

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Many students find it difficult to speak in front of an attentive crowd, even though speaking is valued in the educational field as an important skill and positive personal trait. Speaking is one of the most difficult skills for students to develop (Pollard and others, 2008). When speaking the target language, speakers often express feelings of tension, trepidation, or anxiety and admit to having mental barriers to learning. This is supported by Brendler (2010) who stated that giving a speech in front of an audience is one of the biggest fears for many students. Some other studies show that many English student teachers may often experience situations of silence in language classes and low levels of motivation because their countries do not speak English (Abrar, 2016).

EFL speaking ability is one of the important skills in foreign language learning. It enables learners to communicate effectively with native speakers and achieve their goals in language learning. However, many foreign languages learners experience speaking anxiety which can hinder their ability to speak effectively.

According to Bashori (2018) speaking anxiety can be caused by various factors, such as lack of confidence. Learners who feel unsure of their language skills may be more prone to anxiety. Then, the next factor is fear of making mistakes. The worry of making mistakes in speaking can trigger anxiety in learners. In addition, negative experiences in learning a foreign language in the past, such as being ridiculed or humiliated, can make learners more prone to anxiety.

The Anxiety must be addressed as soon as possible. Because if it continues, there will be negative impacts that will occur. According to Horwitz and others (1986) speaking anxiety can cause students to have low learning motivation. Anxious learners may feel reluctant to participate in class. Moreover, anxiety can lead to poor performance in tests, presentations, and other tasks.

Speaking English with anxieties might make it harder for students to adjust to their environment and, in turn, fail to meet their academic goals. However, eliminating or even attempting to remove anxieties is not necessary. Therefore, it is preferable to control the fear

and turn it into a motivating factor (positive energy) for speaking preparation. In addition, creating a safe and supportive learning environment is an important thing for teachers to do.

Bashori and others. (2022) examined the effectiveness of web-based learning in overcoming Speaking Anxiety in high school students. The results showed that web-based learning can help students increase their confidence and reduce their anxiety when speaking English. Then, Germilasmawani (2019) elaborated on researching the effectiveness of implementing jigsaw-type cooperative learning strategy in overcoming Speaking Anxiety in vocational high school students. The results indicated that the jigsaw-type cooperative learning strategy can help students improve their English-speaking ability and reduce their anxiety. Novitasari (2020) examined the effectiveness of the application of systematic desensitizing techniques in overcoming Speaking Anxiety in university students. The results showed that systematic desensitization techniques can help students in reducing their anxiety when speaking English in public.

Although various studies have examined teachers' strategies to manage students' speaking anxiety, there are still some research gaps that need to be studied further. One of them is that research on teacher strategies to overcome students' speaking anxiety still focuses on certain schools so its use cannot be generalized. Therefore, more research needs to be conducted to examine the strategies used by teachers in other schools.

In this regard, the researcher tried to gather information about the availability of anxiety problems in speaking in the targeted schools. In this case, the researcher conducted an informal conversation with English teachers in one of the high schools in Batanghari district, Jambi province. Based on the information that the researcher found, some students have limited knowledge of pronunciation and vocabulary or even grammar, this makes them insecure and have difficulty speaking English, causing anxiety. In line with this information, Yufrizal (2017) also states that students never feel secure enough to speak English. Information from English teachers also states that the majority of the children who struggle with anxieties are in grade 10, just adjusting to the surroundings shift from junior high to high school as well as changes in the educational system.

In line with the previous explanation, this study needs to be conducted to explore the appropriate strategies used by teachers to overcome the problem of speaking anxiety in students. therefore, the researcher conducted this study by raising the title "Teachers' Strategies in Managing Students' Anxieties in Speaking English at One of Senior High Schools in Batang Hari" as her research title.

1.2 Research Question

Based on the background, there are some problems which can be identified as follows:

1. What strategies do the teachers use in managing students' English-speaking anxieties?
2. Why does the teacher employ these strategies to manage students' English-speaking anxieties?

1.3 Purpose of the Research

1. To investigate the teachers' strategies in managing students' English-speaking anxieties
2. To explore the teachers' reason for using certain strategies to manage students' English-speaking anxieties

1.4 Significance of the Study

The significance of this research is expected to provide benefits for various environments.

a. For teacher

This study's result can help teachers find good strategies in managing the students' anxieties in speaking English.

b. For other researchers

The result of this study is to inform fellow students of the English Education Study Program and English teachers interested in conducting students' speaking anxieties in the class.

1.5 Limitations of the Research

To avoid the research broadening, the researcher limited this study by stating the scope of the present research. Therefore, the scope of this research was covered several issues as follows:

1. The present study focused to find out the kinds of strategies used by the English teachers to cope with the issues of students' anxiety in speaking performance.
2. By activity, the present study conducted at one of Senior High School in Batang Hari. To answer the research questions, therefore the researcher did the semi structured interview to gain the data deeply. Then, the researcher analyzed the data based on the theory proposed by Ary and others. (2018) which include several steps such as: familiarizing and organizing, coding and reducing, interpreting and representing.

3. The participants were consisted of three teachers with teaching experience more than 10 years.

1.6 Definition of Keywords

1. Teacher Strategy

The teachers' strategy is a sequence of learning activities that the teacher selects and uses contextually by considering the learners' characteristics, school conditions, the environment, and the learning objectives determined.

2. Manage

Managing is projecting and planning, organizing, commanding, coordinating, and controlling. This meaning focuses on solving problems or difficulties. This word also focuses on providing training or education to improve one's abilities

3. Speaking Anxieties

Anxieties is a unique complex of self-perceptions, feelings, and behaviors connected to the classroom language acquisition process. In the language acquisition context anxieties refers to the feeling of worry, fear, or anxieties experienced by language learners when using the language.