

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Teachers are an indispensable factor in the school system and without effective teachers even if all other things are provided it will be very difficult if not impossible, to achieve the desired goals and objectives of the school (Ayua, 2017). The teacher is someone who provides knowledge to students or professionals who can make students plan, analyse and conclude the problems they face (Djamarah, 2015). Teaching speaking means teaching students to produce the English speech sounds and sounds patterns, using word and sentences, intonation patterns, and rhythm of the second language, selecting appropriate words and sentences according to the proper social, setting, audience, situation and subject matter, to organize their thoughts in a meaningful and logical sequence, using language as a mean of expressing values and judgments, using the language quickly and confidently with few unnatural pauses which is called as fluency. (Rahayu & Nurviyani, 2018). The challenge for teachers is increasing when students' problems are related to mentality. Anxiety at the school level is increasing because teachers seem to ignore the class, teach monotonously and look threatening to students, while what students need is comfort (Prediger, 2022). Teachers have necessarily had to make changes and adjustments, especially to their own beliefs and practices (Kuswoyo, 2016). Anxiety is common among students; this is caused by several factors and characteristics. Teachers need to teach students in their ways by using understandable teaching materials since what they do in the class affected the

students learning process (Mandasari, 2017). Meanwhile the English speaking class is not an easy class to master if the teacher does not use strategies and assign roles appropriately. Several problems surfaced because of the teacher's less of attention to students, nowadays there are not a few teachers who give inappropriate things to students, for example, teaching in a monotonous style, non-stop assignments and less friendly to students. Being a teacher or teaching staff must be able to overcome these problems, if students experience these difficulties. This is supported by the interaction in the classroom between teacher and students speaking is often considered the main part of an English as a Foreign Language, among other skills because more people use English today than have used some languages other than this in the history of the world (Apriyanti & Ayu, 2020).

However, difficulty in adapting is not the main reason or concern of students when entering English class, the main cause of their concern for foreign language classes is anxiety. In teaching English speaking skills are one of the important skills to be taught (Aminatun & Mandasari, 2019). There is a lot of anxiety in the students' especially when doing speaking class which is an obstacle for the teacher to develop the material. In addition, tenth graders are still vulnerable to anxiety about English. Teachers succeed because they are creative (Hanafiah, 2022). A lot of learning about the character of students will not be implemented by teacher, for example, teachers who actually suppress students, all teachers in institutions who already understand the character of students but do not apply it, there are still many students who depressed due to English, then have no interest in learning English, teacher attitudes and actions that affect student motivation. Actually, it's not only the influence of the teacher, it can happen because students lack knowledge of

vocabulary, pronunciation and practice, but if in the early or tenth grade they still don't understand English, first their location is also in a place far from modern reach and learning English at its best, so it becomes a challenge for teachers to apply strategies and place the right roles if they really want to teach English, especially in the speaking class. As a teacher they must pay attention to what roles they use to teach, since we know that every student has different needs, such as each class must be given a different strategy (Suryanti, 2019). This case was raised by surface researcher with two scientific reasons, the first is that the researcher has a relationship with the school because last year held PPL there, for three months the PPL researcher taught two classes which are X AKL and X OTKP, the two classes had anxiety in speaking when the researcher observed that the students were so anxious and afraid to say the wrong words, they also always changed their body language when in front of the class, and tended to have a lot of blank sentences and their hands moved several times. The focus of the researcher was the teacher, at that time the researcher asked one of the students if they knew who the teacher in their class was and they answered that they did not know because it was the first time, they had entered the classroom directly after a long time of learning through virtual classes.

The second reason is because the researcher has experienced as a sufferer of acute anxiety, during school the researcher struggled to speak English, the researcher admitted English but it was difficult to learn it, besides that the researcher while still in school experienced several obstacles when speaking English and at that time the teacher's service to overcome this was still very manual which are by involving two-way by providing motivation and reinforcement for researcher. The

anxiety suffered by the researcher lasted for eight years until now. The two reasons above are the foundation why this research occurs because the main obstacle for students to speak English is not only from the individual students but from how the teacher applies strategies and roles in the classroom. For this reason, the researcher wants to disclose the roles of the teacher and the strategies of the tenth grade teacher at SMK Gajah Mada Bandar Lampung.

Based on the explanation above, the researcher is eager to conduct research entitled *"The Roles of English Teacher on Facing Student's Anxiety in Speaking Class in Tenth Grade at SMK Gajah Mada Bandar Lampung"*.

1.2 Research Questions

Based on the background of the study above, the researcher attempted to answer the following research questions, as follows:

1. What are the roles of English Teacher on facing student's anxiety when doing speaking class?
2. What are the strategies uses by teacher to solve problem in anxiety when doing speaking class?

1.3 Research Objectives

Following the research questions above, these research objectives were:

1. To find out strategies uses by teacher on facing student's anxiety when speaking class
2. To Investigate the teacher roles on facing student's anxiety when speaking class

1.4 The Uses of the Study

The uses of this study were as follows:

1. Theoretically

This research can be used as a reference for another researcher who wants to research a similar topic. Thus, the information in this research can help other researchers as additional information for their research.

2. Practically

Hopefully this research can be useful to provide information to further researchers about the role of teachers and the strategies used by teachers in dealing with students' speaking anxiety

1.5 Scope of Research

The scope of this research focuses on teacher roles on facing students' anxiety in speaking English and explore the strategies used by the teacher to overcome students' anxiety. The subject of this research is the tenth grade English teacher at SMK Gajah Mada Bandar Lampung. His name is Mr Riyon, S.S., M.Pd. He is a graduate from English Literature Universitas Teknokrat Indonesia since 2009. He is taught tenth grade X OTKP and X AKL. He is 41 years old. Mr Riyon is Head Vice of Curriculum at SMK Gajah Mada Bandar Lampung, hereinafter the researcher and the teacher had a good relation with the researcher since conducted PPL last year. He is the only English teacher for class tenth grade who taught in two classes, besides that he is also active in the religious field. Reported on his You Tube account he is actively involved in sharing creative videos of his teaching media in English. Furthermore, another reason why the researcher chose him is

because he has never been studied by any student from other university, he explained that this was the first time he was used as research subjects

