

CHAPTER I

INTRODUCTION

In this chapter, the writer presents some points related to this research. These point cover background of the research, research problems, research objectives, significance of the research, scope and limitation, and definition of key terms.

A. Background of Study

Emotions are important in the classroom since it has impact on learning. Emotions affect learning in the most fundamental way because they are the foundation of the learning strategies and techniques. In other words, emotional state can encourage or discourage learning. For example, students learn and perform more successfully when they feel secure, happy, and excited about the subject matter. Emotions have the potential to energize students' thinking and also have the potential to interfere with learning. Anxiety is a circumstantial feeling in a particular situation. Suleimenova (2013) explained that "general anxiety is the excessive and exaggerated worry about everyday things". Additionally, American Psychological Association (2015) defines anxiety as "an emotion characterized by feeling of tension, worried thoughts, and physical changes".

There are lots of reason that make students have difficulties in learning English for instance "competition, real difficulties in language processing and production, personal and interpersonal anxieties and beliefs". One of the important problems that cause students not to perform well in spoken English is language anxiety. Based on Lian and Budin (2014) and (Waseem & Jibeen, 2013. Negative emotions such as anger, anxiety, and sadness have the

potential to distract students' learning efforts. One of the emotional states that make such process becomes difficult is anxiety. Anxiety has been a matter of considerable interest in language education setting for educators since it is a major obstacle to foreign language learning that the learners need to overcome (Wu, 2010; Zheng, 2008). Anxiety is an important factor that influences one's level of achievement in foreign language learning (Dordinejad and Ahmadabad, 2014).

Speaking skills are a very important ability in learning a language, but they often give rise to higher levels of anxiety than other language skills (Öztürk & Gürbüz, 2014). Speaking-related anxiety can greatly hinder students' performance and their ability to communicate effectively (Mak, 2011; Woodrow, 2006). Emotional state such as anxiety can distract students in the language learning process. Feeling of tension, worry, and nervousness will impede students' ability to perform successfully in a foreign language classroom. They were afraid and shy to practice with the target language, in this case the target language is English speaking, because they were worried about making mistake. "The feeling of tension and apprehensions specifically associated with second language contexts, including speaking, listening, and learning"- is different from a general feeling of anxiety. Irawan (2018); Indrianty (2016) looked for causal factors which is dominant from the level of learner anxiety. English related three types of anxiety most often discussed, namely communicative apprehension, negative evaluation, and test anxiety. And therefore, keeps learners from reaching their goals and prevents foreign language learners from successful performance in the target language (Hashemi and Abbasi, 2013). Many of them got jittery, created avoidance and reduced participation in the classroom. Foreign language anxiety can occur if students are exposed to several negative experiences in a foreign language

context. Anxious students will have difficulties in following lessons. They may learn less and also may not be able to demonstrate what they have learned. Even worse, they may experience more failure, which in turn escalates their anxiety (Wang & Li 2014).

Language learning anxiety may be experienced due to linguistic difficulties foreign language learners face in learning and using the target language. However some researcher claimed that foreign language anxiety is independent of first language learning disabilities and should be viewed as an important factor that hinders language learning in and of itself. Zhang and Zhong (2012) has categorized causes of foreign language learning anxiety as being “learner-induced, classroom-related, skill-specific, and some society-imposed depending on different contexts”. The main cause of anxiety stems from “learners’ unrealistic or erroneous beliefs about language learning” (Zhang and Zhong, 2012). According to Hashemi and Abbasi (2013), the more friendly and informal the language classroom environment, the less it is likely to be anxiety provoking. They state that “formal language classroom setting is a major source of stress and anxiety because of its demand to be more correct and clearer in using the target language”. However, Hashemi and Abbasi (2013) reported language learners to be less anxious and stressful in environments which emphasize collaborative activities among the teachers and the students.

