there has been no research on teacher strategies to reduce student anxiety in English Speaking Practice. Therefore, researchers are interested in conducting research with the title Analysis of Teachers' Strategy to Minimize Students' Anxiety in English Speaking Practice (A Case Study of MAN 1 Pandeglang).

## **G. Organization of Writing**

This study contains 5 chapters, with the following descriptions:

1. Chapter I Introduction, therein:
  - a. Background of the study
  - b. Identification of problem
  - c. Statement of the problem
  - d. Objective of study
  - e. Significant of study
  - f. Previous Study
  - g. Organization of Writing
2. Chapter II contain literature review.
3. Chapter III contain methodology.

4. Chapter IV contain discussion and analysis of the research.
5. Chapter V provides conclusions and suggestions.