Several studies have been carried out investigating students' anxiety in class speak English. Indrianty (2016). Investigated strategies to overcome anxiety in speaking English in one Hotel and Tourism College in Bandung. Found that the pressure to talk on in front of the public has created that anxiety uncontrollable as indicated by movement. Irawan, et al. al, (2018) found that many students felt nervous during speaking activities, and these conditions caused by the pressure of the speaking task alone. Delvi (2019) conducted research

on anxiety it aim to determine the anxiety of speaking foreign languages experienced by Indonesian EFL. In (Avian and Ouda) 2021 conduct a research to determine the level of deep writing anxiety experienced by high school student in learning English as foreign language. In the case of foreign language learning, students' emotions tend to be more discouraging rather than encouraging.

Based on the previous explanation, most of the research that has been handled is related to student strategies in reducing students' speaking anxiety. The research has not yet explored the strategies used by teachers in dealing with students' anxiety in speaking English. Although researchers have identified that anxiety in speaking English is a significant problem for students, in this case research that specifically investigates the strategies implemented by teachers in overcoming student anxiety in speaking English has not been conducted. Therefore in this research researcher will focuses on the teachers' strategies in overcoming students' anxiety in speaking English at grade XI MA Hasyim Asy'ari Karangrejo, besides, the researcher also identified the impact of the strategies were conducted by the teacher in order that the researcher can know which one has more influence on the students' level of anxiety. This research can offer valuable insights into effective approaches and techniques for creating a supportive and inclusive learning environment for all students. Additionally, by identifying the impact of the strategies employed by teachers, this research can also provide clearer insights into the effectiveness of various approaches in reducing students' anxiety in speaking English. As a result, the researcher interested in conduct this research entitled the teacher strategies in overcoming students' anxiety in speaking English language.

B. Statement of Research Problem

1. What strategies do teacher's use in overcoming students' anxiety in speaking English at grade XI MA Hasyim Asy'ari Karangrejo?
2. What are the impact of the strategies used by teacher's in overcoming students' anxiety in speaking English at grade XI MA Hasyim Asy'ari Karangrejo from both the teacher's and students point of view?

C. Objective of the Research

1. To investigated teacher's strategies in overcoming students' anxiety in speaking English.
2. To find out the impact that students get after teacher's implement the strategies in overcoming students' anxiety in speaking English.

D. Significance of the Study

The results of this research can be used to help teachers find the right strategy to overcome students' anxiety in speaking English. It can also be a reference for future researchers as a reference source if they want to take up a similar topic.

E. Scope and Limitation of the Research

This research focuses on the teacher strategies in overcoming students' anxiety in speaking English at 11th grade of MA Hasyim Asy'ari Karangrejo. And impact that students get after teacher implement the strategies.

F. Definition of Key Terms

1. Teachers strategy

In order to complete the implementation of learning that runs well, it is necessary to prepare appropriate teaching methods or strategies. In educational context, J. R. David (in Hamruni, (2009: 1) stated that strategy is a plan, method, or series of activities designed to achieve a particular educational goal. Also teaching strategy as defined by Shafi in Angelinawati (2018), is the process of planning a skilled working system, where the planning process is dynamic and may experience changes related to adjustments to the context.

2. Overcoming

According to the American Heritage Dictionary (2009), the word overcome comes from the Old English word, *ofercuman*, which means to get better; to defeat (another) in competition or conflict; to conquer, win, or overcome; or to overcome or dominate, as with emotions.

3. Speaking anxiety

Speaking anxiety creates a feeling of inferiority self-confidence, which makes students remain silent in all situations, even though they have the capacity to express themselves and the knowledge that is worthy of being heard. Lanerfeldt (2011) describes speaking anxiety as having a tremendous impact on a person's self-confidence because it often causes a person to experience failure when they are unable to speak and show what they know. Meanwhile, Dixon (2015) stated that anxiety may come in many forms. Sometimes anxiety is accompanied by intense panic, dread, or fear, Sometimes anxiety is specifically tied to a certain situation, like speaking in public.